

Pinellas County Schools

Largo Middle School



2016-17 School Improvement Plan

Largo Middle School

155 8TH AVE SE, Largo, FL 33771

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Middle School 6-8 | Yes | 64% |
| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 57% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | I | C* | D | 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| 8-Step Planning and Problem Solving Implementation | 21 |
| Goals Summary | 21 |
| Goals Detail | 21 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 54 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 0 |
| Professional Development Opportunities | 58 |
| Technical Assistance Items | 66 |
| Appendix 3: Budget to Support Goals | 0 |

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| N/A | Southwest | Jim Browder |
| Former F | Turnaround Status | |
| No | N/A | |

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.

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. 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. Students with none or a minimal number of signatures, will get to participate in weekly activities with teachers during lunch and school-wide quarterly celebrations.

For the third 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.

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.

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 and a full-time school social worker on campus. One of the primary responsibilities is to work with students one on one when students, staff or parents have expressed a concern regarding a students social or emotional needs. The social worker will also work with students and families, connecting them to a variety of community resources as needed. The Child Study Team (CST) meets one time per week and by grade level. The focus of these meetings is to target students based on attendance, behavior, 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.

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.

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.

3. Early Warning Systems

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

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. 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.

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 the instructional coaches 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.

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 and RtI/MTSS, part time science and math 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 4 week program targeting math, reading and science remediation supporting student growth.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308508>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

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 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

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

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 |
| McCollum, Victoria | Instructional Coach |
| Turner, Sarah | Other |
| Carmichael, Barbara | Teacher, K-12 |
| Kemp, Angela | Attendance/Social Work |
| Kennedy, Melissa | Teacher, ESE |
| Lindhardt, Kelly | Guidance Counselor |
| Milisav, Lidija | Guidance Counselor |
| Monahan, David | Psychologist |
| Ryczek, Elizabeth | Guidance Counselor |
| Tierney, Sarah | Teacher, K-12 |
| Young, Sara | Teacher, K-12 |
| Battle, Johnnie | Instructional Technology |

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 |
| Leslie Pohley | Teacher |
| Barbara Carmichael | Teacher |
| 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

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.

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.

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 |
| McCollum, Victoria | Instructional Coach |
| Carmichael, Barbara | Teacher, K-12 |
| Amato, Sherri | Teacher, ESE |
| Sinanajic, Lamija | Teacher, K-12 |
| Quattrone, Anna | Teacher, K-12 |
| Fuller, Brittany | Teacher, K-12 |

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 Sinanajic (Social Studies teacher), Victoria McCollum (ELA instructional coach), Barbara Carmichael (ESOL/Language Arts teacher), 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.

D. Public and Collaborative Teaching

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

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 2016-17 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

Sarah Turner, 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 4th. 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. Turner, 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 2016-17, Largo Middle School teachers will focus on providing rigorous learning goals and performance scales. As a result, both teachers and students will be aware of and be able to track individual progress on every standard. Teachers are aware of and are expected to attend professional development and training, demonstrating the use of the programs and materials. In addition, LMS has one full and two 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 two years, teachers have created common assessment calendars and analyzed and adjusted instruction based on the results of the these assessments. For the 2016-17 school year, the focus will be more direct and monitored more closely by department administrators. Expectations include providing rigorous learning goals and performance scales. Beyond providing these rubrics, teachers will be expected to monitor 100% of their students' understanding and their progress. In addition, students will become more involved in their own learning by tracking their own progress through the utilization of formative assessment. Teachers will be required to incorporate strategies to increase and maintain response rates from 100% of their students. In order to assess the learning of all students, teachers will probe incorrect answers, especially Low Expectancy Students. These expectations will be the primary and on-going focus of weekly PLCs, professional development, observation (formal/informal) feedback from administrators and instructional rounds.

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 8/22/16. 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 Wednesday'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 two academies (a cluster of 6/7 grade students and a cluster of 8th grade students) 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.

Strategy: Extended School Day

Minutes added to school year: 600

To raise student awareness of STEM-related fields.

Strategy Rationale

The goal of the Clearwater Marine Aquarium partnership is to increase STEM opportunities and awareness for middle schools students to take STEM related courses in their future. The Clearwater Marine Aquarium- STEM will offer student's opportunities to conduct hands-on STEM explorations, work with biofacts, conduct hands on experimentations using technology, improve teambuilding and leadership skills, and interact with community business partners. Largo Middle School will run one group of 6th, 7th, and 8th graders for one hour every week for 9 weeks. Curriculum to facilitate this STEM Academy will be provided.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lakhani, Salima, lakhanis@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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 6th Grade Orientation, which will held on August 8th. 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 and The Clearwater Marine Aquarium partner to provide students the opportunity to engage in enrichment activities 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 from Clearwater Marine Aquarium 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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:

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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.** An increase in black student achievement will occur by increasing attendance rates as measured by monthly attendance reports.
- G2.** An increase in student achievement as measured by FSA results in reading and math will occur when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.
- G3.** Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

Strategic Goals Detail

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

G1. An increase in black student achievement will occur by increasing attendance rates as measured by monthly attendance reports. 1a

G075836

Targets Supported 1b

| Indicator | Annual Target |
|-----------------|---------------|
| Attendance rate | 80.0 |

Targeted Barriers to Achieving the Goal 3

- There is a lack of culturally responsive teaching.

