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

<table>
<thead>
<tr>
<th>School Type</th>
<th>Title I</th>
<th>Free/Reduced Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>No</td>
<td>48%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternative/ESE Center</th>
<th>Charter School</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>40%</td>
</tr>
</tbody>
</table>

School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>DA Category</th>
<th>Region</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not In DA</td>
<td>4</td>
<td>Jim Browder</td>
</tr>
</tbody>
</table>
| 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:**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td>127</td>
<td>130</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>70</td>
<td>61</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>191</td>
<td>183</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>124</td>
<td>73</td>
</tr>
<tr>
<td>Math listed above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Level 1 on state assmt. (FCAT Read)</td>
<td>94</td>
<td>77</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>136</td>
<td>120</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Membership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Finkbiner, Bradley</td>
</tr>
</tbody>
</table>

**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 10th 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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradley Finkbiner</td>
<td>Principal</td>
</tr>
<tr>
<td>Christopher Benoit</td>
<td>Teacher</td>
</tr>
<tr>
<td>Eva Aradi</td>
<td>Parent</td>
</tr>
<tr>
<td>Kriserlon Key</td>
<td>Parent</td>
</tr>
<tr>
<td>Jyoti Patel</td>
<td>Parent</td>
</tr>
<tr>
<td>Robert Pelzel (President)</td>
<td>Parent</td>
</tr>
<tr>
<td>Ronnie Corbitt</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Cheyenne Shumann</td>
<td>Student</td>
</tr>
<tr>
<td>Grace Tsounis</td>
<td>Student</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finkbiner, Bradley</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**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:

1.

**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

<table>
<thead>
<tr>
<th>G1. CTE</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets Supported</td>
<td>1b</td>
</tr>
<tr>
<td>Indicator</td>
<td>Annual Target</td>
</tr>
<tr>
<td>Resources Available to Support the Goal</td>
<td>2</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Targeted Barriers to Achieving the Goal</td>
<td>3</td>
</tr>
<tr>
<td>• no formalized structure for wall-to-wall academies</td>
<td></td>
</tr>
</tbody>
</table>

| G2. The Largo High Biology EOC scores will increase from 59% to 69% | 1a |
| Targets Supported | 1b |
| 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%

Targets Supported 1b

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
</table>

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

Targets Supported 1b

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Annual Target</td>
</tr>
<tr>
<td>Resources Available to Support the Goal</td>
<td>2</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Targeted Barriers to Achieving the Goal</td>
<td>3</td>
</tr>
<tr>
<td>• the understanding of what is needed to graduate in four years</td>
<td></td>
</tr>
</tbody>
</table>

**Plan to Monitor Progress Toward G5.**

<table>
<thead>
<tr>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
</tr>
</tbody>
</table>

**Evidence of Completion**

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

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Annual Target</td>
</tr>
<tr>
<td>Resources Available to Support the Goal</td>
<td>2</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Targeted Barriers to Achieving the Goal</td>
<td>3</td>
</tr>
<tr>
<td>• stakeholder buy-in</td>
<td></td>
</tr>
<tr>
<td>• providing information to all stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

**Plan to Monitor Progress Toward G6.**

<table>
<thead>
<tr>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Targets Supported 1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Targets Supported 1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resources Available to Support the Goal</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• provide multiple reading resources for scholars to find material they enjoy, this will all allow them to develop better habits and show more success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Targeted Barriers to Achieving the Goal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Scholar poor reading habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• lack of success in their past</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan to Monitor Progress Toward G9.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>reading assessment data from district and state testing</td>
<td></td>
</tr>
</tbody>
</table>

**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.

### Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources Available to Support the Goal</strong></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td><strong>Targeted Barriers to Achieving the Goal</strong></td>
<td></td>
</tr>
<tr>
<td>• prerequisite course failures</td>
<td></td>
</tr>
</tbody>
</table>

### Plan to Monitor Progress Toward G10.

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

<table>
<thead>
<tr>
<th>G = Goal</th>
<th>B = Barrier</th>
<th>S = Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Problem Solving Step</td>
<td>S123456 = Quick Key</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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
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

