

Largo High School



2015-16 School Improvement Plan

Largo High School

410 MISSOURI AVE N, Largo, FL 33770

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

48%

Alternative/ESE Center

No

Charter School

No

Minority

40%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	18
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	45
Appendix 2: Professional Development and Technical Assistance Outlines	48
Professional Development Opportunities	49
Technical Assistance Items	50
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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.

Provide the school's vision statement

Prepare 100% of students for post-secondary success by providing a quality education.

School Environment

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

Largo High School has developed a list of values that drive the building of relationships between teachers and scholars. These include:

I am an educator who makes a difference at Largo High School

I have a profound influence on student's lives

I believe student success in the classroom is affected by my success as an educator

I recognize and respect cultural differences among people

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

Largo High School instructional staff and administration work together to ensure that all students feel safe and respected while on our campus. Administration regularly utilize peer mediation to ensure all students feel safe in the school. Our LiveFree student club works to bring together students with a variety of backgrounds and cultures. Largo High administration provides regular duty coverage to ensure the safety of each student. Any safety issues are addressed during our monthly safety meeting, urgent safety issues are addressed immediately. Individual Safety plans are implemented as needed for those who need specific supports.

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

Behavioral expectations are clearly communicated in a variety of ways including discipline posters posted in every classroom as well as in common areas in the school. Enforcement of rules and expectations is carried out swiftly and consistently by appropriate staff members. LHS is implementing an Alternative Bell Schedule (ABS) for those who continue to struggle with behavior. A positive recognition initiative has been developed to reward students for positive behaviors (Largo Loot).

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

The Check and Connect initiative is being developed to provide increased communication between staff and students with regard to the social emotional state of all students. Our full time social worker

and part time school psychologist work together and work with school administration to address the social emotional needs of individual students. Individual success plans are developed and implemented to ensure all scholars have a safe harbor.

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

Largo High School's Child Study Team meets bi-weekly to identify students whose attendance has fallen below 90% (excused or unexcused) and intervene accordingly. Specific student data is discussed in PLC meetings to identify students who are suspended in and/or out of school as well as those who are failing English and/or math classes. Students requiring intervention are referred to the Multi-Tiered System of Support Team in order for their needs to be assessed. The MTSS team meets weekly to determine appropriate action and communicate with stakeholders regarding plans for support which will lead to improved discipline and/or academic performance. After-school GradPoint classes are available to all students who require credit recovery. Students who scored at Achievement Level 1 or 2 on their standardized reading test are being placed into a double-blocked Algebra 1A/1B class. They are also placed in appropriate English classes with teachers who have earned a reading endorsement. Students who have failed their Algebra 1 EOC are placed in Algebra 1 for credit recovery.

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 Level				Total
	9	10	11	12	
Attendance below 90 percent	127	130	94	93	444
One or more suspensions	70	61	29	14	174
Course failure in ELA or Math	191	183	56	17	447
Level 1 on statewide assessment	124	73	18	3	218
Math listed above	0	0	0	0	
Level 1 on state assmt. (FCAT Read)	94	77	57	16	244

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	136	120	45	14	315

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who are identified as meeting one or more of the early warning signs indicators are monitored and tracked on a weekly basis by the MTSS/Child Study Team. The students are assigned a mentor to support their needs. The MTSS team that supports Tier III interventions meets to develop an individual intervention plan for students where necessary. Students are placed in programs to recover credits or have a class placed in their schedule for credit recovery and grade forgiveness.

Some students who need multiple courses recovered are placed in the Graduate Enhancement Program.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Multiple opportunities are given to parents for involvement. Vounteering, SAC membership, and PTSA membership are all offered. We have also added Booster clubs within our two magnet programs, band, chorus, and athletics.

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

The principal is a member of the local Chamber of Commerce, and the Rotary Club. We also have representation for the local Optimist Club

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:

Name	Title
Finkbiner, Bradley	Principal

Duties

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

Brad Finkbiner (Principal), Nicole Wilson (APC), Alec Liem (AP/IB Coordinator), Joshua Wolfenden (APF/magnet program coordinator), Jonathan Marina (APA), Renee Sessa (School Counselor), Shelley Steele (School Counselor), Caitlin Wolfe (School Counselor), Kris Moore (School Social Worker), Jesse Steif (School Psychologist), Alfredo Blanco TSA. Department chairs for all subject areas. School Counselors complete credit checks and monitor progress for every students in the school. Students who need special assistance are identified and discussed at each MTSS meeting. School Social Worker and School Psychologist monitor attendance and grades. They provide interventions and suggestions for supports for individual students. They also provide direct services. TSA monitors all students with IEPs and assists with intervention suggestions and serves as a

support to students. The leadership team monitors the SIP and MTSS strategies by meeting monthly to review action plans. We also have grade level cohort PLC's to meet monthly to discuss students in need of extra resources

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

Classroom Walkthroughs, collaboration with department chairs, SBLT meet monthly, Child Study and RTI team meets weekly to review data and student needs.

