

Largo Middle School

155 8TH AVE SE, Largo, FL 33771

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

No

Minority

53%

School Grades History

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

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>.

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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
Focus	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

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

Provide the school's vision statement

100% student success!

School Environment

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

The School-Based Leadership Team (SBLT) compiles the names of students in the school who not only are in the classes- but also might meet criteria in the Early Warning System (EWS), in the areas of attendance, age, behavior. The teachers review the list of their students and choose five students who have been identified with the criteria of the early warning system. Teachers should create a system within their class of small meetings, study hall, or just checking in the student when they attend their class. They will document the students and the steps in which they took to build relationships with their students. The teachers then report back to the administration during PLC's to monitor progress of the students. The teachers work to build a caring teaching environment in their classroom for all students to learn and in which to be actively engaged. On a monthly basis, the staff gathers to celebrate, which includes recognizing key employees of the month. These employees can be either instructional or support. Employees are given the opportunity to recognize each other. Prior to the school year, the staff participates in team building activities in order to welcome new teachers, as well as infuse the spirit of collaboration.

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

The school leaders (teachers, staff and administration) have created an environment where students feel safe and respected by having goals and expectations clearly posted in the common areas of the school. A duty roster has been established, communicated and implemented. High traffic areas are monitored by staff before and after school, as well as during the exchanging of classes and the three lunches. The school has both a full time campus monitor and SRO, which are visible during school hours.

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

Our school wide behavior card is a system which all teachers and students are involved. This tiered warning system allows students to act appropriately and have the ability to meet the school wide expectations and adhere to the Pinellas County Schools Code of Conduct. Students will have a copy of the behavior card in the front of their school planner which is provided to every student, free of charge. This system serves as an incremental system as a means to address minor infractions, such as tardies, without reverting directly to disciplinary referrals. In addition, two or more signatures require parent signatures and four signatures warrant a conference with the guidance counselor.

Students with none or a minimal number of signatures, get to participate in weekly activities with teachers during lunch and school-wide quarterly celebrations. For the second year, the school has implemented a ROAR (Respect, Optimism, Achievement, Responsibility) system, which is a positive reward system. Students will have the opportunity to earn, be recognized and participate in activities based on the system. A committee of teachers devised both systems, based on feedback and input from staff members. Both systems serve as a means to establish consistency and cohesiveness among the LMS staff. Teachers will receive training for the card system pre-school and will be given continuous support throughout the school year, as well as an opportunity to serve on the committee.

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

There are three professional school counselors and a full-time school social worker on campus. One of the primary responsibilities is to work with students one on one when students, staff or parents have expressed a concern regarding a students social or emotional needs. The social worker will also work with students and families, connecting them to a variety of community resources as needed. The Child Study Team (CST) meets one time per week and by grade level. The focus of these meetings is to target students based on attendance, behavior and other concerns that are referred by staff. For every student discussed at CST, a plan of action is established, including persons responsible and timeline. Each week, each student is reviewed as part of the plan of action. Intervention plans are in place when the student needs warrant this step. Data is collected to determine the effective interventions as per the MTSS/RTI process. Largo Middle School has a part-time volunteer coordinator. During the 2014-15 school year, there were 65 mentors and 13 tutors for a total of 2,837 hours. LMS participates in a Magistrate program and is on campus one time per week. Students are referred to this program if they have an excessive number of absences, reaching Tier 3. Family and school personnel, including administration, social worker and guidance, determine appropriate interventions. Interventions may include Teen and/or Truancy Court. Students are closely monitored and attendance is tracked daily. During the 2015-16 school year, Largo Middle will implement a new PCSB social program called Project Aware which will provide additional social work services. Largo Middle is one of four middle schools in the state of Florida (the only one in Pinellas County) that participates in College for Every Student (CFES). This grant provides opportunity for students to participate in STEM activities. A primary tenant of the program includes college-readiness, therefore, college counselors visit the campus and educate students and their families regarding college entrance and financial support.

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

Students at Largo Middle School are monitored closely using several early warning factors. For those students whose attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, are referred to the Child Study Team. If a student has one or more suspensions, whether in school or out of school, these students meet with their guidance counselor and a plan for those students needing additional support. For those students who have a course failure in English or Language Arts on their report card, every effort is made to contact parents and encourage the student to attend the Extended Learning Program. Students are also monitored using our on-going formative assessments, such as Performance Matters, Write Score and SRI (Lexiles).

