

WELCOME TO
change



School Improvement Plan 2016-17

Largo High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Brad W. Finkbiner	SAC Chair: Robert Pelzel
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School Vision	Prepare 100% of scholars for post-secondary success by providing a quality education
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School Mission	PRIDE: P ositive R igorous I nstruction D esigned to E mpower scholars' learning and success in post-secondary endeavors promoting civic engagement, global understanding, and a respect for individuals and societies.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1718	7.5%	15.6%	19.5%	4.8%	51.8%	%

School Grade	2016: B	2015: C	2014: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	47		32		59		67		48	35	81	79
Learning Gains All	31		31									
Learning Gains L25%	32		26									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Brad	Finkbiner	FT	4-10 years
Asst Principal	Alec	Liem	FT	1-3 years
Asst Principal	Jon	Marina	FT	4-10 years
Asst Principal	Linda	Ray	FT	Less than 1 year
Asst Principal	Josh	Wolfenden	FT	4-10 years
Instr. Coach (literacy)	Nicole	Harazin	PT	Less than 1 year
Instr. Coach (math)	Mike	Fresia	PT	Less than 1 year
Other (specify) click here				
Other (specify)				
Total Instructional Staff:	85		Total Support Staff:	60



School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Largo High School instructional staff and administration work together to ensure that all scholars feel safe and respected while on our campus. Our extra-curricular clubs work to bring together scholars with a variety of backgrounds and cultures.

Largo High administration provides regular duty coverage to ensure the safety of each scholar. Any safety issues are addressed during our monthly safety meeting; urgent safety issues are addressed immediately. Individual Safety plans are implemented as needed for those who need specific supports.

A check and connect program is entering its second year to help specific scholars who are struggling. 5000 Role Models and the Girlfriends Club is also used as a support initiative. We have begun the conversation of reaching out to current seniors to develop a mentoring program with our 9th grade academy.

A positive recognition initiative has been developed to reward scholars for positive behaviors (Largo Loot). Expectations are posted at each faculty meeting and reinforced to parents and scholars through the LHS website, newsletter, and TV production announcements.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

The goal for Largo High is for all scholars to be aware of the expectations for behavior and consequences if they are not fulfilled inside and outside of the classroom. All teachers have their own classroom discipline plan that is aligned with the school discipline plan and expectations. Each scholar is given a district code of student conduct at the beginning of the year. If there is a case of a parent conference regarding a discipline issue, the family is also given a copy of the code of conduct for them to keep at home. The school-wide discipline plan is located in each classroom in poster form for scholars to access freely. Administration follows this plan to ensure equity in handing out discipline.

Largo High uses alternative opportunities besides an out of school suspension. In-School-Suspension, teacher and administrative detentions, work detail, and an Alternative Bell Schedule are used as options. If a child is suspended out of school, a parent conference is required before the child is allowed back on the campus. In these conferences, Restorative practice strategies are used to help transition the student to learn from this specific incident.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Largo High School's Child Study Team meets bi-weekly to identify scholars whose attendance has fallen below 90% (excused or unexcused) and intervene accordingly.

Specific scholar data is discussed in PLC meetings to identify scholars who are suspended in and/or out of school as well as those who are failing English and/or math classes. Scholars requiring intervention are referred to the Multi-Tiered System of Support Team in order for their needs to be assessed. The MTSS team meets bi-weekly to determine appropriate action and communicate with stakeholders regarding plans for support which will lead to improved discipline and/or academic performance. During and after-school GradPoint classes are available to all scholars who require credit recovery.

Scholars who scored at Achievement Level 1 or 2 on their standardized math assessment in 8th grade are placed into a double-blocked Algebra 1A/1B class. They are also placed in appropriate English classes with teachers who have earned a reading endorsement. Scholars who have failed their Algebra 1 EOC are placed in Algebra 1 for credit recovery.