Wellness program will be coordinated by Virginia Oliva who will provide ongoing health and fitness information and activities through the year to increase overall health and well being of staff. The 9th and 10 grade teachers meet monthly together to discuss students in need of extra resources. Each EOC has a PLC which meets twice per month to revisit and monitor strategies and pacing guides. Each PLC documents needs from outside resources to help their scholars. The entire staff has been given an overview of the MTSS process. Through the discipline committee and leadership team, other opportunities for MTSS training will be provided monthly to new staff or those who require extra assistance

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bradley Finkbiner	Principal
Christopher Benoit	Teacher
Eva Aradi	Parent
Kriserlon Key	Parent
Jyoti Patel	Parent
Robert Pelzel (President)	Parent
Ronnie Corbitt	Business/Community
Cheyenne Shumann	Student
Grace Tsounis	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan was implemented in accordance with state and district guidelines. The SIP was a fluid document to serve as a guiding document to drive major initiatives instituted by the school. LHS increased in certain areas and decreased in specific areas as well.

Development of this school improvement plan

The SAC will have final input and change status of the SIP
 They will have involvement in major initiatives aligned with the district strategic plan and school

mission and vision.

Knowing the SIP is a fluid document, confirmation of changes will be made on an ongoing basis

Preparation of the school's annual budget and plan

The SAC will use its funds to support the goals of the SIP. A major focus will be to provide resources to classroom teachers for student resources

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

The SAC used its funds to support the goals of the SIP. A major focus was to provide resources to classroom teachers for student resources

Verify that the school is in compliance with section 1001.452, Florida Statutes, 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)

Membership:

Name	Title
Finkbiner, Bradley	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT is made up of the Principal, the Assistant Principals, The Reading Coach, and 8 teachers (Robyn Oyer, Denise Soffos, Frank Emser, Scott Kaplan, Michele Albert, Allison Bryant, Lisa Bagley, and Mark Pohlman).

The LLT develops teaching strategies within all curriculum to embed reading and writing skills. All teachers on staff are expected to implement a type of literacy strategy within their specific curriculum.

1. Support for text complexity
2. Support for instructional skills to improve reading comprehension
3. Ensuring that text complexity, along with close reading and rereading of text, is central to lesson plans and strategies
4. Developing and asking text dependent questions from a range of different question types
5. Emphasizing students supporting their answers based upon evidence from the text
6. Providing extensive research and writing opportunities (claims and evidence)
7. Support for implementation of Florida Standards for literacy in all core academic and technical subjects

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

Whenever possible, opportunities are provided to allow teachers to work together. Departments hold PLC meetings and in the coming year, there will be two PLCs per month which is an increase from last year. Each department has a meeting each month to discuss school-based issues.

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

Regular meetings with district approved school-based mentors (Assistant Principals and Lead Teachers) -
-
Ongoing, Partnering new teachers with veteran staff (Assistant principals) - Ongoing, Local district sponsored Job Fairs/Orientations (Principal & Assistant Principal) - Ongoing, District On-line Winocular system (Principal & Assistant Principal) - Ongoing

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

New teachers will be paired with an experienced teacher at LHS. Fred Blanco and Robyn Oyer are the lead mentor teachers and will provide ongoing support.
The planned mentoring activities will consist of observation on mentee's instruction and providing feedback, co-planning of lessons (to include connecting lessons to content standards), discussions of student data, progress and the analyzing of student work, modeling or co-teaching of lessons.

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

Teachers attend subject specific trainings on a regular basis. In addition, to support implementation of the Florida Standards, The Leading the Learning Cadre which consists of teachers of math, language arts, social studies and science and the principal, attend district trainings devoted to planning of training for staff to support full implementation of the standards. All professional development efforts are aligned to improving instruction and aligning coursework to standards.
Administrative walk-throughs will be conducted to look for instruction in the Florida 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

Student data is collected and shared with teachers on an ongoing basis. Data is discussed by departments in PLCs. Teachers work together to discuss ways to differentiate their instruction and upon delivering those lessons, discuss the effectiveness of the differentiated strategies. Teachers provide supplemental instruction and tutoring before and after school and also during lunch.
AVID courses are offered on campus as well as a Learning Strategies courses for students with disabilities. ELP is provided to students who need to recover credits and access grade forgiveness.

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: Extended School Day

Minutes added to school year:

Tutoring, extended learning, Saturday tutoring for EOCs, 9th grade learning strategies for struggling students after school, Gifted elective course offered, college visits coordinated through the AVID program.

Strategy Rationale

By providing opportunities for students to access curriculum, tutoring and support beyond the school day, they can receive additional practice and skills that allow them more time to develop concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Marina, Jonathan, marinat@pcsb.org

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

Attendance records are collected, data from EOCs, and FSA, other standardized assessments.

