

Labelle Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0151	Labelle Elementary School			Y	\$201,580.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

LaBelle Elementary School and the LEA will coordinate with community partners to encourage and build family engagement. The LEA will work with parents and community stakeholders to create a working partnership for academic excellence and student success. In coordination with the HOPE grant, and Title I, Part C, a parent resource room has been established. Parent meetings and parent trainings will continue to take place there with the goal of assisting parents on best practices for helping students academically. The parent resource room is located in our Outreach Center, which sits on the front corner of the LaBelle Elementary School campus. A nurse, a mental health specialist and an outreach counselor are housed in the Outreach Center. Their salaries are paid by the HOPE grant through December and thereafter out of other district funds to sustain the programs. These staff members collaborate in order to provide information and trainings to parents. Hendry County resource teachers also collaborate with these staff members.

The following community partners in LaBelle work with the LEA:

- Family Health Centers and the Hendry County Medical Clinic
 - o Facilitates health care for economically disadvantaged students and families
 - o Minimizes time out of school and absences for illnesses
- Watkins Dental Group and other local dentists
 - o Provide toothbrushes and oral hygiene instruction for economically disadvantaged students
 - o Provide free cleaning and sealant to LES students
- Truancy Intervention and Prevention
 - o Help minimize absences from school
- United Way
 - o Coordinates with the LEA to provide resources for families/students such as health referrals, mental health referrals, homeless resources, and school supplies and clothing
- Salvation Army
 - o Coordinates with the LEA to provide information for families/students regarding food and shelter for homeless and needy families
- Kiwanis
 - o Donates supplies and assists with Open Houses at the school to encourage parent and family engagement
- Children's Home Society
 - o Continue the agreement with the LEA
 - o Coordinates with the social worker from the agency to provide services for families in transition
 - o Coordinates with the Nurse and Mental Health Worker located at the Outreach Center to

provide services for families in need

- Walmart, McDonald's, Beef O'Brady's and Popeye's
- o Provide resources for reward programs such as PBIS and to encourage parents to come to meetings and parent trainings

All communication with parents at LES will be in the parents' home language. The LEA and the school will provide translators for parent functions. The school will translate all call outs, Facebook posts, website posts, and documents sent home into Spanish.

LaBelle Elementary School and the LEA will provide wrap-around services that develop family and community partnerships by offering services and access to programs that reach and benefit the entire family of LES students. This includes offering increased access to events and activities for the entire family, access to health care and information, access to a licensed social worker, access to adult ESOL educational and vocational opportunities for family members. This requires working closely with the Hendry Glades Health Department. LES will employ the following strategies:

- Information sharing events for LES families will be held off-site in key areas of the community; materials will be translated into Spanish
- Parents will be encouraged to share information about programs and opportunities with other parents
- Information will be shared via electronic avenues including social media, Connect-Ed call outs, the school website, Class Dojo, and a monthly calendar
- The social worker based at the Outreach Center will do home visits for students with issues such as truancy or other early warning indicators
- The Parent Resource Center is open daily in collaboration with Adult Ed, migrant grant, and title I. It provides materials in both English and Spanish on topics such as child development, health and safety, drug education, digital citizenship and safety for children on the Internet, and special education resources. Books and digital resources are available for parent to check out
- LES will partner with the Hendry County Adult School and publish a schedule of adult courses offered, such as ESOL, GED, and citizenship classes. The Outreach Center staff will assist parents in signing up for classes and providing resources to pay the fees. At parent requests, more classes will be offered (such as CPR, parenting skills, nutrition, and discipline)

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Using FSA and FCAT data from 2019, LaBelle Elementary School will work to increase each score by 3% on the Spring 2021 State Assessments. The 2019 FSA and FCAT scores were as follows:

- 3rd Grade ELA FSA: 47%
- 3rd Grade Math FSA: 52%
- 4th Grade ELA FSA: 47%
- 4th Grade Math FSA: 53%
- 5th Grade ELA FSA: 33%
- 5th Grade Math FSA: 37%
- 5th Grade FCAT Science: 34%

LES will employ the following strategies to raise FSA and FCAT scores using four different strategies:

