

Pinellas County Schools

Largo High School



2021-22 Schoolwide Improvement Plan

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Largo High School

410 MISSOURI AVE N, Largo, FL 33770

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

Demographics

Principal: Jennifer Vragovic

Start Date for this Principal: 7/13/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

PRIDE: Positive Rigorous Instruction Designed to Empower scholars' learning and success in post-secondary endeavors promoting civic engagement, global understanding, and a respect for individuals and societies.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Finkbiner, Bradley	Principal	
Green, Ryan	Assistant Principal	
Ray, Linda	Assistant Principal	
Ortiz, Jennifer	Assistant Principal	
Lovelette, Nathan	Assistant Principal	IB Coordinator

Demographic Information

Principal start date

Tuesday 7/13/2021, Jennifer Vragovic

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

96

Total number of students enrolled at the school

2,210

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

Identify the number of instructional staff who joined the school during the 2021-22 school year.

16

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/13/2021

2020-21 - As Reported

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	502	609	524	541	2176
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	49	159	161	171	540
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	19	25	15	73
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	3	11	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	1	3	3	12

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	56%	56%	54%	56%	56%
ELA Learning Gains				55%	51%	51%	51%	53%	53%
ELA Lowest 25th Percentile				45%	43%	42%	42%	44%	44%
Math Achievement				39%	45%	51%	46%	46%	51%
Math Learning Gains				44%	44%	48%	51%	48%	48%
Math Lowest 25th Percentile				38%	41%	45%	38%	42%	45%
Science Achievement				64%	64%	68%	72%	66%	67%
Social Studies Achievement				70%	71%	73%	71%	72%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	57%	54%	3%	55%	2%
Cohort Comparison						
10	2021					
	2019	57%	53%	4%	53%	4%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	62%	2%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	70%	1%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	24%	55%	-31%	61%	-37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	56%	-5%	57%	-6%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Performance Matters data

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	66	
	Economically Disadvantaged	69	62	
	Students With Disabilities	50	33	
	English Language Learners	56	66	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53/76	35/79	
	Economically Disadvantaged	50/77	27/76	
	Students With Disabilities	0/80	0/76	
	English Language Learners	100	0/64	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	86	88	86
	Economically Disadvantaged			
	Students With Disabilities	50	50	36
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	98	100	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	34	
	Economically Disadvantaged	59	35	
	Students With Disabilities	24	16	
	English Language Learners	40	15	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/63	9/58	
	Economically Disadvantaged	25/59	6/51	
	Students With Disabilities	0/47	0/37	
	English Language Learners	60/54	17/58	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	54	49
	Economically Disadvantaged	48	53	50
	Students With Disabilities	35	39	32
	English Language Learners	33	47	33
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	84	84	88
	Economically Disadvantaged	73	78	81
	Students With Disabilities	66	83	83
	English Language Learners	50	40	44

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5	17	20	8	24	23	36	31		82	13
ELL	14	34	42	16	29	26	33	31		98	31
ASN	76	56		35	42		79	79		100	75
BLK	21	32	31	8	21	23	27	38		91	25
HSP	40	37	37	23	25	32	61	54		97	45

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	57	33		41	38		64	74		96	46
WHT	59	44	29	41	30	18	73	71		93	68
FRL	37	33	28	23	24	24	50	51		92	36
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	38	44	8	32	38	15	27		80	13
ELL	23	41	35	23	42	43	39	28		94	38
ASN	86	60		65	47		92	86		100	86
BLK	29	47	40	20	34	33	31	37		93	31
HSP	44	52	43	34	45	44	49	62		92	39
MUL	50	43	47	31	39		68	59		100	27
WHT	69	58	51	51	47	41	79	83		88	49
FRL	41	49	44	30	38	35	46	54		86	34
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	37	39	21	32	23	33	47		72	13
ELL	13	39	42	35	49		18	43		73	27
ASN	84	69		64	58		98	91		97	86
BLK	24	36	33	30	37	32	46	48		81	17
HSP	35	42	47	44	57	26	54	52		90	39
MUL	45	61	52	31	39		61	57		89	13
WHT	64	55	41	54	56	50	80	79		84	44
FRL	38	47	41	40	46	34	62	58		82	31

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	531
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

LHS is holding steady except for a couple of areas. We have had adjustments in staff and focused areas which we believe will increase our scores

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Algebra 1 scores have been lower for the past couple of years.
Biology scores went down as well

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We have revamped our instructional staff who are in front of these scholars.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA scores improved

What were the contributing factors to this improvement? What new actions did your school take in this area?