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

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	42	46	74	162

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

Intensive Reading (Achieve 3000 and Read 180), Level 1 and 2 students based on FCAT Reading scores
 Intensive Math (Think Through Math), Level 1 students based on FCAT Mathematics scores
 ELP (Extended Learning Program), before, during lunches and after school support
 Summer Bridge, 6 week program targeting math, reading and science remediation
 Progress Reports, distributed mid-term of 9-week grading period
 Phone Call Home from Teacher, documentation in school database
 Guidance Referral, student meets with counselor one on one
 Parent/ Teacher/Student Conferences, as requested by parents and/or teachers
 Academic Coaches, full time mathematics, reading, science and part-time RtI/MTSS
 PSW (problem solving worksheet)- Psychologist
 IEP and 504 meetings
 Child Study Team (CST)
 iReady

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Fast Track is a revived program at Largo Middle School. Parents are required to be involved with their child's education by attending monthly meetings, communicate with teachers on a regular basis and

volunteer.
See Title I Parent Involvement Plan (due)

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

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

The school has partnered with multiple organizations and cooperations, such as Walmart, Largo Rotary Club

Jersey Mike's Subs, Publix, Perkins, Gulf to Bay, BIC Corporation, 4Kids Charity, Largo Exxon Mobile, Crossroads Christian Church – Pack a Sack Lunch (weekly), Rack Room Shoes and the Pinellas County Sheriff's Department. Donations have been both monetary and materials to support student achievement.

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
Joyner, Stephanie	Principal
Hedberg, Suzanne	Assistant Principal
Rainey, Joann	Assistant Principal
Valsamis, Evangelos	Assistant Principal

Duties

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

Administrators: Monitor processes established through classroom walkthroughs. Data collected through walkthroughs will be shared with the SBLT team. Each administrator facilitates weekly, departmental PLCs and will participate in the monthly Instructional Rounds.

Guidance Counselors: Based on data collection, counselors will meet with individual students identified in Tier 2 and 3 in order to assess their needs, providing interventions as needed.

RtI/MTSS Coach: Data collection that is in alignment with the school's SIP goals will be the primary job responsibility. This data will be analyzed and shared with the appropriate personnel, including administrators, guidance counselors and support staff. An on-going SBLT calendar will be established and shared with the SBLT team. Based on the schedule, current data will be communicated with SBLT.

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

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

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

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

The School-Based Leadership Team (SBLT) will be responsible for managing and coordinating efforts between all school teams as well as reviewing the School Improvement Plan. The School Based Leadership Team (SBLT) plays a role in assisting all staff in developing positive and appropriate interventions to assist all students. The team will continue to focus on helping economically disadvantaged students, students with disabilities, and other struggling students to improve their academic success, both within the classroom and on standardized tests. Monitoring data will be done through the data of FSA, FCAT 2.0, Write Score, Performance Matters and formative assessments. Data will be used to address the effectiveness within the classroom's Common Core instruction. Core instruction will be monitored by the MTSS team and action plans will be created during department PLC meetings to ensure ongoing positive instruction in the classroom is being met.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laurie Newton	Parent
Mayra Tejada	Parent
Shelia Perez	Parent
Ezequiel Corav	Parent
Rebecca Cavallaro	Parent
Adaisa Ortiz-Brown	Parent
Stephanie Joyner	Principal
Joann Rainey-Assistant Principal	Principal
Mrs. Colletti	Teacher
Kathy Madzimbuto	Parent
Leslie Pohley	Teacher
	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 approved by the School Advisory Council on Tuesday, September 10, 2013. The plan was presented and opportunities for parents to ask questions were provided.

Development of this school improvement plan

On September 8, 2015, from 5:00pm to 6:00pm, the School Improvement Plan was presented to SAC and the SIP was approved. Parents were given the opportunity to ask clarifying questions or provide feedback.

Preparation of the school's annual budget and plan

On September 8, 2015, from 5:00pm to 6:00pm, the School Improvement Plan was presented to SAC and the SIP was approved. Parents were given the opportunity to ask clarifying questions or provide feedback which were addressed.

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

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

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
McCollum, Victoria	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Largo Middle School LLT consists of the following: Elizabeth Carpenter (science coach), Thomas Ringwood (Language Arts/Social Studies teacher), Sara Young (Language Arts teacher), Barbara Carmichael (ESOL/Language Arts teacher), Anna Quattrone (Physical Education teacher), James Barth (math teacher, part-time MTSS coach) and Cynthia Ramos (ESOL/Reading/World Language). The LLT will meet on a monthly basis. Largo Middle has school-wide literacy goals for instructional practices across the content areas. This year, these goals are driven by the Florida Standards. Close reading of high-quality texts that are the center of lessons, answering meaningful text-dependent questions regarding the texts, and writing and speaking tasks using evidence that culminate in a deep understanding of complex topics are the overall goals for all students in all content areas and programs, including the Middle Years Program. In order to ensure that every teacher contributes to the reading improvement of every student, all teachers will participate in continuous professional development through PLCs, collaborating with each other in PLCs and after school for continuous student achievement. Administrators perform walk-throughs using Marzano Protocols that indicate best practices in literacy instruction, indicators that point to literacy instruction beyond the basic foundational skills, and indicators for authentic student engagement. Assessments from Scholastic's SRI, Achieve3000 LevelSet, iReady, and Write Score will provide teachers, coaches and administrators with data to drive literacy instruction aligned with the Florida Standards and MYP Learner Profiles.

