

Pinellas County Schools

# Largo Middle School



2017-18 School Improvement Plan

## Largo Middle School

155 8TH AVE SE, Largo, FL 33771

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Largo Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Comprehensive Support & Improvement - Dmt

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

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

##### b. Provide the school's vision statement

100% student success!

#### 2. School Environment

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

The Child Study Team (CST) compiles the names of students in the school who also might meet criteria in the Early Warning System (EWS), in the areas of attendance, age, academic and behavior. Referrals come from all staff at LMS. The teachers review the list of their students and choose five students who have been identified with the criteria of the early warning system. Teachers should create a system within their class of small meetings, study hall, or just checking in the student when they attend their class. They will document the students and the steps in which they took to build relationships with their students. The teachers then report back to the administration during PLC's to monitor progress of the students. The teachers work to build a caring teaching environment in their classroom for all students to learn and in which to be actively engaged. On a monthly basis, the staff gathers to celebrate, which includes recognizing key employees of the month. These employees can be either instructional or support. Employees are given the opportunity to recognize each other. Prior to the school year, the staff participates in team building activities in order to welcome new teachers, as well as infuse the spirit of collaboration. Teachers collaborate in department PLCs on a weekly basis to support students in their classrooms. Teachers will also participate in two interdisciplinary meetings a month to try to make the connections between their subject areas and what is going on in the world. Through Global Context, teachers will also incorporate connections for student cultures and how it connects to the curriculum. This will also be demonstrated in the interdisciplinary lessons. In addition to these tools teachers are introducing a wider variety of choice, local references, voice, movement and music to their lessons to be culturally relevant with their students. Teachers are working to bring in examples of historical or current figures from many nationality's, and cultures to broaden student's exposure. Teachers are working to build and maintain the relationships with students by adopting affective statements when speaking with students and using a 5 question restorative guide when reintegrating students back into class who have been asked to regroup or missed for behavioral concerns.

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

The school leaders (teachers, staff and administration) have created an environment where students feel safe and respected by having goals and expectations clearly posted in the common areas of the school. Teachers create processes in their classrooms to ensure all feel safe and respected. Classroom processes are clearly stated and discussed with students regularly. Teachers have written classroom management plans that are provided to their administrators and the MTSS coach at the beginning of the school year. The behavior plans are looked over by the MTSS coach to ensure classroom expectations, classroom processes, etc are in place to help all students. Within this

document or provided materials teachers must indicate how they will build relationships with students. Feedback provided focuses teachers to the use of culturally responsive practices. Another aspect of the plan that is a process for dealing with student behaviors that includes the 5 question restorative conversation. Teachers have a choice of dialoging with student or using a reflection form or both. A duty roster has been established, communicated and implemented. High traffic areas are monitored by staff before and after school, as well as during the exchanging of classes and the three lunches. The school has both a full time campus monitor and SRO, which are visible during school hours.

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

Our school wide behavior card is a system which all teachers and students are involved. This tiered warning system allows students to act appropriately and have the ability to meet the school wide expectations, which is based on the learner profile and adhere to the Pinellas County Schools Code of Conduct. Students will have a copy of the behavior card in the front of their school planner for each 9 weeks, which the planner is provided to every student, free of charge. This system serves as an incremental system as a means to address minor infractions, such as tardies, without reverting directly to disciplinary referrals. In addition, two or more signatures require parent signatures and four signatures warrant a conference with the guidance counselor. The fifth signature students are referred to the MTSS coach to be enrolled in a small group experience to remediate lacking skills. Groups are tailored to the needs the student's show based on the signatures. Students with none or a minimal number of signatures, will receive incentives on a weekly and or monthly basis during lunch and school-wide quarterly celebrations.

For the fifth year, the school has implemented a ROAR (Respect, Optimism, Achievement, Responsibility) card system, which is a positive reward system. The system is based on the learner profile. Students will have the opportunity to earn, be recognized and participate in activities based on the system. ROAR cards are tied to academics in that they support the development of Learner Profile attributes. These attributes are tied directly to academic success. Each Learner Profile attribute is also tied to the IB Approaches to Learning. So, if we are working on collaborative learning during a lesson, we are emphasizing communication. When students become masters of these attributes, they will see marked improvement in their grades and test scores because they will truly have mastered the skills necessary to learn. Students are able to trade these cards for positive rewards several times per month and weekly during lunch.

A committee of teachers devised and revised both systems the past two years, based on feedback and input from staff members. Both systems serve as a means to establish consistency and cohesiveness among the LMS staff. Teachers will receive training for the card system and ROAR card system during pre-school and will be given continuous support in PLCs throughout the school year, as well as an opportunity to serve on the committee.

These positive behavioral supports mentioned and the restorative practices of affective conversations and restorative conversations with student having misbehaviors increase their ties to the teacher, classroom and school. These ties will decrease problem behaviors over time. This year to increase the effectiveness of tying support for behaviorally struggling students they have access through the card system of having small group targeted behavioral support based on a lack of skills at the 5th signature during any quarter. This will aid student's missing skills that may cause repeated misconduct thereby reducing referral rates.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



There are three professional school counselors, a full-time school social worker, and a full-time school psychologist on campus. One of the primary responsibilities is to work with students one on one when students, staff or parents have expressed a concern regarding a student's social or emotional needs. The social worker will also work with students and families, connecting them to a variety of community resources as needed. The Child Study Team (CST) meets once a week and by grade level. The focus of these meetings is to target students based on attendance, behavior, academic, social needs and other concerns that are referred by staff. For every student discussed at CST, a plan of action is established, including persons responsible and timeline. Each week, each student is reviewed as part of the plan of action. Intervention plans are in place when the student needs warrant this step. Data is collected to determine the effective interventions as per the MTSS/RTI process.

Largo Middle School has a part-time volunteer coordinator. During the 2014-15 school year, there were 65 mentors and 13 tutors for a total of 2,837 hours. During the 2015-16 school year, there were 8 mentors and 1 tutor for a total of 1,4420 hours. Students from the University of South Florida-Tampa came in to volunteer with several of our College for Every Student (CFES) Scholar students. During the 2016-2017 school year, there were 30 mentors with a total of 2,582 hours ranging from Girlfriends club and College for Every Student (CFES).

LMS participates in a Magistrate program and the meetings are held on campus one time per week. Students are referred to this program if they have an excessive number of absences, reaching Tier 3. Family and school personnel, including administration, social worker and guidance, determine appropriate interventions. Interventions may include Teen and/or Truancy Court. Students are closely monitored and attendance is tracked daily.

During the 2015-16 school year, Largo Middle implemented a new PCSB social program called Project Aware which provided additional social work services. They went in monthly and counseled students in the ABC room while also taking referrals and working with our families. During the 2016-2017 school year the Project Aware team spoke to students for a variety of reasons suggested by the teachers and leadership team, provided services to families (requesting need), surveyed reasons for top attendance concerns and provided support to students and families in regards to areas of concerns.

Largo Middle is one of four middle schools in the state of Florida (the only one in Pinellas County) that participates in College for Every Student (CFES). This grant provides opportunity for students to participate in STEM activities. A primary tenant of the program includes college-readiness, therefore, college counselors visit the campus and educate students and their families regarding college entrance and financial support.

To meet the student's needs Tier 1 socially and emotionally we have the ROAR card system as well as the CARD system that are used to reinforce students who are socially and emotionally sound. In addition 1 x per week for 10-15 min student's are presented with a social skill or coping skill through their Social Studies class. Each of these lessons are designed to target an area of need displayed by a majority of students and aligns to the focus aspect of the learner profile for the month. To encourage growth in that trait we have a student of the month system that allows 1 student per 1st block class to be recognized for their growth or dedication to the learner trait.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system



Students at Largo Middle School are monitored closely using several early warning factors. For those students whose attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, are referred to the Child Study Team. The CST will then use several tools to help the student struggling with absences including addressing trends for why the student is missing with the use of the attendance codes. The team is reaching to families by phone, letter and home visit to impress upon the family the importance of attendance. If the school average approaches 95% the Social Worker and MTSS Coach meet and begin the work on the Problem Solving Worksheet for Attendance that is taken to the SBLT team for consultation and plans to combat barriers. Additionally the CST team will be brainstorming incentive programs or competitions to increase student attendance. If a student has one or more suspensions, whether in school or out of school, these students meet with their guidance counselor and a plan for those students needing additional support. For those students who have a course failure in English or Language Arts or mathematics on their report card, every effort is made to contact parents and encourage the student to attend the Extended Learning Program. Students are also monitored using our on-going formative assessments, such as Performance Matters, Write Score and Lexiles. Beginning the 2017-2018 school year students will be monitored through district created bi-weekly assessments in ELA and Math. A remediation plan will be created to provide needed students with extra support from the teacher.

**b. Provide the following data related to the school's early warning system**

**1. 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	41	35	47	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	25	34	30	0	0	0	0	89
Course failure in ELA or Math	0	0	0	0	0	0	3	40	8	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	0	0	0	28	21	37	0	0	0	0	86

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	18	26	23	0	0	0	0	67

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

The following academic intervention strategies have been put into place to support student performance. The school counselors work with district personnel by looking at students current test scores, previous test scores, and grades to determine the best academic fit for students such as Intensive Reading (iReady and Read 180), Level 1 and 2 students based on FCAT Reading scores, iReady math for 6th grade students to supplement curriculum in regular classroom, Intensive Math (Think Through Math), Level 1 students based on FCAT Mathematics scores. During the 2017-2018 school year all level 1 and level 2 students will receive math/ela, intensive math/intensive reading daily.

Teachers monitor student progress and provide learners and families processes to support student performance including Progress Reports which are distributed mid-term of 9-week grading period, Phone Call Home from Teacher which is documented in FOCUS, Guidance Referrals which are referred by the teacher or parent- student meets with counselor one on one

Child Study Team Referral when the teacher believes child needs to be discussed by team and wants suggestions for interventions, Parent/ Teacher/Student Conferences, as requested by parents and/or teachers.

