

Pinellas County Schools

LARGO HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Positive rigorous instruction designed to empower students' 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

The vision of Largo High School is to effectively prepare students for post-secondary endeavors by providing a quality education through diverse student activities, varied class offerings and meaningful experiences.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Staten

Statenj@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Diana Dolan

doland@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Joseph Eberhard

eberhardj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Social Studies

Leadership Team Member #4

Employee's Name

Jennifer Ortiz

ortizj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

English

Leadership Team Member #5

Employee's Name

Linda Ray

rayli@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Science

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In the spring of 2026 the current year's SIP along with the newest data were shared with the School Advisory Council and school faculty to begin the brainstorming process of developing the 2026-27 SIP. Areas of growth and areas of stagnation were identified along with potential next steps. That meeting included parents from all demographics (ExCEL, Traditional and IB programs), teachers, community members and school staff. The principal met with student leaders to present the same information that was shared with the School Advisory Council.

Staff received a survey to provide their input as well. Their input was sought for what they experience in classrooms daily that impact academic performance. Potential focuses were presented for their input. Educators from every subject and program were invited to submit their ideas for the 2026-27 plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be reviewed monthly with the Schoolwide Leadership Team to complete reflection and refinement based on student data provided by department chairs. Monthly Department meetings will begin with data reflections connected to the SIP goals and their progress. All SAC meetings are guided by the School Improvement Plan. At each of these reflection points revisions will be reviewed to ensure a living plan that appropriately addresses the needs of the school as they evolve.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	70.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	66	64	62	61	62	59	59	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	60	59	59	59	58	58	59	57	57
ELA Lowest 25th Percentile	55	55	55	47	54	56	54	55	55
Math Achievement*	48	54	52	39	46	49	38	42	45
Math Learning Gains	56	49	45	46	45	47	43	46	47
Math Lowest 25th Percentile	50	44	44	43	43	49	54	41	49
Science Achievement	73	77	74	74	73	72	60	64	68
Social Studies Achievement*	70	77	76	73	74	75	68	70	71
Graduation Rate	97	95	94	96	94	92	95	92	90
Middle School Acceleration									
College and Career Acceleration	68	73	74	66	69	69	51	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	647
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	59%	57%	56%	51%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	7	
English Language Learners	57%	No		
Asian Students	88%	No		
Black/African American Students	51%	No		
Hispanic Students	62%	No		
Multiracial Students	63%	No		
White Students	69%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%		60%	55%	52%	56%	50%	73%	70%		97%	68%	
Students With Disabilities	24%		45%	38%	11%	36%	48%	36%	31%		93%	24%	
English Language Learners	40%		64%	67%	39%	52%	52%	54%	52%		100%	53%	
Asian Students	87%		68%		86%	78%		95%	92%		100%	94%	
Black/African American Students	43%		51%	47%	33%	43%	47%	62%	54%		97%	33%	
Hispanic Students	58%		58%	60%	50%	56%	50%	66%	62%		98%	65%	
Multiracial Students	65%		60%	55%	50%	59%	55%	74%	62%		92%	61%	
White Students	76%		64%	57%	59%	59%	47%	78%	77%		97%	79%	
Economically Disadvantaged Students	53%		56%	59%	40%	46%	44%	66%	64%		97%	57%	
10/2026													