- The PBIS program at LES is very strong. Teachers and administrators reinforce school wide expectations weekly with students. The PBIS system rewards students for making good decisions and displaying good behavior. The PBIS system at LES is grounded in Multi-Tiered System of Support (MTSS). An instructional coach who will focus on the MTSS process with teachers will be hired. Two paras who will assist teachers with small group instruction in order to raise student achievement will also be hired.
- Ripple Effects, a National Dropout Prevention Center Model Program, is used to help student identify and address non-academic barriers to school success. This is a tier 2- or tier 3-level program of social emotional learning. The goal is to use this program to prevent student suspensions, which cause students to miss classroom instruction
- Character education at LES occurs through the use of Expeditionary Learning (EL), our ELA curriculum. Students learn social responsibility, the value of productive struggle, and developing a positive mindset. The curriculum focuses on empathy, integrity, compassion and respect. Teachers and staff model a culture of respect and compassion at LES. Adults work to encourage student voices and leadership while challenging students academically and emotionally
- Last, LES is an AVID Elementary School. Through AVID, student learn organization and study skills and learn to persevere through difficult content in order to be successful in middle and high school. The end goal is to create college and career ready students by high school graduation. Citizenship and service are valued as are public speaking, collaboration and self-advocacy. AVID Elementary attempts to close the opportunity gap before it begins

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

To increase parental involvement and engagement in their children's' education at LES, the following initiatives are planned:

- Provide a certified nurse (through the HOPE grant) at the Outreach Center for families to consult with for information, health screenings and referrals for health care for all family members
- Provide a licensed social worker (through the HOPE grant) at the Outreach Center to work on site there and at LES to provide student and family counseling to help remove barriers for academic success and school attendance
- Expand our cooperative agreement with the Hendry County Health Department to provide on-site access to parent training and information regarding health and wellness
- Provide services and materials in English and Spanish through the Community Outreach Center. The center will be open daily and will provide information on child development, health and safety, drug education, digital citizenship and safety for children on the Internet, and Special Education
- Provide on-site services for families via the Hendry District Adult School (located at the Community Outreach Center)
- Provide a GED teacher/classes on site at the Community Outreach Center; these classes will be offered both AM and PM
- Provide an on-site ESOL teacher at the Community Outreach Center to work with parents and to provide classes in English acquisition
- Provide an on-site teacher at the Community Outreach Center to work with parents of LES students who are seeking U.S. citizenship. The liaison will be responsible for fostering parental involvement at LES by building relationships that are positive and helpful with vulnerable and hard-to-reach parents
- Provide opportunities for family members to develop parenting skill, acquire tools and skills

to help parents support their children academically. Periodic parent meeting and trainings will be held at the Community Outreach Center at night in order to accommodate working parents

- Provide after school program coordinators, teachers, and paras to support a 4-month after school remediation program that is open to all students in KG-5th grade several afternoons per week
- Provide take-home devices (Kindles) loaded with dual-language books, reading materials, and academic programs via Footsteps2Brilliance. These devices do not require Internet access to be operable and the materials are age appropriate for 100 LaBelle elementary students and siblings age 3-6

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

The Hendry County School district and the administration at LaBelle Elementary School has taken significant measures to recruit and retain effective teachers at LaBelle Elementary School. The district has been purposeful and deliberate in assuring that all teachers were observed adequately and their instructional practice and student data results were analyzed to ensure that the best teachers were retained for the 2018-19, 2019-20, and the 2020-21 school year. Human Resources worked closely with administration at LES in recruiting and hiring the best teachers available, and VAM scores and evaluations were used to eliminate less-than-effective teachers.

The data utilized includes:

All final evaluation ratings per teacher. All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) were based on the Principal's and Assistant Principal's observation of teachers' classroom performance. State VAM scores per 4th and 5th grade teachers were also calculated into the final evaluation of those teachers. Growth data as indicated by I-Ready student data and other growth measures was used for all other teachers. It should be noted that this data was combined with related observational and teacher growth data that the principal used in making decisions about retention.

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

As described above, the district developed an exhaustive data review of every teacher in the turnaround school to ensure that only effective and highly effective teachers were rehired. In fact, our district has negotiated specific contract language that does not allow for teachers to be retained in a DA school unless they are rated effective or higher. The language also provides the principal with the right to "opt out" teachers who are not showing adequate skill to work in challenging school environments. The principal, deputy superintendent and district leadership team reviewed each teacher at the school in supporting the principals in their

retention decisions.

The district has provided several related hiring advantages to LaBelle Elementary, including: During the initial year of DA status (in 2018-19), the district provided an open transfer window that allowed LES to advertise and hire teachers at any time during the year. The district also provided an assurance that no teacher who was removed from another school can be placed at LES without the principal's support. The district has also carefully reviewed the staff at LaBelle Elementary to ensure that all current staff members are certified and not out-of-field. The principal and deputy superintendent also reviewed the most recent three-year aggregated VAM classification and final evaluation data to ensure that no teachers were retained who were rated "less than effective" or had "unsatisfactory" results, unless other performance data showed the teacher to be improving to a point that another year of coaching and support would benefit the teacher and learners at the school.

