School Improvement Plan 2017-18

Largo High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Brad W. Finkbiner	SAC Chair:

School Vision	Prepare 100% of scholars for post-secondary success by providing a quality education

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.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	8	16	19	5	52	

School Grade	2017: C	2016: C	2015: B	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	41	47	45	32	62	57	65	66	45	48	85.7	84.2
Learning Gains All	41	31	52	26								
Learning Gains L25%	30	32	46	26								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Brad	Finkbiner	FT	4-10 years
Assistant Principal	Alec	Liem	FT	1-3 years
Assistant Principal	Jon	Marina	FT	4-10 years
Assistant Principal	Linda	Ray	FT	1-3 years
Assistant Principal	Josh	Wolfenden	FT	4-10 years
School Counselor	Caiti	Wolfe	FT	1-3 years
Science Chair	Allison	Bryant	FT	20+ years
Health/PE Chair	Jim	Casey	FT	20+ years
Building Rep	Joseph	Cox	FT	1-3 years
Math Chair	Brian	Frasier	FT	11-20 years
SS Chair	Scott	Kaplan	FT	20+ years
ExCEL Lead Teach	Mike	Klapka	FT	20+ years
9th Grade Lead	Tracy	Kopcik	FT	4-10 years
9th Grade Lead	Liz	McPhearson	FT	1 year

World Languages	Katie	Olivero	FT	10+
English Chair	Aleece	Quiroz	FT	4-10
Arts	Lisa	Bagley	FT	10+
Practical Arts	Erika	White	FT	4-10

Total Instructional Staff:	79		**Total Support Staff:**	55

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 scholars together with a variety of backgrounds and cultures.

Largo High School has developed a list of values that drive the building of relationships between teachers and scholars. These include:
I am an educator who makes a difference at Largo High School.
I have a profound influence on scholar's lives.
I believe scholar success in the classroom is affected by my success as an educator.
I recognize and respect cultural differences among people.

We also have scholar expectations that include:

- Scholars - - "Learners and Leaders"
- Be in attendance each day
- Be in class on time
- Actively Engaged in class
- Stay on top of coursework and grades
- Be involved in an extracurricular activity
- Ensure you are college ready by being in a: industry certification course, AP course, IB course, or Dual-Enrollment course.
- Be on track to graduate at the end of each year

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.

The check and connect program is entering its third year to help specific scholars who are struggling. 5000 Role Models and the Girlfriends Club are also used as a support initiative. LHS has also instituted a 9th grade

academy to provide extra support and to develop personal plans for each scholar to graduate in 4 years.

A positive recognition initiative has been developed to reward scholars for positive behaviors (Largo Loot). Our 9th grade academy also uses rewards based upon behaviors, attendance, and grades.

Expectations for faculty is posted at each meeting and shared in weekly updates. Expectations for parents and students are reinforced through the LHS website, newsletter, TV production announcements and weekly telephone updates.

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

The goal for Largo High scholars is to be aware of the expectations of behaviors and consequences for inappropriate behavior 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 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.

The 9th grade academy has implemented a four year goal for each who is within the scholar program. This initiative is embedded into the instructional leader's courses and we have a separate instructional leader who provides expectations and follows-up with this group of scholars who have entered our school that might have struggled in their past educational experiences. The goal of this group is to proactive with expectations and discipline. They have also developed their own procedural ideas for proactive discipline. Restorative practices are a proactive strategy that is used in this group and across the campus as our plan is developed and implemented.

Largo High uses alternative opportunities besides 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.

Expectations are sent to all staff through weekly updates, PLC's and staff meetings.

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.

MTSS is carried on through layers of support. The school leadership team monitors academic and behavior trends which drives school-wide changes in academics and behavior procedures and strategies.

The MTSS team serves as an umbrella over more specific teams which allow us to provide more meaningful supports for academics, as well as, emotional and social support.

The teams have missions to support specific needs for our scholars as they are aligned to the MTSS team and School Improvement Plan.

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?

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 academic core 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 credit recovery classes are available to all scholars who require credit recovery. Beginning March 2017 LHS also offered a Saturday credit recovery and tutoring sessions to ensure seniors that were behind could finish; Largo will continue to implement this program for the 2017-2018 academic year. Summer Bridge was also offered for those who were not on track to graduate. Our focus was on rising 12th graders and 9th graders who were behind after their first year.