We moved some instructors around, developed a common planning for these instructors and had more focused PLC's

What strategies will need to be implemented in order to accelerate learning?

Intentional focus using the district pacing guide and resources to support all differentiated learners.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All staff will be expected to take the AVID CRT trainings throughout the year if not completed to date.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be using the supports provided by the district subject area supervisors to framework out our plan

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our last reported level of performance was 57% in achievement, 55% in gains, and 45% in L25 gains as evidenced in Spring 2019 FSA ELA results. We expect to be at 66%, 64%, and 54% on the next state assessment
Measurable Outcome:	1. The percent of all students achieving ELA proficiency will increase from 57% to 66%, as measured by Spring 2022 FSA ELA results. 2. The percent of all students demonstrating ELA learning gains will increase from 55% to 64%, as measured by Spring 2022 FSA ELA results. 3. The percent of our L25 students demonstrating ELA learning gains will increase from 45% to 54%, as measured by Spring 2022 FSA ELA results.
Monitoring:	Cycle 1 and 2 data will be monitored and analyzed to make any adjustments needed within the delivery of the curriculum
Person responsible for monitoring outcome:	Ryan Green (greenry@pcsb.org)
Evidence-based Strategy:	1. Strengthen staff ability to engage students in complex tasks while enhancing staff capacity to identify critical content from the Standards in alignment with district resources. 2. Support staff in strengthening practices to utilize questions to help students interact and elaborate on content. 3. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. 4. Support staff with training and implementing strategies to support Cultural Relevant Teaching and equitable practices.
Rationale for Evidence-based Strategy:	Focusing on the successful strategies that led to increased performance in all measured areas for ELA, professional development will be provided by administration, staff developers, and teacher leaders to support increased fidelity implementing evidence-based strategies.

Action Steps to Implement

1. Teachers receive professional development to support formative assessment/performance matters, differentiation (UDL), Standards-based instruction, Engaging learners in digital environments, Remediation in reading, and instructional methods.
2. Reading teachers will attend professional development, specifically including quarterly binders, Nearpod, Reading Plus, Method Test Prep, and Vocabulary.com. Teachers will utilize exemplar lessons and assessments with students.
3. Using culturally relevant supplemental texts including AVID Weekly, teachers regularly include shorter, challenging passages that elicit close reading and re-reading to formatively assess, monitor, and inform instruction.
4. Teachers meet in PLCs at least once per month to review student work in order to effectively implement remediation through text-dependent questions, close and critical reading activities, and deliberate grouping during core instruction to improve comprehension
5. Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using culturally relevant, differentiated, appropriate strategies.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Between 2018 and 2019, Largo High had a decrease in Math proficiency across Geometry and Algebra. Due to educational uncertainties during the last quarter of the last school year, we are expecting some level of stagnant growth. We also do not have testing information to use a baseline for the beginning of this year. Because of this, we will be basing goals on our 39% proficiency as measured by FSA in 2018-19.

Measurable Outcome:

Increase overall mathematics proficiency from 39% to 45%
Increase learning gains to be over 50% overall with specific focus on scholars in the L25 range.

Monitoring:

Cycle data and formative assessments will be used to monitor outcomes

Person responsible for monitoring outcome:

Linda Ray (rayli@pcsb.org)

Evidence-based Strategy:

1. Enhance staff capacity to identify critical content from the standards and utilize standards based grading to monitor progress towards mastery.
2. Strengthen staff ability to engage students in complex tasks with increased focus on productive struggle and critical thinking to support mathematical claims.

Rationale for Evidence-based Strategy:

Incorporating the successful strategies that led to increased performance in other academic areas, providing professional development by administration, and teacher leaders will support increased fidelity implementing evidencebased strategies.

