

Pinellas County Schools

Largo High School



2022-23 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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 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	2021-22: C (52%) 2018-19: B (55%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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<http://www.largo-hs.pinellas.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>58%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Vragovic, Jennifer	Principal	
Dolan, Diana	Assistant Principal	
Ortiz, Jennifer	Assistant Principal	
Ray, Linda	Assistant Principal	
Vasallo, Michael	Assistant Principal	

Demographic Information

Principal start date

Friday 7/1/2022, Jennifer Vragovic

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

18

Total number of teacher positions allocated to the school

89

Total number of students enrolled at the school

2,060

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

29

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	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	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/11/2022

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 FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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 FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	51%	51%				58%	56%	56%
ELA Learning Gains	48%						55%	51%	51%
ELA Lowest 25th Percentile	33%						45%	43%	42%
Math Achievement	29%	38%	38%				39%	45%	51%
Math Learning Gains	38%						44%	44%	48%
Math Lowest 25th Percentile	41%						38%	41%	45%
Science Achievement	57%	42%	40%				64%	64%	68%
Social Studies Achievement	62%	47%	48%				70%	71%	73%

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

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
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	62%	2%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	70%	1%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	55%	-31%	61%	-37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	56%	-5%	57%	-6%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	36	35	17	24		15	24		86	32
ELL	11	29	27	15	41	50	18	31		92	44
ASN	78	67		47	58		91	94		100	89
BLK	23	31	23	12	21	29	28	26		95	54
HSP	41	42	29	24	37	38	50	55		96	52
MUL	52	47	33	25	27		57	45		95	61
WHT	59	54	43	42	43	52	66	72		97	71
FRL	37	41	30	21	32	39	44	48		94	54
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

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
BLK	21	32	31	8	21	23	27	38		91	25
HSP	40	37	37	23	25	32	61	54		97	45
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
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	43
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	36
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Students with Disabilities and Economically disadvantaged students data lags behind that of the district and state. There was a large number of students returning to face to face instruction for the first time in 2 years. At the same time, the school experienced an unusually large amount of teacher turnover during the year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math achievement scores, especially in the area of Algebra.

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

Staff turnover and instability leading to a lack of momentum in the classroom led to this decline in performance. We have recruited strong instructional leaders to head our Algebra Team and engaged in training to prepared for the BEST standards. Math practices will be tracked and addressed across classrooms with PD embedded in the calendar to support all teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science data has held consistent despite struggles in other areas.

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

Common planning and focused PLCs.

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

Schoolwide focus on Focused Note Taking to Increase Rigor
 Student Centered Learning
 Monitoring for learning with feedback

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.

- Quarterly strategy highlights with training and peer support
- AVID trainings embedded in school wide professional learning calendar with strategies modeled in all meetings/trainings
- Summer and district level trainings focusing on new standards

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

Implementation of common walkthrough system with feedback to align with key focus areas. This will actionable data to inform areas of support in a timely fashion.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. LHS students are performing at a rate below the state average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our current level of proficiency is 50% as evidenced in the FSA ELA. We expect of performance level to reach 52% by the end of the 2022-23 school year.
Our learning gains are at 48%, which we expect to raise to 52%.
Our L25 proficiency is at 33% and we will raise them to 40%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Common administrator walkthrough tool with immediate feedback and data.
2. Review of data at all leadership meetings and department PLCs with common template
3. FAST data/ThinkCerca/Albertio

Person responsible for monitoring outcome:

Jennifer Ortiz (ortizj@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

- Focused Note Taking
- Student Centered Learning
- Monitoring for Learning with Feedback
- Task to Standard Alignment
- Identifying Purpose for Learning
- Small group instruction with certified Reading tutor targeting areas of need
- Use of ThinkCerca and Albertio to create actionable timely data

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are essential to help teachers maximize their instructional impact. The data used to make this determination are cycle assessment data, FSA results and input from teachers/ AVID Site Team.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide professional development and expectations during pre-school
- Monthly PD and common PLCs to review data and share model lessons/resources/grading process
- WICOR strategy feedback provided during all walkthroughs.
- Ensure task/benchmarks alignment through stated purpose for learning.
- Utilize ISD to implement site based content PD