Scholars who scored at Achievement Level 1 or 2 on their standardized math assessment in 8th grade are scheduled into a double-blocked Algebra 1A/1B class. Scholars who scored a level 1 or 2 on standardized English Language Arts assessment are placed in appropriate Reading and/or 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. Beginning with this year, incoming 9th grade scholars who are at a level 1 or 2 in English or Math are placed in a skills course to provide extra support and to develop their own academic four year plan to ensure they graduate on time.

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. 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 dashboards, disparity gaps or Healthy Schools data).

Largo High uses multiple ways of monitoring scholar's progress during the school year. A major initiative is attendance. LHS his very proactive in developing strategies for scholars to be in attendance each day. Using this as an initiative last year, we received the yearly award for most improved attendance for high schools within the district. We decided to use this as a major initiative again this year as we believe attendance is the main reason for student achievement.

Data is pulled each week by grade level to observe patterns of any scholar who is missing 10% of days and/or classes. It is an expectation for instructors 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.

District provided resources and school developed tools to monitor scholar progress for academics, behavior and attendance. Focus, Performance Matters, and the Schools Profile Dashboard are the main resources

used. Classroom walkthroughs are utilized to monitor SIP goals and PLC's are used to measure scholar progress.

Data is analyzed every two weeks for attendance and behavior. Data is gleaned from quarter grades – (midterm and final), FSA's, EOC's as well as cycle assessment data to have data chats with PLC's on the progress of scholar achievement.

Instructors use informal data within their classrooms; such as homework, participation, quizzes and tests to determine individual scholar progress and allow for differentiated instruction and support.

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.

Beginning this year, each department will develop their own vision that is tied to the expectations of the school and fits within the school improvement plan. The departments will then monitor their progress with their vision, goals and strategies to ensure this is happening with fidelity.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
To increase the number of scholars the opportunity to be enrolled into higher level courses and industry certification courses by 10%	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
LHS uses the AP potential list to enroll all scholars who show potential into a higher level course. We also look at our minority subgroups to enroll those who show potential. Our AVID program instills opportunities for all scholars to have extra supports available and high expectations for them to be enrolled in advanced placement courses before they graduate.	Brad W. Finkbiner Linda Ray Caiti Wolfe
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.	
To reduce the risk-ratio gap: Behaviorally – to 1.0 or less office referrals Academically - - reduce the learning gap in EOC assessed courses by 10%	

	Name of person(s) responsible
Specific scholars will be targeted that have not shown proficiency in ELA and Math. The 9th grade academy will be providing supports to those who are in need. We will also be targeting those who have shown discipline issues in middle school to ensure they are supported and on track.	Brad W. Finkbiner Jon Marina Kate Pellin
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

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 <u>successes</u> have you seen to date? What data did you review to measure your success?

LHS supports a fully designed implementation plan for 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 district subject area supervisors, 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.

An initiative that was in place for last year was to increase our learning gains in the major academic area.

An academic plan will be developed for each scholar beginning in 9th grade and moving through all four years with the end product being graduating and being college or career ready.

We also saw an increase in our overall math scores this past year. We believe it to be caused by a focus on within the department and the counselors to ensure scholars were placed in the courses they needed for success. This was seen overall and within our Algebra I and Algebra II courses, as well as, our overall learning gains which doubled from the previous year.

Our graduation rate has gone up from 76-85% over the past five years.

There is an expectation for teachers to implement the district's standards based resources (curriculum guides) and the pacing resources to ensure rigorous, standard based, guaranteed, viable curriculum for all scholars. As each subject area develops their own vision and strategies tied to the standards and the school improvement plan, we are optimistic we will see more successes.

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?

There are two major areas for focused improvement for this year. This data was collected from FSA, EOC, and industry certifications.

10th grade reading had a major decrease this past year. We are currently working with the district subject area supervisors for English and Reading to develop a plan to ensure this does not happen this year. Social Studies instructors will also be required to take English and Reading trainings so more collaboration can be seen. We believe this will help increase our numbers.

The other focus for this coming year is college and career readiness. As LHS has transitioned to wall-to-wall academies, we have brought in new programs that have yet to be established to have industry certifications. Our plan is to develop a template to check off those scholars who have completed either: a.) industry certification, b.) successful AP course, c.) success on an IB exam, or d.) completed a dual enrollment course. We will gather this data and place scholars who have not met this requirement into appropriate courses to ensure this section sees an overall score of 65% in this cell.

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 through Performance Matters. Subject area PLCs then can determine what strategies will be used to increase learning growth.

Each cohort PLC uses this data to determine if a scholar is off track and placed in necessary courses to make up any lost credits or GPA. School counselors conduct data chats and credit checks with scholars to ensure they know what is required for them to graduate on time.