Processes put into place include the following: Academic Coaches to work with teachers- full time reading, math and RtI/MTSS, part time science coach,,PSW (problem solving worksheet)- Psychologist, social worker, TSA, IEP and 504 meetings, Child Study Team (CST) meetings. Supports to help student performance include opportunities in the following: ELP (Extended Learning Program), before/after school and during lunches, Summer Bridge which is a 6 week program targeting math, reading and science remediation supporting student growth.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

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

##### 2. Description

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

See Title I Parent Involvement Plan (due )

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

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

Parents and families that are unable to attend are still crucial partners for LMS. Information is provided through the school website, flyers and information sent home to all parents providing updates of events on school campus, and communication through teachers and counselors to parents for specific information. Families are kept up to date through parent teacher conferences, through connect Ed messages, PeachJar flyers sent to emails, information posted on the school marquee and a variety of other sources.

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

Publix, Perkins- Gulf to Bay, BIC Corporation, Big Brothers and Big Sisters, Dunkin Donuts, Alfano's

Restaurant, 4Kids Charity, Largo Exxon Mobile, Rack Room Shoes, St. Paul's United Methodist Church, and the Pinellas County Sheriff's Department. Donations have been both monetary and materials to support student achievement and the student homes.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Joyner, Stephanie	Principal
Hedberg, Suzanne	Assistant Principal
Valsamis, Evangelos	Assistant Principal
Lakhani, Salima	Assistant Principal
Kemp, Angela	Attendance/Social Work
Milisav, Lidija	Guidance Counselor
Monahan, David	Psychologist
Ryczek, Elizabeth	Guidance Counselor
Young, Sara	Teacher, K-12
Maitner, April	Other
Turner, Cherie	Teacher, ESE
McGevna, Kim	Instructional Coach

**b. Duties**

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

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

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

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

VE Specialist: Ensure the school is in compliance with the student IEPs and work with teachers to support interventions in the classrooms.

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

Academic Coaches: Provide instructional support for teachers through modeling, data discussion and feedback to teachers

TSA- Provides guidance and training to teachers for the IB way.

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

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

#### Title I, Part A

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

services to homeless students (social workers, a resource teacher, tutoring, and technology).

**Supplemental Academic Instruction (SAI)**

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

**Nutrition Programs**

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

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laurie Newton	Parent
Stephanie Joyner	Principal
Salima Lakhani	Principal
Mrs. Colletti	Teacher
Kathy Madzimbuto	Parent
Monique Thompson	Parent
Yanina Etchegoin	Parent
Elia Corona	Parent
Lawrence Clermont	Parent
Maria A. Van Parys	Parent
Julie Pace	Parent

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The School Improvement Plan was approved by the School Advisory Council on Monday, August 15, 2016. The plan was presented and opportunities for parents to ask questions were provided. The SAC committee specifically asked what areas of our SIP goals were met and how we plan on continuing such progress. On the same token SAC discussed areas that still needed work on how, as a school community, we planned on meeting such goals.

*b. Development of this school improvement plan*

On August 15, 2016, from 5:00pm to 6:00pm, the School Improvement Plan was presented to SAC and the SIP was approved. Parents were given the opportunity to ask clarifying questions or provide

feedback. The development of the improvement plan took into consideration SAC feedback such as training for new teachers, ongoing support for new and newer teachers, specific trained focus PD for all teachers to increase student growth, etc. All such components were included in the development of this school year's improvement plan.

*c. Preparation of the school's annual budget and plan*

On August 15, 2016, from 5:00pm to 6:00pm, the School Improvement Plan was presented to SAC and the SIP was approved. Parents were given the opportunity to ask clarifying questions or provide feedback which were addressed.

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

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

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sihweil, Lydia	Teacher, K-12
Deason, Toni	Teacher, K-12
Amato, Sherri	Teacher, ESE
Sinanajic, Lamija	Teacher, K-12
Quattrone, Anna	Teacher, K-12
Fuller, Brittany	Teacher, K-12
McGevna, Kim	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The Largo Middle School LLT consists of the following: Lamia Sinanjic (Social Studies teacher), Kim McGevna (ELA instructional coach), Anna Quattrone (Physical Education teacher), Brittany Fuller (math teacher), Toni Deason (Science), Sherri Amato (ESE). The LLT will meet on a monthly basis. Largo Middle has school-wide literacy goals for instructional practices across the content areas. This year, these goals are driven by the Florida Standards. Close reading of high-quality texts that are the center of lessons, answering meaningful text-dependent questions regarding the texts, and writing and speaking tasks using evidence that culminate in a deep understanding of complex topics are the overall goals for all students in all content areas and programs, including the Middle Years Program. In order to ensure that every teacher contributes to the reading improvement of every student, all teachers will participate in continuous professional development through PLCs, collaborating with



each other in PLCs and after school for continuous student achievement. Administrators perform walk-throughs using Marzano Protocols that indicate best practices in literacy instruction, indicators that point to literacy instruction beyond the basic foundational skills, and indicators for authentic student engagement. Assessments from RI, iReady, and Write Score will provide teachers, coaches and administrators with data to drive literacy instruction aligned with the Florida Standards and MYP Learner Profiles. During the 2017-2018 school year ELA teachers will also use IRLA to help determine student strengths and areas of needed growth and then provide the effective strategies in areas of foundational skills needed to make growth. Students will also take part in bi-weekly assessments based on standards which will provide in-depth analyses on student progress and remediation plans.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Teachers will participate in Interdisciplinary planning, collaboration, and instruction through the International Studies (MYP) philosophy. All teachers will meet weekly for 50 minutes during their common planning time, established by content. These structured PLCs will be facilitated and monitored by the department administrator. Instruction will be in alignment with curriculum and instructional materials, aligned to the state academic standards. Teachers with common content areas, grade levels and subjects are expected to maintain lesson plans that reflect common learning goals, assessments and monitoring of data will be a focus during these sessions. All teachers will be required to meet two times a month to work on interdisciplinary lessons. There will also be a focus on inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

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

For the 2017-18 school year, the principal has maintained on-going communication with the PCSB personnel department in order to fill any current vacancies, new courses or additional units. Curriculum specialist from PCSB have also recruited qualified and recommended candidates throughout the state and district in order to assist with the hiring process. Stephanie Joyner, the principal, and team, consisting of teachers and assistant principals, interviewed all qualified candidates and conducted interviews in a timely manner to determine those best meeting the school's needs. New teachers have received on-going communication via telephone and email from school staff prior to the opening of school in order to establish a welcoming atmosphere. Tours and introduction meetings were provided when requested by new hires during summer. Content department chairs, the principal's secretary, RtI/MTSS coach, HPO and academic coaches will address the group in order to ease the transition. Individualized support will be provided by the administrative team, academic coaches and content department members. Every effort will be made to determine instructional and operational needs and those needs will be addressed in a timely and supportive manner by the appropriate staff. The master schedule has been organized to align the courses of new teachers to their qualifications.

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

April Maitner, has been identified as the lead mentor. Suzanne Hedberg, Assistant Principal, will collaborate with new teachers and department chairs to determine the most appropriate pairings. Planned activities were determined at the initial meeting on August 2nd. The teacher mentoring program at Largo Middle School revolves around a monthly PLC for new teachers that meets on the first



Thursday of every month. On top of meeting with new teachers monthly, the Lead Mentor, Ms. Maitner, meets with all new teachers as needed and does periodic non-evaluative observations to ensure that processes are in place and provides extra support to teachers when asked for or as needed.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

On-going opportunities are provided for teachers to unpack the Florida Standards and to plan and discuss curriculum in weekly PLC's that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In 2017-18, Largo Middle School teachers will continue to focus on providing rigorous learning goals and performance scales. As a result, both teachers and students will be aware of and be able to track individual progress on every standard. Teachers are aware of and are expected to attend professional development and training, demonstrating the use of the programs and materials. In addition, LMS has one full and one part time content area coaches. One primary task of these coaches is to support teachers in the use of these instructional resources. Administration is also proactive in seeking district support for teachers needing additional resources/training.

#### b. Instructional Strategies

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

For the past three years, teachers have created common assessment calendars and analyzed and adjusted instruction based on the results of the these assessments. For the 2017-18 school year, the focus will be similar, however, for Math and ELA bi-weekly assessments will be conducted through assessments provided by the district. The data will be disaggregated and will be closely monitored by department administrators. Assessments will begin at the end of August. Bi-weekly assessments are scheduled to begin with Civics and 8th grade science towards mid-year. Expectations include providing rigorous learning goals and performance scales. Beyond providing these rubrics, teachers will be expected to monitor 100% of their students' understanding and their progress. In addition, students will become more involved in their own learning by tracking their own progress through the utilization of formative assessment. Teachers will be required to incorporate strategies to increase and maintain response rates from 100% of their students. In order to assess the learning of all students, teachers will probe incorrect answers, especially Low Expectancy Students. These expectations will be the primary and on-going focus of weekly PLCs, professional development, observation (formal/informal) feedback from administrators and instructional rounds.

##### **2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 8,100

ELP will begin on 8/21/17. We will be offering ELP during lunch period from Monday through Thursday. We will also be offering ELP two days before school and one day a week after-school, on Thursday's. Buses will be provided for those students that ride the bus in the afternoon. We will not be able to provide any transportation for the morning bus riding students attending ELP. We will be having grade level guidance counselors contact students who had failed a core class from the previous year or years. These students will be asked to sign up for the class that they had difficulty with last year. Once the second grading period begins we will be strongly recommending that students that failed any core class take ELP.

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Valsamis, Evangelos, valsamise@pcsb.org

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

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

**Strategy: After School Program**

**Minutes added to school year:**

To raise student awareness to STEM-related fields.