Resources Available to Support the Goal 2

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

Plan to Monitor Progress Toward G1. 8

Attendance data of Black students.

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 9/12/2016 to 5/24/2017

Evidence of Completion

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

G2. An increase in student achievement as measured by FSA results in reading and math will occur when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards. **1a**

G075837

Targets Supported **1b**

| Indicator | Annual Target |
|---------------------------------------|---------------|
| ELA/Reading Gains District Assessment | 73.0 |
| AMO Math - All Students | 69.0 |
| AMO Math - African American | 62.0 |
| AMO Reading - African American | 66.0 |
| AMO Math - ELL | 61.0 |
| AMO Reading - ELL | 60.0 |

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

Resources Available to Support the Goal **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 G2. **8**

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

Person Responsible

Stephanie Joyner

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

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

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

G075838

Targets Supported 1b

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

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 Support the Goal 2

- Title I dollars will be used to support a new, clearly defined behavior plan. Teachers will note infractions in student planners and information will be uploaded into an electronic 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 G3. 8

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

Person Responsible

Stephanie Joyner

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G3. 8

MYP unit planners will cover required materials.

Person Responsible

Sarah Tierney

Schedule

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

Evidence of Completion

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

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. An increase in black student achievement will occur by increasing attendance rates as measured by monthly attendance reports. **1**

 G075836

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

 B198189

G1.B3.S1 Professional development for teachers in stoic walk throughs. **4**

 S209862

Strategy Rationale

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

Action Step 1 **5**

Professional development will be offered preschool on stoic walkthroughs talking about processes for black students to be successful in classrooms.

Person Responsible

Stephanie Joyner

Schedule

On 8/8/2016

Evidence of Completion

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

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

ongoing informal and formal evaluation will be used.

Person Responsible

Stephanie Joyner

Schedule

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

Evidence of Completion

iobservation data will be available regarding classroom processes.

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

Attendance from the 2015-16 school year will be compared to attendance of Black students in the 2016-17 school year quarterly.

Person Responsible

Stephanie Joyner

Schedule

Quarterly, from 9/12/2016 to 5/24/2017

Evidence of Completion

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

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

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

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 9/12/2016 to 5/24/2017

Evidence of Completion

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

G1.B3.S2 Teachers will complete a CST form if a student misses more than 3 days in their class in a row. 4

S214365

Strategy Rationale

Action Step 1 5

Teacher completes CST on students

Person Responsible

Salima Lakhani

Schedule

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

Evidence of Completion

Number of CST referrals completed by teachers.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Child study team referrals will be tracked to see if teachers are completing them.

Person Responsible

Evangelos Valsamis

Schedule

Monthly, from 8/16/2016 to 5/23/2017

Evidence of Completion

Students attendance reports will be cross referenced to child study team referrals to make sure teachers are completed needed referrals.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Review of CST forms monthly in PLCs

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Number of child study team referrals written by teachers on black students vs number of black students absent from school for more than 3 days in a row.

G2. An increase in student achievement as measured by FSA results in reading and math will occur when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards. **1**

G075837

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

B198191

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

S209864

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 8/22/2016 to 5/19/2017

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

Evangelos Valsamis

Schedule

Daily, from 8/22/2016 to 5/19/2017

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 8/22/2016 to 5/19/2017

Evidence of Completion

Calendar of assessments Student achievement data

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

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

Person Responsible

Evangelos Valsamis

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Data from walk throughs

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

Monitor the rigor of the lessons developed and implemented.

Person Responsible

Evangelos Valsamis

Schedule

Quarterly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Student work Nine weeks grade Walk through data

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

S209865

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 8/22/2016 to 5/19/2017

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 8/22/2016 to 5/19/2017

Evidence of Completion

Student Work Student Grades Walk throughs

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

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

Person Responsible

Suzanne Hedberg

Schedule

On 5/19/2017

Evidence of Completion

Data from walk throughs and informal observations.

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

By monitoring the rigor developed in the lesson plans.

Person Responsible

Suzanne Hedberg

Schedule

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

Evidence of Completion

Student work Nine weeks grades

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

S209866

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 8/15/2016 to 5/19/2017

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 8/15/2016 to 5/19/2017

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 8/10/2016 to 5/26/2017

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 8/15/2016 to 5/19/2017

Evidence of Completion

PLC minutes Lesson plans Classroom walk throughs

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

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

Person Responsible

Suzanne Hedberg

Schedule

Quarterly, from 8/17/2016 to 5/24/2017

Evidence of Completion

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

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

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

SBLT/Reading focus: Data compiled and analyzed by MTSS/RtI 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 8/10/2016 to 5/24/2017

Evidence of Completion

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

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

S209867

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 8/22/2016 to 5/19/2017

Evidence of Completion

An increase in Civics EOC student performance.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

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

Person Responsible

Salima Lakhani

Schedule

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

Evidence of Completion

Data from informal, formal and classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.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.