The MTSS team also discusses scholar academics and teacher grade distribution. After each four weeks, grades are filtered by using a formula on any scholar who has failed two or more courses. During PLC's and teacher data chats, supports are put in place to help those in need. Cohort reviews are conducted bi-weekly for 9th grade and each month for 10th-12th grade. Individual scholars are discussed to provide supports in their academic courses to ensure they are on track to graduate.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Using the RTI/MTSS/CST processes, LHS has put in layers of supports for those scholars in need. Grade level Cohorts, school psychologist & social worker, Check and Connect Mentors, School Counselors, School Nurse, Site-based Mentors, and ESE Teachers are available to provide supports for those in need.

RTI/MTSS/CST meets biweekly to discuss scholars who have patterns that are flagged as early warning signs. At that point, extra support is given on specific issues to those scholars in need.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Largo High uses multiple ways of monitoring scholar's progress during the school year. A major initiative is attendance. Data is pulled each week by grade level to observe any patterns of any scholar who is missing a majority of days. It is an expectation for instructors is to call home if a scholar has missed two or more days in a week. Administration monitors Focus as we have directed instructors to document calls home. Administration also monitors separately within CST and makes calls home or conducts home visits.

Data is analyzed from FSA's, EOC's as well as cycle assessment data from Performance Matters, SRI, Write Score or any other data that can be accessed through focus or district data sources.

Instructors use informal data within their classrooms; such as homework, participation, quizzes and tests to determine the progress and to place differentiated supports for each scholar.

The principal meets with department leaders along with the assistant principal of the specific subject area monthly to go over data and provide PD or supports to those instructors in need.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School wide initiatives are developed by the leadership team to drive academic and behavioral success throughout the school year. Classroom walkthroughs are conducted to monitor the implementation of these strategies. Department PLCs are held monthly to discuss initiatives to determine any adjustments that are required. LHS has begun the process of implementing a wall-to-wall academy program. This will allow scholars to receive different industry certifications that other high schools within the district do not offer. Each department was directed to develop a scholar progression to increase the number of scholars who enroll and pass advanced placement courses. Highly qualified instructors with graduate degrees are being hired to implement dual enrollment on our campus.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: To hold high expectations with supports to produce “Learners and Leaders” with scholars and staff.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will advocate for scholars to push themselves out of their comfort zone to take higher-level courses. We will provide instructional leadership within the classroom to provide enhancement and supports for all scholars.	Brad W. Finkbiner
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Decrease the discipline and attendance disparities at Largo High by 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Disaggregating referral data by demographic information and developing processes to support social equity.	Alec Liem, Jon Marina, Linda Ray, Josh Wolfenden
Focus on Level 1 and 2 African Americans who are in 9 th grade to set them up for success during their high school experience.	



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

LHS supports a fully designed implementation of the Florida Standards. Professional development efforts are aligned to improving instructional rigor and aligning coursework to standards. Professional Development will be provided throughout the year led by the administrative and leadership teams to support.

Administrative walk-throughs are conducted to look for alignment and rigorous instruction within the Florida Standards and to follow the Marzano appraisal system. All lesson plans are collected and reviewed to ensure they are aligned to the standards.

Our data has shown a gain or maintaining levels in the majority of subject areas. Math has been one subject in which our scholars have struggled. A part-time math coach has been assigned to help. Our graduation rate has gone up each of the last four years.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

In each area of the state grade, our goal is to be inside the top five scores within the district.

The key areas for improvement are 9th grade scores, total math EOC scores and learning gains for each scholar. State assessment data for 9th grade, math EOC scores and individual learning gains were accessed to define these areas of need.

Specific EOC and individual scholar data is collected and shared with teachers on an ongoing basis. Data is discussed by departments in PLCs. Teachers work together to discuss ways to differentiate their instruction and upon delivering those lessons, discuss the effectiveness of the differentiated strategies. Teachers provide supplemental instruction and tutoring before and after school and also during lunch.

AVID courses are offered on campus to promote college preparation. AVID strategies are integrated into courses throughout the campus. Department course progressions, along with PSAT score data is used to place scholars in advanced placement classes that will provide success.