**Strategy Rationale**

The goals of the STEM Academy is to increase STEM opportunities for elementary and middle schools to take accelerate STEM courses in their future. The STEM Academy will offer student's opportunities to conduct hands-on STEM explorations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community business partners. Largo Middle School site will run for approx. 30 weeks that will include (several hands on LEGOS/K'NEX activities, inquiry project development, career exploration using speakers, business planning and energy explorations with DUKE Energy). Curriculum to facilitate this STEM Academy will be provided.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hedberg, Suzanne, hedbergs@pcsb.org

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

In transition from 5th grade to 6th grade, Largo Middle School utilizes a number of methods through which to welcome its incoming students. The first is through a visit to the feeder elementary schools in the spring by the 6th grade school counselor. In addition, LMS hosted three Discovery Nights in Spring, 2016. Two focused on the International Studies MYP and the other was an overview and exposure of the school. All of the evenings gave the school an opportunity to showcase and highlight positive attributes and points of pride. During this visit a power point is shown along with a question and answer session. Welcome packages are also provided during the visit, which include flyers regarding upcoming events, pencils, 6th grade course request forms and pertinent information regarding 6th grade educational standards. In addition to visiting the elementary schools, those students zoned to come to Largo Middle School were invited to attend a 6th Grade Welcome at the end of their 5th grade year, in order to meet teachers and get a feel for the campus. Further, these students are encouraged to attend one or more of our summer programs, including Summer Bridge. In the fall, the incoming 5th grade class (rising 6th graders) are again invited to our campus to attend a mini-orientation which will be held on July 26th. A 6th Grade meet and greet will be held on August 9th. At this event, students and their families do a walk through of their schedule prior to the start of the school year, thereby meeting their teachers and enabling the School Counselor to field any major concerns related to class schedules.

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

## **b. College and Career Readiness**

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

To determine course placement, students are given a course request form at the conclusion of the prior school year. Based on the requests and qualifications, students are placed in the most appropriate courses. The master schedule is built based on the needs of its student population.

Largo Middle has implemented the AVID program in all three grade levels. AVID focuses on students that may not have considered college as an option.

College for Every Student (CFES) arranges college visits and has established partnerships with local county and state colleges, including USF Tampa and Rollins College. Title 1 funds and donations are used to pay for students to travel to these colleges for tours and interaction with college professors/ students.

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

Largo Middle School has a full-time Business Tech teacher. Students are offered Business Keyboarding, ICT 1 and IC2, all are part of the CTE program of study.

Community volunteers will serve as mentors and will also represent STEM-related careers. Mentoring will occur at least two times per month. Students will have the opportunity to visit college campuses, engage in ongoing activities that create awareness and understanding of how to move down the pathway to college and toward STEM study. Students will be required to select and execute two service leadership projects.

Largo Middle School offers a STEM class as well as a STEM enrichment program providing students the opportunity to engage in STEM focused areas of science. Students take part in hands on engagements that provide understanding in STEM fields. Once a week for one hour students will work with staff members to provide STEM awareness to students.

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

N/A

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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** If Read 180 and Learning Strats teachers use ISpire our ESE population should have a 15% increase in ELA learning gains.
- G2.** If we increase the number of black students participating in our ELA ELP services then there should be a 10% increase in learning gains for black students on the ELA FSA .
- G3.** If teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to the standards, then we will see an increase in learning gains by 15% in both ELA and math as measured by FSA results while also seeing an increase in FSA Science 8 and Civics EOC pass rate by 10%.
- G4.** If students' social, emotional and behavioral competency and social skills are addressed then student achievement will increase and the number of referrals will decrease by 5 percent.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If Read 180 and Learning Strats teachers use ISpire our ESE population should have a 15% increase in ELA learning gains. 1a

G092965

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teaching teachers and paras how to use ISpire appropriately.
- Finding time for teachers and paras to use ISpire in the classroom.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- FINS and ESE department.

**Plan to Monitor Progress Toward G1.** 8

Individual student data will be collected to show growth progress towards goal.

**Person Responsible**

Kim McGevna

**Schedule**

Monthly, from 9/27/2017 to 5/23/2018

**Evidence of Completion**

SBLT minutes where program and student data will discussed.



**G2.** If we increase the number of black students participating in our ELA ELP services then there should be a 10% increase in learning gains for black students on the ELA FSA . 1a

G089114

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	50.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of parental support.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- There will be a concentrated effort to build relationships with Black students based on academic data
- Administrative intern will work with black students and familes based on academic data.

**Plan to Monitor Progress Toward G2.** 8

Attendance data of Black students for ELP program

**Person Responsible**

Elizabeth Ryczek

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

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

**G3.** If teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to the standards, then we will see an increase in learning gains by 15% in both ELA and math as measured by FSA results while also seeing an increase in FSA Science 8 and Civics EOC pass rate by 10%. **1a**

G089115

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	53.0
Math Gains	60.0
FSA Science Achievement	50.0
Civics EOC Pass	60.0
FSA ELA Achievement - SWD	50.0
FSA ELA Achievement - ELL	50.0

**Targeted Barriers to Achieving the Goal** **3**

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

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- A full time reading coach, a part time math coach and a part time science coach.
- Title I dollars
- School Improvement monies.

**Plan to Monitor Progress Toward G3.** **8**

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

**Person Responsible**

Stephanie Joyner

**Schedule**

Weekly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Student achievement data (Lexile data, District Assessment, State assessments, bi weekly assessments, ISpire, Certification exam and MAPS data) SBLT minutes Log of participants in STEM activities Data by subgroups(Black vs white as required by Bradley MOU)

**G4.** If students' social, emotional and behavioral competency and social skills are addressed then student achievement will increase and the number of referrals will decrease by 5 percent. 1a

G089116

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	5.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G4.** 8

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

**Person Responsible**

Stephanie Joyner

**Schedule**

Daily, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

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

**Plan to Monitor Progress Toward G4.** 8

MYP unit planners will cover required materials.

**Person Responsible**

Salima Lakhani

**Schedule**

Quarterly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

MYP unit planners for the Health/PE requirements as an MYP school in it's candidacy year.

**Plan to Monitor Progress Toward G4. 8**

Referral data for students in small group working with MTSS coach will be collected.

**Person Responsible**

April Maitner

**Schedule**

Weekly, from 8/16/2017 to 5/23/2018

***Evidence of Completion***

Total number of referrals for the black students in the selected group will decrease by 5% over the previous year's data.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If Read 180 and Learning Strats teachers use ISpire our ESE population should have a 15% increase in ELA learning gains. **1**

 G092965

**G1.B1** Teaching teachers and paras how to use ISpire appropriately. **2**

 B249374

**G1.B1.S1** Teachers and paras will learn how to appropriately use the program to fidelity. **4**

 S262836

### Strategy Rationale

Teachers and paras have never used the program and need to understand how it works.

### Action Step 1 **5**

Teachers and paras will be trained on how to use the program to fidelity in their classrooms.

### Person Responsible

Kim McGevna

### Schedule

On 9/29/2017

### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Log of trainings will occur.

**Person Responsible**

Kim McGevna

**Schedule**

Weekly, from 9/4/2017 to 9/29/2017

**Evidence of Completion**

Log of trainings and meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Walkthrough data will be collected.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Biweekly, from 9/27/2017 to 5/23/2018

**Evidence of Completion**

During walkthroughs, it will be documented if program is being implemented.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Walkthrough data will be collected.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Biweekly, from 9/27/2017 to 5/23/2018

**Evidence of Completion**

During walkthroughs, it will be documented if program is being implemented.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Walkthrough data will be collected.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Biweekly, from 9/27/2017 to 5/23/2018

**Evidence of Completion**

During walkthroughs, it will be documented if program is being implemented.

**G1.B2 Finding time for teachers and paras to use ISpire in the classroom.** 2

B249375

**G1.B2.S1** Teachers and paras will be trained in how to use ISpire and gather data on students using the program. 4

S262834

**Strategy Rationale**

Teachers and paras should be able to figure out root cause of why students are struggling in the ELA/reading classrooms.

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #1  
Complete one or more action steps for this Strategy or de-select it



**G1.B2.S2** School will work with ESE, FINS and District Reading Program to figure out how to implement ISpire in the classroom. 4

S262835

### Strategy Rationale

Teachers and paras have to understand how this can supplement their work with teachers and current programs they are using with the students.

### Action Step 1 5

Model will be developed to support ISpire in the classroom

#### Person Responsible

Kim McGevna

#### Schedule

Monthly, from 9/20/2017 to 5/23/2018

#### Evidence of Completion

Reports on student progress.

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Reports will be pulled and shared with SBLT.

#### Person Responsible

Kim McGevna

#### Schedule

Monthly, from 10/4/2017 to 5/23/2018

#### Evidence of Completion

Reports on student progress will be monitored monthly.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Walkthrough data should support the correct use of the program.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Biweekly, from 9/27/2017 to 5/23/2018

**Evidence of Completion**

Data from the walkthrough will share rather or not the program is being done to fidelity.

**G2.** If we increase the number of black students participating in our ELA ELP services then there should be a 10% increase in learning gains for black students on the ELA FSA . 1

G089114

**G2.B1** Lack of parental support. 2

B237234

**G2.B1.S1** Monthly meetings with black students and admin intern or guidance counselor will occur. 4

S252196

**Strategy Rationale**

Make sure student understands grades and scores and opportunities available.

**Action Step 1 5**

Monthly meetings will be scheduled with black students and the guidance or administrative intern to discuss achievement data.

**Person Responsible**

Elizabeth Ryczek

**Schedule**

Monthly, from 8/30/2017 to 5/16/2018

**Evidence of Completion**

Sign in sheets and logs of meetings

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

ELP attendance will be taken and monitored monthly.

**Person Responsible**

Elizabeth Ryczek

**Schedule**

Monthly, from 9/18/2017 to 5/14/2018

**Evidence of Completion**

Number of black students in attendance for ELP

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

In SBLT a monthly report will be given in addressing the number of black students in attendance for ELP programs.

**Person Responsible**

Elizabeth Ryczek

**Schedule**

Monthly, from 8/23/2017 to 5/16/2018

**Evidence of Completion**

SBLT minutes will have documentation of monthly reports.

**G2.B1.S2** Home visits and parent meetings will occur to educate parents about programs. 4

S252197

**Strategy Rationale**

If they don't show to a parent meeting, and we can't reach them by phone, we should try to visit them to make sure they are aware of ELP opportunities available for their student

**Action Step 1** 5

Homevisits will occur when black students needing ELP services are not attending the program.

**Person Responsible**

Angela Kemp

**Schedule**

Monthly, from 9/6/2017 to 5/16/2018

**Evidence of Completion**

Log of home visits.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Monthly reports in SBLT

**Person Responsible**

Angela Kemp

**Schedule**

Monthly, from 8/23/2017 to 5/16/2018

**Evidence of Completion**

SBLT minutes will have the number of home visits occurring.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Number of black students in attendance for ELP programs will increase.