G2.B2.S5 Inclusion of inquiry into teacher lesson plans. 4

S209868

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 8/10/2016 to 5/24/2017

Evidence of Completion

Record of teachers in attendance at MYP trainings.

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

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

Person Responsible

Stephanie Joyner

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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 8/17/2016 to 5/24/2017

Evidence of Completion

Samples of the inquiry statements.

G2.B2.S6 ELL students needing more support will be grouped and/or team taught to make sure the standards are being taught at the level or rigor required. 4

 S214421

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 8/10/2016 to 5/24/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S6 6

Teacher and assistant schedules.

Person Responsible

Suzanne Hedberg

Schedule

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

Evidence of Completion

PLC minutes.

Plan to Monitor Effectiveness of Implementation of G2.B2.S6 7

Data will be examined from Performance Matters to see if growth is occurring.

Person Responsible

Suzanne Hedberg

Schedule


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

Evidence of Completion

Performance matter data.

G2.B2.S7 Sixth grade math teachers will implement iReady math for remediation with select students.

4

 S215278

Strategy Rationale

Action Step 1 5

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

Person Responsible

Suzanne Hedberg

Schedule

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

Evidence of Completion

Scheduling a meeting for understanding how to use iReady.

Plan to Monitor Fidelity of Implementation of G2.B2.S7 6

review of iReady reports

Person Responsible

Suzanne Hedberg

Schedule

Monthly, from 9/7/2016 to 5/24/2017

Evidence of Completion

iReady math reports by usage of teacher.

Plan to Monitor Effectiveness of Implementation of G2.B2.S7 7

Teacher usage reports will monitored for student use.

Person Responsible

Suzanne Hedberg

Schedule

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

Evidence of Completion

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

G2.B2.S8 Teachers will participate in trainings and instructional rounds to gain knowledge of various ways to bring rigor to their classrooms. 4

S215279

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 8/10/2016 to 5/24/2017

Evidence of Completion

PD logs of teachers trained.

Plan to Monitor Fidelity of Implementation of G2.B2.S8 6

Administrators will look for strategies shared in the PD sessions.

Person Responsible

Stephanie Joyner

Schedule

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

Evidence of Completion

Data from the informal, formal and walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S8 7

Survey of teachers and walk through data.

Person Responsible

Stephanie Joyner


Schedule

Monthly, from 8/31/2016 to 5/24/2017

Evidence of Completion

informal observation data

G2.B2.S9 Staff and students will participate in STEM and college related activities in partnership with CFES. 4

 S215282

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 8/17/2016 to 6/28/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S9 6

Activities will be documented

Person Responsible

Salima Lakhani

Schedule

Monthly, from 8/17/2016 to 6/28/2017

Evidence of Completion

Number of activities offered relating to STEM or College.

Plan to Monitor Effectiveness of Implementation of G2.B2.S9 7

PD will be provided for teachers with resources brought in.

Person Responsible

Salima Lakhani

Schedule

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

Evidence of Completion

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

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

B198195

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

S209873

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Stephanie Joyner

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

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

Person Responsible

Suzanne Hedberg

Schedule

On 5/24/2017

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 G2.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 8/10/2016 to 5/24/2017

Evidence of Completion

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

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

 S209874

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Stephanie Joyner

Schedule

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

Evidence of Completion

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

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

 S209875

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Stephanie Joyner

Schedule

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

Evidence of Completion

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

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

 S209876

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Stephanie Joyner

Schedule

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

Evidence of Completion

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

G2.B6.S5 Staff will participate in educational conferences to support rigor and discipline in their classrooms aligned to Marzano's evaluation. 4

S215280

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 8/31/2016 to 6/28/2017

Evidence of Completion

To see what trainings were attended.

Plan to Monitor Fidelity of Implementation of G2.B6.S5 6

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

Person Responsible

Stephanie Joyner

Schedule

Every 6 Weeks, from 8/31/2016 to 6/28/2017

Evidence of Completion

Copies of trainings offered to staff.

Plan to Monitor Effectiveness of Implementation of G2.B6.S5 7

TDE's will be tracked on staff members.

Person Responsible

Stephanie Joyner

Schedule

Monthly, from 8/31/2016 to 8/31/2016

Evidence of Completion

TDEs tracked and presentations to PLCS collected.

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

G075838

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

B198196

G3.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

S209877

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

Weekly, from 8/22/2016 to 5/19/2017

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

Sarah Turner

Schedule

On 5/19/2017

Evidence of Completion

data inputted in file maker pro.

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

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

Person Responsible

Evangelos Valsamis

Schedule

On 5/19/2017

Evidence of Completion

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

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

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

Person Responsible

Stephanie Joyner

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

SBLT minutes and action plan based on data.

G3.B1.S2 Students will have an opportunity to earn a ROAR card, which is a positive reward system aligned to the MYP philosophy. 4

S209878

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

Sarah Turner

Schedule

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

Evidence of Completion

Number of activities scheduled and number of roar cards collected.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

See how many teachers issue roar cards.

