

Pinellas County Schools

Largo Middle School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	24

Largo Middle School

155 8TH AVE SE, Largo, FL 33771

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

Demographics

Principal: Linda Burris

Start Date for this Principal: 10/16/2017

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: D 2015-16: D 2014-15: C 2013-14: D
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement

100% Student Success! All students achieving academic success based on their individual ability.

Provide the school's vision statement

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

IBO Mission Statement:

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Linda, Burris	Principal
Principal	
Lakhani, Salima	Assistant Principal
Assistant Principal	
Caparaso, Anne	Assistant Principal
Assistant Principal	
Lewis, Angela	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	279	269	237	0	0	0	0	785
Attendance below 90 percent	0	0	0	0	0	0	17	10	14	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	37	14	20	0	0	0	0	71
Course failure in ELA or Math	0	0	0	0	0	0	36	15	14	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	0	0	0	48	44	40	0	0	0	0	132

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	179	160	153	0	0	0	0	492

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	5	5	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	52%	54%	41%	50%	53%
ELA Learning Gains	53%	55%	54%	49%	50%	54%
ELA Lowest 25th Percentile	55%	47%	47%	43%	42%	47%
Math Achievement	49%	55%	58%	47%	54%	58%
Math Learning Gains	50%	52%	57%	57%	54%	57%
Math Lowest 25th Percentile	55%	46%	51%	53%	48%	51%
Science Achievement	43%	51%	51%	44%	52%	52%
Social Studies Achievement	57%	68%	72%	60%	65%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	279 (0)	269 (0)	237 (0)	785 (0)
Attendance below 90 percent	17 ()	10 ()	14 ()	41 (0)
One or more suspensions	37 (0)	14 (0)	20 (0)	71 (0)
Course failure in ELA or Math	36 (0)	15 (0)	14 (0)	65 (0)
Level 1 on statewide assessment	48 (0)	44 (0)	40 (0)	132 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	51%	-18%	54%	-21%
	2018	36%	49%	-13%	52%	-16%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	46%	51%	-5%	52%	-6%
	2018	41%	48%	-7%	51%	-10%
Same Grade Comparison		5%				
Cohort Comparison		10%				
08	2019	47%	55%	-8%	56%	-9%
	2018	43%	55%	-12%	58%	-15%
Same Grade Comparison		4%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	44%	-5%	55%	-16%
	2018	42%	45%	-3%	52%	-10%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	49%	60%	-11%	54%	-5%
	2018	46%	59%	-13%	54%	-8%
Same Grade Comparison		3%				
Cohort Comparison		7%				
08	2019	29%	31%	-2%	46%	-17%
	2018	25%	31%	-6%	45%	-20%
Same Grade Comparison		4%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	45%	51%	-6%	48%	-3%
	2018	44%	53%	-9%	50%	-6%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	68%	-12%	71%	-15%
2018	60%	66%	-6%	71%	-11%
Compare		-4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	55%	32%	61%	26%
2018	80%	57%	23%	62%	18%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	91%	56%	35%	56%	35%
Compare		9%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	45	58	23	49	46	26	23			
ELL	23	53	57	44	52	58	17	45	80		
ASN	55	63		69	50		67	70	100		
BLK	24	42	48	20	36	43	29	35	73		
HSP	38	52	54	55	54	57	42	54	78		
MUL	42	53		42	59	90	33	54			
WHT	53	58	60	58	53	62	48	72	82		
FRL	36	50	51	43	46	50	34	50	79		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	38	34	14	48	53	21	25			
ELL	18	40	43	27	51	67	23	43			
ASN	71	52		76	76		58	92	91		
BLK	25	43	44	23	46	52	19	45			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	33	47	49	44	59	70	36	61	77		
MUL	51	65	50	50	67	67	48	70	60		
WHT	49	50	33	55	56	40	56	60	72		
FRL	36	45	43	40	53	53	36	53	68		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	527
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that demonstrated the lowest performance is 8th Grade Math. With a strong school-wide focus on acceleration, only those students scoring a level 1 or level 2 in math from the previous year were placed in a pre-algebra class, of which were the only students assigned to take the FSA Math Assessment. While 8th grade math has been identified as the data component with the lowest performance, recent data does indicate a positive trend.