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**


**Person Responsible**

**Schedule**

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

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

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

**Strategy Rationale**

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

**Action Step 1**

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**

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

Person Responsible

Schedule

Evidence of Completion

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

G3.B1 Not having scholars in more rigorous courses

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

Strategy Rationale

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

Action Step 1

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

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_


**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.

G4.B1 not being successful on state-wide assessments

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

Strategy Rationale

Our goal is 100% graduation rate

Action Step 1

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

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

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


the monitoring of the cohort list

Person Responsible
Joshua Wolfenden

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

Evidence of Completion


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

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


**Person Responsible**

**Schedule**

**Evidence of Completion**
### 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

#### 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

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

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

Person Responsible

Schedule

Evidence of Completion

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

G6.B1 stakeholder buy-in

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

Strategy Rationale

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

Action Step 1

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
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**

---


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**

---


**Person Responsible**

**Schedule**

**Evidence of Completion**
G6.B2 providing information to all stakeholders

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

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

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


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

Person Responsible
Bradley Finkbiner

Schedule
On 6/3/2016

Evidence of Completion

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.

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

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

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

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

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


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.

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

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

**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**

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**

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**

Person Responsible

Schedule

Evidence of Completion

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

Strategy Rationale

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

Action Step 1

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


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

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.

G9.B1 Scholar poor reading habits

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

**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**

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

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


Person Responsible

Schedule

Evidence of Completion

G9.B2 lack of success in their past

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

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

Action Step 1
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

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

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


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

**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.

**G10.B1** prerequisite course failures

**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

**Strategy Rationale**

Students will maintain their "on track to graduate" status

**Action Step 1**

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

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

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**


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

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**


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.*

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G10.B1.S1.A1</td>
<td>LPQ math scholars will be identified and placed in credit recovery courses as needed to regain “on track for graduation” status</td>
<td>Finkbiner, Bradley</td>
<td>6/15/2015</td>
<td>Number of credits recovered by LPQ math scholars per semester</td>
<td>9/25/2015 biweekly</td>
</tr>
<tr>
<td>G9.B1.S2.A1</td>
<td>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</td>
<td>Finkbiner, Bradley</td>
<td>8/24/2015</td>
<td>PLC meeting minutes, department meeting minutes, assessment data throughout the year</td>
<td>6/10/2016 quarterly</td>
</tr>
<tr>
<td>G7.B1.S2.A1</td>
<td>develop and monitor classrooms by seeing if differentiated instruction is being used to meet the needs of all scholars</td>
<td>Finkbiner, Bradley</td>
<td>8/24/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G6.B2.S1.A1</td>
<td>Largo High will develop a communication plan to all school</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td>We will monitor how the information is distributed</td>