**Person Responsible**

Elizabeth Ryczek

**Schedule**

Monthly, from 8/23/2017 to 5/16/2018

***Evidence of Completion***

SBLT minutes will document the home visits.

**G3.** If teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to the standards, then we will see an increase in learning gains by 15% in both ELA and math as measured by FSA results while also seeing an increase in FSA Science 8 and Civics EOC pass rate by 10%. 1

G089115

**G3.B2** Teachers do not implement rigorous tasks due to a lack of understanding how to unpack the subject area and benchmarks and apply/develop lesson plans for rigorous engagement. 2

B237238

**G3.B2.S1** Science teachers will implement the 5E Model (Gradual Release Model) including a focused and targeted, daily learning goal. 4

S249891

### Strategy Rationale

#### Action Step 1 5

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

#### Person Responsible

Evangelos Valsamis

#### Schedule

Weekly, from 8/16/2017 to 5/16/2018

#### Evidence of Completion

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

#### Action Step 2 5

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

#### Person Responsible

Evangelos Valsamis

#### Schedule

Daily, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

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

**Action Step 3** 5

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

**Person Responsible**

Evangelos Valsamis

**Schedule**

Quarterly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Calendar of assessments Student achievement data

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

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

**Person Responsible**

Evangelos Valsamis

**Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Data from walk throughs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Monitor the rigor of the lessons developed and implemented.

**Person Responsible**

Evangelos Valsamis

**Schedule**

Quarterly, from 8/23/2017 to 5/16/2018

**Evidence of Completion**

Student work Nine weeks grade Walk through data



**G3.B2.S2** Mathematics teachers will implement an instructional delivery model from research-based strategies including explicit instruction, guided practice, independent practice, with a focused and targeted, daily learning goal. 4

S249892

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Suzanne Hedberg

#### Schedule

Weekly, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

PLC minutes

### Action Step 2 5

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

#### Person Responsible

Suzanne Hedberg

#### Schedule

Daily, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

Student Work Student Grades Walk throughs

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

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

**Person Responsible**

Suzanne Hedberg

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Data from walk throughs and informal observations.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

By monitoring the rigor developed in the lesson plans.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Quarterly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Student work Nine weeks grades

**G3.B2.S3** Reading/Language Arts teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal. 4

S249893

### Strategy Rationale

#### Action Step 1 5

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

#### **Person Responsible**

Suzanne Hedberg

#### **Schedule**

Weekly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Lesson Plans PLC minutes Classroom walk throughs

#### Action Step 2 5

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

#### **Person Responsible**

Suzanne Hedberg

#### **Schedule**

Daily, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

PLC minutes Lesson plans Classroom walk throughs

### Action Step 3 5

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

#### **Person Responsible**

Salima Lakhani

#### **Schedule**

Weekly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Lesson Plans PLC minutes Classroom walk throughs

### Action Step 4 5

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

#### **Person Responsible**

Salima Lakhani

#### **Schedule**

Daily, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

PLC minutes Lesson plans Classroom walk throughs

### Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

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

#### **Person Responsible**

Suzanne Hedberg

#### **Schedule**

Quarterly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

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

### Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

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

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

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

#### **Person Responsible**

Suzanne Hedberg

#### **Schedule**

Monthly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

SBLT/Science Minutes PLC minutes Classroom walk-throughs

**G3.B2.S4** Civics instruction will follow the district's recommended curriculum, pacing and formative assessment structure including the use of student workbooks. 4

 S249894

#### **Strategy Rationale**

#### **Action Step 1 5**

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

#### **Person Responsible**

Salima Lakhani

#### **Schedule**

Weekly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

An increase in Civics EOC student performance.

**Plan to Monitor Fidelity of Implementation of G3.B2.S4** 6

Through observations and lesson plans, the administrator will verify the fidelity of implementation.

**Person Responsible**

Salima Lakhani

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Data from informal, formal and classroom walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S4** 7

Weekly PLCs will be conducted where student work will be discussed.

**Person Responsible**

Salima Lakhani

**Schedule**

Monthly, from 8/10/2016 to 5/24/2017

***Evidence of Completion***

PLC minutes will be reviewed.

**G3.B2.S5** Inclusion of inquiry into teacher lesson plans. 4

S249895

**Strategy Rationale**

All teachers will participate in Inquiry training. Teachers will incorporate various components into their lesson plans/instruction.

**Action Step 1** 5

Teachers will take training on how to include inquiry into their unit planners

**Person Responsible**

Salima Lakhani

**Schedule**

Quarterly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Record of teachers in attendance at MYP trainings.

**Plan to Monitor Fidelity of Implementation of G3.B2.S5** 6

Teachers will use inquiry in classroom and post inquiry question on the board.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Through classroom walkthroughs and observations, inquiry questions will be posted.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S5** 7

Samples of what inquiry statements are being used in the classroom will be discussed in the PLCs.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Samples of the inquiry statements.

**G3.B2.S6** ELL students needing more support will be grouped to make sure the standards are being taught at the level or rigor required. 4

 S249896

**Strategy Rationale**

For high needs ell students, having two certified teachers in the ELA classes will give them extra support

**Action Step 1** 5

ELL students will be grouped for ELA classes to give them more support.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Quarterly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Student schedules will be grouped for the ELA team taught classrooms.



**Plan to Monitor Fidelity of Implementation of G3.B2.S6** 6

Teacher and assistant schedules.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

PLC minutes.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S6** 7

Data will be examined to see if growth is occurring.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

MAPS data, biweekly data, and Urla data

**G3.B2.S7** Sixth grade math teachers will implement iReady math for remediation with select students.

4

 S249897

### Strategy Rationale

#### Action Step 1 5

Sixth grade math teachers will implement iReady math for remediation purposes.

#### **Person Responsible**

Suzanne Hedberg

#### **Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Scheduling a meeting for understanding how to use iReady.

#### Plan to Monitor Fidelity of Implementation of G3.B2.S7 6

review of iReady reports

#### **Person Responsible**

Suzanne Hedberg

#### **Schedule**

Monthly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

iReady math reports by usage of teacher.

#### Plan to Monitor Effectiveness of Implementation of G3.B2.S7 7

Teacher usage reports will monitored for student use.

#### **Person Responsible**

Suzanne Hedberg

#### **Schedule**

Monthly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Through PLC meetings with administrator, usage reports will be discussed.

**G3.B2.S8** Teachers will participate in trainings and instructional rounds to gain knowledge of various ways to bring rigor to their classrooms. 4

S249898

### Strategy Rationale

#### Action Step 1 5

Teachers will participate in instructional rounds and trainings about levels of rigor in the classrooms.

#### **Person Responsible**

Stephanie Joyner

#### **Schedule**

Monthly, from 8/23/2017 to 5/23/2018

#### ***Evidence of Completion***

PD logs of teachers trained.

#### Plan to Monitor Fidelity of Implementation of G3.B2.S8 6

Administrators will look for strategies shared in the PD sessions.

#### **Person Responsible**

Stephanie Joyner

#### **Schedule**

Monthly, from 8/23/2017 to 5/23/2018

#### ***Evidence of Completion***

Data from the informal, formal and walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S8 7**

Survey of teachers and walk through data.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

informal observation data

**G3.B2.S9** Staff and students will participate in STEM and college related activities in partnership with CFES. 4

 S249899

**Strategy Rationale**

**Action Step 1 5**

Staff and students will participate in STEM and college activities that support the students in the classroom through a partnership with CFES.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/10/2017 to 5/23/2018

**Evidence of Completion**

Number of activities the students and/or staff are involved in.

**Plan to Monitor Fidelity of Implementation of G3.B2.S9** 6

Activities will be documented

**Person Responsible**

Suzanne Hedberg

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Number of activities offered relating to STEM or College.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S9** 7

PD will be provided for teachers with resources brought in.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Monthly, from 8/10/2017 to 5/23/2018

***Evidence of Completion***

Number of activities students participated in and the number of students participating.

**G3.B2.S10** Teachers will implement lesson plans and unit planners based on standards and grade student work for unit planners based on the IB criterion. 4

S254435

### Strategy Rationale

#### Action Step 1 5

Teachers will grade student work for unit planners based on IB criterion.

#### Person Responsible

Salima Lakhani

#### Schedule

Monthly, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

Examples of student criterion reviews.

#### Plan to Monitor Fidelity of Implementation of G3.B2.S10 6

Unit planners will be turned into TSA with grading criterion.

#### Person Responsible

Salima Lakhani

#### Schedule

Quarterly, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

The unit planner with grading criterion inputted into Managebac

#### Plan to Monitor Effectiveness of Implementation of G3.B2.S10 7

Unit planners will be collected.

#### Person Responsible

Salima Lakhani

#### Schedule

Quarterly, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

Data off Managebac.

**G3.B3** Lack of technology. 2

B237239

**G3.B3.S1** School will purchase business ed certification software. 4

S262837

**Strategy Rationale**

Business Ed certification software will assist students at being successful on the certification exams.

**Action Step 1** 5

Students will use business ed certification software to help prepare them for certification exams.

**Person Responsible**

Salima Lakhani

**Schedule**

Weekly, from 9/5/2017 to 5/23/2018

**Evidence of Completion**

Successful completion of certification exams.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Mrs. Grossi will give monthly reports on student progress on the programs.

**Person Responsible**

Salima Lakhani

**Schedule**

On 5/23/2018

**Evidence of Completion**

Monthly reports will be discussed in SBLT.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Student growth towards certification will be evident in data.

**Person Responsible**

Salima Lakhani

**Schedule**

Monthly, from 9/27/2017 to 5/23/2018

**Evidence of Completion**

Data that shows student growth towards passing a certification exam.

**G3.B6 Teachers do not analyze, reflect and adjust instruction to meet individual student needs.** 2

 B237242

**G3.B6.S1 Students will develop personalized learning targets based on instructional goals provided by the teacher, in alignment to the Florida Standards.** 4

 S249904

**Strategy Rationale**

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

**Action Step 1** 5

Admin team will conduct instructional rounds with teachers, followed up with professional development.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

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



**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

Teachers will have students measure their success on the learning goals daily.

**Person Responsible**

Suzanne Hedberg

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Learning goal measurement will be monitored through formal, informal, and walkthrough data. The data regarding learning goals will be discussed in the PLC meetings.