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

The data component that demonstrated the greatest decline from the prior year is 6th Grade ELA. Indicators reviewed throughout the year (MAP, iReady, Write Score, district and classroom assessments) did not suggest any significant concerns in this area that would result in a decline of performance. Factors that possibly lead to a decline include the need to release instruction to students and allow for more of a student-centered learning environment. Teachers are aware of and work with the standards and plan with the literacy coach on a regular basis.

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

The data component that demonstrated the greatest gap when compared to the state average is 8th grade math. This area has also been identified as one of the lowest performing components within the 2018-2019 FSA.

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

The data component that demonstrated the most improvement is Algebra 1 and Geometry. New actions that were implemented this year include the identification and scheduling of 7th grade students into a double block of pre-algebra and algebra, along with a double block of 8th grade algebra students. The math department offered intensive remediation during the second semester and implemented two all-day Boot Camps to reinforce curriculum strategies and review content.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

A review of the EWS data identifies the need to provide additional remediation throughout the year along with intentional monitoring of grades for possible intervention and or placement in course recovery to eliminate retention of students. The implementation of additional supports to improve attendance is an area of concern and addressed as a separate goal in the Planning for Improvement component of the SIP.

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

"Theme" - International Mindfulness through...

1. Rigor (Instructional Practices)
2. Equity Mindset (Culturally Responsive Teaching, ESSA),
3. Positive Behavioral Intervention and Supports (Discipline, Classroom Management, Restorative Practices)

Part III: Planning for Improvement

Areas of Focus:

#1

Title

English / Language Arts

Rationale

Our current level of performance data is 42%, as evidence in 2019 FSA Assessment. The problem/gap is occurring because the cognitively complex tasks aligned to the learning target was not consistent in all classrooms, tasks were not uniformly aligned to the learning target in all learning environment, the use of purposeful activation and transfer strategies were not used in all classrooms.

State the measurable outcome the school plans to achieve

The percent of all students achieving gains in ELA will increase from 53% to 63% as measured by FSA.

Person responsible for monitoring outcome

Angela Lewis (lewisang@pcsb.org)

Evidence-based Strategy

Strengthen staff ability to engage students in complex tasks.

Rationale for Evidence-based Strategy

If teachers are strengthened in their ability to engage students in complex tasks, then students will apply the content at a higher level of rigor and autonomy to increase proficiency by 10% as measured by FSA.

Action Step

1. Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.
2. Administrators monitor teacher practice and provide feedback to support teacher growth.
3. Using culturally relevant supplemental texts, teachers regularly include, media center resources that are shorter, challenging passages that elicit strategies across content.
4. Teachers monitor and provide feedback to students to support learning.
5. Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student generated topics of interest.
6. Professional Development using Core Connections, previous lessons on E-Learn, and media resources.
7. Use of frequent unit assessments to guide and inform instruction

Description

Person Responsible

Angela Lewis (lewisang@pcsb.org)

#2

Title	Mathematics
Rationale	Our current level of performance is 49% as evidenced in 2019 FSA Score data. The problem/gap is occurring because a lack of understanding of vocabulary, the use of cognitively complex tasks aligned to the learning target was not consistent in all classrooms, tasks were not uniformly aligned to the learning target in all learning environment, the use of purposeful activation and transfer strategies were not used in all classrooms.

State the measureable outcome the school plans to achieve

The percent of all students achieving math proficiency will increase from 49% to 59% as measured by FSA.

Person responsible for monitoring outcome

Anne Caparaso (caparaso@pcsb.org)

Evidence-based Strategy

Support staff to utilize data to organize students to interact with content in manners which differentiates / scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy

If teachers utilize data to organize students and differentiate instruction, student needs will be addressed and math proficiency will increase by 10%.

Action Step

1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research based interventions.
2. Conduct weekly PLC's inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data
3. Conduct regular 'data chats' with students and support setting learning goals based on data and progress monitoring.
4. Teachers monitor and provide feedback to students to support learning.
5. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback.

Description**Person Responsible**

Anne Caparaso (caparaso@pcsb.org)

#3

Title	Science
Rationale	Our current level of performance is 43%, as evidenced in the 2019 Statewide Science Assessment. The problem/gap is occurring because intentional data driven remediation is not occurring across grade levels.

State the measureable outcome the school plans to achieve

The percent of all students with proficient achievement levels will increase from 43% to 53%, as measured by Statewide Science Assessment.