Also, during the initial year of DA status (2018-19) a process had been established that coordinated all teacher retention decisions among the principal and deputy superintendent so that the strongest and most promising teachers were in place at the school. The district also had written a memorandum of understanding with the Hendry County Educational Association. This MOU supports greater flexibility with hiring and retaining at turn-around school sites. It also provided for performance bonuses for teachers at LaBelle Elementary. The LaBelle Elementary School administration, along with district leadership, worked on recruitment of teachers to fill open positions and to replace teachers with less than effective VAM ratings. For the 2018-19 SY, the administration interviewed over 75 individuals for teaching and school-based coaching positions. The window for transfer from schools within the district was lengthened for LaBelle Elementary School and open positions were widely advertised both within the district and outside the district on virtual tools for recruitment. No vacancies were filled with personnel with a less than effective VAM score at LaBelle Elementary. Two personnel were non-renewed for ineffective VAM from 2017-18 SY and one personnel was reassigned. No personnel from LaBelle Elementary School were reassigned to any other DA school in Hendry County. Every effort had been made to fill open positions with certified effective teachers.

For the 2019-20 SY, a math coach was put in place at LES to assist with PD for teachers in math instruction and to coach teachers in best math strategies in order to raise math achievement. The District Reading Coaches worked with teachers to assist with increasing reading achievement. These coaches provided lesson review PLC's every week for KG-5th grade ELA teachers. They also provided coaching and lesson modeling for teachers who needed that help. For the 2018-19 SY, there were six beginning teachers among the faculty at LaBelle Elementary. For the 2019-20 SY, LES filled 10 out of 12 teaching position. Two of these teachers were 1st year teachers who received extensive development and mentoring from the school's math coach, district reading coaches and the administration.

For the 2020-21 SY, five new teachers were hired (two for Pre-K, one for 1st grade, one for 3rd grade, and one for 4th grade). All five teachers are from out-of-state (New York, Virginia, North Carolina, Pennsylvania, and Georgia). Four of these teachers are 1st year teachers who will receive extensive mentoring from the math coach, reading coaches, and administration.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

LaBelle Elementary School will continue to provide professional development for teachers through the Marzano Research Foundation. All teachers have had training for the past two

school years; new teachers will be folded into our learning, and we will all continue with more training this year. We have offer many PD opportunities for our staff for implementing online programs. This is a yearlong effort every year. The Reading Coaches offer all ELA teacher continuing professional development of the implementation, planning, and instruction of the EL (Expeditionary Learning) curriculum. Our Math Coach offers continuous professional development on the new math series and in planning standards-based instruction.

Strategies that will be implemented include:

- Continue and build upon the baseline professional development from the Robert Marzano Research Center. Faculty members have received training specific to increasing rigor, embedding writing, direct instruction and standards-based planning. Initial training in SY 2018-19 from the Marzano Center focused on the 23 critical elements of effective teaching and learning and student data analysis. New teachers will be provided instruction to catch up with the existing teachers. Last year, SY 2019-20, training from the Marzano Center focused on student teaming and leading teacher teams on walkthroughs. This year, SY 2020-21, training from the Marzano Center will focus on continuing instruction in student teaming. We will continue to have groups of teachers observe other teachers during walkthroughs to see student teaming in action.
- During SY 2018-19 and SY 2019-20, administrators were provided walk-through coaching to help with measuring and supporting research-based instructional strategies and to observe student teaming. Administrators will guide teachers in walk-throughs to observe student teaming.
- Provide on-site professional development for all 2nd through 5th grade teachers who are implementing Expeditionary Learning for English Language Arts, and Math Envision. Core lead teachers had initial training but this would extend it to all teachers with follow-up and coaching. This training will be provided by the District Reading Coaches, the Math Coach, and administrators.
- AVID training occurred over the summer of 2019, and ongoing support will be provided to teachers as they implement the program for building study habits, leadership, organization and character. New teachers will be slated for a 2-day AVID path training to catch them up to the rest of the teachers.
- A school-wide professional development will be provided for the program of Ripple Effects and how teachers can use it in core to meet the SEL needs of students within their classrooms. The training will focus on how teachers can address student behavior challenges from blurting out in class to bias activity, develop social-emotional abilities like empathy and impulse control. This program will ensure students are not missing academic instruction and are gaining skills to help them become more academically successful.
- LES has a strong PBIS system. However, there are many new staff members who have not been trained and are not familiar with PBIS within a multi-tiered framework. Professional development will be given for teachers who need a refresher in PBIS and school-wide expectations and a more detailed training will be held for new teachers. This professional development will be provided by the MTSS Resource Teacher through the support of the Florida PBIS RtI Project from the University of South Florida.
- Ongoing professional development for online programs such as NearPod, Freckle, IXL, SumDog, Math Seeds, Reading Eggs, and Accelerated Reader will be scheduled throughout the year. LES will use vendors, IT personnel, and administrators/coaches to provide the training.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