Action Steps to Implement

- . Ensure common planning across subject matter to allow instructional leaders to engage in PLCs, areas in need of improvement and data based planning.
- Teachers intentionally plan for students to engage in complex tasks by embedding the mathematics practice standards.
- Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies. Attend district professional development as well to support teachers with developing complex tasks and formative assessments to align to the content standards.
- Teachers foster perseverance and support students to struggle through mathematical content.
- Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible

Linda Ray (rayli@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Our current level of performance is 64% proficient, as evidenced in 18-19 Biology EOC. In science classrooms, we are seeing a low level of rigor in tasks students are being asked to perform.
Measurable Outcome:	To increase the proficiency score on the Biology 1 End of Course Exam from 64% to 75%
Monitoring:	Cycle data and formative assessments, along with classroom observations, PLC and collaborative planning documents
Person responsible for monitoring outcome:	Bradley Finkbiner (finkbinerb@pcsb.org)
Evidence-based Strategy:	Strengthen staff practice to utilize questions to help elaborate on content. Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	Utilizing appropriate questions from Argument Driven Inquiry and using primary and secondary source documents will increase rigor and scientific thinking skills in biology classes. Ensuring students are engaged in complex tasks aligned to science standards using AVID's WICOR learning support strategies will increase student performance on various course assessments. Utilizing data to differentiate and scaffold instruction will allow instruction to best meet the needs of diverse learners.

Action Steps to Implement

Teachers provide students with exposure to a variety of primary and secondary source documents at varying complexities throughout the year and the time to productively struggle through the document analysis process (TDQs, Science Journals, News Articles, Current Events, etc.) Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies. Argument Driven Inquiry, Project Based Learning and performance assessment to engage students in complex tasks and demonstration of standards mastery. Teachers regularly incorporate checks for understanding through common formative assessments and use the collected data to gauge student progress toward mastery of the course content. Teachers utilize appropriate sources of data to intentionally plan differentiated instructional supports to allow all students to access the content and engage in complex tasks. Use district resources to support and enhance learning for differentiated learners.

Person Responsible Bradley Finkbiner (finkbinerb@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	The last reported level of performance as measured by the US History End of Course Exam was 71% proficiency as determined by the Spring 2019 US History EOC.
Measurable Outcome:	Increase the number of scholars achieving proficiency (Level 3+) on the US History EOC from 71% to 80% as measured by the Spring 2022 US History EOC results.
Monitoring:	Use the district pacing guide and resources to enhance learning. Monitoring will take place by cycle assessments and formative assessments
Person responsible for monitoring outcome:	Bradley Finkbiner (finkbinerb@pcsb.org)
Evidence-based Strategy:	Social studies utilize data to develop scaffolding for students and the development of differentiated instructional practices to increase student achievement.
Rationale for Evidence-based Strategy:	We believe with this focused plan and implemented strategies, scholars will better be supported in their pursuit of achieving proficiency on the US History EOC.

Action Steps to Implement

1. Scheduled, common planning for US History instructors to hold PLC's every two weeks. Administrator and Lead teacher collaboratively develop an agenda to ensure the meeting maintains focus and plan action steps related to reviewing, remediating, and reteaching essential content related to the rigor of course standards and benchmarks.
2. Teachers include AVID WICOR strategies into daily lesson plans that support students at all levels and with a variety of learning styles
3. Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible Bradley Finkbiner (finkbinerb@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:	We have improved our Acceleration Rate continually over the last three years. We are looking at being in the top three high schools in the district with graduates having checked off this cell
Measurable Outcome:	As last measured in 18-19, LHS had 58% of our scholars earn credit in our Acceleration cell. Last year, we were on pace for over 70%, which would have met our SIP Goal. This year, we would like to have a minimum of 75% of our scholars complete required CTE courses and/or earn an industry certification.
Monitoring:	Monitor our different areas to look at successes within Dual Enrollment and Certification courses
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Adjusted course codes, increased collaboration with local technical colleges. Curriculum and course sequences have been updated to support scholar completion. Partnership with PTC and CTE. This should expand access for scholars that may not have previously had the opportunity to earn an industry certification or participate in upper level coursework.
Rationale for Evidence-based Strategy:	Dual-Enrollment courses has been added to the track for Pinellas Technical College