Person Responsible

Sarah Turner

Schedule

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

Evidence of Completion

Data will be shared at the SBLT meetings and PLCs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Survey the students to see if they like the rewards.

Person Responsible

Sarah Turner


Schedule

Monthly, from 11/2/2016 to 3/22/2017

Evidence of Completion

Surveys of students.

G3.B1.S3 Students will increase their level by participating on healthy foods curriculum designed by PE/ Health teachers. 4

 S209879

Strategy Rationale

Students will be more aware of their personal health.

Action Step 1 5

MYP health education unit planner will be developed.

Person Responsible

Evangelos Valsamis

Schedule

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

Evidence of Completion

MYP unit planners developed.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

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

Person Responsible

Evangelos Valsamis

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

MYP health and PE unit planners will be turned in.

Person Responsible

Evangelos Valsamis

Schedule

Quarterly, from 8/17/2016 to 5/24/2017

Evidence of Completion

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

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|-------------------|-------------------------------|--|------------------------|
| 2015 | | | | | |
| G2.B6.S3.A1 A261432 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional... | Joyner, Stephanie | 9/28/2015 | Teachers will incorporate strategies to increase the rate of response. Strategies will be visible during instruction and in lesson plans. | 2/29/2016 monthly |
| G2.B6.S2.A1 A261431 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional... | Joyner, Stephanie | 9/28/2015 | Teachers and students will be able to know on a daily basis their progress to mastering the standard utilizing a learning scale. | 2/29/2016 monthly |
| G2.B6.S1.A1 A261430 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional... | Joyner, Stephanie | 9/28/2015 | Students will be able to communicate their personal learning goals and understand their current progress. | 2/29/2016 monthly |
| G2.B6.S4.A1 A261433 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional... | Joyner, Stephanie | 9/28/2015 | During class, teachers will be seen probing incorrect responses for all students. | 2/29/2016 monthly |
| 2016 | | | | | |
| G1.B3.S1.A1 A261411 | Professional development will be offered preschool on stoic walkthroughs talking about processes... | Joyner, Stephanie | 8/5/2016 | The will be an increase in the positive interactions between staff and identified Black students, which will directly impact student attendance. | 8/8/2016 one-time |
| G2.B6.S1.MA1 M262307 | Ways to measure student success and progress on the learning goals will be discussed in the PLCs. | Joyner, Stephanie | 8/10/2016 | PLC minutes and informal, formal and walkthrough data will show the degree to which the strategy is being implemented with effectiveness. | 5/24/2017 monthly |
| G1.B3.S1.MA1 M252156 | ongoing informal and formal evaluation will be used. | Joyner, Stephanie | 8/10/2016 | iobservation data will be available regarding classroom processes. | 5/24/2017 monthly |
| G2.B2.S9.MA1 M263358 | PD will be provided for teachers with resources brought in. | Lakhani, Salima | 8/10/2016 | Number of activities students participated in and the number of students participating. | 5/24/2017 monthly |
| G2.B2.S3.MA1 M252164 | By implementing the Gradual Release Model lessons on a daily basis, student achievement will... | Hedberg, Suzanne | 8/10/2016 | SBLT/Science Minutes PLC minutes Classroom walk throughs Increase in reading achievement from 41% to 60% on the Grade 6,7, 8 Reading FCAT 2.0 (2014). | 5/24/2017 monthly |
| G2.B2.S8.MA1 M263353 | Administrators will look for strategies shared in the PD sessions. | Joyner, Stephanie | 8/10/2016 | Data from the informal, formal and walkthroughs. | 5/24/2017 monthly |
| G2.B2.S7.A1 A269557 | Sixth grade math teachers will implement iReady math for remediation purposes. | Hedberg, Suzanne | 8/10/2016 | Scheduling a meeting for understanding how to use iReady. | 5/24/2017 biweekly |
| G2.B2.S7.MA1 M263350 | Teacher usage reports will monitored for student use. | Hedberg, Suzanne | 8/10/2016 | Through PLC meetings with administrator, usage reports will be discussed. | 5/24/2017 monthly |
| G2.B2.S6.A1 A269558 | ELL students will be grouped for ELA classes to give them more support. | Hedberg, Suzanne | 8/10/2016 | Student schedules will be grouped for the ELA team taught classrooms. | 5/24/2017 quarterly |
| G2.B2.S8.A1 A269559 | Teachers will participate in instructional rounds and trainings about levels of rigor in the... | Joyner, Stephanie | 8/10/2016 | PD logs of teachers trained. | 5/24/2017 monthly |
| G2.B6.S1.MA1 M262306 | Teachers will have students measure their success on the learning goals daily. | Hedberg, Suzanne | 8/10/2016 | Learning goal measurement will be monitored through formal, informal, and walkthrough data. The data regarding learning goals will be discussed in the PLC meetings. | 5/24/2017 one-time |
| G3.MA2 M265425 | MYP unit planners will cover required materials. | Tierney, Sarah | 8/10/2016 | MYP unit planners for the Health/PE requirements as an MYP school in it's candidacy year. | 5/24/2017 quarterly |