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGR
All Students	61%		59%	47%	39%	46%	43%	74%	73%		96%	66%	49%
Students With Disabilities	15%		38%	32%	15%	24%	27%	30%	40%		98%	28%	27%
English Language Learners	23%		39%	32%	28%	40%	50%	56%	39%		95%	44%	49%
Asian Students	95%		71%		85%	54%		100%	88%		100%	82%	
Black/African American Students	45%		49%	46%	39%	49%	41%	57%	58%		97%	42%	
Hispanic Students	47%		52%	38%	32%	40%	38%	63%	66%		96%	57%	44%
Multiracial Students	60%		76%	73%	33%	32%		76%	71%		100%	67%	
White Students	69%		62%	52%	41%	48%	54%	82%	80%		96%	79%	67%
Economically Disadvantaged Students	49%		53%	48%	35%	41%	38%	66%	66%		94%	59%	44%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRE
All Students	59%		59%	54%	38%	43%	54%	60%	68%		95%	51%	45%
Students With Disabilities	18%		39%	40%	10%	29%	37%	27%	33%		97%	3%	29%
English Language Learners	21%		52%	54%	25%	29%	47%	29%	34%		91%	20%	45%
Asian Students	81%		66%		71%	56%		86%	94%		100%	82%	
Black/African American Students	38%		56%	48%	23%	38%	49%	44%	33%		89%	27%	
Hispanic Students	51%		59%	60%	33%	35%	58%	53%	59%		94%	42%	38%
Multiracial Students	49%		56%	46%	39%	55%		56%	70%		100%	33%	
White Students	69%		60%	54%	46%	49%	57%	69%	77%		95%	59%	75%
Economically Disadvantaged Students	51%		56%	52%	31%	41%	52%	52%	57%		93%	38%	45%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	68%	63%	5%	60%	8%
ELA	10	63%	62%	1%	61%	2%
Biology	9	79%	82%	-3%	87%	-8%
Biology	10	50%	49%	1%	60%	-10%
Algebra	9	40%	44%	-4%	41%	-1%
Algebra	10	18%	29%	-11%	31%	-13%
Geometry	9	84%	74%	10%	75%	9%
Geometry	10	46%	46%	0%	40%	6%
Geometry	11	25%	24%	1%	26%	-1%
History	10	97%	89%	8%	76%	21%
History	11	65%	72%	-7%	75%	-10%
History	12	64%	54%	10%	56%	8%
Civics	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Largo High saw its greatest academic gains in the area of Math this year. This growth is a direct result of intentional shifts in teacher collaboration, with a strong emphasis on using aligned instructional resources and participating in targeted professional development opportunities. Classrooms consistently implemented focused note-taking strategies, which enhanced student reflection and ownership of learning. In addition, data-driven remediation was strategically spiraled into daily instruction, ensuring continuous review and reinforcement of key concepts.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

This year, Largo High saw its lowest level of academic growth in Social Studies, signaling a need for continued focus and support in this area. To improve outcomes, students would benefit from being more consistently held accountable for their learning. Additionally, there is a need for targeted small group instruction to address skill gaps and provide differentiated support. Embedding more opportunities for students to reflect on their reasoning will also deepen understanding and promote critical thinking.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Within the area of Math, 10th graders in Algebra presented the greatest challenge in terms of academic growth. These are our lowest math students that have had significant gaps for many years. These students would most benefit from targeted small group instruction that provides both intensive support to fill those long term gaps and consistent accountability for their learning. During these sessions, it is critical to incorporate spiraled remediation that addresses foundational academic gaps while reinforcing current content, ensuring students build both skill and confidence over time.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

10th graders in Algebra are again the largest gap between school and state data. These are our lowest math students that have had significant gaps for many years. These students would most benefit from targeted small group instruction that provides both intensive support to fill those long term gaps and consistent accountability for their learning. During these sessions, it is critical to incorporate spiraled remediation that addresses foundational academic gaps while reinforcing current content, ensuring students build both skill and confidence over time.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance has emerged as the most concerning early warning indicator at Largo High School. Chronic absenteeism not only impacts individual student achievement, but also affects school-wide outcomes including engagement, graduation rates, and overall academic performance. Students who are frequently absent are more likely to fall behind academically, particularly in key areas like Math and English, and often struggle to reconnect with classroom routines and expectations.

Next Steps to Improve Attendance:

- Strengthen school based system for accurate and timely recording of attendance.
- Increased communication with home early in the attendance issue.
 - Continue to refine our tiered attendance intervention system, providing early outreach for at-risk students and families
 - Enhance monitoring and data tracking, ensuring real-time identification of attendance trends
 - Strengthen school-home communication, using positive outreach and consistent follow-up for absences
 - Strengthen our culture of belonging and engagement, where students feel connected, supported, and motivated to attend daily

Improving attendance is a shared responsibility. By taking proactive and compassionate steps, we can remove obstacles and ensure all students are present, participating, and positioned for success.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Writing To Learn

- Embed daily writing opportunities in all content areas to promote student reflection, processing, and ownership of learning.
- Prioritize explicit connections within and across units and lessons to deepen understanding and relevance.