Person responsible for monitoring outcome

Angela Lewis (lewisang@pcsb.org)

Evidence-based Strategy

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student and includes processes for data driven remediation.

Rationale for Evidence-based Strategy

If support staff utilizes data to organize students to interact with content in manners which differentiates/scaffolds data driven remediation instruction then student engagement will increase and students can work at the appropriate challenge level. This will increase proficiency by 10% as measured by the Statewide Science Assessment.

Action Step**Description**

1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
2. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
3. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.
4. Teachers monitor and provide feedback to students to support learning.
5. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach, and science Instructional Staff Developer to support next steps.
6. Inquiry-based learning following the 5 E Model will be utilized in the classroom.

Person Responsible

Angela Lewis (lewisang@pcsb.org)

#4**Title**

Social Studies

Rationale

Our current level of performance is 57%, as evidenced by FSA. The challenge is occurring because scores have risen only incrementally over the last 3 years. ISM visit data shows that classroom practices do not include student-centered learning environment with rigor, differentiation practices or higher order thinking routines.

State the measurable outcome the school plans to achieve

The percentage of 7th grade and 8th grade students performing on the Civics EOC will increase from 57% to 67%, as measured by the spring administration of the Civics EOC.

Person responsible for monitoring outcome

Salima Lakhani (lakhanis@pcsb.org)

Evidence-based Strategy

1. Strengthen staff ability to engage students in complex tasks
2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy

If teachers will create student centered and scaffold exercises throughout the year's activities to increase proficiency on the civics EOC.

Action Step**Description**

1. Utilize supplemental resources, regularly include shorter, challenging and technical passages that elicit close and critical reading and rereading.
2. Regularly assess (formally and informally) and utilize data to modify instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
3. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
4. Provide students with the opportunity to demonstrate higher order thinking strategies and processes.
5. Participation in Core Connections to increase literacy within the Civics content.

Person Responsible

Salima Lakhani (lakhanis@pcsb.org)

#5

Title College and Career Readiness

Rationale

Our current level of performance is 74% of our 8th grade students ready for high school with an FSA score of 2 or higher. The problem/gap is occurring because student FSA achievement is low and student grading is inconsistent. If teachers implemented more equitable practices and literacy focused instruction with higher expectations (rigor), the problem would be reduced by 5%, resulting in 79% scoring a 2 or higher.

State the measureable outcome the school plans to achieve

The percent of 8th grade students ready for high school with an achievement score of 2 or more on the FSA will increase from 74% to 79% as measured by the FSA.

Person responsible for monitoring outcome

Burris Linda (burrisl@pcsb.org)

Evidence-based Strategy

Strengthen teacher implementation of rigorous instructional practices.

Rationale for Evidence-based Strategy

If teachers release instruction to students and encourage a student-centered learning environment with differentiation, then rigorous instructional practices will be evident.

Action Step**Description**

1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.
2. Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for students in rigorous courses
3. Implement a system of grade level vertical and horizontal articulation that helps insure students throughout the school are college & career ready.
4. Align classroom assessment with high-stakes assessment
5. Teachers of college level courses attend Districtwide PLC meetings
6. Administrators monitor instruction for culturally relevant teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD
7. Update AVID CCI on a monthly basis (Celebrate areas of growth and Update strategies for areas of improvement
8. Teachers use appropriate course based on student test data.
9. Teachers will use learning style assessments, interest inventor and career exploration to aid HS course planning.

Person Responsible

Burris Linda (burrisl@pcsb.org)

#6	
Title	Bridging the Gap Plan
Rationale	Our current level of performance is 25% in ELA and 23% in math of black students with an achievement level of 3 or higher, as evidenced in 2018-2019 FSA scores. The problem/gap is occurring because of a lack of culturally responsive teaching and equitable grading practices. If teachers implemented culturally responsive teaching practices and more equitable grading practices would occur, the problem would be reduced by 10%
State the measureable outcome the school plans to achieve	The percent of black students with an achievement score of 3 or higher will increase from 25% in ELA and 23% in math to 35% in ELA and 33% in Math, as measured by Florida Standards Assessments.
Person responsible for monitoring outcome	Burris Linda (burrisl@pcsb.org)
Evidence-based Strategy	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. L35% students in reading and math will have a mentor that keeps a data book that focuses on state assessments, grade, attendance, behavior and goal monitoring on a monthly basis.
Rationale for Evidence-based Strategy	If there is a focus for our students on their data they will improve their scores due to the nature of the relationship built with the mentor and a focus on attendance, ELP and academic achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. The equity champions on our campus will be working with teachers and staff to adopt more culturally responsive strategies. 2. Equity Champion and Coach facilitate PLCs to ensure that equity centered practices are evident. 3. Administration and coaches will encourage teachers to participate in equitable grading practices learning and support changes they make in their practices. 4. Consistent review of student data to ensure the classes meet the ability level and need of the individual student and provide support or challenge as it is appropriate 5. SBLT will support and monitor the implementation of equity-centered practices.
Person Responsible	[no one identified]