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

9th grade students have an opportunity to come to the school prior to the start of the school year by attending Freshman Orientation. The orientation provides an opportunity for them to learn about offerings at the high school and to review aspects unique to Largo High School. Students will have a guidance counselor assigned to them so they have a consistent person to contact whenever there are questions or concerns. There is also a cadre of 9th grade teachers that meet throughout the year to discuss ways to best support freshman.

Seniors are provided with Senior Seminars put on by the guidance staff. These seminars provide the students with valuable information to prepare them for a successful year and transition to postsecondary

opportunities. In addition there are meetings scheduled throughout the year for senior parents in which timely

information is provided to help them help their students prepare for post-secondary options.

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

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.

- Students meet with guidance counselors individually each year to identify and request courses for

the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.

· Students in the ExCEL magnet program engage in 5 career shadowing experiences throughout their high school experience. This helps them explore their options and make informed decisions related to their postsecondary endeavors.

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

· Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training.

Microsoft certification, State of Florida Child Care certification, and Safeserv certification are available to LHS students who choose to enroll in the courses related to these certifications.

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

Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; increased participation in ACT,PERT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

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), Florida Statutes

Increase enrollment in AP and Dual Enrollment courses by actively growing the AVID program and promoting the concept of increasingly rigorous coursework schoolwide. Increase the number of students taking the PSAT, SAT and ACT tests at the appropriate grade levels by communicating the importance of these tests to parents more clearly and more frequently. Utilize the AP potential report (based on PSAT scores) to target specific students for enrollment in AP and/or Dual Enrollment classes. Continue to support existing magnet programs that require rigorous curriculum as part of their criteria.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** CTE: 1. Triple the number of industry certifications from last year. 2. Begin the process of developing wall-to-wall academies for the 2016-17 school year
- G2.** The Largo High Biology EOC scores will increase from 59% to 69%
- G3.** The US History scores will increase 10 percent from the previous year - 71% - - - 81%
- G4.** 1. The African American graduation rate will be at or higher than the total school graduation rate. 2. Emphasize relationships over all content areas to motivate scholars including the use of mentors. 3. Mentoring program will begin within the 9th grade Academy and expand to other grade levels
- G5.** Develop and implement a 9th grade academy to focus on our scholar program
- G6.** Work toward Bronze Level recognition with the Alliance for a Healthier Generation
- G7.** Develop an understanding on why attendance is the most important way a scholar can be successful in high school and post-secondary opportunities.
- G8.** 1. Largo High teachers will provide research and writing opportunities every two weeks. 2. World History teachers will use common DBQ's each quarter which will include writing components. 3. The literacy team will provide research based reading/writing strategies to all teachers to incorporate within their specific curriculum.
- G9.** 1. To increase the reading scores for our LPQ (Lowest Performing Quartile) scholars to meet or exceed the district/state average. 2. Ensure each student makes a learning gain within their reading courses and assessments. 3. Ensure the proficiency rate for the FSA is above the state and district average.

- G10.** 1. To increase the gains of LPQ (Lowest Performing Quartile) students in Math assessments from 50% to 60%. 2. Ensure each scholar will make at least one year's worth of growth within the state EOC assessments (Algebra I, Geometry, Algebra II) Ensure each scholar will pass the required Algebra I assessment by their senior year - including all concordant tests. Ensure math scores are at or above the district or state average in EOC's, PERT, and AP courses that are offered.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. CTE: 1. Triple the number of industry certifications from last year. 2. Begin the process of developing wall-to-wall academies for the 2016-17 school year **1a**

Targets Supported **1b**

 G065273

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

•

Targeted Barriers to Achieving the Goal **3**

- no formalized structure for wall-to-wall academies

G2. The Largo High Biology EOC scores will increase from 59% to 69% **1a**

Targets Supported **1b**

 G064779

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

•

Targeted Barriers to Achieving the Goal **3**

- Students may not have seen the types of questions on the Biology EOC assessment before

Plan to Monitor Progress Toward G2. **8**

Data will be collected using district cycle data

Person Responsible


Valerie Christou

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

G3. The US History scores will increase 10 percent from the previous year - 71% - - - 81% 1a

 G064774

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Not having scholars in more rigorous courses

Plan to Monitor Progress Toward G3. 8

LHS will review cycle data during the school year to determine if the goal is successful

Person Responsible

Bradley Finkbiner

Schedule

On 6/10/2016

Evidence of Completion

G4. 1. The African American graduation rate will be at or higher than the total school graduation rate. 2. Emphasize relationships over all content areas to motivate scholars including the use of mentors. 3. Mentoring program will begin within the 9th grade Academy and expand to other grade levels 1a

 G063317

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- not being successful on state-wide assessments
- behind on credits or GPA

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

G5. Develop and implement a 9th grade academy to focus on our scholar program 1a

G063316

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- the understanding of what is needed to graduate in four years

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. Work toward Bronze Level recognition with the Alliance for a Healthier Generation 1a

G063315

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- stakeholder buy-in
- providing information to all stakeholders

Plan to Monitor Progress Toward G6. 8

Person Responsible

Schedule

Evidence of Completion

G7. Develop an understanding on why attendance is the most important way a scholar can be successful in high school and post-secondary opportunities. 1a

G062453

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- .