Public and Collaborative Teaching

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

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

Teachers will participate in Interdisciplinary planning, collaboration, and instruction through the International Studies (MYP) philosophy. All teachers will meet weekly for 50 minutes during their common planning time, established by content. These structured PLCs will be facilitated and monitored by the department administrator. Instruction will be in alignment with curriculum and instructional materials, aligned to the state academic standards. Teachers with common content areas, grade levels and subjects are expected to maintain lesson plans that reflect common learning goals, assessments

and monitoring of data will be a focus during these sessions. There will also be a focus on inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

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

For the 2015-16 school year, the principal has maintained on-going communication with the PCSB personnel department in order to fill any current vacancies, new courses or additional units. Curriculum specialist from PCSB have also recruited qualified and recommended candidates throughout the state and district in order to assist with the hiring process. Stephanie Joyner, the principal, and team, consisting of teachers and assistant principals, interviewed all qualified candidates and conducted interviews in a timely manner to determine those best meeting the school's needs. New teachers have received on-going communication via telephone and email from school staff prior to the opening of school in order to establish a welcoming atmosphere. Content department chairs, the principal's secretary, HPO and academic coaches will address the group in order to ease the transition. Individualized support will be provided by the administrative team, academic coaches and content department members. Every effort will be made to determine instructional and operational needs and those needs will be addressed in a timely and supportive manner by the appropriate staff. The master schedule has been organized to align the courses of new teachers to their qualifications.

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

Cynthia Ramos, has been identified as the lead mentor. Suzanne Hedberg, Assistant Principal, will collaborate with new teachers and department chairs to determine the most appropriate pairings. Planned activities will be determined after the initial meeting on August 13th. Each new teacher, whether new to teaching or to LMS, will be assigned one buddy.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

On-going opportunities are provided for teachers to unpack the Florida Standards and to plan and discuss curriculum in weekly PLC's that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In 2015-16, Largo Middle School teachers will focus on providing rigorous learning goals and performance scales. As a result, both teachers and students will be aware of and be able to track individual progress on every standard. Teachers are aware of and are expected to attend professional development and training, demonstrating the use of the programs and materials. In addition, LMS has three full time content area coaches. One primary task of these coaches is to support teachers in the use of these instructional resources. Administration is also proactive in seeking district support for teachers needing additional resources/training.

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

For the past two years, teachers have created common assessment calendars and analyzed and adjusted instruction based on the results of these assessments. For the 2015-16 school year, the focus will be more direct and monitored more closely by department administrators. Expectations include providing rigorous learning goals and performance scales. Beyond providing these rubrics, teachers will be expected to monitor 100% of their students' understanding and their progress. In addition, students will become more involved in their own learning by tracking their own progress through the utilization of formative assessment. Teachers will be required to incorporate strategies to increase and maintain response rates from 100% of their students. In order to assess the learning of all students, teachers will probe incorrect answers, especially Low Expectancy Students. These expectations will be the primary and on-going focus of weekly PLCs, professional development, observation (formal/informal) feedback from administrators and instructional rounds.

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: 8,100

ELP will begin on Tuesday September 15. We will be offering ELP during lunch period from Monday through Thursday. We will also be offering ELP before and afterschool one day a week, it will be on Tuesdays. Buses will be provided for those students that ride the bus in the afternoon. We will not be able to provide any transportation for the morning bus riding students attending ELP. We will be having grade level guidance counselors contact students who had failed a core class from the previous year or years. These students will be asked to sign up for the class that they had difficulty with last year. Once the second grading period begins we will be strongly recommending that students that failed any core class take ELP.

Strategy Rationale

To provide additional support for students' that are not being successful during their coursework.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Valsamis, Evangelos, valsamise@pcsb.org

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

Student will be tracked individually. Student grades will increase and students will proceed to the next grade level.

Strategy: After School Program

Minutes added to school year:

To raise student awareness of STEM-related fields.

Strategy Rationale

The goal of the STEM Academy is to increase STEM opportunities for elementary and middle schools students to take accelerated STEM courses in their future.

The STEM Academy will offer student's opportunities to conduct hands-on STEM explorations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community business partners! Largo Middle School site will run two Academies (a cluster of 6/7 gr. students & a cluster of 8th gr. students) for approximately 30 weeks that will include (several hands-on LEGOS/K'NEX activities, inquiry project development, career exploration using speakers, business planning, and energy explorations with DUKE Energy). Curriculum to facilitate this STEM Academy will be provided.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hedberg, Suzanne, hedbergs@pcsb.org

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

Students will be assessed to determine awareness of STEM-related fields.