#7	
Title	School Climate / Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is 0.928 incidence of office discipline referrals (ODR) per student. The problem/gap in behavior performance is occurring because students lack of understanding of classroom behavior expectations. If consistent classroom expectations are taught and reinforced, the problem would be reduced, as evidence by school profiles and monthly MTSS reports.
State the measureable outcome the school plans to achieve	The referral rate per capita of all students receiving referrals will maintain decrease from 0.928 to 0.882, as measured by school profiles dashboard and monthly MTSS reports
Person responsible for monitoring outcome	April Maitner (maitnerap@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain positive relationships with all students. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	If all faculty and staff establish and maintain positive relationships with students while acknowledging and adhering to processes and procedures, then the incidences of office referrals will decrease by???
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend training on CRT, Restorative practices 2. Ensure more than one staff member attends and become a certified trainer of Restorative Practices 3. Develop school-side roll out of CRT / SEL 4. Monitor and support staff for implementation with fidelity 5. Review student and teacher data for trends and next steps 6. Work with administration to include more restorative additions to consequences of students
Person Responsible	[no one identified]

#8**Title**

Attendance

Rationale

Currently 27 percent of our students have missed 10% or more school based on School Profiles data. The problem is occurring because of illness and lack of understanding by students on families of the impact absences have on student achievement and the school.

State the measureable outcome the school plans to achieve

The percent of all students missing 10% or more of school will decrease from 27% to 17% as measured by School Profiles data by May 2020.

Person responsible for monitoring outcome

Angela Kemp (kempa@pcsb.org)

Evidence-based Strategy

Strengthen the implementation of Tier I interventions to address and support the attendance needs of students. Strengthen the implementation of Tier 2 interventions to address and support the attendance needs of students

Rationale for Evidence-based Strategy

When Tier 1 and Tier 2 attendance interventions and are strengthened the percent of students with attendance below 90 percent will decrease from 41 to 31.

Action Step**Description**

1. Review attendance taking process and school-wide strategies for positive attendance with all staff.
2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
3. Develop and implement attendance incentive programs and competitions.
4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
5. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared)
6. Review data and effectiveness of school-wide attendance strategies on a biweekly basis
7. Students with 95% or better attendance will be identified as members of the 95 club.

Person Responsible

Anne Caparaso (caparaso@pcsb.org)

#9	
Title	Family and Community Engagement
Rationale	Our current levels of parent involvement, as evidenced in the school climate survey, indicate a need to increase opportunities for school/family relations. The problem/gap is occurring because parents are not provided with specific training on how to support students academically. If training opportunities were targeted and content specific, the problem would be reduced.
State the measurable outcome the school plans to achieve	Effectively communicate with families about their students' progress and school processes/practices by providing families with academic tools to support student achievement at home.
Person responsible for monitoring outcome	Burriss Linda (burrissl@pcsb.org)
Evidence-based Strategy	Intentionally build positive relationships with families by providing effective communication and access to academic tools.
Rationale for Evidence-based Strategy	If family and community engagement opportunities are informative and meaningful to the families, then positive relationships will be cultivated and families will feel more involved with their child's education.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly messages to families 2. Use of School Agenda to communicate 3. Consistent updates in student success from faculty in Focus weekly 4. Mid-Term Progress Reports 5. Parent Conferences 6. Home Visits 7. Events hosted by the Family Engagement Committee
Person Responsible	Burriss Linda (burrissl@pcsb.org)