Pinellas - 0141 - Largo Middle School - 2016-17 SIP
Largo Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|---------------------|-------------------------------|--|------------------------|
| G1.B3.S2.A1 A269556 | Teacher completes CST on students | Lakhani, Salima | 8/10/2016 | Number of CST referrals completed by teachers. | 5/24/2017 monthly |
| G2.B2.S6.MA1 M263351 | Teacher and assistant schedules. | Hedberg, Suzanne | 8/10/2016 | PLC minutes. | 5/24/2017 monthly |
| G2.B2.S6.MA1 M263352 | Data will be examined from Performance Matters to see if growth is occurring. | Hedberg, Suzanne | 8/10/2016 | Performance matter data. | 5/24/2017 monthly |
| G2.B2.S5.A1 A271086 | Teachers will take training on how to include inquiry into their unit planners | Lakhani, Salima | 8/10/2016 | Record of teachers in attendance at MYP trainings. | 5/24/2017 quarterly |
| G3.B1.S2.A1 A269005 | Students will be acknowledged for doing the right thing. | Turner, Sarah | 8/10/2016 | Number of activities scheduled and number of roar cards collected. | 5/24/2017 biweekly |
| G3.B1.S3.A1 A269533 | MYP health education unit planner will be developed. | Valsamis, Evangelos | 8/10/2016 | MYP unit planners developed. | 5/24/2017 semiannually |
| G2.B2.S4.MA1 M265404 | 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 |
| G2.B2.S5.MA1 M265405 | Teachers will use inquiry in classroom and post inquiry question on the board. | Joyner, Stephanie | 8/10/2016 | Through classroom walkthroughs and observations, inquiry questions will be posted. | 5/24/2017 monthly |
| G3.B1.S3.MA1 M263320 | Training by the MYP coordinator and walkthroughs will support the fidelity of implementation. | Valsamis, Evangelos | 8/10/2016 | Copy of the MYP unit planners which shows both health in PE being taught. | 5/24/2017 quarterly |
| G2.B2.S4.MA1 M263359 | Through observations and lesson plans, the administrator will verify the fidelity of implementation. | Lakhani, Salima | 8/10/2016 | Data from informal, formal and classroom walkthroughs. | 5/24/2017 monthly |
| G3.B1.S2.MA1 M262647 | See how many teachers issue roar cards. | Turner, Sarah | 8/10/2016 | Data will be shared at the SBLT meetings and PLCs. | 5/24/2017 monthly |
| G2.B2.S2.MA1 M252162 | By monitoring the rigor developed in the lesson plans. | Hedberg, Suzanne | 8/10/2016 | Student work Nine weeks grades | 5/24/2017 quarterly |
| G3.MA1 M252177 | Effectiveness will be evaluated by a reduction in disciplinary referrals, including suspensions, as... | Joyner, Stephanie | 8/10/2016 | Assistant principals will document intervention, such as a disciplinary referrals or parent contact in Portal. | 5/25/2017 daily |
| G2.B2.S3.A3 A261422 | The social studies departments will meet on a weekly basis during common planning to collaborate to... | Lakhani, Salima | 8/10/2016 | Lesson Plans PLC minutes Classroom walk throughs | 5/26/2017 weekly |
| G3.B1.S1.MA1 M252175 | The data will be pulled and analyzed by the MTSS/RtI coach every nine weeks. The analysis will be... | Joyner, Stephanie | 8/15/2016 | SBLT minutes and action plan based on data. | 5/19/2017 weekly |
| G2.B2.S3.A2 A261421 | Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using... | Hedberg, Suzanne | 8/15/2016 | PLC minutes Lesson plans Classroom walk throughs | 5/19/2017 daily |
| G2.B2.S3.A1 A261420 | The reading/language arts departments will meet on a weekly basis during common planning to... | Hedberg, Suzanne | 8/15/2016 | Lesson Plans PLC minutes Classroom walk throughs | 5/19/2017 weekly |
| G2.B2.S3.A4 A261423 | Teachers will implement the Gradual Release Model in all social studies classrooms using lessons... | Lakhani, Salima | 8/15/2016 | PLC minutes Lesson plans Classroom walk throughs | 5/19/2017 daily |
| G1.B3.S2.MA1 M263347 | Child study team referrals will be tracked to see if teachers are completing them. | Valsamis, Evangelos | 8/16/2016 | Students attendance reports will be cross referenced to child study team referrals to make sure teachers are completed needed referrals. | 5/23/2017 monthly |
| G2.B2.S5.MA1 M265407 | Samples of what inquiry statements are being used in the classroom will be discussed in the PLCs. | Joyner, Stephanie | 8/17/2016 | Samples of the inquiry statements. | 5/24/2017 monthly |
| G2.B2.S3.MA1 M252165 | Teachers will implement the Gradual Release Model in all reading/language arts classrooms using... | Hedberg, Suzanne | 8/17/2016 | Lesson Plans Classroom walk throughs Learning goal will be posted and visible | 5/24/2017 quarterly |