**Plan to Monitor Effectiveness of Implementation of G3.B6.S1** 7

Ways to measure student success and progress on the learning goals will be discussed in the PLCs.

**Person Responsible**

Stephanie Joyner


**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

PLC minutes and informal, formal and walkthrough data will show the degree to which the strategy is being implemented with effectiveness.

**G3.B6.S2** Both teachers and students will monitor progress of reaching learning targets/goals on a daily basis. 4

 S249905

### Strategy Rationale

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

### Action Step 1 5

The Admin team will conduct instructional rounds with teachers, followed up with professional development.

#### Person Responsible

Stephanie Joyner

#### Schedule

Monthly, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

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

### Plan to Monitor Fidelity of Implementation of G3.B6.S2 6

Data will be shared in PLCs

#### Person Responsible

Stephanie Joyner

#### Schedule

Monthly, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

Minutes of PLCs where data is shared.

**Plan to Monitor Effectiveness of Implementation of G3.B6.S2 7**

Review of student data

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Student data.

**G3.B6.S3** Teachers will incorporate response rate techniques, such as wait time, a variety of activities and technology. 4

 S249906

**Strategy Rationale**

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

**Action Step 1 5**

Admin Team will conduct instructional rounds with teachers, followed up with professional development.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G3.B6.S3** 6

Data from walkthroughs

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Data from walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G3.B6.S3** 7

Admin will collect data on walkthroughs and pd provided.

**Person Responsible**

Stephanie Joyner


**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Data from observations.

**G3.B6.S4** The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their responses. 4

 S249907

### **Strategy Rationale**

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

### **Action Step 1** 5

Admin. will conduct instructional rounds with teachers, followed up with professional development.

#### **Person Responsible**

Stephanie Joyner

#### **Schedule**

Monthly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G3.B6.S4** 6

Data will be gathered on walkthroughs

#### **Person Responsible**

Stephanie Joyner

#### **Schedule**

Monthly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Walkthrough data will be collected.

**Plan to Monitor Effectiveness of Implementation of G3.B6.S4** 7

Walkthrough data will be collected and trainings offered.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Walkthrough data and training logs.

**G3.B6.S5** Staff will participate in educational conferences to support rigor and discipline in their classrooms aligned to Marzano's evaluation. 4

 S249908

**Strategy Rationale**

To help staff members grow and share their knowledge with others.

**Action Step 1** 5

Staff including administrators will attend conferences to support what is going on in the classrooms.

**Person Responsible**

Stephanie Joyner

**Schedule**

Every 6 Weeks, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

To see what trainings were attended.

**Plan to Monitor Fidelity of Implementation of G3.B6.S5** 6

Track trainings that are conducted after conferences/pd is attended.

**Person Responsible**

Stephanie Joyner

**Schedule**

Every 6 Weeks, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Copies of trainings offered to staff.

**Plan to Monitor Effectiveness of Implementation of G3.B6.S5** 7

TDE's will be tracked on staff members.

**Person Responsible**

Stephanie Joyner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

TDEs tracked and presentations to PLCS collected.

**G4.** If students' social, emotional and behavioral competency and social skills are addressed then student achievement will increase and the number of referrals will decrease by 5 percent. 1

G089116

**G4.B1** Lack of student compliance to the student code of conduct and school rules within the school setting. 2

B237243

**G4.B1.S1** Staff will implement a behavior plan school wide using yellow cards, red cards, and roar cards which will reward or warn students about their behaviors. 4

S249910

### Strategy Rationale

Teachers will maintain classroom management and implement an incremental system.

### Action Step 1 5

Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan.

On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email.

#### Person Responsible

Evangelos Valsamis

#### Schedule

Quarterly, from 8/10/2017 to 5/23/2018

#### Evidence of Completion

Tracking and tracking through filemaker pro Documentation in Outlook. Staff updates via email.

### Action Step 2 5

RTI/MTSS coach will analyze data and create plans to further support the school-wide behavior plan.

#### Person Responsible

April Maitner

#### Schedule

Semiannually, from 8/23/2017 to 5/23/2018

#### Evidence of Completion

data inputted in file maker pro.



**Action Step 3** 5

Teachers will develop their written classroom management plans

**Person Responsible**

April Maitner

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Completed plans. Revision of plans based on trainings.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

APs will review the behavior through file maker pro for teacher documentation.

**Person Responsible**

Evangelos Valsamis

**Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

APs will monitor follow through on discipline plan through walkthroughs.

**Person Responsible**

Evangelos Valsamis

**Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Using the Marzano elements in the walkthrough/informals.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

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

**Person Responsible**

Stephanie Joyner


**Schedule**

Biweekly, from 8/16/2017 to 5/23/2018

**Evidence of Completion**

SBLT minutes and action plan based on data.

**G4.B1.S2** Students will have an opportunity to earn a ROAR card, which is a positive reward system aligned to the MYP philosophy. 4

 S249911

**Strategy Rationale**

Students need opportunities to be recognized for positive behavior.

**Action Step 1 5**

Students will be acknowledged for doing the right thing.

**Person Responsible**

April Maitner

**Schedule**

Biweekly, from 8/16/2017 to 5/23/2018

**Evidence of Completion**

Number of activities scheduled and number of roar cards collected.

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

See how many teachers issue roar cards.

**Person Responsible**

April Maitner

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

***Evidence of Completion***

Data will be shared at the SBLT meetings and PLCs.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Survey the students to see if they like the rewards.

**Person Responsible**

April Maitner

**Schedule**

Semiannually, from 10/4/2017 to 3/21/2018

***Evidence of Completion***

Surveys of students.

**G4.B1.S3** Students will increase their level by participating on healthy foods curriculum designed by PE/ Health teachers. 4

S249912

### Strategy Rationale

Students will be more aware of their personal health.

### Action Step 1 5

MYP health education unit planner will be developed including design components.

#### Person Responsible

Evangelos Valsamis

#### Schedule

Semiannually, from 8/16/2017 to 5/23/2018

#### Evidence of Completion

MYP unit planners developed.

### Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Training by the MYP coordinator and walkthroughs will support the fidelity of implementation.

#### Person Responsible

Evangelos Valsamis

#### Schedule

Quarterly, from 8/16/2017 to 5/23/2018

#### Evidence of Completion

Copy of the MYP unit planners which shows both health in PE being taught.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

MYP health and PE unit planners will be turned in.

**Person Responsible**

Evangelos Valsamis

**Schedule**

Quarterly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

The assessment criterion from the students on the unit will measure the effectiveness of the unit.

**G4.B1.S4** MTSS Coach will work with Tier 2/3 behavior students through restorative practices. 4

 S249931

**Strategy Rationale**

Teachers are struggling with select students in their classroom management system. The MTSS coach will be available to work with these students holding circles and using other restorative practices to help the students be successful in class.

**Action Step 1** 5

Restorative practice training will be delivered to the staff

**Person Responsible**

**Schedule**

Monthly, from 8/2/2017 to 5/25/2018

**Evidence of Completion**

Log in sheets from trainings and the number of teachers involved.

**Plan to Monitor Fidelity of Implementation of G4.B1.S4** 6

Strategies will be obvious in the walkthrough data.

**Person Responsible**

**Schedule**

Every 3 Weeks, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Documentation of the strategies in the walkthrough.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S4** 7

SBLT will look at the data biweekly.