Student Transition and Readiness

PreK-12 Transition

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

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

In transition from 5th grade to 6th grade, Largo Middle School utilizes a number of methods through which to welcome its incoming students. The first is through a visit to the feeder elementary schools in the spring by the 6th grade school counselor. In addition, LMS hosted two Discovery Nights in Spring, 2015. One focused on the International Studies MYP and the other was an overview and exposure of the school. Both evenings gave the school an opportunity to showcase and highlight positive attributes and points of pride. During this visit a power point is shown along with a question and answer session. Welcome packages are also provided during the visit, which include flyers regarding upcoming events, pencils, 6th grade course request forms and pertinent information regarding 6th grade educational standards. In addition to visiting the elementary schools, those students zoned to come to Largo Middle School are later invited to attend a 6th Grade Welcome at the end of their 5th grade year, in order to meet teachers and get a feel for the campus. Further, these students are encouraged to attend one or more of our summer programs, including Summer Bridge. In the fall, the incoming 5th grade class (rising 6th graders) are again invited to our campus to attend a 6th Grade Orientation, which will held on August 20th. At this event, students and their families do a walk through of their schedule prior to the start of the school year, thereby meeting their teachers and enabling the School Counselor to field any major concerns related to class schedules.

Eighth grade students are given information with all high school, magnets, and vocational opportunities available in December or early January. All 8th graders are spoken to as a class about

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

College and Career Readiness

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

To determine course placement, students are given a course request form at the conclusion of the prior school year. Based on the requests and qualifications, students are placed in the most appropriate courses. The master schedule is built based on the needs of its student population. Largo Middle has implemented the AVID program in all three grade levels. AVID focuses on students that may not have considered college as an option. The AVID coordinator guides students in the direction of college, by arranging college visits, on-site tutoring and teaching organizational/study skills, instrumental in success for college bound students.

College for Every Student (CFES) arranges college visits and has established partnerships with local county and state colleges, including USF Tampa and Rollins College. The grant pays for students to travel to these colleges for tours and interaction with college professors/students.

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

Largo Middle School has a full-time Business Tech teacher. Students are offered Business Keyboarding, ICT 1 and IC3, all are part of the CTE program of study.

Largo Middle School is participating in a CFES (College for Every Student) STEM grant. LMS is the only school in the district that is the recipient of this grant. Approximately, 100 students, grades 6 to 8 will be selected to participate in the grant. Students will work with college student mentors from the University of South Florida Tampa that are majoring in a STEM-related field. In addition, community volunteers will also serve as mentors and will also represent STEM-related careers. Mentoring will occur at least two times per month. Students will have the opportunity to visit college campuses, engage in ongoing activities that create awareness and understanding of how to move down the pathway to college and toward STEM study. Students will be required to select and execute two service leadership projects.

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

N/A

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

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:

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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.** Goal 3: Black student achievement will increase when attendance rates increase.
- G2.** Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.
- G3.** Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

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. Goal 3: Black student achievement will increase when attendance rates increase. 1a

G066092

Targets Supported 1b

Indicator	Annual Target
Attendance rate	80.0

Resources Available to Support the Goal 2

- There will be a concentrated effort to build relationships with Black students based on academic/behavior data.
-

Targeted Barriers to Achieving the Goal 3

- There is a lack of culturally responsive teaching.

Plan to Monitor Progress Toward G1. 8

Attendance data of Black students.

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 10/16/2015 to 5/31/2016

Evidence of Completion

Attendance tracked from the previous school year will increase to current school year.

G2. Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards. 1a

G061793

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
AMO Math - African American	
AMO Reading - African American	
AMO Math - ELL	
AMO Reading - ELL	

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Teachers do not implement rigorous tasks due to a lack of understanding how to unpack the subject area and benchmarks and apply/develop lesson plans for rigorous engagement.
- Teachers do not analyze, reflect and adjust instruction to meet individual student needs.

Plan to Monitor Progress Toward G2. 8

SBLT team will meet to analyze student data as measured by standardized tests and grades.

Person Responsible

Stephanie Joyner

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Student achievement data (FAIR-CC, District Assessment, FCAT, State assessments) SBLT minutes Data by subgroups(Black vs white as required by Bradley MOU)

G3. Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed. 1a

G061794

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Title I dollars will be used to support a new, clearly defined behavior plan. Teachers will note infractions in student planners and information will be uploaded into an electronic folder for guidance and administrators to view and follow up with students as needed per the outlined process.

Targeted Barriers to Achieving the Goal 3

- Lack of student compliance to the student code of conduct and school rules within the school setting.

Plan to Monitor Progress Toward G3. 8

Effectiveness will be evaluated by a reduction in disciplinary referrals, including suspensions, as the school-year progresses.

Person Responsible

Stephanie Joyner

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Assistant principals will document intervention, such as a disciplinary referrals or parent contact in Portal.

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. Goal 3: Black student achievement will increase when attendance rates increase. **1**

 G066092

G1.B3 There is a lack of culturally responsive teaching. **2**

 B170993

G1.B3.S1 Professional development for teachers in order to raise cultural awareness during instructional time. **4**

 S182469

Strategy Rationale

Teachers may or may not be aware of their own professional practices and the impact on certain groups of students.

Action Step 1 **5**

Professional development will be offered to staff members in order to raise cultural awareness.

Person Responsible

Stephanie Joyner

Schedule

Evidence of Completion

There will be an increase in the positive interactions between staff and identified Black students, which will directly impact student attendance.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Attendance from the 2014-15 school year will be compared to attendance of Black students in the 2015-16 school year quarterly.