Pinellas - 0141 - Largo Middle School - 2016-17 SIP
Largo Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|---------------------|-------------------------------|--|-------------------------|
| | | | | to students. Students will be able to communicate the daily learning goal. | |
| G2.B2.S1.MA1 M252160 | Monitor the rigor of the lessons developed and implemented. | Valsamis, Evangelos | 8/17/2016 | Student work Nine weeks grade Walk through data | 5/24/2017 quarterly |
| G3.B1.S3.MA1 M265410 | MYP health and PE unit planners will be turned in. | Valsamis, Evangelos | 8/17/2016 | The assessment data from the students on the unit will measure the effectiveness of the unit. | 5/24/2017 quarterly |
| G2.B2.S9.MA1 M263357 | Activities will be documented | Lakhani, Salima | 8/17/2016 | Number of activities offered relating to STEM or College. | 6/28/2017 monthly |
| G2.B2.S9.A1 A269561 | Staff and students will participate in STEM and college activities that support the students in the... | Joyner, Stephanie | 8/17/2016 | Number of activities the students and/or staff are involved in. | 6/28/2017 monthly |
| G3.B1.S1.MA1 M252176 | APs will review the behavior through file maker pro for teacher documentation. | Valsamis, Evangelos | 8/22/2016 | Classroom observations. Portal entries. Teacher/AP discussions in PLCs, email, informal verbal communication | 5/19/2017 one-time |
| G2.MA1 M252174 | SBLT team will meet to analyze student data as measured by standardized tests and grades. | Joyner, Stephanie | 8/22/2016 | Student achievement data (Lexile data, District Assessment, State assessments) SBLT minutes Data by subgroups(Black vs white as required by Bradley MOU) | 5/19/2017 weekly |
| G2.B2.S4.A1 A261425 | Social studies department will meet weekly during PLCs to analyze student performance on formative... | Lakhani, Salima | 8/22/2016 | An increase in Civics EOC student performance. | 5/19/2017 weekly |
| G2.B2.S2.A2 A261419 | Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous... | Hedberg, Suzanne | 8/22/2016 | Student Work Student Grades Walk throughs | 5/19/2017 daily |
| G2.B2.S2.A1 A261418 | The math department will meet on a weekly basis during common planning to collaborate and develop... | Hedberg, Suzanne | 8/22/2016 | PLC minutes | 5/19/2017 weekly |
| G2.B2.S2.MA1 M252163 | Use a classroom walk through tool to monitor implementation of the use of the Gradual Release Model... | Hedberg, Suzanne | 8/22/2016 | Data from walk throughs and informal observations. | 5/19/2017 one-time |
| G3.B1.S1.A2 A261435 | RTI/MTSS coach will analyze data and create plans to further support the school-wide behavior plan. | Turner, Sarah | 8/22/2016 | data inputted in file maker pro. | 5/19/2017 one-time |
| G2.B2.S1.A2 A261416 | Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned... | Valsamis, Evangelos | 8/22/2016 | Lesson plans Classroom walk throughs Students will be able to communicate the daily learning goal in their own words PLC Minutes | 5/19/2017 daily |
| G2.B2.S1.MA1 M252161 | Use a classroom walk through tool to monitor implementation and the use of the 5E strategies. | Valsamis, Evangelos | 8/22/2016 | Data from walk throughs | 5/19/2017 biweekly |
| G2.B2.S1.A3 A261417 | The science department will develop a formative assessment calendar aligned to the sequencing of... | Valsamis, Evangelos | 8/22/2016 | Calendar of assessments Student achievement data | 5/19/2017 quarterly |
| G3.B1.S1.A1 A261434 | Teachers will track behavior infractions in student planners using red and yellow cards following... | Valsamis, Evangelos | 8/22/2016 | Tracking and tracking through filemaker pro Documentation in Outlook. Staff updates via email. | 5/19/2017 weekly |
| G2.B2.S1.A1 A261415 | The science department will meet on a weekly basis during common planning to collaborate. The... | Valsamis, Evangelos | 8/22/2016 | Lesson plans PLC minutes Classroom walk thoughts, informal and formal observations | 5/19/2017 weekly |
| G2.B6.S5.MA1 M263356 | TDE's will be tracked on staff members. | Joyner, Stephanie | 8/31/2016 | TDEs tracked and presentations to PLCS collected. | 8/31/2016 monthly |
| G2.B2.S8.MA1 M263354 | Survey of teachers and walk through data. | Joyner, Stephanie | 8/31/2016 | informal observation data | 5/24/2017 monthly |
| G2.B6.S5.A1 A269560 | Staff including administrators will attend conferences to support what is going on in the... | Joyner, Stephanie | 8/31/2016 | To see what trainings were attended. | 6/28/2017 every-6-weeks |