**Person Responsible**

Stephanie Joyner

**Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

**Evidence of Completion**

Biweekly reports will be included in the SBLT minutes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G3.B2.S4.MA1 M341212	Weekly PLCs will be conducted where student work will be discussed.	Lakhani, Salima	8/10/2016	PLC minutes will be reviewed.	5/24/2017 monthly
G1.B1.S1.A1 A347035	Teachers and paras will be trained on how to use the program to fidelity in their classrooms.	McGevna, Kim	9/4/2017		9/29/2017 one-time
G1.B1.S1.MA1 M368874	Log of trainings will occur.	McGevna, Kim	9/4/2017	Log of trainings and meetings.	9/29/2017 weekly
G4.B1.S2.MA1 M341239	Survey the students to see if they like the rewards.	Maitner, April	10/4/2017	Surveys of students.	3/21/2018 semiannually
G2.B1.S1.MA1 M346310	ELP attendance will be taken and monitored monthly.	Ryczek, Elizabeth	9/18/2017	Number of black students in attendance for ELP	5/14/2018 monthly
G3.B2.S1.MA1 M341206	Monitor the rigor of the lessons developed and implemented.	Valsamis, Evangelos	8/23/2017	Student work Nine weeks grade Walk through data	5/16/2018 quarterly
G2.B1.S2.MA1 M350981	Number of black students in attendance for ELP programs will increase.	Ryczek, Elizabeth	8/23/2017	SBLT minutes will document the home visits.	5/16/2018 monthly
G2.B1.S2.MA1 M350980	Monthly reports in SBLT	Kemp, Angela	8/23/2017	SBLT minutes will have the number of home visits occurring.	5/16/2018 monthly
G3.B2.S1.A1 A326132	The science department will meet on a weekly basis during common planning to collaborate. The...	Valsamis, Evangelos	8/16/2017	Lesson plans/unit planners PLC minutes Classroom walk thoughts, informal and formal observations	5/16/2018 weekly
G2.B1.S1.A1 A329611	Monthly meetings will be scheduled with black students and the guidance or administrative intern to...	Ryczek, Elizabeth	8/30/2017	Sign in sheets and logs of meetings	5/16/2018 monthly
G2.B1.S2.A1 A333351	Homevisits will occur when black students needing ELP services are not attending the program.	Kemp, Angela	9/6/2017	Log of home visits.	5/16/2018 monthly
G2.B1.S1.MA1 M350978	In SBLT a monthly report will be given in addressing the number of black students in attendance for...	Ryczek, Elizabeth	8/23/2017	SBLT minutes will have documentation of monthly reports.	5/16/2018 monthly
G1.B2.S2.MA1 M368872	Walkthrough data should support the correct use of the program.	Hedberg, Suzanne	9/27/2017	Data from the walkthrough will share rather or not the program is being done to fidelity.	5/23/2018 biweekly
G3.B6.S1.A1 A326151	Admin team will conduct instructional rounds with teachers, followed up with professional...	Joyner, Stephanie	8/23/2017	Students will be able to communicate their personal learning goals and understand their current progress.	5/23/2018 monthly
G4.B1.S1.MA1 M341237	The data will be pulled and analyzed by the MTSS/Rtl coach every nine weeks. The analysis will be...	Joyner, Stephanie	8/16/2017	SBLT minutes and action plan based on data.	5/23/2018 biweekly
G4.B1.S1.MA1 M341238	APs will review the behavior through file maker pro for teacher documentation.	Valsamis, Evangelos	8/23/2017	Classroom observations. Portal entries. Teacher/AP discussions in PLCs, email, informal verbal communication	5/23/2018 biweekly
G4.B1.S1.MA3 M362531	APs will monitor follow through on discipline plan through walkthroughs.	Valsamis, Evangelos	8/23/2017	Using the Marzano elements in the walkthrough/informals.	5/23/2018 biweekly
G4.B1.S1.A1 A326156	Teachers will track behavior infractions in student planners using red and yellow cards following...	Valsamis, Evangelos	8/10/2017	Tracking and tracking through filemaker pro Documentation in Outlook. Staff updates via email.	5/23/2018 quarterly
G4.B1.S1.A2 A326157	RTI/MTSS coach will analyze data and create plans to further support the school-wide behavior plan.	Maitner, April	8/23/2017	data inputted in file maker pro.	5/23/2018 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S10.A1 A333358	Teachers will grade student work for unit planners based on IB criterion.	Lakhani, Salima	8/23/2017	Examples of student criterion reviews.	5/23/2018 monthly
G3.B6.S1.MA1 M341232	Ways to measure student success and progress on the learning goals will be discussed in the PLCs.	Joyner, Stephanie	8/23/2017	PLC minutes and informal, formal and walkthrough data will show the degree to which the strategy is being implemented with effectiveness.	5/23/2018 monthly
G3.B2.S1.A3 A326134	The science department will develop a formative assessment calendar aligned to the sequencing of...	Valsamis, Evangelos	8/23/2017	Calendar of assessments Student achievement data	5/23/2018 quarterly
G3.B2.S1.A2 A326133	Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned...	Valsamis, Evangelos	8/23/2017	Lesson plans Classroom walk throughs Students will be able to communicate the daily learning goal in their own words PLC Minutes	5/23/2018 daily
G1.B1.S1.MA1 M368875	Walkthrough data will be collected.	Hedberg, Suzanne	9/27/2017	During walkthroughs, it will be documented if program is being implemented.	5/23/2018 biweekly
G1.B1.S1.MA1 M368876	Walkthrough data will be collected.	Hedberg, Suzanne	9/27/2017	During walkthroughs, it will be documented if program is being implemented.	5/23/2018 biweekly
G1.B1.S1.MA1 M368877	Walkthrough data will be collected.	Hedberg, Suzanne	9/27/2017	During walkthroughs, it will be documented if program is being implemented.	5/23/2018 biweekly
G3.B2.S1.MA1 M341207	Use a classroom walk through tool to monitor implementation and the use of the 5E strategies.	Valsamis, Evangelos	8/23/2017	Data from walk throughs	5/23/2018 biweekly
G1.MA1 M368873	Individual student data will be collected to show growth progress towards goal.	McGevna, Kim	9/27/2017	SBLT minutes where program and student data will be discussed.	5/23/2018 monthly
G3.B3.S1.MA1 M368879	Student growth towards certification will be evident in data.	Lakhani, Salima	9/27/2017	Data that shows student growth towards passing a certification exam.	5/23/2018 monthly
G3.B3.S1.MA1 M368878	Mrs. Grossi will give monthly reports on student progress on the programs.	Lakhani, Salima	9/27/2017	Monthly reports will be discussed in SBLT.	5/23/2018 one-time
G3.B3.S1.A1 A347036	Students will use business ed certification software to help prepare them for certification exams.	Lakhani, Salima	9/5/2017	Successful completion of certification exams.	5/23/2018 weekly
G3.B2.S2.MA1 M341208	By monitoring the rigor developed in the lesson plans.	Hedberg, Suzanne	8/23/2017	Student work Nine weeks grades	5/23/2018 quarterly
G3.B2.S2.MA1 M341209	Use a classroom walk through tool to monitor implementation of the use of the Gradual Release Model...	Hedberg, Suzanne	8/23/2017	Data from walk throughs and informal observations.	5/23/2018 monthly
G3.B2.S2.A1 A326135	The math department will meet on a weekly basis during common planning to collaborate and develop...	Hedberg, Suzanne	8/23/2017	PLC minutes	5/23/2018 weekly
G3.B2.S2.A2 A326136	Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous...	Hedberg, Suzanne	8/23/2017	Student Work Student Grades Walk throughs	5/23/2018 daily
G3.B6.S2.MA1 M350992	Review of student data	Joyner, Stephanie	8/23/2017	Student data.	5/23/2018 monthly
G3.B6.S2.MA1 M350991	Data will be shared in PLCs	Joyner, Stephanie	8/23/2017	Minutes of PLCs where data is shared.	5/23/2018 monthly
G3.B6.S2.A1 A326152	The Admin team will conduct instructional rounds with teachers, followed up with professional...	Joyner, Stephanie	8/23/2017	Teachers and students will be able to know on a daily basis their progress to mastering the standard utilizing a learning scale.	5/23/2018 monthly
G4.MA3 M341285	Referral data for students in small group working with MTSS coach will be collected.	Maitner, April	8/16/2017	Total number of referrals for the black students in the selected group will decrease by 5% over the previous year's data.	5/23/2018 weekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.MA1 M341240	See how many teachers issue roar cards.	Maitner, April	8/23/2017	Data will be shared at the SBLT meetings and PLCs.	5/23/2018 monthly
G4.B1.S2.A1 A326158	Students will be acknowledged for doing the right thing.	Maitner, April	8/16/2017	Number of activities scheduled and number of roar cards collected.	5/23/2018 biweekly
G4.MA2 M341244	MYP unit planners will cover required materials.	Lakhani, Salima	8/23/2017	MYP unit planners for the Health/PE requirements as an MYP school in it's candidacy year.	5/23/2018 quarterly
G4.MA1 M341243	Effectiveness will be evaluated by a reduction in disciplinary referrals, including suspensions, as...	Joyner, Stephanie	8/23/2017	Assistant principals will document intervention, such as a disciplinary referrals or parent contact in Portal.	5/23/2018 daily
G3.MA1 M341236	SBLT team will meet to analyze student data as measured by standardized tests and grades.	Joyner, Stephanie	8/23/2017	Student achievement data (Lexile data, District Assessment, State assessments, bi weekly assessments, ISpire, Certification exam and MAPS data) SBLT minutes Log of participants in STEM activities Data by subgroups(Black vs white as required by Bradley MOU)	5/23/2018 weekly
G3.B6.S1.MA1 M341233	Teachers will have students measure their success on the learning goals daily.	Hedberg, Suzanne	8/23/2017	Learning goal measurement will be monitored through formal, informal, and walkthrough data. The data regarding learning goals will be discussed in the PLC meetings.	5/23/2018 monthly
G1.B2.S2.MA1 M368871	Reports will be pulled and shared with SBLT.	McGevna, Kim	10/4/2017	Reports on student progress will be monitored monthly.	5/23/2018 monthly
G1.B2.S2.A1 A347034	Model will be developed to support ISpire in the classroom	McGevna, Kim	9/20/2017	Reports on student progress.	5/23/2018 monthly
G3.B2.S3.MA1 M341210	By implementing the Gradual Release Model lessons on a daily basis, student achievement will...	Hedberg, Suzanne	8/23/2017	SBLT/Science Minutes PLC minutes Classroom walk-throughs	5/23/2018 monthly
G3.B2.S3.MA1 M341211	Teachers will implement the Gradual Release Model in all reading/language arts classrooms using...	Hedberg, Suzanne	8/23/2017	Lesson Plans Classroom walk throughs Learning goal will be posted and visible to students. Students will be able to communicate the daily learning goal.	5/23/2018 quarterly
G3.B2.S3.A1 A326137	The reading/language arts departments will meet on a weekly basis during common planning to...	Hedberg, Suzanne	8/23/2017	Lesson Plans PLC minutes Classroom walk throughs	5/23/2018 weekly
G3.B2.S3.A2 A326138	Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using...	Hedberg, Suzanne	8/23/2017	PLC minutes Lesson plans Classroom walk throughs	5/23/2018 daily
G3.B2.S3.A3 A326139	The social studies departments will meet on a weekly basis during common planning to collaborate to...	Lakhani, Salima	8/23/2017	Lesson Plans PLC minutes Classroom walk throughs	5/23/2018 weekly
G3.B2.S3.A4 A326140	Teachers will implement the Gradual Release Model in all social studies classrooms using lessons...	Lakhani, Salima	8/23/2017	PLC minutes Lesson plans Classroom walk throughs	5/23/2018 daily
G3.B6.S3.MA1 M350994	Admin will collect data on walkthroughs and pd provided.	Joyner, Stephanie	8/23/2017	Data from observations.	5/23/2018 monthly
G3.B6.S3.MA1 M350993	Data from walkthroughs	Joyner, Stephanie	8/23/2017	Data from walkthroughs.	5/23/2018 monthly
G3.B6.S3.A1 A326153	Admin Team will conduct instructional rounds with teachers, followed up with professional...	Joyner, Stephanie	8/23/2017	Teachers will incorporate strategies to increase the rate of response. Strategies will be visible during instruction and in lesson plans.	5/23/2018 monthly
G4.B1.S3.MA1 M341241	MYP health and PE unit planners will be turned in.	Valsamis, Evangelos	8/23/2017	The assessment criterion from the students on the unit will measure the effectiveness of the unit.	5/23/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S3.MA1 M341242	Training by the MYP coordinator and walkthroughs will support the fidelity of implementation.	Valsamis, Evangelos	8/16/2017	Copy of the MYP unit planners which shows both health in PE being taught.	5/23/2018 quarterly
G4.B1.S3.A1 A326159	MYP health education unit planner will be developed including design components.	Valsamis, Evangelos	8/16/2017	MYP unit planners developed.	5/23/2018 semiannually
G2.MA1 M341203	Attendance data of Black students for ELP program	Ryczek, Elizabeth	8/23/2017	Attendance tracked from the previous school year ELP program will increase to current school year.	5/23/2018 monthly
G3.B2.S4.MA1 M341213	Through observations and lesson plans, the administrator will verify the fidelity of implementation.	Lakhani, Salima	8/23/2017	Data from informal, formal and classroom walkthroughs.	5/23/2018 monthly
G3.B2.S4.A1 A326141	Social studies department will meet weekly during PLCs to analyze student performance on formative...	Lakhani, Salima	8/23/2017	An increase in Civics EOC student performance.	5/23/2018 weekly
G3.B6.S4.MA1 M350996	Walkthrough data will be collected and trainings offered.	Joyner, Stephanie	8/23/2017	Walkthrough data and training logs.	5/23/2018 monthly
G3.B6.S4.MA1 M350995	Data will be gathered on walkthroughs	Joyner, Stephanie	8/23/2017	Walkthrough data will be collected.	5/23/2018 monthly
G3.B6.S4.A1 A326154	Admin. will conduct instructional rounds with teachers, followed up with professional development.	Joyner, Stephanie	8/23/2017	During class, teachers will be seen probing incorrect responses for all students.	5/23/2018 monthly
G4.B1.S4.MA1 M341284	SBLT will look at the data biweekly.	Joyner, Stephanie	8/23/2017	Biweekly reports will be included in the SBLT minutes	5/23/2018 biweekly
G3.B2.S10.MA1 M350989	Unit planners will be turned into TSA with grading criterion.	Lakhani, Salima	8/23/2017	The unit planner with grading criterion inputted into Managebac	5/23/2018 quarterly
G3.B2.S10.MA1 M350990	Unit planners will be collected.	Lakhani, Salima	8/23/2017	Data off Managebac.	5/23/2018 quarterly
G3.B2.S5.MA1 M341214	Samples of what inquiry statements are being used in the classroom will be discussed in the PLCs.	Joyner, Stephanie	8/23/2017	Samples of the inquiry statements.	5/23/2018 monthly
G3.B2.S5.MA1 M341215	Teachers will use inquiry in classroom and post inquiry question on the board.	Joyner, Stephanie	8/23/2017	Through classroom walkthroughs and observations, inquiry questions will be posted.	5/23/2018 monthly
G3.B2.S9.A1 A326146	Staff and students will participate in STEM and college activities that support the students in the...	Joyner, Stephanie	8/10/2017	Number of activities the students and/or staff are involved in.	5/23/2018 monthly
G3.B6.S5.MA1 M341234	TDE's will be tracked on staff members.	Joyner, Stephanie	8/23/2017	TDEs tracked and presentations to PLCS collected.	5/23/2018 monthly
G3.B6.S5.MA1 M341235	Track trainings that are conducted after conferences/pd is attended.	Joyner, Stephanie	8/23/2017	Copies of trainings offered to staff.	5/23/2018 every-6-weeks
G3.B6.S5.A1 A326155	Staff including administrators will attend conferences to support what is going on in the...	Joyner, Stephanie	8/23/2017	To see what trainings were attended.	5/23/2018 every-6-weeks
G3.B2.S6.MA1 M341216	Data will be examined to see if growth is occurring.	Hedberg, Suzanne	8/23/2017	MAPS data, biweekly data, and Urla data	5/23/2018 monthly
G3.B2.S6.MA1 M341217	Teacher and assistant schedules.	Hedberg, Suzanne	8/23/2017	PLC minutes.	5/23/2018 monthly
G3.B2.S6.A1 A326143	ELL students will be grouped for ELA classes to give them more support.	Hedberg, Suzanne	8/23/2017	Student schedules will be grouped for the ELA team taught classrooms.	5/23/2018 quarterly
G3.B2.S7.MA1 M341218	Teacher usage reports will monitored for student use.	Hedberg, Suzanne	8/23/2017	Through PLC meetings with administrator, usage reports will be discussed.	5/23/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S7.MA1 M341219	review of iReady reports	Hedberg, Suzanne	8/23/2017	iReady math reports by usage of teacher.	5/23/2018 monthly
G3.B2.S7.A1 A326144	Sixth grade math teachers will implement iReady math for remediation purposes.	Hedberg, Suzanne	8/23/2017	Scheduling a meeting for understanding how to use iReady.	5/23/2018 biweekly
G3.B2.S8.MA1 M341220	Survey of teachers and walk through data.	Joyner, Stephanie	8/23/2017	informal observation data	5/23/2018 monthly
G3.B2.S8.MA1 M341221	Administrators will look for strategies shared in the PD sessions.	Joyner, Stephanie	8/23/2017	Data from the informal, formal and walkthroughs.	5/23/2018 monthly
G3.B2.S8.A1 A326145	Teachers will participate in instructional rounds and trainings about levels of rigor in the...	Joyner, Stephanie	8/23/2017	PD logs of teachers trained.	5/23/2018 monthly
G3.B2.S9.MA1 M341222	PD will be provided for teachers with resources brought in.	Hedberg, Suzanne	8/10/2017	Number of activities students participated in and the number of students participating.	5/23/2018 monthly
G3.B2.S9.MA1 M341223	Activities will be documented	Hedberg, Suzanne	8/23/2017	Number of activities offered relating to STEM or College.	5/23/2018 monthly
G3.B2.S5.A1 A326142	Teachers will take training on how to include inquiry into their unit planners	Lakhani, Salima	8/23/2017	Record of teachers in attendance at MYP trainings.	5/23/2018 quarterly
G4.B1.S1.A3 A342077	Teachers will develop their written classroom management plans	Maitner, April	8/10/2017	Completed plans. Revision of plans based on trainings.	5/24/2018 quarterly
G4.B1.S4.MA1 M341283	Strategies will be obvious in the walkthrough data.		8/10/2017	Documentation of the strategies in the walkthrough.	5/25/2018 every-3-weeks
G4.B1.S4.A1 A326193	Restorative practice training will be delivered to the staff		8/2/2017	Log in sheets from trainings and the number of teachers involved.	5/25/2018 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If Read 180 and Learning Strats teachers use ISpire our ESE population should have a 15% increase in ELA learning gains.