The 9th grade academy will be responsible for monitoring the progress of these scholars as they navigate their first year of high school. This will allow a more personalized learning experience to ensure they are on track to graduate. If they are not, they will be placed in summer bridge to make up any courses that are missing.

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, as well as, using data through our cohort PLCs, EOC PLCs, & 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 is in place to ensure successful transition into Largo High. Our goal is to ensure all scholars are on track to graduate after each grade level. Scholars who are identified as a level 1 or 2 in ELA and math are placed into the academy. A team of expert instructional leaders have been identified and
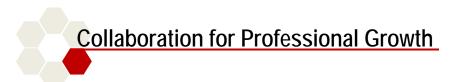
placed within this team. One course is primarily based upon the skills needed to be successful in high school and beyond. The team has developed their own discipline plan for their academy scholars to ensure they maintain their academics and behaviors. The team meets bi-weekly to discuss those who may be struggling and to develop parent conferences as an early intervention. The first Friday of each month has an assembly for this group that is designed by the team to provide added supports and social skills that may be lacking at this point.

Our graduation rate has increased each of the last four years.

A laser like focus will be on scholars to ensure they either have an industry certification, a successful score on an AP assessment, enrollment and success to earn a IB diploma, or success in a dual-enrollment course.

⬡ Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Focused Writing and Reading skills across all curriculum	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
1. Data will be collected through informal/formal assessments 2. Social studies and English instructional leaders will attend core connections trainings to receive up to date professional development to implement within the curriculum. 3. Instructional leaders are being exposed to culturally responsive trainings conducted by subject area supervisors. 4. Scholars have been identified through PSAT and counseled to be placed in higher rigor courses.	
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
The use of learning goals and scales tied to state standards	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom Walk-throughs, strategy walks, school –wide expectations of goal and standards posted in every classroom	
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
AVID strategies and best practices to be provided to all staff members to implement within their classrooms	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Strategy walks, classroom walkthroughs, monthly trainings	AVID site team

Collaboration for Professional Growth

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> 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 different trainings throughout the year based upon their needs. The expectation is for those who attend training to bring back ideas and train our staff to implement what they have learned.

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.

An area of growth focus for this year is to provide more productive feedback to our staff involving walk-throughs, informal, and formal evaluations.

Another area of focus is to provide professional development throughout the year on our campus. We have added monthly AVID strategy trainings the last Thursday of each month conducted by our AVID site team. We also have requested trainings on all school based professional development days to support our staff.

Areas of focus for teaching strategies are developed by the instructional leadership team with input from departments. This allows us to provide continuous training throughout the year to benefit all.

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 identified 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.

Monthly PLC's are placed on the school-wide calendar to ensure conversations revolving around curriculum and scholar data. PLC's are placed on our calendar each Tuesday and Thursday throughout the month. Our PLC's have been designated as department, cohort, or magnet and 9th grade academy.

Departments will determine how their meetings will be structured but all will use a common PLC form that will be collected by administration. Each department will develop their own mission aligned with the school improvement plan

A yearly calendar for meetings and trainings are provided to the staff on the first day. The calendar is developed by the instructional leadership team and staff is given input.

⬡ **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 with input from the staff is an ongoing focus on state standards, student data, and relationship building.

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.

An area of focus is on feedback to staff, as well as scholar feedback. This will be a focus for PD this year. We are also adding AVID training each month provided by the AVID site team.

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, ISM visit feedback, etc.).

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?
AP training	Summer	AP instructors	Increase in AP participation and successes
IB summer institute	Summer	IB Instructors	To increase our success on the progression to an IB diploma
AVID summer institute	summer	AVID Team	To expand our AVID strategies across the campus
AVID Pathways	summer	All Instructional Staff	To provide AVID skills within specific subject areas
Check and Connect	Summer	Check and Connect site team	Provide strategies and support as we expand our program throughout the school
Culturally Relevant	Summer	All Instructional Staff	To implement culturally relevant strategies into subject area curriculum

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 (Project Graduation) 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.

A focus for this coming year is for instructional leaders to help the families understand how their child will be graded, the course expectations, and how their child is progressing.

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

At each family conference, multiple data points are provided surrounding attendance and on track to graduate data. We also provide learning opportunities to families in our PTSA meetings which provide real world learning. The goal of each PTSA family meeting is to provide a tool for the families to be able to use at home to support learning. This also allows the family to provide input on how they/we can support the scholar better and can build a better connection between the home and school.