Targeted Barriers to Achieving the Goal 3

- lack of focus on why school is important.

Plan to Monitor Progress Toward G7. 8

walkthrough data and the progression of deliberate practice forms which provide where the teacher believes chances of growth may occur

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

G8. 1. Largo High teachers will provide research and writing opportunities every two weeks. 2. World History teachers will use common DBQ's each quarter which will include writing components. 3. The literacy team will provide research based reading/writing strategies to all teachers to incorporate within their specific curriculum. 1a

G062452

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- .

Targeted Barriers to Achieving the Goal 3

- Lack of structure on what good writing looks like

Plan to Monitor Progress Toward G8. 8

district or state assessments which will provide baseline data to adjust goals and expectations.

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

G9. 1. To increase the reading scores for our LPQ (Lowest Performing Quartile) scholars to meet or exceed the district/state average. 2. Ensure each student makes a learning gain within their reading courses and assessments. 3. Ensure the proficiency rate for the FSA is above the state and district average. 1a

G062451

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- provide multiple reading resources for scholars to find material they enjoy. this will all allow them to develop better habits and show more success

Targeted Barriers to Achieving the Goal 3

- Scholar poor reading habits
- lack of success in their past

Plan to Monitor Progress Toward G9. 8

reading assessment data from district and state testing

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

G10. 1. To increase the gains of LPQ (Lowest Performing Quartile) students in Math assessments from 50% to 60%. 2. Ensure each scholar will make at least one year's worth of growth within the state EOC assessments (Algebra I, Geometry, Algebra II) Ensure each scholar will pass the required Algebra I assessment by their senior year - including all concordant tests. Ensure math scores are at or above the district or state average in EOC's, PERT, and AP courses that are offered. 1a

G062215

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Increased organization/efforts of MTSS/Child Study team to improve attendance among LPQ students, collaborative efforts among math teachers to pool resources and share strategies, use of research-based computer-based curricular programs to support struggling students and improve performance, math supports available through community volunteers as well as student tutors, credit recovery and grade forgiveness opportunities built in to student schedules and available after school

Targeted Barriers to Achieving the Goal 3

- prerequisite course failures

Plan to Monitor Progress Toward G10. 8

A comparison of quarterly and semester grades of LPQ Math scholars against a baseline percentage of 50% as evidenced in the 2014 data

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Comparison of data for recovered credits for 2015/16 school year vs. previous years

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. CTE: 1. Triple the number of industry certifications from last year. 2. Begin the process of developing wall-to-wall academies for the 2016-17 school year **1**

 G065273

G1.B1 no formalized structure for wall-to-wall academies **2**

 B168631

G1.B1.S2 Develop wall-to-wall academies **4**

 S180267

Strategy Rationale

This will provide opportunities for scholars to choose a cohort academy to travel through their high school experience.

Action Step 1 **5**

Academies are developed to provide a cohort for scholars to provide support throughout their high school experience.

Person Responsible

Bradley Finkbiner

Schedule

On 6/10/2016

Evidence of Completion

Action Step 2 5

Develop an advisory board for each academy

Person Responsible

Bradley Finkbiner

Schedule

On 6/10/2016

Evidence of Completion

meeting minutes from the advisory board meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitoring will be completed throughout the year for certifications and the development of the academies

Person Responsible

Bradley Finkbiner

Schedule

On 6/10/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible


Schedule

Evidence of Completion


G2. The Largo High Biology EOC scores will increase from 59% to 69% **1**

 G064779

G2.B1 Students may not have seen the types of questions on the Biology EOC assessment before **2**

 B166989

G2.B1.S1 Develop a process for scholars to take review exams of prior Biology EOC assessments **4**

 S178510

Strategy Rationale

Scholars will be more prepared for the actual EOC given in the spring

Action Step 1 **5**

Biology instructors will prepare and give Biology EOC questions throughout the school year. They will receive a pool of questions from the district's secondary science supervisor to assist and support

Person Responsible

Valerie Christou

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Instructors and the administrator responsible for the science department will gather data on district assessments to determine the needs of our scholars in areas of weaknesses

Person Responsible

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible


Schedule

Evidence of Completion


G3. The US History scores will increase 10 percent from the previous year - 71% - - - 81% 1

 G064774

G3.B1 Not having scholars in more rigorous courses 2

 B166985

G3.B1.S1 LHS will ensure scholars who have high stanines will be placed in honors courses. 4

 S178494

Strategy Rationale

More rigorous coursework will allow our scholars to pass the US History EOC with higher levels of competency