Learning Strategies courses are offered for scholars with disabilities.

ELP is provided to scholars who need to recover credits and access grade forgiveness. Within the next two years, LHS will be a wall-to-wall academy program.

Administration monitors with department leader's data chats each month. The subject area assistant principal attends the department PLC's to follow-up with these conversations. Individual data chats will be scheduled with administration and specific teachers within EOC's to provide support and to have data chats.

PD is being provided for how to access specific data for their individual scholars and then how to analyze and implement support and enhancement strategies.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Cycle assessments are administered in EOC courses quarterly to monitor standards based learning. Data from these assessments can be accessed by individual teachers. Subject area PLCs then can determine what strategies will be used to increase learning growth.

An initiative for instructors this year is a laser like focus on how to ensure standards are being taught with rigor. Administration collects and reviews lesson plans weekly. We also offer PD to help in this area – using strategy walks, department PLC's to ensure scholars are able to explain the standard expectations.

As more data sources are made available, PD will be included throughout the year for staff to navigate data easier and then to implement plans individually and by subject area PLC's. This will be monitored by administration and discussed in department PLC's and individual instructor data chats.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Vertical teaming with feeder schools, cohort PLCs, EOC PLCs, progress monitoring, & IEPs and EPs. Identified scholars needing remediation are placed in Grad Point during the school day, extended learning programs after school, and Summer Bridge to ensure they are on grade level before entering the next year.

Each industry certification program was developed and implemented with post-secondary in mind. Each program has a direct line to either a college/university or technical college.

A 9th grade Academy was implemented last year to ensure successful transition into Largo High. Our goal is to ensure all scholars are on track to graduate after each grade level. Our graduation rate has increased each of the last four years.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Writing across all curriculum. Specific expectations are to be observed after each grade level.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<p>Scholars will be able to meet all criteria for the writing rubric developed with the school by the end of the school year. Scholars will self-monitor their improvement by using the rubric across all content areas.</p> <p>Targeted writing practice will be implemented. This will allow scholars to improve their writing with a focus on their individual areas of deficiency identified by write score data. Improvement will be seen in peer editing, revising essay drafts and targeted instruction on components of paragraph writing. Progress will be monitored once per essay and through the 2nd write score assessment.</p>	English, Social Studies, Science, and Math department leaders.
Instructional Strategy 2	
A focus on reading, writing, and speaking skills	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<p>ACT/SAT practice using Khan Academy which allows scholars to track their own progress recording their results and evaluating what areas need more practice work.</p> <p>Writing in response to reading – scholars will have a purpose for reading and will check their understanding by a written summary which will be monitored by peer and instructor review.</p> <p>Speaking in response to reading – prompts for critical thinking during reading allows for scholars to speak to their understanding of the materials and standards being taught.</p>	English/Reading Department, School Leadership Team

Instructional Strategy 3	
Teach the research process by grade levels using the state standards with a specific focus per subject area, culminating in a self-directed research paper during their 12 th grade year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Using professional software to determine the quality of the product. Use peer review to evaluate the effectiveness of the process involving the use of research and proper citations.	Department chairs



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

LHS encourages our staff to attend many different trainings throughout the year. The expectation is for those who attend training to bring back ideas to implement within the school or department processes. Many teachers attend trainings outside of the district to network with other districts to see a different perspective. All of our leadership team meetings are open and instructors are encouraged to be a part of the solution to our areas of need. We encourage teachers new to our campus to be part of committees to take on an active role. Administration also chooses newly hired teachers to serve on interview teams as we hire for open positions. This allows them an insight on what type of instructor we look for and why they are an integral part of our team.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

LHS has developed areas of need for aligning and supporting teachers in our initiatives. Strategy walks, a planned calendar for PLC dates, a data war room, room proximity which will encourage collaboration, and ongoing professional development developed and implemented by the school leaders has been implemented to ensure student data is easily reviewed and collaboration is evident.