Action Steps to Implement

No action steps were entered for this area of focus

#6. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	LHS continues to increase our graduation rate. Our focus ins to increase by at least 1 percent each year and to have all subgroups have the same overall rate.
Measurable Outcome:	We will increase our graduation rate from 95 to 96%
Monitoring:	Focus on the current cohort for rising 12th graders with an emphasis on the rising 11th grade cohort
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	An Assistant Principal will be responsible for each cohort level to monitor.
Rationale for Evidence-based Strategy:	By having a direct monitoring system in place for each cohort will allow us to have minimal issues with state assessment needs by the time the cohort enters the 12th grade year

Action Steps to Implement

No action steps were entered for this area of focus

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our ESE population has struggled in core courses. We are looking into providing extra supports to offset this
Measurable Outcome:	Our ESE scholars will be over 50% in ESSA data
Monitoring:	Case managers will be responsible for monitoring their scholars in regard to academics within the core classes.
Person responsible for monitoring outcome:	Linda Ray (rayli@pcsb.org)
Evidence-based Strategy:	Utilization of Inclusive Scheduling practices to increase staff efficiency and supports provided. Data will be accessed to organize students for deeper learning within content which will include differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	Supports are needed here to add depth to student learning. This will allow the student to receive direct instruction from the general education instructor along with the special designed instruction from the ESE instructor

Action Steps to Implement

Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

Case-managers will provide an extra layer of support with data chats as well AVID instructional strategies and Equitable Grading processes.

Person Responsible Linda Ray (rayli@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	<p>A. Student Achievement - eliminate the subgroup gap between the proficiency rate in Reading ELA and Math on State and National assessments for Black and Non-Black scholars.</p> <p>B. Equitable Grading Practices - When grades are reviewed, it is evident that more scholars from our African American subgroup is under performing as compared to their peers.</p>
Measurable Outcome:	Our African American rate will be over 50% in accordance with ESSA data
Monitoring:	This will be monitored by administration with regards to grading periods and cycle data
Person responsible for monitoring outcome:	Bradley Finkbiner (finkbinerb@pcsb.org)
Evidence-based Strategy:	<p>Teachers will be utilizing equitable grading practices</p> <ul style="list-style-type: none"> i. Formative assessments using Performance Matters ii. Standards-Based grading iii. Learning gains <p>Utilize evidence-based culturally relevant teaching strategies to ensure all learners are engaged and have the highest predictability of success at the next level.</p>
Rationale for Evidence-based Strategy:	Increase the level of non-failures on campus to positively impact school culture.

Action Steps to Implement

To address mindset shift for the adoption of equitable practice, our teachers who have not completed CRT training will complete it in the fall.

Implement schoolwide walkthroughs to monitor for schoolwide use of culturally relevant teaching practices/WICOR strategies and utilize walkthrough data to provide on-campus professional development

Person Responsible	Bradley Finkbiner (finkbinerb@pcsb.org)
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#9. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Measurable Outcome:

Organizing scholars to interact with content. As a result of scholars learning on campus and scholars utilizing digital learning supports, it is critical now, more than ever for our instructors to increase the organization of scholars in an effort to positively impact learning.

Monitoring:

Administration will monitor using walk-through data

Person responsible for monitoring outcome:

Bradley Finkbiner (finkbinerb@pcsb.org)

Evidence-based Strategy:

Canvas and Teams Platforms will be utilized in addition to the restorative practices procedures implemented in previous years.

Rationale for Evidence-based Strategy:

These trainings will support all instructors with new innovative ways to increase collaboration and increase the organization of our scholars.

Action Steps to Implement

Ensure instructors have completed Canvas training and Restorative Practices Training. All instructional staff will also be AVID CRT trained

Person Responsible

[no one identified]

#10. Culture & Environment specifically relating to Student Attendance

Area of Focus	Our attendance has been just under 95%
Description and Rationale:	Our purpose is to have scholars here every day which enhances their learning
Measurable Outcome:	we will have at least 95% attendance each day.
Monitoring:	CST data will be used to monitor with bi-weekly meetings
Person responsible for monitoring outcome:	Bradley Finkbiner (finkbinerb@pcsb.org)
Evidence-based Strategy:	MTSS/ CST along with counselors will implement strategies to see the areas of need in ensuring scholars come to school each day.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