Action Step 1 5

Counselors and APC will ensure those scholars who have taken honors courses before their 11th grade year will be placed in an honors course for US History

Person Responsible

Bradley Finkbiner

Schedule

On 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The APC will monitor the numbers of scholars placed in honors courses by the number of sections needed

Person Responsible

Bradley Finkbiner

Schedule

On 6/10/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G4. 1. The African American graduation rate will be at or higher than the total school graduation rate. 2. Emphasize relationships over all content areas to motivate scholars including the use of mentors. 3. Mentoring program will begin within the 9th grade Academy and expand to other grade levels **1**

 G063317

G4.B1 not being successful on state-wide assessments **2**

 B162919

G4.B1.S1 Each child will pass the required state-wide assessments needed for graduation **4**

 S174354

Strategy Rationale

Our goal is 100% graduation rate

Action Step 1 **5**

Each child will be successful on the state-wide assessments

Person Responsible

Joshua Wolfenden

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

State assessments scores

Action Step 2 **5**

Each child will be on track to graduate with credits and GPA

Person Responsible

Joshua Wolfenden

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

monitoring of the cohort list

Action Step 3 5

A committee of African American parents will be reinstated to brainstorm ideas to help our African American scholars.

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

the monitoring of the cohort list

Person Responsible

Joshua Wolfenden

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

A monthly meeting will be scheduled to focus on African American scholars

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Meeting minutes will be available for parents to view on the strategies or ideas to help support our African American scholars

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The mentoring program will be monitored by the 9th grade Academy as well as the check and connect group.

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

mentoring notes will be accumulated, as well as, cohort conversations on specific scholars who may be struggling

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G5. Develop and implement a 9th grade academy to focus on our scholar program 1

G063316

G5.B2 the understanding of what is needed to graduate in four years 2

B162918

G5.B2.S1 implement a researched based program to help develop a 10 year plan for incoming 9th graders 4

S174353

Strategy Rationale

this will allow each child to develop their own personalized plan to graduate high school on time - move onto a post secondary program and career

Action Step 1 5

LHS is implementing a 9th grade program within their Language Arts/Reading course to develop and implement a plan for each child

Person Responsible

Jonathan Marina

Schedule

On 6/10/2016

Evidence of Completion

Administration will work with 9th grade team to develop supports for students in need.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

course work designed to help scholars develop their own personalized plan of success

Person Responsible

Jonathan Marina

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

monitoring will be done by English/Reading teacher. this will also be discussed in weekly team meetings for progress


Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Person Responsible


Schedule

Evidence of Completion


G6. Work toward Bronze Level recognition with the Alliance for a Healthier Generation 1

 G063315

G6.B1 stakeholder buy-in 2

 B162915

G6.B1.S1 LHS will develop a health and wellness team including instructional and support staff. 4

 S180070

Strategy Rationale

To promote a more healthy lifestyle using the Vitality program through Humana

Action Step 1 5

A wellness committee is to be developed to implement healthy strategies to our staff

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Action Step 2 5

Use the Vitality program through Humana to help save our staff members money off their insurance

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

The distribution of information with the Vitality program

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Person Responsible


Schedule

Evidence of Completion

G6.B2 providing information to all stakeholders 2

 B162916

G6.B2.S1 Develop a publicity plan to all school stakeholders 4

 S174352

Strategy Rationale

This will allow LHS to communicate what the expectations are for us to move to the next level as a school program

Action Step 1 5

Largo High will develop a communication plan to all school stakeholders on what the expectation and rationale is for this goal

Person Responsible

Bradley Finkbiner

Schedule

On 6/3/2016

Evidence of Completion

We will monitor how the information is distributed

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Largo High will monitor successes for the 2015-16 target goals

Person Responsible

Bradley Finkbiner

Schedule

On 6/3/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Information will be added to the website, newsletters, and all parent communication to reduce the amount of confusion on how LHS will accumulate the Bronze Level recognition

Person Responsible

Bradley Finkbiner

Schedule


On 6/10/2016

Evidence of Completion


G7. Develop an understanding on why attendance is the most important way a scholar can be successful in high school and post-secondary opportunities. 1

 G062453

G7.B1 lack of focus on why school is important. 2

 B160330

G7.B1.S2 develop exciting and enriching classrooms for scholars to want to attend 4

 S171791

Strategy Rationale

classrooms should be a harbor where the focus is on education and "why" it is important for the scholar to attend and be successful.

Action Step 1 5

develop and monitor classrooms by seeing if differentiated instruction is being used to meet the needs of all scholars

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

strategy walkthroughs by administrators, department leaders, and all faculty

Person Responsible

Bradley Finkbiner

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

feedback from administration, district academic supervisors, peers will be provided

Person Responsible


Schedule

Monthly, from 8/24/2015 to 6/10/2016


Evidence of Completion

G8. 1. Largo High teachers will provide research and writing opportunities every two weeks. 2. World History teachers will use common DBQ's each quarter which will include writing components. 3. The literacy team will provide research based reading/writing strategies to all teachers to incorporate within their specific curriculum.