Collaboration to Learn

- Peer to Peer collaboration
- Strategic Educator PLCs built around student products
- Aligned student structures across contents
- Socratic Structures Schoolwide.

Uniting to Learn

- UPHOLD CONSISTENT BEHAVIORAL AND ACADEMIC EXPECTATIONS ACROSS CAMPUS WITH FIDELITY THROUGH CLEAR LEARNING GOALS
- DAILY BELL TO BELL INSTRUCTION.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

LHS students require targeted support to master the complex text analysis, historical reasoning, and academic discourse demanded by the Florida United States History End-of-Course (EOC) assessment. In the 25-26 school year, 71% of students reached a level 3 or above, representing a 3% decline compared to the 24-25 school year. Analyzing this prior year data reveals that while students show basic content recall, they struggle with high-stimulus items involving primary sources, political cartoons, and dense informational text. To reverse this trend, the Social Studies department will implement instructional practices that promote cognitive engagement, close reading, and academic discourse. This focus on "Writing to Learn" and "Collaborating to Learn" will build the critical reading and writing skills necessary to recover and accelerate EOC proficiency while reinforcing school-wide literacy goals.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 25-26 school year, 71% of US History students achieved proficiency (level 3 or above) on the state EOC assessment. For the coming school year, our specific measurable outcome is to increase overall proficiency to 75% by the end of the 2026-2027 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Common administrative walkthrough tool with immediate feedback to assess daily benchmark alignment, bell-to-bell instruction, and student engagement.
- Bi-weekly PLC data reviews tracking common formative and summative assessments by benchmark to identify specific content gaps and deploy strategic remediation.
- Student data trackers and goal-setting tools, allowing students to actively monitor their own

progress toward benchmark mastery.

Person responsible for monitoring outcome

Joseph P. Eberhard

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data-driven PLCs; Daily "Writing to Learn" cumulative tasks; "Collaborating to Learn" peer-to-peer structures (such as Socratic structures); Explicit modeling of historical thinking and reasoning; Consistent exposure to multi-complexity primary and secondary sources using the Historical Talking Protocol and Historical Thinking Protocol.

Rationale:

These strategies maximize instructional impact by ensuring daily lessons match the rigor of the state benchmarks. Collaborative data review in PLCs allows teachers to adjust instruction based on real-time formative feedback. Incorporating daily writing and cumulative tasks ensures students are writing to learn, requiring them to synthesize historical evidence and justify their thinking. Peer-to-peer collaborative activities provide opportunities for students to process their learning through structured academic discourse, which solidifies learning and increases retention. Utilizing explicit modeling and specific historical protocols ensures students are engaging in high-rigor, complex tasks that meet the exact depth of the benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data-driven PLCs & Instructional Alignment

Person Monitoring:

Joseph P. Eberhard

By When/Frequency:

Ongoing August 2026- May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Comparing district cycle assessment results against individual unit mini assessment data by benchmark to track growth and refine remediation strategies.

Action Step #2

Modeled Historical Thinking & Protocol Implementation

Person Monitoring:

Joseph P. Eberhard

By When/Frequency:

Ongoing August 2026- May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will explicitly model the historical thinking and reasoning skills that students must apply to critical content. Lessons will be designed to consistently provide students with exposure to a variety of primary and secondary source documents at varying complexities. To strengthen students' ability to reason, write, and communicate using evidence, teachers will routinely utilize the Historical Talking Protocol and the Historical Thinking Protocol during close reading and academic discourse.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

LHS students are performing at the district and state levels on the Biology End of Course Exam. A continuing trend of growth is essential to maintain academic confidence in our students, which will positively impact performance in other core areas as well as performance in subsequent Science courses.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our proficiency in Biology will increase to 76%. All ESSA subgroups will increase, with an average increase of 3% across subgroups.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Teachers meet bi-weekly for after school PLC to review progress monitoring and data-driven practices when making instructional decisions, groupings, and high-engagement, station-based learning to address identified gaps on highly assessed topics.
2. Common administrative walkthroughs with immediate feedback.
3. Review of Checks for Understanding and Cycle data as it is obtained and self-monitored by our students on the standards trackers

Person responsible for monitoring outcome

Linda Ray

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1.Data driven PLC's Cumulative tasks at the end of each lesson that include an opportunity for students to reflect on their learning with a written prompt. Quarterly collaborative planning sessions by course.