Our focus on Operation Graduation has offered our families an avenue to maintain the own credit and GPA check.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☒

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

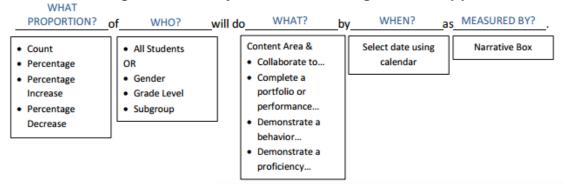### 🟧 Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
To expand our Operation Graduation program 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
Open communication to provide families an avenue to attend and develop their own plan tied with the school plan for success	Administration and school counselors
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?	
Develop a professional development process for parents through the PTA to become more involved within the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Collaborate with PTSA giving them the data from the advanced ed survey to provide more trainings for areas of need.	Brad W. Finkbiner Jon Marina PTSA President
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of   WHO?   will do   WHAT?   by   WHEN?   as   MEASURED BY? .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	**Goal Manager:** Administration and Department Chair

The ELA/Reading goal will be broken into three parts:
    A. The overall achievement will be increased from 41 to 51% which is an increase of 10%
    B. The ELA/Reading learning gains will increase from 41 to 51% which is an increase of 10%
    C. The learning gains for our L25 scholars will increase from 32 to 52% an increase of 20%	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
1. Implementation of core connections for writing 2. The use of ELA and cycle data to strategically address scholar areas of need with provided resources. 3. Learning and infusing culturally relevant strategies. 4. The use of resources connected to the pacing guide strategically with data including test item stems.	Cycle assessments and FSA
SAT prep time at least 40 minutes per week	Increase on success on SAT
Outside reading resources to provide support after school	Increase on reading/English achievement

Mathematics Goal	**Goal Manager:** Administration and Department Chair

The Math goal will be broken into specific sections:
    A. To increase the overall achievement from 45 to 55% an increase of 10%
    B. To increase the Math overall learning gains from 52 to 62% an increase of 10%
    C. To increase the learning gains for our L25's from 46 to 56% an increase of 10%
    D. To increase our Algebra I scores from 31 to 41% an increase of 10%
    E. To increase our Geometry scores from 37 to 47% an increase of 10%	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Use of Carnegie and Algebra curriculum with fidelity	Increase on cycle assessments and FSA
After-school support for AP and IB courses	Higher levels of learning gains and to ensure our goal of 100% success in receiving an IB diploma

Science Goal	**Goal Manager:** Administration and Department Chair
To increase the overall achievement from 62 to 72% an increase of 10%	

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
1. A clear progression for our lower scholars to be successful on the Biology assessment	Develop the master schedule to ensure this is embedded
2. Collaboration of all science teachers to ensure all scholars are given resources to be successful -- vertical learning 3. Biology PLC's create common formative and summative assessment questions for use in Unify/Performance Matters. 4. Review scholar performance by standards on district cycle assessments within PLC's as a measure of timely monitoring of progress and to inform differentiation needs. 5. The use of the Biology eLearn site for standards based lessons that incorporate scholar engagement strategies aligned to district curriculum scope and sequence.	Monitor the PLC notes to review what supports are needed

⬡Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: College and Career Readiness	**Goal Manager:** Administration and Academy Lead Teachers
To increase our overall readiness from 45 to 75% an increase of 30%	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
1. Develop an academic plan for each of our scholars so staff can monitor courses and industry certifications	Monitor the academic plans beginning in 9th grade and cross-referencing cohort
2. School Counselors and administration will monitor each four weeks on how this program is being implemented 3. Develop a checklist of those who have not completed a course that would place a checkmark for the scholar to have completed their responsibility for this cell. 4. PERT test those who have not completed this cell and place into a Dual Enrollment course for 2nd semester. 5. Develop a process with the help of career education to support our career academies and ensure more success on industry certifications.	Academic plans and a higher increase of scholars who have received success in the college readiness section

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	**Goal Manager: Administration and Department Chair**
To increase the overall achievement from 65 to 75% an increase of 10%	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
1. Collaboration with English and Reading teachers on primary source readings in both subject areas	Lesson planning with the two subject areas
2. Offer social studies instructors the opportunity to attend English reading trainings and common core trainings. 3. Use US History PLC data chats to identify areas of strengths and weakness and to share resources for remediation. 4. Use of available resources to improve scholar proficiency in document analysis	Develop a training schedule to ensure reading and writing skills are implemented into social studies curriculum

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔷 Academic Achievement Gap / **Required Goals**