Person Responsible

Jennifer Ortiz (ortizj@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

LHS scholars are performing at level below both state and district levels.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our current level of proficiency is 29% as evidenced in the state assessments. We expect of performance level to reach 40% by the end of the 2022-23 school year. Our learning gains are at 38%, which we expect to raise to 40%. Our L25 proficiency is at 41% and we will raise them to 42%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Common administrator walkthrough tool with immediate feedback and data.
2. Review of data at all leadership meetings and department PLCs
3. District Developed Cycle Assessments

Person responsible for monitoring outcome:

Diana Dolan (doland@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- Focused Note Taking
- Student Centered Learning
- Monitoring for Learning with Feedback
- Task to Standard Alignment
- Identifying Purpose for Learning

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are essential to help teachers maximize their instructional impact. The data used to make this determination are cycle assessment data, EOC results and input from teachers/AVID Site Team.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide professional development and expectations during pre-school
- Monthly PD and common PLCs to review data and share model lessons/resources
- WICOR strategy feedback provided during all walkthroughs.
- Ensure task/standard alignment through stated purpose for learning.
- Utilize ISD to implement site based content PD.
- Ensure use of IXL/Aleks in Algebra 1/1H and Geometry, use of Imagine Math/Aleks in Algebra 1A, and use of Albert IO in all 11th/12th grade non-advanced classes.

Person Responsible

Diana Dolan (doland@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

LHS Science growth has held steady for several years. Our goal is to not only maintain, but increase student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our current level of proficiency is 57% as evidenced in the Biology EOC. We expect our performance level to reach 61% by the end of the 2022-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Common administrator walkthrough tool with immediate feedback and data.
2. Review of data at all leadership meetings and department PLCs
3. District Developed Cycle Assessments
4. Common formative assessments analyzed in PLC

Person responsible for monitoring outcome:

Linda Ray (rayli@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Focused Note Taking
Student Centered Learning
Monitoring for Learning with Feedback
Task to Standard Alignment
Identifying Purpose for Learning

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are essential to help teachers maximize their instructional impact. The data used to make this determination are cycle assessment data, FSA results and input from teachers/ AVID Site Team.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide professional development and expectations regarding FNT, Student Centered Learning and Monitoring for learning with feedback during pre-school
- Ensure task/standard alignment through stated purpose for learning embedded within the Focused Note Taking process.
- Monthly PD driven by walkthrough data
- Common PLCs to review data and share model lessons/resources to address data
- WICOR strategy feedback provided during all walkthroughs. Data used to identify areas of strengths to grow capacity of team
- Utilize ISD to implement site based content PD
- Teachers will utilize district provided resources such as Level Up and Albertio to review and reteach lower performing standards

Person Responsible

Linda Ray (rayli@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Social Studies has the largest gaps between subgroup achievement. By addressing those gaps, the average overall will improve.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our current level of Social Studies Achievement is 62%. We expect of performance level to reach 65% by the end of the 2022-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Common administrator walkthrough tool with immediate feedback and data.
2. Review of data at all leadership meetings and department PLCs
3. District Developed Cycle Assessments

Person responsible for monitoring outcome:

Jennifer Vragovic (vragovicj@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Focused Note Taking
 Student Centered Learning
 Monitoring for Learning with Feedback
 Task to Benchmark Alignment
 Identifying Purpose for Learning

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are essential to help teachers maximize their instructional impact. The data used to make this determination are cycle assessment data, FSA results and input from teachers/ AVID Site Team.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide professional development and expectations during pre-school
- Monthly PD and common PLCs to review data and share model lessons/resources
- WICOR strategy feedback provided during all walkthroughs.
- Ensure task/standard alignment through stated purpose for learning.

Person Responsible

Jennifer Vragovic (vragovicj@pcsb.org)

#5. Instructional Practice specifically relating to Graduation

Area of Focus Description and

Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Currently the biggest impacts to the graduation rate are students in need of a reading score and students becoming disengaged no longer attending.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Graduation rate from 97% to 98%
 Increase students graduating with an accelerated point from 66% to 70%by 2024

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Grad rate monitoring will be a part of every weekly administrative meeting and monthly staff meeting. Course requests, course offerings and certification testing will be monitored by both school counselors and administration.