Rationale:

- Prior to the PLC, teachers will review strengths and weaknesses identified using the Checks for Understanding and culminating tasks used in daily lessons. The highest assessed weakness will be embedded in the spiral reteaching plans which will include daily writing opportunities to promote student reflection, processing and ownership of learning as part of the culminating task. Admin will conduct a minimum of 1 weekly walk through to determine pace and fidelity of implementation
-Teachers use progress monitoring data to develop quarterly Spiral Reteaching Plans that map out opportunities for students to re-engage in the learning, followed by reassessment opportunities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Throughout the unit, teachers use complex text and literacy support so that students are reading and writing using appropriate academic language and vocabulary.

Rationale:

-Teachers will use district Scientific Thinking Protocols to scaffold deep thinking. -For each topic in each unit, teachers pair appropriate literacy strategies while students read complex text from appropriate sources. From these texts, students will create a visual representation of their learning in their individual notebook. -Students keep their notes, reference materials and practice opportunities in a notebook so they have access to previously learned content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Hands on learning

Person Monitoring:

Linda Ray

By When/Frequency:

As required by unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

When introducing new content, science teachers engage students with hands-on experiences to anchor the learning.

Labs, investigations, and activities are used to launch a topic or unit

Scientific Thinking Protocols are embedded into each lab experience.

Teachers reference the initial hands-on experience as students learn critical content within the unit.

Action Step #2

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

LHS students are performing below both district and state levels on the Algebra EOC. Additionally, Algebra and Geometry form the basis for all future math courses as well as several science courses our students take, making it a priority to improve outcomes for our students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year, 33% our Algebra students and 56% of Geometry students reached proficiency on the EOC, with an overall proficiency of 48% between the two assessments. We expect our overall proficiency to reach 51% by the end of the 2026-2027 school year with Algebra proficiency raising to 36% and Geometry proficiency to 58%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Common administrative walkthrough tool with immediate feedback. This will allow administration to be aware of and help inform changes to day-to-day instruction as well as viewing larger patterns to address with additional PD to help ensure students are receiving the highest quality instruction.
2. All teachers will use common formative and summative assessments, along with other schools in our district, that are tracked by benchmark and will be reviewed throughout the year during PLC's. This will allow for strategic remediation and reteaching of benchmarks either for individual students or

groups of students needing to improve in specific areas.

3. Students will monitor and track their data using a common data tracker and goal setting tool. This will allow students to make informed decisions about how to review and continue working towards mastery of the benchmarks.

Person responsible for monitoring outcome

Diana Dolan

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data driven PLC's, Cumulative tasks at the end of each lesson that includes an opportunity for students to reflect on their learning with a written prompt. Consistent focus on student collaboration using intentionally planned activities and questions as well as ensuring engaging instruction throughout each class period using district provided resources. Teachers will attend district-level professional development to support growth in their teaching practices.

Rationale:

These strategies are essential for helping teachers maximize their instructional impact. Helping teachers focus on driving instruction forward with consistent review of their formative and summative assessments and comparing this to cycle assessment data will increase their ability to fully engage every learner in the classroom. Cumulative tasks at the end of each lesson ensures teachers have real-time data and can adjust instruction based on how students respond each day, as well as informing students about their performance level and ways to improve. Collaborative activities provide opportunities for students to process their learning through interactions with their classmates, helping solidify learning and increase retention. District provided resources and trainings provide teachers on-grade level questions and instruction to ensure students are always working at the appropriate level of rigor.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data-driven PLC's

Person Monitoring:

Diana Dolan

By When/Frequency:

Ongoing, starting before school begins, then bi-weekly until EOC in May.

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers will review their data before the bi-weekly PLC, identifying areas of strength and need based on the latest formative and/or summative assessments. During time together, teachers and admin will discuss any trends in the data and determine areas of common struggle. They will then determine how they wish to remediate any identified weak performance benchmarks as well as what else will be taught during the next two weeks and plan out common cumulative tasks and common guiding questions to be asked as well as planning collaborative activities common across classrooms. Walkthroughs will allow admin to assess the implementation of the planning.