Person Responsible

Stephanie Joyner

Schedule

Quarterly, from 10/16/2015 to 5/31/2016

Evidence of Completion

Data from FOCUS/district database will be utilized to compare.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

More specifically, students will be identified to track individual progress based on their data.

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 10/16/2015 to 5/31/2016

Evidence of Completion

Individual students will be tracked by staff members to determine needed interventions and if students are making progress in attendance.

G2. Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards. 1

G061793

G2.B2 Teachers do not implement rigorous tasks due to a lack of understanding how to unpack the subject area and benchmarks and apply/develop lesson plans for rigorous engagement. 2

B158205

G2.B2.S1 Science teachers will implement the 5E Model (Gradual Release Model) including a focused and targeted, daily learning goal. 4

S169636

Strategy Rationale

Action Step 1 5

The science department will meet on a weekly basis during common planning to collaborate. The science department utilizes the PCSB 5E Model (Gradual Release Model).

Person Responsible

Evangelos Valsamis

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans PLC minutes Classroom walk thoughts, informal and formal observations

Action Step 2 5

Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned to the NGSSS Science Standards. Daily learning goals will be measurable, current, posted and visible and understood by students.

Person Responsible

Evangelos Valsamis

Schedule

Evidence of Completion

Lesson plans Classroom walk throughs Students will be able to communicate the daily learning goal in their own words PLC Minutes

Action Step 3 5

The science department will develop a formative assessment calendar aligned to the sequencing of content benchmarks.

Person Responsible

Evangelos Valsamis

Schedule

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

Evidence of Completion

Calendar of assessments Student achievement data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Use a classroom walk through tool to monitor implementation and the use of the 5E strategies.

Person Responsible

Schedule

Evidence of Completion

Data from walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor the rigor of the lessons developed and implemented.

Person Responsible

Schedule

Evidence of Completion

Student work Nine weeks grade Walk through data

G2.B2.S2 Mathematics teachers will implement an instructional delivery model from research-based strategies including explicit instruction, guided practice, independent practice, with a focused and targeted, daily learning goal. 4

 S169637

Strategy Rationale

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

Action Step 1 5

The math department will meet on a weekly basis during common planning to collaborate and develop rigorous lessons.

Person Responsible

Suzanne Hedberg

Schedule

Weekly, from 8/8/2014 to 6/5/2015

Evidence of Completion

PLC minutes

Action Step 2 5

Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous lessons that are aligned to the NGSSS Mathematics Standards/CCSS Mathematics. Daily learning goals will current, measurable, posted, visible and understood by

Person Responsible

Suzanne Hedberg

Schedule

Daily, from 8/8/2014 to 6/5/2015

Evidence of Completion

Student Work Student Grades Walk throughs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Use a classroom walk through tool to monitor implementation of the use of the Gradual Release Model strategies.

Person Responsible

Schedule

Evidence of Completion

Data from walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

By monitoring the rigor developed in the lesson plans.


Person Responsible

Schedule

Evidence of Completion

Student work Nine weeks grades

G2.B2.S3 Reading/Language Arts teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal. 4

 S169638

Strategy Rationale

Action Step 1 5

The reading/language arts departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilize the Gradual Release Model to lesson plan and instruct.

Person Responsible

Suzanne Hedberg

Schedule

Weekly, from 8/31/2015 to 8/31/2015

Evidence of Completion

Lesson Plans PLC minutes Classroom walk throughs

Action Step 2 5

Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using lessons that are aligned to the Florida Standards for Reading and Language Arts. Daily learning goals will be measurable, current, posted and visible, understood by the students.

Person Responsible

Suzanne Hedberg

Schedule

Daily, from 8/26/2015 to 6/1/2016

Evidence of Completion

PLC minutes Lesson plans Classroom walk throughs

Action Step 3 5

The social studies departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilize the Gradual Release Model to lesson plan and instruct.

Person Responsible

Joann Rainey

Schedule

Weekly, from 8/8/2014 to 6/5/2015

Evidence of Completion

Lesson Plans PLC minutes Classroom walk throughs

Action Step 4 5

Teachers will implement the Gradual Release Model in all social studies classrooms using lessons that are aligned to the Social Studies NGSS. Daily learning goals will be measurable, current, posted and visible, understood by the students.

Person Responsible

Joann Rainey

Schedule

Daily, from 8/31/2015 to 8/31/2015

Evidence of Completion

PLC minutes Lesson plans Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Teachers will implement the Gradual Release Model in all reading/language arts classrooms using lessons that are aligned to the NGSSS/CCSS Standards. Daily learning goals will current, posted and visible to students.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Classroom walk throughs Learning goal will be posted and visible to students. Students will be able to communicate the daily learning goal.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

By implementing the Gradual Release Model lessons on a daily basis, student achievement will increase on FAIR/CCSS, classroom assessments/grades and Florida Achieves (Grades 6,7 and 8) and FCAT 2.0 (Grade 8).