Pinellas - 0141 - Largo Middle School - 2016-17 SIP
Largo Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-------------------|-------------------------------|--|----------------------------|
| G2.B6.S5.MA1 M263355 | Track trainings that are conducted after conferences/pd is attended. | Joyner, Stephanie | 8/31/2016 | Copies of trainings offered to staff. | 6/28/2017 every-6-weeks |
| G1.B3.S2.MA1 M263348 | Review of CST forms monthly in PLCs | Joyner, Stephanie | 9/1/2016 | Number of child study team referrals written by teachers on black students vs number of black students absent from school for more than 3 days in a row. | 5/24/2017 monthly |
| G2.B2.S7.MA1 M263349 | review of iReady reports | Hedberg, Suzanne | 9/7/2016 | iReady math reports by usage of teacher. | 5/24/2017 monthly |
| G1.B3.S1.MA1 M252154 | Attendance from the 2015-16 school year will be compared to attendance of Black students in the... | Joyner, Stephanie | 9/12/2016 | Data from FOCUS/district database will be utilized to compare. | 5/24/2017 quarterly |
| G1.B3.S1.MA3 M252155 | More specifically, students will be identified to track individual progress based on their data. | Joyner, Stephanie | 9/12/2016 | Individual students will be tracked by staff members to determine needed interventions and if students are making progress in attendance. | 5/24/2017 monthly |
| G1.MA1 M252157 | Attendance data of Black students. | Joyner, Stephanie | 9/12/2016 | Attendance tracked from the previous school year will increase to current school year. | 5/24/2017 monthly |
| G3.B1.S2.MA1 M262648 | Survey the students to see if they like the rewards. | Turner, Sarah | 11/2/2016 | Surveys of students. | 3/22/2017 monthly |

V. Professional Development Opportunities

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

G1. An increase in black student achievement will occur by increasing attendance rates as measured by monthly attendance reports.

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

G1.B3.S1 Professional development for teachers in stoic walk throughs.

PD Opportunity 1

Professional development will be offered preschool on stoic walkthroughs talking about processes for black students to be successful in classrooms.

Facilitator

Renee Sutter

Participants

All LMS instructional staff.

Schedule

On 8/8/2016

G2. An increase in student achievement as measured by FSA results in reading and math will occur when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

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

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

PD Opportunity 1

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

Facilitator

District, Science Coach

Participants

Science Teachers

Schedule

Daily, from 8/22/2016 to 5/19/2017

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

PD Opportunity 1

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

Facilitator

Math Coach

Participants

Math Teachers

Schedule

Weekly, from 8/22/2016 to 5/19/2017

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

Math Coach

Participants

Math Teachers

Schedule

Daily, from 8/22/2016 to 5/19/2017

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

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

ELA/Reading/ESOL teachers

Schedule

Daily, from 8/15/2016 to 5/19/2017

G2.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

Sarah Tierney

Participants

All teachers

Schedule

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

G2.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 8/10/2016 to 5/24/2017

G2.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 8/10/2016 to 5/24/2017

G2.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 8/17/2016 to 6/28/2017

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

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

PD Opportunity 1

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

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

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

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

PD Opportunity 1

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

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

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

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

PD Opportunity 1

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

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

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

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

PD Opportunity 1

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

Facilitator

Dr. Mark Rolewski

Participants

LMS teachers

Schedule

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

G2.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 8/31/2016 to 6/28/2017

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

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

G3.B1.S1 Staff will implement a behavior plan school wide using yellow 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

S. Turner, A. Valsamis

Participants

Teaching staff

Schedule

Weekly, from 8/22/2016 to 5/19/2017

G3.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.

Facilitator

Sarah Tierney

Participants

PE/Health Teachers.

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

Budget Data

| | | | | | | |
|---|-------------|--|----------------------------|----------------|-----|--------------------|
| 1 | G1.B3.S1.A1 | Professional development will be offered preschool on stoic walkthroughs talking about processes for black students to be successful in classrooms. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 3240 | 100-Salaries | 0141 - Largo Middle School | Title I Part A | | \$1,000.00 |
| <i>Notes: Pay trainer and stipends as needed.</i> | | | | | | |
| 2 | G1.B3.S2.A1 | Teacher completes CST on students | | | | \$0.00 |
| 3 | G2.B2.S1.A1 | The science department will meet on a weekly basis during common planning to collaborate. The science department utilizes the PCSB 5E Model (Gradual Release Model). | | | | \$65,300.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I Part A | | \$300.00 |
| <i>Notes: TDEs</i> | | | | | | |
| | | | District-Wide | Title I Part A | | \$65,000.00 |
| <i>Notes: Teacher to lower TPR</i> | | | | | | |
| 4 | G2.B2.S1.A2 | Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned to the NGSSS Science Standards. Daily learning goals will be measurable, current, posted and visible and understood by students. | | | | \$0.00 |
| 5 | G2.B2.S1.A3 | The science department will develop a formative assessment calendar aligned to the sequencing of content benchmarks. | | | | \$0.00 |
| 6 | G2.B2.S2.A1 | The math department will meet on a weekly basis during common planning to collaborate and develop rigorous lessons. | | | | \$66,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I Part A | | \$1,000.00 |
| <i>Notes: Conference</i> | | | | | | |
| | | | District-Wide | Title I Part A | | \$65,000.00 |
| <i>Notes: Teacher to lower TPR</i> | | | | | | |
| 7 | G2.B2.S2.A2 | Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous lessons that are aligned to the NGSSS Mathematics Standards/CCSS Mathematics. Daily learning goals will current, measurable, posted, visable and understood by | | | | \$300.00 |