LaBelle High School will continue it's very popular and well-attended after school program in the school year 2020-21. In SY 2018-19 and in SY 2019-20, LES offered the program to KG-5th graders; each year we had between 50-60% of our KG-5th students sign up and attend regularly. We plan to offer the program from January-April in 2021 over several days per week. Bus transportation is offered.

Instruction in the LES after school program will focus on math but also include some language arts and science instruction. We will have the first semester to examine i-Ready and STAR data to identify gaps in student proficiency and tailor the program to address these gaps.

We will use highly qualified teachers and para professionals to instruct in the after school program. Some of the materials we will use include online programs such as IXL math reading & science; SumDog math & reading; Freckle math, reading & science; Accelerated Reader; Reading Eggs; Math Seeds; NearPod; Flocabulary; and Brain Pop. We will use Performance Coach books. Additional supplies can be purchased with Title 1 funds: paper, pencils, white boards, markers, and flash cards.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

1	III.1.	Family and Community Partnerships				\$0.00
2	III.2.	Academic and Character Standards				\$124,195.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0151 - Labelle Elementary School	TSSSA	2.0	\$34,440.00
			<i>Notes: Aides - Paraprofessionals to assist with small group instruction to improve the achievement gap.</i>			
	5100	210-Retirement	0151 - Labelle Elementary School	TSSSA	0.0	\$2,917.00
			<i>Notes: Retirement (.0847)</i>			
	5100	220-Social Security	0151 - Labelle Elementary School	TSSSA	0.0	\$2,135.00
			<i>Notes: Social Security (.0620)</i>			
	5100	220-Social Security	0151 - Labelle Elementary School	TSSSA	0.0	\$499.00
			<i>Notes: Medicare (.0145)</i>			
	5100	230-Group Insurance	0151 - Labelle Elementary School	TSSSA	0.0	\$18,000.00
			<i>Notes: Group insurance</i>			

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	6400	130-Other Certified Instructional Personnel	0151 - Labelle Elementary School	TSSSA	1.0	\$49,262.00
			<i>Notes: Instructional Academic Coach</i>			
	6400	210-Retirement	0151 - Labelle Elementary School	TSSSA	0.0	\$4,173.00
			<i>Notes: Retirement (.0847)</i>			
	6400	220-Social Security	0151 - Labelle Elementary School	TSSSA	0.0	\$3,054.00
			<i>Notes: Social Security (.0620)</i>			
	6400	220-Social Security	0151 - Labelle Elementary School	TSSSA	0.0	\$715.00
			<i>Notes: Medicare (.0145)</i>			
	6400	230-Group Insurance	0151 - Labelle Elementary School	TSSSA	0.0	\$9,000.00
			<i>Notes: Group insurance</i>			
3	III.3.	Parental Involvement				\$0.00
4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$0.00
6	III.6.	Focused Instruction				\$77,385.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0151 - Labelle Elementary School	TSSSA	1.0	\$40,000.00
			<i>Notes: Classroom Teacher Salaries to provide instruction in an extended day program.</i>			
	5100	150-Aides	0151 - Labelle Elementary School	TSSSA	0.3	\$5,000.00
			<i>Notes: Aides to provide instruction in an extended day program.</i>			
	5100	210-Retirement	0151 - Labelle Elementary School	TSSSA	0.0	\$3,812.00
			<i>Notes: Retirement (.0847)</i>			
	5100	220-Social Security	0151 - Labelle Elementary School	TSSSA	0.0	\$2,790.00
			<i>Notes: Social Security (.0620)</i>			
	5100	220-Social Security	0151 - Labelle Elementary School	TSSSA	0.0	\$653.00
			<i>Notes: Medicare (.0145)</i>			
	5100	510-Supplies	0151 - Labelle Elementary School	TSSSA	0.0	\$5,130.00
			<i>Notes: Supplies</i>			
	5100	369-Technology-Related Rentals	0151 - Labelle Elementary School	TSSSA	0.0	\$20,000.00

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	<i>Notes: sumdog, etc.</i>		
Total:			\$201,580.00