Each quarter ends with a cycle assessment that reassesses students on all benchmarks taught up to that point. Comparing cycle assessment results to module assessment by benchmarks will allow for monitoring the impact of the interventions.

Action Step #2

Small group instruction

Person Monitoring:

Diana Dolan

By When/Frequency:

On-going from August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work together during PLC's to plan for small group instruction to support struggling learners. Students will have regular opportunities to work in a variety of small groups that are tailored for their specific level of understanding of the benchmarks on which they have recently been assessed to provide them with a chance to interact with the content and with their peers to gain deeper mastery of the content.

Each quarter ends with a cycle assessment that reassesses students on all benchmarks taught up to that point. Comparing cycle assessment results to module assessment by benchmarks will allow for monitoring the impact of the interventions.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

LHS has shown a continuous trend of growth in proficiency and learning gains across grades 9 and 10 in FAST ELA. A continuing trend of growth is essential to maintain academic confidence in our students, which will positively impact performance in other core areas as well as performance in subsequent English courses.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year, 66% of grade 9 and 10 English students reached proficiency of FAST ELA. We expect our

performance to increase by 4% in overall proficiency. Our L25 students performed at 55% proficiency with an expected 4% increase.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers meet bi-weekly for after school PLC to plan upcoming lessons that follow district benchmark material, review progress monitoring assessment data, and data-driven practices when making instructional decisions and groupings. High-engagement, station-based learning will be implemented to address identified gaps on highly assessed topics incorporating a culminating task using the instructional matrix tool.

Admin will use an administrative walkthrough tool with immediate feedback.

Review of state assessment data, formative assessment data, student trackers, and lexia reports will be ongoing and drive instructional change.

Person responsible for monitoring outcome

Jennifer Ortiz

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data driven PLC, culminating task with the analysis of how sentence frame at the end of each lesson, use of the Reading Comprehension Protocol to support writing to learn, and use of district pacing guide and resources.

Rationale:

These strategies are essential for helping teachers maximize their instructional impact. Helping teachers focus on driving instruction forward with consistent review of their formative and summative assessments and comparing this to PM assessment data will increase their ability to fully engage every learner in the classroom. Cumulative tasks at the end of each lesson ensure teachers have real-time data and can adjust instruction based on how students respond each day, as well as informing students about their performance level and ways to improve. Use of the Reading Comprehension Protocol will support writing to learn as well as cognitive engagement with critical content. District pacing guides and resources will ensure students are engaging in complex tasks that meet the level of rigor for the benchmark.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Data Driven PLC

Person Monitoring:

Jennifer Ortiz

By When/Frequency:

Bi Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Prior to the PLC, teachers will review strengths and weaknesses identified using the latest formative and/or summative assessments. The highest assessed weakness will be embedded into the upcoming next two weeks lessons which will include use of the Reading Comprehension protocol and the analysis of how sentence stems to ensure students are meeting the rigor of the benchmark being assessed. Teachers will review the pacing guide and district resources to guide their planning.

Action Step #2

Data Driven Stations

Person Monitoring:

Jennifer Ortiz

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Small group station-based learning will be implemented to align instruction, assessments, and interventions so that all students are given opportunity to collaborate, clarify learning, and receive individualized instruction. This approach will consistently expose them to high rigor activities that build the academic stamina required to achieve on the FAST ELA PM 3 and promote collaborating to learn.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for Largo High School is improving mathematics achievement and learning gains for our black student subgroup across all grade levels. During the prior school year, data analysis revealed a significant achievement gap between these students and their peers. Black students scored 19 percentage points lower in mathematics achievement and 13 percentage points lower in mathematics learning gains. These gaps indicate that a substantial number of students are not yet mastering grade-level mathematical standards or demonstrating sufficient annual growth.

This disparity directly impacts student learning by limiting access to advanced coursework, reducing college and career readiness, and increasing the likelihood that students will require remediation after graduation. Strong mathematics skills are foundational for success in STEM pathways, career and technical education programs, and postsecondary opportunities. Closing these gaps is essential to

ensuring equitable outcomes for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2026-27 school year back students will perform within an 8 percentage point range in both achievement and learning gains as compared to their peers.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The impact of these efforts will be monitored through ongoing analysis of district benchmark assessments, common formative assessments, FAST progress monitoring data, classroom walkthrough trends, and subgroup performance reports. Leadership and PLC teams will meet regularly to evaluate implementation fidelity, monitor student progress, and make data-informed adjustments to instruction and interventions. Success will be measured by increased mathematics proficiency, improved learning gains for minority students, and a measurable reduction in the achievement and learning gains gaps between minority students and their peers.