#10	
Title	Healthy Schools
Rationale	Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. The problem/gap is occurring because of limited resources and time. If our healthy school team can monitor the implementation of administrative guidelines for wellness our school would have a greater opportunity to be eligible for recognition.
State the measureable outcome the school plans to achieve	Our school will be eligible in 4 out of 6 modules for bronze/silver/gold recognition as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.
Person responsible for monitoring outcome	Burris Linda (burrisl@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources
Rationale for Evidence-based Strategy	If the staff identifies the critical content of a Healthy Schools Program, the Healthy Schools Team will be able to document and submit evidence for the required modules.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assemble a Healthy School Team made up of a PE/Health teacher, Wellness Champion, Administrator, Café Manager and a support employee 2. Attend District-supported professional development Healthy School Team 3. Complete Healthy Schools Program Assessment Healthy School Team 4. Complete the SMART Snacks in School Documentation Café Manager 5. Develop and Implement Healthy School Program Action Plan 6. Update Healthy Schools Program Assessment and Apply for recognition (if applicable)
Person Responsible	[no one identified]

#11

Title Students with Disabilities

Rationale

Our current level of performance based on the ESSA Federal Index is 33%. The problem/gap is occurring because instruction was not designed to meet the needs of students for the year. If Placement of co/support teachers fits the needs of all students and is monitored for success, the problem would be reduced by 10%.

State the measureable outcome the school plans to achieve

The percent of ESE students demonstrating proficiency with learning gains will increase from 33 % to 43%, as measured by the ESSA Federal Index.

Person responsible for monitoring outcome

Burriss Linda (burrisl@pcsb.org)

Evidence-based Strategy

Students requiring ESE services work towards mastery of meaningful individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE). Support staff to utilize data to organize students to interact with content in manners which differentiate instruction to meet the needs of each student.

Rationale for Evidence-based Strategy

If ESE students engage in rigorous, grade level content, then students will achieve their Individualized Education Plan academic goals.

Action Step**Description**

1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.
2. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.
3. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
4. Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.
5. Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.
6. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

Person Responsible

[no one identified]

#12

Title Black / African American Students

Rationale Our current level of performance based on the ESSA Federal Index is 39%. The problem/gap is occurring because of a lack of culturally responsive teaching and equitable grading practices. If teachers implemented culturally responsive teaching practices and more equitable practices, the problem would be reduced by 5%.

State the measureable outcome the school plans to achieve The percent of black students demonstrating proficiency with learning gains will increase from 39% to 42%, as measured by the ESSA Federal Index.

Person responsible for monitoring outcome Burris Linda (burrisl@pcsb.org)

Evidence-based Strategy Provide students with a mentor that keeps a data book that focuses on state assessments, grades, attendance, behavior and goal monitoring on a monthly basis.

Rationale for Evidence-based Strategy If students are better able to access their learning because teacher's present connect and build relationships in a culturally relevant method, students will continue to increase their engagement with curriculum content and improve the ability to access higher educational experiences.

Action Step

Description

1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.
2. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
3. Take student on a college tour of Historically Black College / University

Person Responsible Burris Linda (burrisl@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part V: Budget

1	III.A	Areas of Focus: English / Language Arts				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	3336	120-Classroom Teachers	0141 - Largo Middle School	School Improvement Funds		\$500.00
2	III.A	Areas of Focus: Mathematics				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0141 - Largo Middle School	School Improvement Funds		\$500.00
3	III.A	Areas of Focus: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0141 - Largo Middle School	School Improvement Funds		\$500.00
			0141 - Largo Middle School			\$0.00
4	III.A	Areas of Focus: Social Studies				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0141 - Largo Middle School	School Improvement Funds		\$500.00
5	III.A	Areas of Focus: College and Career Readiness				\$0.00
6	III.A	Areas of Focus: Bridging the Gap Plan				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0141 - Largo Middle School			\$1,000.00
7	III.A	Areas of Focus: School Climate / Conditions for Learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0141 - Largo Middle School			\$500.00
8	III.A	Areas of Focus: Attendance				\$0.00
9	III.A	Areas of Focus: Family and Community Engagement				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0141 - Largo Middle School			\$500.00
10	III.A	Areas of Focus: Healthy Schools				\$0.00
11	III.A	Areas of Focus: Students with Disabilities				\$0.00

12	III.A	Areas of Focus: Black / African American Students	\$0.00
Total:			\$4,000.00