**G1.B1** Teaching teachers and paras how to use ISpire appropriately.

**G1.B1.S1** Teachers and paras will learn how to appropriately use the program to fidelity.

### **PD Opportunity 1**

Teachers and paras will be trained on how to use the program to fidelity in their classrooms.

#### **Facilitator**

Kim McGevna

#### **Participants**

Learning Strats teachers and Read 180 teacher.

#### **Schedule**

On 9/29/2017

**G1.B2** Finding time for teachers and paras to use ISpire in the classroom.

**G1.B2.S2** School will work with ESE, FINS and District Reading Program to figure out how to implement ISpire in the classroom.

### **PD Opportunity 1**

Model will be developed to support ISpire in the classroom

#### **Facilitator**

Kim McGevna

#### **Participants**

Learning Strats teachers and read 180 teacher

#### **Schedule**

Monthly, from 9/20/2017 to 5/23/2018

**G3.** If teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to the standards, then we will see an increase in learning gains by 15% in both ELA and math as measured by FSA results while also seeing an increase in FSA Science 8 and Civics EOC pass rate by 10%.

**G3.B2** Teachers do not implement rigorous tasks due to a lack of understanding how to unpack the subject area and benchmarks and apply/develop lesson plans for rigorous engagement.

**G3.B2.S1** Science teachers will implement the 5E Model (Gradual Release Model) including a focused and targeted, daily learning goal.

### **PD Opportunity 1**

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

#### **Facilitator**

Science Coach

#### **Participants**

Science Teachers

#### **Schedule**

Daily, from 8/23/2017 to 5/23/2018

**G3.B2.S2** Mathematics teachers will implement an instructional delivery model from research-based strategies including explicit instruction, guided practice, independent practice, with a focused and targeted, daily learning goal.

### **PD Opportunity 1**

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

#### **Facilitator**

Math Coach

#### **Participants**

Math Teachers

#### **Schedule**

Weekly, from 8/23/2017 to 5/23/2018

## PD Opportunity 2

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

### Facilitator

TZ Math Coach

### Participants

Math Teachers

### Schedule

Daily, from 8/23/2017 to 5/23/2018

**G3.B2.S3** Reading/Language Arts teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal.

## PD Opportunity 1

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

### Facilitator

Reading Coach

### Participants

ELA/Reading/ESOL teachers

### Schedule

Daily, from 8/23/2017 to 5/23/2018

**G3.B2.S5** Inclusion of inquiry into teacher lesson plans.

## PD Opportunity 1

Teachers will take training on how to include inquiry into their unit planners

### Facilitator

Salima Lakhani

### Participants

All teachers

### Schedule

Quarterly, from 8/23/2017 to 5/23/2018

**G3.B2.S7** Sixth grade math teachers will implement iReady math for remediation with select students.

**PD Opportunity 1**

Sixth grade math teachers will implement iReady math for remediation purposes.

**Facilitator**

Brittany Fuller

**Participants**

6th grade students

**Schedule**

Biweekly, from 8/23/2017 to 5/23/2018

**G3.B2.S8** Teachers will participate in trainings and instructional rounds to gain knowledge of various ways to bring rigor to their classrooms.

**PD Opportunity 1**

Teachers will participate in instructional rounds and trainings about levels of rigor in the classrooms.

**Facilitator**

S. Joyner

**Participants**

all teachers

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**G3.B2.S9** Staff and students will participate in STEM and college related activities in partnership with CFES.

**PD Opportunity 1**

Staff and students will participate in STEM and college activities that support the students in the classroom through a partnership with CFES.

**Facilitator**

Joyner and/or CFES

**Participants**

Staff and/or students.

**Schedule**

Monthly, from 8/10/2017 to 5/23/2018

**G3.B2.S10** Teachers will implement lesson plans and unit planners based on standards and grade student work for unit planners based on the IB criterion.

**PD Opportunity 1**

Teachers will grade student work for unit planners based on IB criterion.

**Facilitator**

S. Lakhani

**Participants**

Teachers

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018



**G3.B3** Lack of technology.

**G3.B3.S1** School will purchase business ed certification software.

**PD Opportunity 1**

Students will use business ed certification software to help prepare them for certification exams.