SBLT/Reading focus: Data compiled and analyzed by MTSS/Rtl coach as evident in SBLT minutes.

Two of the four PLC meetings will focus on data (see above sources), specific to reading/language arts.


Person Responsible

Schedule

Evidence of Completion

SBLT/Science Minutes PLC minutes Classroom walk throughs Increase in reading achievement from 41% to 60% on the Grade 6,7, 8 Reading FCAT 2.0 (2014).

G2.B2.S4 Civics instruction will follow the district's recommended curriculum, pacing and formative assessment structure. 4

 S169639

Strategy Rationale

Action Step 1 5

Civics teachers will meet during their common planning once a month with the district staff developer.

Person Responsible

Joann Rainey

Schedule

Weekly, from 8/27/2014 to 6/1/2015

Evidence of Completion

Walk through feedback

Action Step 2 5

Social studies department will meet weekly during PLCs to analyze student performance on formative assessments.

Person Responsible

Joann Rainey


Schedule

Weekly, from 9/3/2014 to 5/5/2015

Evidence of Completion

An increase in Civics EOC student performance.

G2.B6 Teachers do not analyze, reflect and adjust instruction to meet individual student needs. 2

 B161863

G2.B6.S1 Students will develop personalized learning targets based on instructional goals provided by the teacher, in alignment to the Florida Standards. 4

 S173306

Strategy Rationale

By taking a personalized approach, students will be more engaged in learning, increasing student achievement.

Action Step 1 5

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Person Responsible

Stephanie Joyner


Schedule

Monthly, from 9/28/2015 to 2/29/2016

Evidence of Completion

Students will be able to communicate their personal learning goals and understand their current progress.

G2.B6.S2 Both teachers and students will monitor progress of reaching learning targets/goals on a daily basis. 4

 S173307

Strategy Rationale

By tracking progress, students will be able to make individual action to maintain or improve progress. Teachers will be able to adjust instruction and provide individual support.

Action Step 1 5

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 9/28/2015 to 2/29/2016

Evidence of Completion

Teachers and students will be able to know on a daily basis their progress to mastering the standard utilizing a learning scale.

G2.B6.S3 Teachers will incorporate response rate techniques, such as wait time, a variety of activities and technology. 4

 S173309

Strategy Rationale

By incorporating a variety of response rate techniques, student engagement will increase and as a result, student achievement will increase.

Action Step 1 5

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 9/28/2015 to 2/29/2016

Evidence of Completion

Teachers will incorporate strategies to increase the rate of response. Strategies will be visible during instruction and in lesson plans.

G2.B6.S4 The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their responses. 4

 S173310

Strategy Rationale

By probing incorrect responses of all students, teachers will be able to assess the thinking of all students and be able to address misconceptions.

Action Step 1 5

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 9/28/2015 to 2/29/2016

Evidence of Completion

During class, teachers will be seen probing incorrect responses for all students.

G3. Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed. 1

G061794

G3.B1 Lack of student compliance to the student code of conduct and school rules within the school setting. 2

B158209

G3.B1.S1 Staff will implement a behavior plan school wide using yellow and red cards which is printed in the front of every student planner. 4

S169645

Strategy Rationale

Teachers will maintain classroom management and implement an incremental system.

Action Step 1 5

Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan.
On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email.

Person Responsible

Schedule

Evidence of Completion

Tracking in public folder. Documentation in Outlook. Staff updates via email.

Action Step 2 5

Person Responsible

Joann Rainey

Schedule

Evidence of Completion

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

APs will review the behavior folders located in Outlook for teacher documentation.

Person Responsible

Schedule

Evidence of Completion

Classroom observations. Portal entries. Teacher/AP discussions in PLCs, email, informal verbal communication

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

The data will be pulled and analyzed by the MTSS/RtI coach every nine weeks. The analysis will be shared with SBLT. APs will view their grade level every morning and determine which students need administrative or guidance interventions based on number of infractions from teachers as outlined in behavior plan.

Person Responsible

Stephanie Joyner

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

SBLT minutes and action plan based on data.