Person responsible for monitoring outcome

Jennifer Staten, Diana Dolan

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Largo High School will implement multiple evidence-based instructional practices to improve mathematics achievement and learning gains for black students across all grade levels. The primary intervention will be strengthening Tier I mathematics instruction through the consistent use of standards-aligned, high-impact instructional strategies that increase student engagement, mathematical reasoning, and differentiated support. Evidence-based practices will include: Daily writing in mathematics to strengthen conceptual understanding, mathematical reasoning, and academic language through written explanations and justification of problem-solving processes. Socratic instructional structures that promote student discourse, critical thinking, and collaborative problem-solving, allowing students to explain, defend, and refine their mathematical thinking. Instructional rotations that provide increased opportunities for teacher-led small group instruction, targeted intervention, and differentiated learning based on ongoing formative assessment data. Professional Learning Communities (PLCs) focused on analyzing student work, identifying instructional responses to misconceptions, and planning standards-aligned lessons and interventions. Intentional scheduling of black students into mathematics courses to ensure equitable access to highly effective teachers, appropriate interventions, and instructional supports.

Rationale:

Strengthening Tier I Instruction - Research consistently demonstrates that improving core instruction has the greatest impact on student achievement because all students benefit from rigorous, standards-aligned instruction before additional interventions are needed. High-quality Tier I instruction reduces achievement gaps by ensuring students have equitable access to grade-level content. Daily Writing in Mathematics - Writing about mathematics improves conceptual understanding, problem-solving, and retention by requiring students to explain their reasoning, justify solutions, and use academic vocabulary. Research indicates that mathematical writing supports deeper learning and strengthens achievement, particularly for students who need additional language development. Socratic Structures/Mathematical Discourse - Structured student discussion promotes critical thinking, reasoning, and conceptual understanding. When students explain, defend, and critique mathematical ideas, they develop stronger problem-solving skills and address misconceptions more effectively than through passive learning. Collaborative discourse has been shown to improve outcomes for historically underserved student groups. Instructional Rotations and Small Groups- Flexible grouping allows teachers to differentiate instruction, provide targeted feedback, and address learning gaps based on formative assessment data. Small group instruction increases opportunities for individualized support while allowing students to work on appropriately challenging tasks. Professional Learning Communities (PLCs)- Collaborative teacher teams that regularly analyze student work and assessment data improve instructional consistency and allow teachers to respond quickly to learning needs. Research has found that effective PLCs contribute to higher student achievement through shared responsibility and continuous instructional improvement. Intentional Scheduling Ensuring minority students have equitable access to highly effective teachers, rigorous coursework, and intervention opportunities addresses opportunity gaps that often contribute to achievement disparities. Strategic scheduling also allows for coordinated supports and reduces barriers to academic success.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

LHS SWD were significantly less proficient than their counterparts with 24% earning a 3+ in ELA and 11% earning a 3+ in math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SWD will continue to grow with 42% proficient in ELA and 42% proficient in Math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data will be reviewed after each PM cycle.

Grades will be monitored monthly to look for trends.

Each PLC will include targeted monitoring

Students zoned to Largo but attending schools that do not receive a grade will be monitored and encouraged to return to our campus where we can support their learning.

Person responsible for monitoring outcome

Jennifer Staten

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

- Intentional scheduling to ensure best fit of peers and adults - Student led data chats - Training of department to better support subject areas, including co-planning with content teachers. -Ensure that students that are attending non-graded schools are invited to attend LHS where we can better impact their growth. -Work with tie back school teachers to attend our PLCs and collaborate.