**Facilitator**

Jackie Grossi

**Participants**

DIT Students, ICT Students

**Schedule**

Weekly, from 9/5/2017 to 5/23/2018

**G3.B6** Teachers do not analyze, reflect and adjust instruction to meet individual student needs.

**G3.B6.S1** Students will develop personalized learning targets based on instructional goals provided by the teacher, in alignment to the Florida Standards.

**PD Opportunity 1**

Admin team will conduct instructional rounds with teachers, followed up with professional development.

**Facilitator**

Admin team

**Participants**

LMS teachers

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**G3.B6.S2** Both teachers and students will monitor progress of reaching learning targets/goals on a daily basis.

**PD Opportunity 1**

The Admin team will conduct instructional rounds with teachers, followed up with professional development.

**Facilitator**

Admin team

**Participants**

LMS teachers

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**G3.B6.S3** Teachers will incorporate response rate techniques, such as wait time, a variety of activities and technology.

**PD Opportunity 1**

Admin Team will conduct instructional rounds with teachers, followed up with professional development.

**Facilitator**

Admin team.

**Participants**

LMS teachers

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**G3.B6.S4** The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their responses.

**PD Opportunity 1**

Admin. will conduct instructional rounds with teachers, followed up with professional development.

**Facilitator**

Admin and coaches

**Participants**

LMS teachers

**Schedule**

Monthly, from 8/23/2017 to 5/23/2018

**G3.B6.S5** Staff will participate in educational conferences to support rigor and discipline in their classrooms aligned to Marzano's evaluation.

**PD Opportunity 1**

Staff including administrators will attend conferences to support what is going on in the classrooms.

**Facilitator**

Joyner

**Participants**

Teachers, administrators and guidance.

**Schedule**

Every 6 Weeks, from 8/23/2017 to 5/23/2018

**G4.** If students' social, emotional and behavioral competency and social skills are addressed then student achievement will increase and the number of referrals will decrease by 5 percent.

**G4.B1** Lack of student compliance to the student code of conduct and school rules within the school setting.

**G4.B1.S1** Staff will implement a behavior plan school wide using yellow cards, red cards, and roar cards which will reward or warn students about their behaviors.

### **PD Opportunity 1**

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

#### **Facilitator**

A. Maitner, A. Valsamis

#### **Participants**

Teaching staff

#### **Schedule**

Quarterly, from 8/10/2017 to 5/23/2018

### **PD Opportunity 2**

Teachers will develop their written classroom management plans

#### **Facilitator**

April Maitner

#### **Participants**

teachers

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**G4.B1.S3** Students will increase their level by participating on healthy foods curriculum designed by PE/Health teachers.

**PD Opportunity 1**

MYP health education unit planner will be developed including design components.

**Facilitator**

Salima Lakhani

**Participants**

PE/Health Teachers.

**Schedule**

Semiannually, from 8/16/2017 to 5/23/2018

**G4.B1.S4** MTSS Coach will work with Tier 2/3 behavior students through restorative practices.

**PD Opportunity 1**

Restorative practice training will be delivered to the staff

**Facilitator**

April Maitner

**Participants**

Teachers

**Schedule**

Monthly, from 8/2/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers and paras will be trained on how to use the program to fidelity in their classrooms.				\$0.00
2	G1.B2.S2.A1	Model will be developed to support ISpire in the classroom				\$0.00
3	G2.B1.S1.A1	Monthly meetings will be scheduled with black students and the guidance or administrative intern to discuss achievement data.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	Title, I Part A		\$500.00
<i>Notes: Copies and mailings for ELP.</i>						
4	G2.B1.S2.A1	Homevisits will occur when black students needing ELP services are not attending the program.				\$0.00
5	G3.B2.S1.A1	The science department will meet on a weekly basis during common planning to collaborate. The science department utilizes the PCSB 5E Model (Gradual Release Model).				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	Title I, Part A		\$300.00
<i>Notes: TDEs</i>						
6	G3.B2.S1.A2	Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned to the NGSSS Science Standards. Daily learning goals will be measurable, current, posted and visible and understood by students.				\$0.00
7	G3.B2.S1.A3	The science department will develop a formative assessment calendar aligned to the sequencing of content benchmarks.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	Title, I Part A		\$10,000.00
<i>Notes: Writing unit planners/lesson plans. Attending science trainings.</i>						
8	G3.B2.S10.A1	Teachers will grade student work for unit planners based on IB criterion.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	Title, I Part A		\$10,000.00
<i>Notes: IB trainings and TDEs</i>						
9	G3.B2.S2.A1	The math department will meet on a weekly basis during common planning to collaborate and develop rigorous lessons.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0141 - Largo Middle School	Title I, Part A		\$1,000.00
			<i>Notes: Conference</i>			
10	G3.B2.S2.A2	<b>Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous lessons that are aligned to the NGSSS Mathematics Standards/CCSS Mathematics. Daily learning goals will current, measurable, posted, visible and understood by</b>				\$65,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	Title I, Part A		\$300.00
			<i>Notes: TDEs</i>			
			0141 - Largo Middle School	Title, I Part A		\$65,000.00
			<i>Notes: Push in services for math classroom</i>			
11	G3.B2.S3.A1	<b>The reading/language arts departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilizes the Gradual Release Model to lesson plan and instruct.</b>				\$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	General Fund		\$65,000.00
			<i>Notes: 2 paras to help implement URLA</i>			
			0141 - Largo Middle School	Title, I Part A		\$5,000.00
			<i>Notes: School pays software to monitor URLA data on students.</i>			
			0141 - Largo Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Curriculum development, trainings and tdes</i>			
12	G3.B2.S3.A2	<b>Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using lessons that are aligned to the Florida Standards for Reading and Language Arts. Daily learning goals will be measureable, current, posted and visible, understood by the students.</b>				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$1,000.00
			<i>Notes: TDEs for Core Connection Trainings</i>			
13	G3.B2.S3.A3	<b>The social studies departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilizes the Gradual Release Model to lesson plan and instruct.</b>				\$0.00
14	G3.B2.S3.A4	<b>Teachers will implement the Gradual Release Model in all social studies classrooms using lessons that are aligned to the Social Studies NGSS. Daily learning goals will be measureable, current, posted and visible, understood by the students.</b>				\$0.00
15	G3.B2.S4.A1	<b>Social studies department will meet weekly during PLCs to analyze student performance on formative assessments.</b>				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0141 - Largo Middle School			\$10,000.00
			<i>Notes: curriculum planning/unit planners, tde, attending trainings</i>			
<b>16</b>	<b>G3.B2.S5.A1</b>	<b>Teachers will take training on how to include inquiry into their unit planners</b>				<b>\$25,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	Title, I Part A		\$25,000.00
			<i>Notes: IB trainings, TDES, Managebac</i>			
<b>17</b>	<b>G3.B2.S6.A1</b>	<b>ELL students will be grouped for ELA classes to give them more support.</b>				<b>\$0.00</b>
<b>18</b>	<b>G3.B2.S7.A1</b>	<b>Sixth grade math teachers will implement iReady math for remediation purposes.</b>				<b>\$5.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	690-Computer Software	0141 - Largo Middle School	Title I, Part A		\$5.00
			<i>Notes: Licenses for iReady</i>			
<b>19</b>	<b>G3.B2.S8.A1</b>	<b>Teachers will participate in instructional rounds and trainings about levels of rigor in the classrooms.</b>				<b>\$13,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	0141 - Largo Middle School	Title I, Part A		\$13,000.00
			<i>Notes: Supplies to assist staff on student assignments and analyze of data.</i>			
<b>20</b>	<b>G3.B2.S9.A1</b>	<b>Staff and students will participate in STEM and college activities that support the students in the classroom through a partnership with CFES.</b>				<b>\$30,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2000	239-Other	0141 - Largo Middle School	Title I, Part A		\$30,000.00
			<i>Notes: Travel, registration to variety of conferences, including but not limited to MYP, CFES national conference, etc.</i>			
<b>21</b>	<b>G3.B3.S1.A1</b>	<b>Students will use business ed certification software to help prepare them for certification exams.</b>				<b>\$0.00</b>
<b>22</b>	<b>G3.B6.S1.A1</b>	<b>Admin team will conduct instructional rounds with teachers, followed up with professional development.</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	100-Salaries	0141 - Largo Middle School	Title I, Part A		\$6,000.00
			<i>Notes: To pay consultant for trainings and pay teachers to attend after school trainings.</i>			
<b>23</b>	<b>G3.B6.S2.A1</b>	<b>The Admin team will conduct instructional rounds with teachers, followed up with professional development.</b>				<b>\$0.00</b>
<b>24</b>	<b>G3.B6.S3.A1</b>	<b>Admin Team will conduct instructional rounds with teachers, followed up with professional development.</b>				<b>\$0.00</b>
<b>25</b>	<b>G3.B6.S4.A1</b>	<b>Admin. will conduct instructional rounds with teachers, followed up with professional development.</b>				<b>\$0.00</b>



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26	G3.B6.S5.A1	Staff including administrators will attend conferences to support what is going on in the classrooms.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	239-Other	0141 - Largo Middle School	Title I, Part A		\$20,000.00
Notes: CFES, MYP, Marzanno, etc.						
27	G4.B1.S1.A1	Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan. On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email.				\$6,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	School Improvement Funds		\$3,000.00
Notes: Cards in planner/planners						
			0141 - Largo Middle School	School Improvement Funds		\$3,600.00
Notes: hand held radios for select employees						
28	G4.B1.S1.A2	RTI/MTSS coach will analyze data and create plans to further support the school-wide behavior plan.				\$69,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	100-Salaries	0141 - Largo Middle School	Title I, Part A		\$69,000.00
Notes: MTSS Coach						
29	G4.B1.S1.A3	Teachers will develop their written classroom management plans				\$0.00
30	G4.B1.S2.A1	Students will be acknowledged for doing the right thing.				\$0.00
31	G4.B1.S3.A1	MYP health education unit planner will be developed including design components.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School			\$6,000.00
Notes: Training, tdes, unit planner development						
32	G4.B1.S4.A1	Restorative practice training will be delivered to the staff				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Largo Middle School	Title, I Part A		\$1,000.00
Notes: restorative practice materials						
					<b>Total:</b>	<b>\$354,705.00</b>