Subgroup Goal (Black)	**Goal Manager:** Administration
The Academic Achievement gap goal will be in two phases: A. To improve African-American scholar achievement in each EOC to minimize learning gaps with a special focus in: ELA = 43% and Algebra I = 20%	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
1. Develop a personalized academic plan for all scholars 2. Use cultural responsive strategies within the curriculum. 3. Check and Connect strategies 4. Use of AVID strategies 5. Counselors will meet with African-American scholars to ensure credit checks and to maintain their graduation track to post-secondary	Achievement gap will decrease on each cycle assessment and EOC's African-American enrollment in higher level courses will increase

Subgroup Goal (ELL)	**Goal Manager:** Administration and ELL Lead Instructor

This goal is broken into two phases:
- A.   The overall graduation rate for ELL to increase by 10%
- B.   To increase the ELL scholars by 10% of being on track to graduate coming out of their 9th grade year.
- C.   Algebra gap = 3% - decrease this to 0%
- D.   ELA gap is 23% - decrease this to 10%

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
Have added a second level to more appropriately be scheduled into support courses	ELL scholars are placed in correct courses with the correct teachers in front of them
Provide specific supports based upon the scholars academic plan to those who are in need	An increase of ELL scholars in receiving a 2.0 or higher GPA and ensure 6 or credits are earned

Subgroup Goal (ESE)	**Goal Manager:** Administration and ESE Department Chair

The ESE goal is divided into:
- A.   The overall graduation rate of ESE scholars will increase by 10%
- B.   ESE scholars see an increase of 20% for being on track to graduate after their 9th grade year.

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
Implementation of co-teach into general education classes	Master Schedule shows they are enrolled in the correct courses
Develop a personalized academic plan for all scholars beginning in 9th grade	An increase of ESE scholars in receiving a 2.0 or higher GPA and ensure 6 or credits are earned

Subgroup Goal (If Needed) Enter Goal Name	**Goal Manager:**

Place goal statement here (additional goal only if needed).

Actions / Activities in Support of Goal	**Evidence to Measure Success**

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	**Grade 9th**	**Grade 10th**	**Grade 11th**	**Grade 12th**	**Grade** Select	**Grade** Select	**Grade** Select	**School Totals**	
								#	**%***
Students scoring at FSA Level 1 (ELA or Math)	206	197	167	86				656	35
Students with excessive absences / below 90 %	136	134	145	137				552	29
Students with excessive behavior / discipline**	56	53	36	35				180	10
Students with excessive course failures**	283	291	280	211				1066	56
Students exhibiting two or more Early Warning indicators	181	181	172	118				652	34

***Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Decrease the number of scholars who have over 10% missed days by more than 5%	

Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
1. Following CST protocols.	Reduction of dropping below 95% per month using CST protocols campus wide
2. Open communication with families whose scholars are missing multiple days. 3. Completion of the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers on why scholars miss school. 4. Develop interventions that target trends of why scholars are absent analyzing data form the school profiles reasons of absence report	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
1. A new administrative coverage plan to streamline the amount of time a scholar is out of class	Find patterns to discuss and provide professional development
2. 9th grade academy discipline protocol to be proactive with any issues. 3. Professional development scheduled for 9th grade academy and other related staff on classroom management.	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	
Place goal statement here (only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

🔵 **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 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.

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 9th grade.
LHS offers Apex 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		Complete and update only as data become available.	
# of Instructional Employees (total number)	90	% with advanced degrees	34
% receiving effective rating or higher		% first-year teachers	1
% highly qualified (HQT)*	100	% with 1-5 years of experience	30

% certified in-field**	95	% with 6-14 years of experience	34
% ESOL endorsed	20	% with 15 or more years of experience	36

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

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Largo High has a solid interviewing process to ensure we have the finest staff who instructs our scholars. We do multiple interviews to ensure we have the right "fit" for the teacher and the school.

We work very hard to maintain the stability of our staff. Over the last two years, we have had only three instructors who have left by their own decision.

We have conversations with many applicants who send resumes even though we may not have an open position at the time.

Our goal is to have the same percentage of teaching staff diversity to match the scholar diversity within the school.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
		Select	
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⬡ SAC Compliance

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

☐ Yes	☐ 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?

☒ Yes	☐ No	Committee Approval Date:

⬡ SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Brad W. Finkbiner - - Kris Moore

Please state the days / intervals that your team meets below.
Mondays – alternate MTSS and CST SBLT meets the second Tuesday of 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. Attached budget if preferred.

SIP funds will be used for the following:

Teacher professional development = $5000
Vouchers for ACT/SAT = $3000
Miscellaneous to support scholar achievement = $2000