Rationale:

Supports are needed to add depth to student learning. This will allow the students to receive direct instruction from the Gen Ed teacher along with specially designed instruction from ESE teacher.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****IV. Positive Learning Environment****Area of Focus #1**

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Largo High School made positive gains in most areas during the 25-26 school year. We have a need to ensure we continue to grow the strength of our staff.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Largo High School will begin the 26-27 school year with 100% of the instructional positions filled by qualified teachers. We will retain 100% of the appropriate instructional staff through the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Quarterly use of climate survey to determine areas of faculty needs.
2. Monitoring of walkthrough feedback tool.
3. Review of PBIS data and compare to previous year's usage.

Person responsible for monitoring outcome

Jennifer Staten

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Department heads will be mentors and PD facilitators to support new teachers in each department. All tested subject areas will engage in lesson studies where they will work to improve their practice and support each other. All teachers will engage in continuous, reflective PD around their chosen DPP element. Focus on One Largo so every teacher feels they have a place on campus and opportunities for leadership and growth. Quarterly faculty celebrations. Opportunities for peer-to-peer positive feedback.

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The dissemination of the School Improvement Plan (SIP) and Title I Schoolwide Plan (SWP) to stakeholders includes the following:

- SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.
- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience. School website link: <https://www.pcsb.org/largo-hs>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The dissemination of the School Improvement Plan (SIP) and Title I Schoolwide Plan (SWP) to stakeholders includes the following:

- SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.
- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience. School website link: <https://largo-hs.pcsb.org/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Largo High School plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by:

- increasing coping supports for students we will decrease P3 tips in the first 3 quarters of the school year from 140 to 70
- by increasing Tier 2 supports as well as improved learning strategies that make students feel successful in the classroom we will lower our students that have missed 10% or more of the school days from 29.8% to 25%.
- by providing ongoing professional development in a cyclical manner which will allow teachers to see the strategies in action and increase their use in classrooms on a regular basis.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with

other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

ESOL-

Largo High School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE)-

Largo High School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-

Largo High School will take advantage of any support provided by the district in regards professional learning.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

On campus students have access to a full working clinic, 2 separate outside agencies that provide counseling on site daily, 2 school counselors, a social worker and school psychologist with they are struggling. All students take part in monthly Advising sessions.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Throughout the year the AVID Site Team, College and Career Center and School counselors work together to increase student understanding of opportunities post graduation. Multiple career fairs and military visits are held during lunch allowing all students to access information. 1/3 of all students on campus take part in career shadowing each semester.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be

made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Staff members are focusing on professional learning around writing to learn, collaborative learning including socratic structures. This will be shared through School Based Leadership Teams, Dpeartment Meetings and PLCs.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

n/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Largo High School engages in a collaborative, data-driven process with district leaders to review and align resources with the identified needs of Students with Disabilities. School and district teams analyze multiple data sources, including state assessments, district benchmarks, course performance, IEP progress, attendance, and MTSS data to identify achievement gaps and determine areas of greatest need.

In partnership with district departments, including Exceptional Student Education and Teaching and Learning, the school reviews staffing, instructional supports, intervention resources, and professional learning to ensure resources are aligned to evidence-based practices. Current supports include strengthening Tier 1 instruction through PLCs and lesson study cycles, increasing collaboration between ESE and general education teachers, utilizing AVID Schoolwide strategies to support access and engagement, and providing targeted MTSS support through coaching and progress monitoring. The effectiveness of resources is monitored through PLC data reviews, MTSS meetings, classroom walkthroughs, student progress monitoring, and quarterly reviews of achievement data. Feedback and results are used with district partners to adjust supports and ensure resources are improving outcomes for Students with Disabilities.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Based on data analysis indicating continued achievement gaps for Students with Disabilities, including lower proficiency rates and learning gains on state assessments, Largo High School will prioritize resources that strengthen instructional practices, targeted interventions, and progress monitoring. Resources will include MTSS support through coaching and data analysis, increased ESE and general education teacher collaboration during PLCs, AVID Schoolwide instructional strategies, and professional learning focused on Tier 1 instruction, differentiation, accommodations, and evidence-based practices for SWD.

These resources will be implemented throughout the school year with progress monitored through monthly MTSS data reviews, PLC analysis of student performance, classroom walkthroughs, and quarterly reviews of assessment and IEP progress data. Adjustments to supports and resource allocation will be made throughout the year based on student outcomes to ensure interventions are responsive to identified needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00