| Budget Data | | | | | | | |
|-------------|-------------|---|--|----------------|-----|-------------|--------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | | | District-Wide | Title I Part A | | \$300.00 | |
| | | | <i>Notes: TDEs</i> | | | | |
| 8 | G2.B2.S3.A1 | The reading/language arts departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilizes the Gradual Release Model to lesson plan and instruct. | | | | | \$65,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | | | District-Wide | Title I Part A | | \$65,000.00 | |
| | | | <i>Notes: Teacher to lower TPR</i> | | | | |
| 9 | G2.B2.S3.A2 | Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using lessons that are aligned to the Florida Standards for Reading and Language Arts. Daily learning goals will be measureable, current, posted and visible, understood by the students. | | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | | | District-Wide | Other | | \$1,000.00 | |
| | | | <i>Notes: TDEs for Core Connection Trainings</i> | | | | |
| 10 | G2.B2.S3.A3 | The social studies departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilizes the Gradual Release Model to lesson plan and instruct. | | | | | \$0.00 |
| 11 | G2.B2.S3.A4 | Teachers will implement the Gradual Release Model in all social studies classrooms using lessons that are aligned to the Social Studies NGSS. Daily learning goals will be measureable, current, posted and visible, understood by the students. | | | | | \$0.00 |
| 12 | G2.B2.S4.A1 | Social studies department will meet weekly during PLCs to analyze student performance on formative assessments. | | | | | \$0.00 |
| 13 | G2.B2.S5.A1 | Teachers will take training on how to include inquiry into their unit planners | | | | | \$0.00 |
| 14 | G2.B2.S6.A1 | ELL students will be grouped for ELA classes to give them more support. | | | | | \$0.00 |
| 15 | G2.B2.S7.A1 | Sixth grade math teachers will implement iReady math for remediation purposes. | | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | 3240 | 690-Computer Software | 0141 - Largo Middle School | Title I Part A | | \$3,000.00 | |
| | | | <i>Notes: Licenses for iReady</i> | | | | |
| 16 | G2.B2.S8.A1 | Teachers will participate in instructional rounds and trainings about levels of rigor in the classrooms. | | | | | \$13,000.00 |

| Budget Data | | | | | | | |
|--|-------------|---|----------------------------|--------------------------|-----|-------------|--------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | | 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> | | | | | | | |
| 17 | G2.B2.S9.A1 | Staff and students will participate in STEM and college activities that support the students in the classroom through a partnership with CFES. | | | | | \$13,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | 3240 | 239-Other | 0141 - Largo Middle School | Title I Part A | | \$13,000.00 | |
| <i>Notes: Travel, registration to variety of conferences, including but not limited to MYP, CFES national conference, etc.</i> | | | | | | | |
| 18 | G2.B6.S1.A1 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon. | | | | | \$30,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | 3240 | 100-Salaries | 0141 - Largo Middle School | Title I Part A | | \$30,000.00 | |
| <i>Notes: To pay consultant for trainings and pay teachers to attend after school trainings.</i> | | | | | | | |
| 19 | G2.B6.S2.A1 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon. | | | | | \$0.00 |
| 20 | G2.B6.S3.A1 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon. | | | | | \$0.00 |
| 21 | G2.B6.S4.A1 | Dr. Mark Rolewski will conduct instructional rounds with teachers, followed up with professional development that afternoon. | | | | | \$0.00 |
| 22 | G2.B6.S5.A1 | Staff including administrators will attend conferences to support what is going on in the classrooms. | | | | | \$13,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | 3240 | 239-Other | 0141 - Largo Middle School | Title I Part A | | \$13,000.00 | |
| <i>Notes: CFES, MYP, Marzanno, etc.</i> | | | | | | | |
| 23 | G3.B1.S1.A1 | Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan. On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email. | | | | | \$6,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | | | 0141 - Largo Middle School | School Improvement Funds | | \$3,000.00 | |
| <i>Notes: Cards in planner/planners</i> | | | | | | | |

| Budget Data | | | | | | |
|---|--------------------|--|----------------------------|--------------------------|---------------|---------------------|
| | | | 0141 - Largo Middle School | School Improvement Funds | | \$3,600.00 |
| <i>Notes: hand held radios for select employees</i> | | | | | | |
| 24 | G3.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 | 2016-17 |
| | 3240 | 100-Salaries | 0141 - Largo Middle School | Title I Part A | | \$69,000.00 |
| <i>Notes: MTSS Coach</i> | | | | | | |
| 25 | G3.B1.S2.A1 | Students will be acknowledged for doing the right thing. | | | | \$0.00 |
| 26 | G3.B1.S3.A1 | MYP health education unit planner will be developed. | | | | \$0.00 |
| | | | | | Total: | \$346,200.00 |