1

 G062452

G8.B2 Lack of structure on what good writing looks like 2

 B160328

G8.B2.S1 All curriculum teachers will be reading/writing teachers. 4

 S178895

Strategy Rationale

Scholars will receive daily writing opportunities in all their curricular courses. This will impress upon them the need to be good writers

Action Step 1 5

World History teachers will develop and implement a common instructional language for writing

Person Responsible

Bradley Finkbiner

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

DBQ's will be monitored each month to determine the success of the program

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G8.B2.S2 The literacy team will develop research based techniques to help all teachers being writing instructors 4

 S178896

Strategy Rationale

A school wide emphasis on reading and writing will be based upon best practices for scholar success.

Action Step 1 5

The literacy team meets monthly and will develop bi-weekly strategies for writing to share with the entire staff

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B2.S2 6

Monitoring will take place through cycle assessments and informal assessment rubric developed by the literacy team.

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G8.B2.S2 7

This strategy will help embed a school wide focus on reading and writing

Person Responsible

Bradley Finkbiner

Schedule


Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion


G9. 1. To increase the reading scores for our LPQ (Lowest Performing Quartile) scholars to meet or exceed the district/state average. 2. Ensure each student makes a learning gain within their reading courses and assessments. 3. Ensure the proficiency rate for the FSA is above the state and district average. 1

 G062451

G9.B1 Scholar poor reading habits 2

 B160325

G9.B1.S2 scholars will be exposed to reading across all curriculum to allow them continuous reading opportunities 4

 S171787

Strategy Rationale

the importance of reading will be reminded to scholars daily by their teachers. this will allow them to see success and then provide a more rigorous reading program designed individually

Action Step 1 5

Reading teachers will meet with other curricular teachers, primarily within their grade level cohort to develop a reading plan which will focus on developing good reading habits and then add more rigorous levels to individuals

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC meeting minutes, department meeting minutes, assessment data throughout the year

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

reading materials will be collected from cross curricular teachers to provide fidelity

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G9.B2 lack of success in their past 2

 B160326

G9.B2.S1 All teachers will receive relevant, ongoing professional development 4

 S180051

Strategy Rationale

To include best practices for the Florida Standards, use of SRI data and WICOR strategies

Action Step 1 5

Professional development will be developed to provide ongoing training for all staff to become reading teachers for support of all scholars.

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Action Step 2 5

ELA English teachers will administer the SRI test to all scholars in grades 9-12

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Test schedule for SRI Baseline data to begin the process of data chats within PLC's

Action Step 3 5

PLC's will be developed for data chats, pacing guides and lesson planning

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

meeting minutes and plans for implementation

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

SRI cycle assessment data

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

individual scholar scores to provide baseline data and to develop strategies to move scholars forward

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Person Responsible

Schedule

Evidence of Completion


G10. 1. To increase the gains of LPQ (Lowest Performing Quartile) students in Math assessments from 50% to 60%. 2. Ensure each scholar will make at least one year's worth of growth within the state EOC assessments (Algebra I, Geometry, Algebra II) Ensure each scholar will pass the required Algebra I assessment by their senior year - including all concordant tests. Ensure math scores are at or above the district or state average in EOC's, PERT, and AP courses that are offered. 1

 G062215

G10.B1 prerequisite course failures 2

 B159613

G10.B1.S1 Students who failed a prerequisite math course will be required to enter a credit recovery course to make up their lost credit 4

 S171081

Strategy Rationale

Students will maintain their "on track to graduate" status

Action Step 1 5

LPQ math scholars will be identified and placed in credit recovery courses as needed to regain "on track for graduation" status

Person Responsible

Bradley Finkbiner

Schedule

Biweekly, from 6/15/2015 to 9/25/2015

Evidence of Completion

Number of credits recovered by LPQ math scholars per semester

Action Step 2 5

Math teachers will collaborate in EOC PLC's to monitor pacing and success of scholars

Person Responsible

Bradley Finkbiner

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Scores from cycle data, state assessments, PERT scores, and AP scores

Action Step 3 5

Support scholars with setting personalized learning goals through the use of learning goals and scales

Person Responsible

Bradley Finkbiner

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Grades for all LPQ math scholars in credit recovery courses will be reported to APs at the end of each grading period

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Percentage of scholars who have successfully recovered credits in prerequisite math courses

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

EOC assessment cycle data, state assessments, PERT scores, and AP test scores

Person Responsible

Bradley Finkbiner

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

A comparison of quarterly and semester grades of LPQ Math scholars against a baseline percentage of 50% as evidenced in the 2014 data

Person Responsible

Bradley Finkbiner

Schedule

Quarterly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Comparison of data for recovered credits for 2015/16 school year vs. previous years