Monthly PLC’s are placed on the school-wide calendar to ensure conversations revolving around curriculum and scholar data.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The professional development deemed needed by the leadership team is an ongoing focus on state standards, student data, and relationship building. Ongoing professional development will be implemented monthly for these areas. Continuation of the Marzano implementation with feedback will be provided. We have seen improvements in the area of group work, collaboration with departments, and the comfort level of using the Marzano frameworks.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
PEAK	July 2016	All staff	To see an improvement in scholar engagement with a focus on group work.
Check and Connect	Summer 2016	All Staff	To expand our program into a second year.
AP Training	July 25-28 2016	AP Teachers	To improve our pool of qualified teachers as we continue to increase our numbers in upper level courses.
AVID	Summer 2016	All Staff	For all scholars to be exposed to the basic proven qualities of the AVID program and for teachers to develop relationship building within their classrooms using useful strategies.
Data Training	Fall 2016	All Staff	A more comprehensive focus on how to access data and implement needed supports/ enhancements for their individual scholars.

State Standards training	Fall 2016	All staff	To design a more focused approach on state standards.
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Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Largo High is developing a plan to help a larger majority of parents in guiding their children through their high school experience. We are planning Parent University meetings each two months in coordination with the PTA to help families with specific needs. The subject areas that have been discussed are: how can parents access their own children’s data, what does my child need to graduate in four years, how can I help them prepare for state assessments at home, and how can I assist my child in looking at post-secondary opportunities.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

The majority of our families have access to Portal and use it on a regular basis. At parent conferences data chats and graduation progress are discussed.

We will continue to communicate in a variety of different avenues including newsletters, interactive websites, call-outs, parent meetings, etc. We are planning to develop Parent University Meetings through PTA meetings that will support and connect the school to the home.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

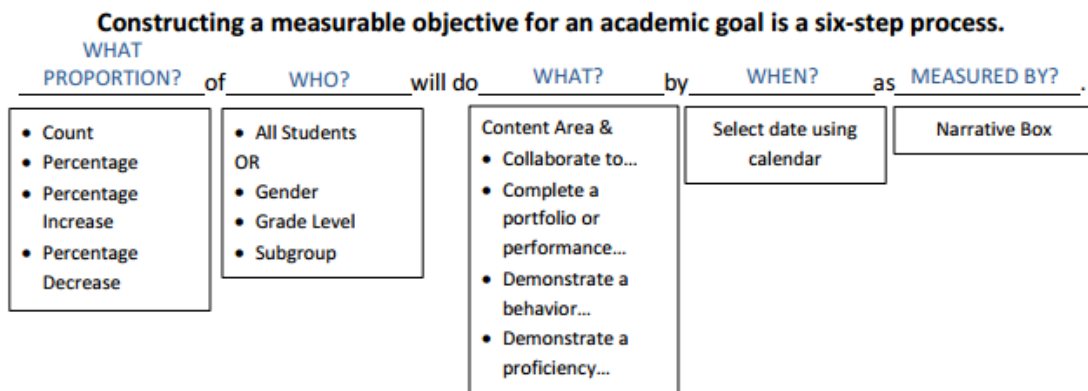
*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Develop Parent Universities to help parents gain skills on how to help their scholar as they navigate the high school process.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop a professional development process for parents through the PTA to become more involved within the school.	PTA President, Mr. Marina, Dr. Finkbiner
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Provide more service learning opportunities for Largo High Scholars to reach out to their community members.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Check and Connect, Make-A-Wish, Adopt a Senior, Tutoring and Mentoring at feeder elementary and middle schools, etc.	Volunteer Coordinator, Administration.