<td>6/3/2016 one-time</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>G5.B2.S1.A1</td>
<td>stakeholders on what the expectation and rationale is for this goal</td>
<td>Marina, Jonathan</td>
<td>8/24/2015</td>
<td>Administration will work with 9th grade team to develop supports for students in need.</td>
<td>6/10/2016 one-time</td>
</tr>
<tr>
<td>G4.B1.S1.A1</td>
<td>LHS is implementing a 9th grade program within their Language Arts/Reading course to develop and implement a plan for each child</td>
<td>Wolfenden, Joshua</td>
<td>8/24/2015</td>
<td>State assessments scores</td>
<td>6/10/2016 biweekly</td>
</tr>
<tr>
<td>G8.B2.S2.A1</td>
<td>The literacy team meets monthly and will develop bi-weekly strategies for writing to share with the entire staff</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G9.B2.S1.A1</td>
<td>Professional development will be developed to provide ongoing training for all staff to become reading teachers for support of all scholars.</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G6.B1.S1.A1</td>
<td>Academies are developed to provide a cohort for scholars to provide support throughout their high school experience</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G1.B1.S2.A1</td>
<td>Each child will be on track to graduate with credits and GPA</td>
<td>Wolfenden, Joshua</td>
<td>8/24/2015</td>
<td>monitoring of the cohort list</td>
<td>6/10/2016 biweekly</td>
</tr>
<tr>
<td>G10.B1.S1.A2</td>
<td>ELA English teachers will administer the SRI test to all scholars in grades 9-12</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td>Test schedule for SRI Baseline data to begin the process of data chats within PLC’s</td>
<td>6/10/2016 quarterly</td>
</tr>
<tr>
<td>G6.B1.S1.A2</td>
<td>Academies are developed to provide a cohort for scholars to provide support throughout their high school experience</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 one-time</td>
</tr>
<tr>
<td>G1.B1.S2.A2</td>
<td>Use the Vitality program through Humana to help save our staff members money off their insurance</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G9.B2.S1.A3</td>
<td>PLC’s will be developed for data chats, pacing guides and lesson planning.</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td>meeting minutes and plans for implementation</td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G1.B1.S2.MA1</td>
<td>Monitoring will be completed throughout the year for certifications and the development of the academies.</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 one-time</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------</td>
<td>-----</td>
<td>-------------------------------</td>
<td>----------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>G2.MA1</td>
<td>Data will be collected using district cycle data</td>
<td>Christou, Valerie</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 biweekly</td>
</tr>
<tr>
<td>G2.B1.S1.MA1</td>
<td>[no content entered]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G2.B1.S1.MA1</td>
<td>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</td>
<td></td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 biweekly</td>
</tr>
<tr>
<td>G3.MA1</td>
<td>LHS will review cycle data during the school year to determine if the goal is successful</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 one-time</td>
</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>The APC will monitor the numbers of scholars placed in honors courses by the number of sections needed</td>
<td>Finkbiner, Bradley</td>
<td>8/24/2015</td>
<td></td>
<td>6/10/2016 one-time</td>
</tr>
<tr>
<td>G4.MA1</td>
<td>[no content entered]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G4.B1.S1.MA3</td>
<td>A monthly meeting will be scheduled to focus on African American scholars</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td>Meeting minutes will be available for parents to view on the strategies or ideas to help support our African American scholars</td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G4.B1.S1.MA4</td>
<td>The mentoring program will be monitored by the 9th grade Academy as well as the check and connect group.</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td>mentoring notes will be accumulated, as well as, cohort conversations on specific scholars who may be struggling</td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G5.MA1</td>
<td>[no content entered]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G5.B2.S1.MA1</td>
<td>[no content entered]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G5.B2.S1.MA1</td>
<td>course work designed to help scholars develop their own personalized plan of success</td>
<td>Marina, Jonathan</td>
<td>8/24/2015</td>
<td>monitoring will be done by English/Reading teacher. this will also be discussed in weekly team meetings for progress</td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G6.MA1</td>
<td>[no content entered]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G6.B2.S1.MA1</td>
<td>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</td>
<td>Finkbiner, Bradley</td>
<td>9/1/2015</td>
<td></td>
<td>6/10/2016 one-time</td>
</tr>
<tr>
<td>G6.B2.S1.MA1</td>
<td>walkthrough data and the progression of deliberate practice forms which provide where the teacher believes chances of growth may occur</td>
<td>Finkbiner, Bradley</td>
<td>8/24/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G7.B1.S2.MA1</td>
<td>feedback from administration, district academic supervisors, peers will be provided</td>
<td></td>
<td>8/24/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
<tr>
<td>G7.B1.S2.MA1</td>
<td>strategy walkthroughs by administrators, department leaders, and all faculty</td>
<td>Finkbiner, Bradley</td>
<td>8/24/2015</td>
<td></td>
<td>6/10/2016 biweekly</td>
</tr>
<tr>
<td>G8.MA1</td>
<td>district or state assessments which will provide baseline data to adjust goals and expectations.</td>
<td>Finkbiner, Bradley</td>
<td>8/24/2015</td>
<td></td>
<td>6/10/2016 monthly</td>
</tr>
</tbody>
</table>

Last Modified: 9/4/2015
### 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