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
G2.B2.S1.A1	The science department will meet on a weekly basis during common planning to collaborate. The science department utilizes the PCSB 5E Model (Gradual Release Model).	Valsamis, Evangelos	8/24/2015	Lesson plans PLC minutes Classroom walk thoughts, informal and formal observations	6/6/2016 weekly
G2.B2.S2.A1	The math department will meet on a weekly basis during common planning	Hedberg, Suzanne	8/8/2014	PLC minutes	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to collaborate and develop rigorous lessons.				
G2.B2.S3.A1	The reading/language arts departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilize the Gradual Release Model to lesson plan and instruct.	Hedberg, Suzanne	8/31/2015	Lesson Plans PLC minutes Classroom walk throughs	8/31/2015 weekly
G2.B2.S4.A1	Civics teachers will meet during their common planning once a month with the district staff developer.	Rainey, Joann	8/27/2014	Walk through feedback	6/1/2015 weekly
G3.B1.S1.A1	Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan. On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email.		Tracking in public folder. Documentation in Outlook. Staff updates via email.	one-time	
G2.B6.S1.A1	Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.	Joyner, Stephanie	9/28/2015	Students will be able to communicate their personal learning goals and understand their current progress.	2/29/2016 monthly
G2.B6.S2.A1	Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.	Joyner, Stephanie	9/28/2015	Teachers and students will be able to know on a daily basis their progress to mastering the standard utilizing a learning scale.	2/29/2016 monthly
G2.B6.S3.A1	Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.	Joyner, Stephanie	9/28/2015	Teachers will incorporate strategies to increase the rate of response. Strategies will be visible during instruction and in lesson plans.	2/29/2016 monthly
G2.B6.S4.A1	Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.	Joyner, Stephanie	9/28/2015	During class, teachers will be seen probing incorrect responses for all students.	2/29/2016 monthly
G1.B3.S1.A1	Professional development will be offered to staff members in order to raise cultural awareness.	Joyner, Stephanie	The will be an increase in the positive interactions between staff and identified Black students, which will directly impact student attendance.	one-time	
G2.B2.S1.A2	Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned to the NGSSS Science Standards. Daily learning goals will be measurable, current, posted and visible and understood by students.	Valsamis, Evangelos	8/8/2014	Lesson plans Classroom walk throughs Students will be able to communicate the daily learning goal in their own words PLC Minutes	daily
G2.B2.S2.A2	Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous lessons that are aligned to the NGSSS Mathematics Standards/CCSS Mathematics. Daily learning goals will current, measurable, posted, visible and understood by	Hedberg, Suzanne	8/8/2014	Student Work Student Grades Walk throughs	6/5/2015 daily

Pinellas - 0141 - Largo Middle School - 2015-16 SIP
Largo Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S3.A2	Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using lessons that are aligned to the Florida Standards for Reading and Language Arts. Daily learning goals will be measureable, current, posted and visible, understood by the students.	Hedberg, Suzanne	8/26/2015	PLC minutes Lesson plans Classroom walk throughs	6/1/2016 daily
G2.B2.S4.A2	Social studies department will meet weekly during PLCs to analyze student performance on formative assessments.	Rainey, Joann	9/3/2014	An increase in Civics EOC student performance.	5/5/2015 weekly
G3.B1.S1.A2	Administrators will receive new radios to support communication between classrooms, administrators and grade level houses.				One-time
G2.B2.S1.A3	The science department will develop a formative assessment calendar aligned to the sequencing of content benchmarks.	Valsamis, Evangelos	8/24/2015	Calendar of assessments Student achievement data	6/6/2016 quarterly
G2.B2.S3.A3	The social studies departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilizes the Gradual Release Model to lesson plan and instruct.	Rainey, Joann	8/8/2014	Lesson Plans PLC minutes Classroom walk throughs	6/5/2015 weekly
G2.B2.S3.A4	Teachers will implement the Gradual Release Model in all social studies classrooms using lessons that are aligned to the Social Studies NGSS. Daily learning goals will be measureable, current, posted and visible, understood by the students.	Rainey, Joann	8/31/2015	PLC minutes Lesson plans Classroom walk throughs	8/31/2015 daily
G1.MA1	Attendance data of Black students.	Joyner, Stephanie	10/16/2015	Attendance tracked from the previous school year will increase to current school year.	5/31/2016 monthly
G1.B3.S1.MA1	Attendance from the 2014-15 school year will be compared to attendance of Black students in the 2015-16 school year quarterly.	Joyner, Stephanie	10/16/2015	Data from FOCUS/district database will be utilized to compare.	5/31/2016 quarterly
G1.B3.S1.MA3	More specifically, students will be identified to track individual progress based on their data.	Joyner, Stephanie	10/16/2015	Individual students will be tracked by staff members to determine needed interventions and if students are making progress in attendance.	5/31/2016 monthly
G1.B3.S1.MA1	[no content entered]			one-time	
G2.MA1	SBLT team will meet to analyze student data as measured by standardized tests and grades.	Joyner, Stephanie	8/24/2015	Student achievement data (FAIR-CC, District Assessment, FCAT, State assessments) SBLT minutes Data by subgroups(Black vs white as required by Bradley MOU)	5/31/2016 weekly
G2.B2.S1.MA1	Monitor the rigor of the lessons developed and implemented.		Student work Nine weeks grade Walk through data	one-time	
G2.B2.S1.MA1	Use a classroom walk through tool to monitor implementation and the use of the 5E strategies.		Data from walk throughs	one-time	
G2.B2.S2.MA1	By monitoring the rigor developed in the lesson plans.		Student work Nine weeks grades	one-time	
G2.B2.S2.MA1	Use a classroom walk through tool to monitor implementation of the use of the Gradual Release Model strategies.		Data from walk throughs	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S3.MA1	By implementing the Gradual Release Model lessons on a daily basis, student achievement will increase on FAIR/CCSS, classroom assessments/grades and Florida Achieves (Grades 6,7 and 8) and FCAT 2.0 (Grade 8). SBLT/ Reading focus: Data compiled and analyzed by MTSS/Rtl coach as evident in SBLT minutes. Two of the four PLC meetings will focus on data (see above sources), specific to reading/language arts.		SBLT/Science Minutes PLC minutes Classroom walk throughs Increase in reading achievement from 41% to 60% on the Grade 6,7, 8 Reading FCAT 2.0 (2014).	one-time	
G2.B2.S3.MA1	Teachers will implement the Gradual Release Model in all reading/language arts classrooms using lessons that are aligned to the NGSSS/CCSS Standards. Daily learning goals will current, posted and visible to students.		Lesson Plans Classroom walk throughs Learning goal will be posted and visible to students. Students will be able to communicate the daily learning goal.	one-time	
G3.MA1	Effectiveness will be evaluated by a reduction in disciplinary referrals, including suspensions, as the school-year progresses.	Joyner, Stephanie	8/24/2015	Assistant principals will document intervention, such as a disciplinary referrals or parent contact in Portal.	6/3/2016 daily
G3.B1.S1.MA1	The data will be pulled and analyzed by the MTSS/Rtl coach every nine weeks. The analysis will be shared with SBLT. APs will view their grade level every morning and determine which students need administrative or guidance interventions based on number of infractions from teachers as outlined in behavior plan.	Joyner, Stephanie	8/24/2015	SBLT minutes and action plan based on data.	6/3/2016 weekly
G3.B1.S1.MA1	APs will review the behavior folders located in Outlook for teacher documentation.		Classroom observations. Portal entries. Teacher/AP discussions in PLCs, email, informal verbal communication	one-time	