#11. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Family engagement is essential for supporting the success of all students. When the focus is on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement can lead to a school-family partnership that can positively impact student outcomes and close achievement gaps.
Measurable Outcome:	<p>1) Linked to learning events by specific content area will increase student achievement by 10%.</p> <p>2) The family/student satisfaction evaluation increases from the beginning of the year to the end of the year by 10%</p> <p>3) Attendance at schoolwide linked to learning events will increase by 10%</p> <p>4) Attendance by sub-group at schoolwide linked to learning events will increase by 10% (ESSA)</p>
Monitoring:	
Person responsible for monitoring outcome:	Bradley Finkbiner (finkbinerb@pcsb.org)
Evidence-based Strategy:	Family engagement activities help families provide support at home for learning
Rationale for Evidence-based Strategy:	Families will feel confident talking with teachers and administrators and will advocate for all students; teachers will reach out to every family and will be comfortable working as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at school; staff will know they are valued by school administration for their role in engaging families and will take initiative to welcome families; and the greater community will feel they are an integral part of the school family/community.

Action Steps to Implement

All family engagement events, initiatives and programs are linked to learning
 Family engagement events are differentiated to address the diversity of our families

Person Responsible Bradley Finkbiner (finkbinerb@pcsb.org)

#12. Other specifically relating to College/Career

Area of Focus Description and Rationale:	Largo High has maintained a focus on our acceleration cell and the opportunities given to our scholars to receive: A. industry certification B. passing successfully an IB exam C. passing successfully an AP exam D. passing a dual-enrollment course
Measurable Outcome:	Our acceleration cell will increase from 64% to 80% success in this cell
Monitoring:	The monitoring will be done by semester on the dual-enrollment courses successfully passed, The increase of progression for industry certifications and AP/IB courses.
Person responsible for monitoring outcome:	Bradley Finkbiner (finkbinerb@pcsb.org)
Evidence-based Strategy:	We have added Dual-Enrollment courses within our CTE programs to either pass the DE requirement or receive the industry certification - - expectation is for both. We have gone back into the AP potential list and added more scholars into AP courses where they showed promise
Rationale for Evidence-based Strategy:	We believe by adding the Dual-Enrollment aspect into our CTE programs, we will have more opportunities for scholars to rise to the occasion and receive both the DE credit and industry certification. We also believe by adding more scholars into our advanced courses will help them with the struggle but add supports which will allow them to be successful.

Action Steps to Implement

AP potential list to place more scholars who show promise into advanced courses with instructors we believe will support their success.

Add dual-enrollment opportunities into CTE courses - Automotive, Welding, Child Care will allow more success

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Largo High rates in the "low" category for issues.
We believe a focus should be on subgroups and risk-ratio data

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

All stakeholders are held accountable to ensure success for each scholar on campus. Largo High uses a variety of ways to include parents and scholars to be an integral part of our school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Active PTA group- One of the greatest, yet most under used resources, in many school campuses is that of the Parent Teacher Student Association (PTSA). At Largo High we take the time to reach out to parents that are not normally represented and give them access to a national platform that is powerful and pro-child. Our PTSA grew 375% in one year and continues to grow. We have won awards on the local, state and national level over the past decade. We continue to connect with Parents and Scholars through this organization.

SAC Committee- This group approved the School Improvement Plan and supports school-wide initiatives.

Largo Leaders- Scholar leader that meet with the Principal to discuss school wide initiatives and problem solve school-wide issues.

LEAP- College/Career Center- At the new centers, students can get assistance with career planning and navigating their options for education and training after high school – including selecting a school, applying for financial aid or scholarships and completing applications and essays.

Largo IB Partners-The mission of the organization is to support the students, their families, the faculty, and administration of the International Baccalaureate Program (IB) by providing financial and administrative support, disseminating information about the program, sponsoring social and study events, and supporting student CAS projects.

ExCEL Parent Group - Parents and scholars have an opportunity to gather to plan for events and supporting instructional leaders, classroom needs, and scholar initiatives. Meetings include presentations on school initiatives and information for families that is then distributed to through ExCEL social media outlets. This is time to meet with the ExCEL Magnet Coordinator and staff to answer questions about recent happenings at LHS and ExCEL.

Sub Group Specific Parent Nights
 Newsletter
 Weekly Call Out

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
11	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
12	III.A.	Areas of Focus: Other: College/Career	\$0.00
Total:			\$0.00