Section 2 – School Goals / Action Steps

Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:
To increase our overall ELA/Reading score from 47% to 57%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success

Khan Academy SAT/ACT prep	Scholars will track their successes and weaknesses areas to have a more focused practice.
Writings in response to readings	Scholars will have a specific purpose for reading and will check their understanding by a written summarization that will be monitored by peer and instructor review

Mathematics Goal	Goal Manager:
To increase overall EOC passing rates from 32 – 53%	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Agile Mind and Carnegie aligned to state standards. We will also place scholars in support courses using their previous assessment scores.	Cycle assessments and ongoing use of the software programs.
Opportunities to remediate mistakes on tests through teacher tutoring and math honor society tutoring during lunch. The goals would be to retake the test once mastery has been demonstrated (reward system for attending tutoring sessions will be supported by administration)	Formative and Summative Assessments. We will also measure the number of scholars who take advantage of lunch tutoring and the success they have on specific tests.

Science Goal	Goal Manager:
To increase Biology EOC scores from 57-72%	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
The realignment of course progression beginning in 9 th grade for Level 1 and 2 scholars to receive extra prep time for the Biology EOC	Success on courses in the progression. Scholars will take the Biology EOC during their 11 th grade year.
Lesson Study once per semester. PLC meetings with science coach; literacy strategy shares	Formative and Summative Assessments

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager: Alec Liem and Scott Kaplan
To increase our US History score by 10%	
Actions / Activities in Support of Goal	Evidence to Measure Success

The use of DBQ's at least once per semester.	Progress monitoring assessments – 3 times before the EOC
Increase practice of analysis of primary source documents and test taking skills, including analyzing multiple-choice questions.	Higher PMT scores

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Industry Certifications	Goal Manager: Administration and Career Academy Instructors
Increase the number of scholars who earn industry certifications by 20%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Development of a Wall-to-Wall Academies throughout the campus	Scholars will have more variety of career themed courses to take with industry certifications attached.
Real world applications with a focus on career education opportunities. We will business partner with our local technical and community college to form a pipeline of certified scholars to enroll into their programs.	An increase in the number of industry certifications will be observed and enrollment in technical and community colleges will increase.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	Goal Manager: Jon Marina, Virginia Oliva
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules.	
For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Josh Wolfenden, Linda Ray and Brad W. Finkbiner
Increase the graduation rate and the number of African American enrolled in advanced placement by 10%	
Actions / Activities in Support of Black Goal	Evidence to Measure Success

Processes in place to help scholars monitor their academic progress.	Monthly data from the cohort to ensure all are on track to graduate
Develop a monthly meeting with African American families to develop strategies to support their scholars.	A calendar for monthly meetings to have parents meet with the principal

Subgroup Goal (ELL)	Goal Manager: Josh Wolfenden, Linda Ray, and Brad W. Finkbiner
Increase the graduation rate and number of Hispanics in advanced placement courses by 10%	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Processes in place to help scholars monitor their own academic progress.	Monthly cohort data and we will pull data after each grading period.
Develop a monthly meeting with Hispanic families to develop strategies to support their scholars.	We will be developing a calendar to meet with Hispanic parents monthly to gain insight on how to support their children.

Subgroup Goal (ESE)	Goal Manager: Linda Ray
To increase the ESE graduation rate by 10%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Identify specific scholar academic needs and provide appropriate supports in inclusive settings.	Cycle assessments and monthly cohort data will be accessed
Monitor scholar progress and amend accommodations where needed.	Success in general education classes and on state assessments.

Subgroup Goal (If Needed)	Goal Manager: Jon Marina
Enter Goal Name	
Increase the number of 9 th graders to be on track to graduate by 25% at the end of the year.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Get Focused – Stay Focused initiative	Develop college and career readiness skills.
Develop a partnership with St. Pete College – Seminole	Scholars will have access to a post-secondary opportunity and will see an increase in the number of 9 th graders who are on track to graduate at the end of the year.