Person responsible for monitoring outcome:

Jennifer Vragovic (vragovicj@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Student Centered Learning
 Monitoring for Learning with Feedback
 Task to Standard Alignment
 Identifying Purpose for Learning
 Real world application of standards
 Increased mentoring program for students on track to not graduate
 All students looking to withdraw to adult education will meet with principal and be given multiple options to address concerns.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students will stay engaged when they feel they have an adult on campus fighting for them. By looking at individual situations we can address barriers that best fit the individual student.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide professional development and expectations during pre-school
- Monthly PD and common PLCs to review data and share model lessons/resources
- WICOR strategy feedback provided during all walkthroughs.
- Ensure task/standard alignment through stated purpose for learning.
- Create list of alternative options for students when traditional setting is not meeting their needs.
- College and Career Center located in more central area with a fulltime dedicated counselor.
- Systematic rollout of course offerings, course requests with counselors and administrators entering the requests with the students after minimum 2 touch points.

Person Responsible

Jennifer Vragovic (vragovicj@pcsb.org)

#6. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and

Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

LHS black students have significant gaps in both ELA (21% achievement) and math (8% achievement) compared to the whole school data - 50% and 38% respectfully.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase each category by 5% to reflect 26% in ELA and 13% in Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Common administrator walkthrough tool with immediate feedback and data.
2. Review of data at all leadership meetings and department PLCs
3. District Developed Cycle Assessments

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- Focused Note Taking
- Student Centered Learning
- Monitoring for Learning with Feedback
- Task to Standard Alignment
- Identifying Purpose for Learning
- Research based Mentor program
- Embedded Algebra Tutor
- Differentiated Reading classes to support more specific skills

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are essential to help teachers maximize their instructional impact. The data used to make this determination are cycle assessment data, FSA results and input from teachers/ AVID Site Team.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide professional development and expectations during pre-school
- Monthly PD and common PLCs to review data and share model lessons/resources
- WICOR strategy feedback provided during all walkthroughs.
- Ensure task/standard alignment through stated purpose for learning.
- Ensure training and pairing of mentor/mentees

Person Responsible

Jennifer Vragovic (vragovicj@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

LHS SWD have significant gaps in both ELA (5% achievement) and math (8% achievement) compared to the whole school data - 50% and 38% respectfully.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase each category by 5% to reflect 10% in ELA and 13% in Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Case managers will be responsible for monitoring their scholars in regard to academics within the core classes to determine impact of changed focus of support

Person responsible for monitoring outcome:

Linda Ray (rayli@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

ESE supports will be adjusted to address specific skill deficits. The push in services will take place in core curriculum classes when skills are being used in real time.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Districtwide and school based PD for ESE teachers.

School based PD for classroom teachers to understand new model.

Focused lessons in Unique Skills classes to help students understand the process and resources available.

Person Responsible

Linda Ray (rayli@pcsb.org)

#8. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Largo ELL students showed an English Language Achievement of 11% and Math achievement of 15%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Largo ELL students will show an ELA achievement of 15% and a Math achievement of 20%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Common administrator walkthrough tool with immediate feedback and data.
2. Review of data at all leadership meetings and department PLCs
3. Common Cycle Assessments

Person responsible for monitoring outcome:

Linda Ray (rayli@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- Focused Note Taking
- Student Centered Learning
- Monitoring for Learning with Feedback
- Task to Standard Alignment
- Identifying Purpose for Learning
- Highly Qualified teachers in key subjects

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are essential to help teachers maximize their instructional impact. The data used to make this determination are cycle assessment data, FSA results and input from teachers/ AVID Site Team.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide professional development and expectations during pre-school
- Monthly PD and common PLCs to review data and share model lessons/resources
- WICOR strategy feedback provided during all walkthroughs.
- Ensure task/standard alignment through stated purpose for learning.
- Increase parent communication with all school communications going out in multiple languages.
- Focused staff additions to Algebra courses
- Utilize district ISD to review ELL data

Person Responsible

Linda Ray (rayli@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Vragovic, Jennifer, vragovicj@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. We will have an increased focus on welcoming the community into our school. Communications will now be sent out in both English and Spanish to increase the families we are able to reach.

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

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 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.