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.

G1. Goal 3: Black student achievement will increase when attendance rates increase.

G1.B3 There is a lack of culturally responsive teaching.

G1.B3.S1 Professional development for teachers in order to raise cultural awareness during instructional time.

PD Opportunity 1

Professional development will be offered to staff members in order to raise cultural awareness.

Facilitator

TBD

Participants

All LMS instructional staff.

Schedule

G2. Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

G2.B2 Teachers do not implement rigorous tasks due to a lack of understanding how to unpack the subject area and benchmarks and apply/develop lesson plans for rigorous engagement.

G2.B2.S1 Science teachers will implement the 5E Model (Gradual Release Model) including a focused and targeted, daily learning goal.

PD Opportunity 1

Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned to the NGSSS Science Standards. Daily learning goals will be measurable, current, posted and visible and understood by students.

Facilitator

District, Science Coach

Participants

Science Teachers

Schedule

G2.B2.S2 Mathematics teachers will implement an instructional delivery model from research-based strategies including explicit instruction, guided practice, independent practice, with a focused and targeted, daily learning goal.

PD Opportunity 1

The math department will meet on a weekly basis during common planning to collaborate and develop rigorous lessons.

Facilitator

Math Coach

Participants

Math Teachers

Schedule

Weekly, from 8/8/2014 to 6/5/2015

PD Opportunity 2

Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous lessons that are aligned to the NGSSS Mathematics Standards/CCSS Mathematics. Daily learning goals will current, measurable, posted, visible and understood by

Facilitator

Participants

Schedule

Daily, from 8/8/2014 to 6/5/2015

G2.B2.S3 Reading/Language Arts teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal.

PD Opportunity 1

Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using lessons that are aligned to the Florida Standards for Reading and Language Arts. Daily learning goals will be measureable, current, posted and visible, understood by the students.

Facilitator

Reading Coach

Participants

ELA/Reading/ESOL teachers

Schedule

Daily, from 8/26/2015 to 6/1/2016

G2.B6 Teachers do not analyze, reflect and adjust instruction to meet individual student needs.

G2.B6.S1 Students will develop personalized learning targets based on instructional goals provided by the teacher, in alignment to the Florida Standards.

PD Opportunity 1

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

Monthly, from 9/28/2015 to 2/29/2016

G2.B6.S2 Both teachers and students will monitor progress of reaching learning targets/goals on a daily basis.

PD Opportunity 1

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

Monthly, from 9/28/2015 to 2/29/2016

G2.B6.S3 Teachers will incorporate response rate techniques, such as wait time, a variety of activities and technology.

PD Opportunity 1

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

Monthly, from 9/28/2015 to 2/29/2016

G2.B6.S4 The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their responses.

PD Opportunity 1

Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon.

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

Monthly, from 9/28/2015 to 2/29/2016

G3. Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

G3.B1 Lack of student compliance to the student code of conduct and school rules within the school setting.

G3.B1.S1 Staff will implement a behavior plan school wide using yellow and red cards which is printed in the front of every student planner.

PD Opportunity 1

Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan. On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email.

Facilitator

S. Turner, A. Valsamis

Participants

Teaching staff

Schedule

In order to better support staff communication between classrooms, administrators and grade level houses, administrators will receive new communication radios. This will assist in the monitoring of student behavior.

Technical Assistance Items

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

Budget

Administrators will receive new radios to support communication between classrooms, administrators and grade level houses.