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	School	
						#	%

Students scoring at FSA Level 1 (ELA or Math)	135	34	22	18		209	12
Students with attendance below 90 %	50	66	57	49		222	13
Students with excessive referrals**	6	4	2	1		13	1
Students with excessive course failures**	29	85	93	89		296	17
Students exhibiting two or more indicators	55	146	114	71		386	22

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
To maintain a monthly average of 95% attendance.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Following CST protocols.		Reduction of dropping below 95% per month using CST protocols campus wide
Open communication with families whose scholars are missing multiple days.		Reduction of absences and an increased success within the classroom.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
To reduce the number of scholars who are referred to the office for overall discipline by 5%		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Data pull each two weeks to observe any patterns of issues		Find patterns to discuss and provide professional development
MTSS and discipline team develop protocols to decrease any issues that repeated.		See a decrease in referrals throughout the year.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Decrease the number of referrals for defiance/lack of cooperation by 5%		
Actions / Activities in Support of Goal		Evidence to Measure Success
Use restorative practice strategies		A decrease in the number of referrals
Offer classroom management professional development for those instructors who are writing a large number of these type of referrals.		See a decrease in the number of referrals

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Beginning with the 9th grade academy, our goal is to ensure all scholars are on track to graduate after each grade level. Cohort reports and course failures are accessed by administration after each grading period including midterms. We also use our check and connect program to reach out to those who are struggling to ensure they have an adult they can go to. We also use our 5000 Role Models, Girlfriends club, and scholar tutors who provide supports at lunch and after school. Our school psychologist and social worker meet with scholars who may need positive strategies on how to cope and respond to daily stress. Our school counselors meet with scholars daily who may need counseling on topics within and outside of school.

Bi-monthly data is pulled for attendance, academics, and behavior. Students are identified as high risk or at-risk through this data in CST and MTSS meetings. If a student is struggling with attendance, teachers make contact home (as outlined in our Target Attendance Process), letters are mailed home to parents, and parent/teacher conferences are scheduled to problem-solve ways to improve individual student attendance. We also utilize truancy teen court, and teen court. We are also working with Largo Police Department and our Campus School Resource Officer to implement a restorative justice early intervention program that can be utilized with students who have started a pattern of non-attendance and/or excessive tardies, and/or who commit petty crimes on campus. We are hoping to have this fully implemented by 2nd semester.

We are also working with Largo Police Department to develop our own teen court to help with restorative justice for those scholars who have missed multiple days because of attendance or discipline. We are hopeful to have the framework in place by second semester.

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal

Goal: decrease the number of scholars who are not on track to graduate at the end of the summer by 25%

Actions / Activities in Support of Goal	Evidence to Measure Success
Data is tracked each four weeks to observe if a scholar falls off track. At the end of each quarter, the grade level cohort assistant principal meets with those scholars and families to develop a game plan to ensure by the end of summer on track for graduation is in place.	Grade data from midterm and end of quarter. Individual academic plans beginning in 9 th grade.
LHS offers GradPoint during school hours, and have a partnership with Clearwater Adult for after school GradPoint. We also use Bridging the Achievement Gap (B-Tag) and GEP to support scholars in need	Successful completion of courses while the scholar is in GradPoint and other educational alternative programs.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	85	% with advanced degrees	34
% receiving effective rating or higher		% first-year teachers	11
% highly qualified (HQT)*		% with 1-5 years of experience	39
% certified in-field**	96	% with 6-14 years of experience	31
% ESOL endorsed	18	% with 15 or more years of experience	30

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Largo High has an active process to recruit highly qualified staff. We work very hard to bring staff which have the educational values that correspond with expectations of being a Packer.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Bradley	Finkbiner	White	Principal
Robert	Pelzel	White	Parent
Chris	Benoit	White	Teacher
Kathleen	Johnson	White	Parent
Jyoti	Patel	Other	Parent
Michelle	Alfred	White	Parent
Tara	Kivett	White	Parent
Ronnie	Corbett	White	Business/Community
Johanna	One	White	Student
Bobby	Roundtree	Black	Student

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Brad W. Finkbiner
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State Days / Intervals that Team meets below.
MTSS meets Monday bi-weekly each month

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

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Use this space to paste budget, if desired.