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.A1	LPQ math scholars will be identified and placed in credit recovery courses as needed to regain "on track for graduation" status	Finkbiner, Bradley	6/15/2015	Number of credits recovered by LPQ math scholars per semester	9/25/2015 biweekly
G9.B1.S2.A1	Reading teachers will meet with other curricular teachers, primarily within their grade level cohort to develop a reading plan which will focus on developing good reading habits and then add more rigorous levels to individuals	Finkbiner, Bradley	8/24/2015	PLC meeting minutes, department meeting minutes, assessment data throughout the year	6/10/2016 quarterly
G7.B1.S2.A1	develop and monitor classrooms by seeing if differentiated instruction is being used to meet the needs of all scholars	Finkbiner, Bradley	8/24/2015		6/10/2016 monthly
G6.B2.S1.A1	Largo High will develop a communication plan to all school	Finkbiner, Bradley	9/1/2015	We will monitor how the information is distributed	6/3/2016 one-time

Pinellas - 2081 - Largo High School - 2015-16 SIP
Largo High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	stakeholders on what the expectation and rationale is for this goal				
G5.B2.S1.A1	LHS is implementing a 9th grade program within their Language Arts/ Reading course to develop and implement a plan for each child	Marina, Jonathan	8/24/2015	Administration will work with 9th grade team to develop supports for students in need.	6/10/2016 one-time
G4.B1.S1.A1	Each child will be successful on the state-wide assessments	Wolfenden, Joshua	8/24/2015	State assessments scores	6/10/2016 biweekly
G3.B1.S1.A1	Counselors and APC will ensure those scholars who have taken honors courses before their 11th grade year will be placed in an honors course for US History	Finkbiner, Bradley	8/24/2015		6/10/2016 one-time
G2.B1.S1.A1	Biology instructors will prepare and give Biology EOC questions throughout the school year. They will receive a pool of questions from the district's secondary science supervisor to assist and support	Christou, Valerie	9/1/2015		6/10/2016 monthly
G8.B2.S2.A1	The literacy team meets monthly and will develop bi-weekly strategies for writing to share with the entire staff	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G8.B2.S1.A1	World History teachers will develop and implement a common instructional language for writing	Finkbiner, Bradley	9/1/2015		6/10/2016 biweekly
G9.B2.S1.A1	Professional development will be developed to provide ongoing training for all staff to become reading teachers for support of all scholars.	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G6.B1.S1.A1	A wellness committee is to be developed to implement healthy strategies to our staff	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G1.B1.S2.A1	Academies are developed to provide a cohort for scholars to provide support throughout their high school experience.	Finkbiner, Bradley	9/1/2015		6/10/2016 one-time
G4.B1.S1.A2	Each child will be on track to graduate with credits and GPA	Wolfenden, Joshua	8/24/2015	monitoring of the cohort list	6/10/2016 biweekly
G10.B1.S1.A2	Math teachers will collaborate in EOC PLC's to monitor pacing and success of scholars	Finkbiner, Bradley	9/1/2015	Scores from cycle data, state assessments, PERT scores, and AP scores	6/10/2016 biweekly
G9.B2.S1.A2	ELA English teachers will administer the SRI test to all scholars in grades 9-12	Finkbiner, Bradley	9/1/2015	Test schedule for SRI Baseline data to begin the process of data chats within PLC's	6/10/2016 quarterly
G6.B1.S1.A2	Use the Vitality program through Humana to help save our staff members money off their insurance	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G1.B1.S2.A2	Develop an advisory board for each academy	Finkbiner, Bradley	9/1/2015	meeting minutes from the advisory board meetings	6/10/2016 one-time
G10.B1.S1.A3	Support scholars with setting personalized learning goals through the use of learning goals and scales	Finkbiner, Bradley	9/1/2015		6/10/2016 biweekly
G4.B1.S1.A3	A committee of African American parents will be reinstated to brainstorm ideas to help our African American scholars.	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G9.B2.S1.A3	PLC's will be developed for data chats, pacing guides and lesson planning	Finkbiner, Bradley	9/1/2015	meeting minutes and plans for implementation	6/10/2016 monthly
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	Monitoring will be completed throughout the year for certifications and the development of the academies	Finkbiner, Bradley	9/1/2015		6/10/2016 one-time

Pinellas - 2081 - Largo High School - 2015-16 SIP
Largo High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data will be collected using district cycle data	Christou, Valerie	9/1/2015		6/10/2016 biweekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Instructors and the administrator responsible for the science department will gather data on district assessments to determine the needs of our scholars in areas of weaknesses		9/1/2015		6/10/2016 biweekly
G3.MA1	LHS will review cycle data during the school year to determine if the goal is successful	Finkbiner, Bradley	9/1/2015		6/10/2016 one-time
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	The APC will monitor the numbers of scholars placed in honors courses by the number of sections needed	Finkbiner, Bradley	8/24/2015		6/10/2016 one-time
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	the monitoring of the cohort list	Wolfenden, Joshua	8/24/2015		6/10/2016 biweekly
G4.B1.S1.MA3	A monthly meeting will be scheduled to focus on African American scholars	Finkbiner, Bradley	9/1/2015	Meeting minutes will be available for parents to view on the strategies or ideas to help support our African American scholars	6/10/2016 monthly
G4.B1.S1.MA4	The mentoring program will be monitored by the 9th grade Academy as well as the check and connect group.	Finkbiner, Bradley	9/1/2015	mentoring notes will be accumulated, as well as, cohort conversations on specific scholars who may be struggling	6/10/2016 monthly
G5.MA1	[no content entered]			one-time	
G5.B2.S1.MA1	[no content entered]			one-time	
G5.B2.S1.MA1	course work designed to help scholars develop their own personalized plan of success	Marina, Jonathan	8/24/2015	monitoring will be done by English/ Reading teacher. this will also be discussed in weekly team meetings for progress	6/10/2016 monthly
G6.MA1	[no content entered]			one-time	
G6.B2.S1.MA1	Information will be added to the website, newsletters, and all parent communication to reduce the amount of confusion on how LHS will accumulate the Bronze Level recognition	Finkbiner, Bradley	9/1/2015		6/10/2016 one-time
G6.B2.S1.MA1	Largo High will monitor successes for the 2015-16 target goals	Finkbiner, Bradley	9/1/2015		6/3/2016 one-time
G6.B1.S1.MA1	[no content entered]			one-time	
G6.B1.S1.MA1	The distribution of information with the Vitality program	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G7.MA1	walkthrough data and the progression of deliberate practice forms which provide where the teacher believes chances of growth may occur	Finkbiner, Bradley	8/24/2015		6/10/2016 monthly
G7.B1.S2.MA1	feedback from administration, district academic supervisors, peers will be provided		8/24/2015		6/10/2016 monthly
G7.B1.S2.MA1	strategy walkthroughs by administrators, department leaders, and all faculty	Finkbiner, Bradley	8/24/2015		6/10/2016 biweekly
G8.MA1	district or state assessments which will provide baseline data to adjust goals and expectations.	Finkbiner, Bradley	8/24/2015		6/10/2016 monthly
G8.B2.S1.MA1	[no content entered]			one-time	

Pinellas - 2081 - Largo High School - 2015-16 SIP
Largo High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B2.S1.MA1	DBQ's will be monitored each month to determine the success of the program	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G8.B2.S2.MA1	This strategy will help embed a school wide focus on reading and writing	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G8.B2.S2.MA1	Monitoring will take place through cycle assessments and informal assessment rubric developed by the literacy team.	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly
G9.MA1	reading assessment data from district and state testing	Finkbiner, Bradley	8/24/2015		6/10/2016 quarterly
G9.B2.S1.MA1	[no content entered]			one-time	
G9.B2.S1.MA1	SRI cycle assessment data	Finkbiner, Bradley	9/1/2015	individual scholar scores to provide baseline data and to develop strategies to move scholars forward	6/10/2016 quarterly
G9.B1.S2.MA1	[no content entered]			one-time	
G9.B1.S2.MA1	reading materials will be collected from cross curricular teachers to provide fidelity	Finkbiner, Bradley	8/24/2015		6/10/2016 quarterly
G10.MA1	A comparison of quarterly and semester grades of LPQ Math scholars against a baseline percentage of 50% as evidenced in the 2014 data	Finkbiner, Bradley	8/24/2015	Comparison of data for recovered credits for 2015/16 school year vs. previous years	6/2/2016 quarterly
G10.B1.S1.MA1	A comparison of quarterly and semester grades of LPQ Math scholars against a baseline percentage of 50% as evidenced in the 2014 data	Finkbiner, Bradley	8/24/2015	Comparison of data for recovered credits for 2015/16 school year vs. previous years	6/2/2016 quarterly
G10.B1.S1.MA1	Grades for all LPQ math scholars in credit recovery courses will be reported to APs at the end of each grading period	Finkbiner, Bradley	8/24/2015	Percentage of scholars who have successfully recovered credits in prerequisite math courses	6/2/2016 quarterly
G10.B1.S1.MA3	EOC assessment cycle data, state assessments, PERT scores, and AP test scores	Finkbiner, Bradley	9/1/2015		6/10/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G5. Develop and implement a 9th grade academy to focus on our scholar program

G5.B2 the understanding of what is needed to graduate in four years

G5.B2.S1 implement a researched based program to help develop a 10 year plan for incoming 9th graders

PD Opportunity 1

LHS is implementing a 9th grade program within their Language Arts/Reading course to develop and implement a plan for each child

Facilitator

Marina-Soffos-Huggins

Participants

9th grade team

Schedule

On 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget