

Labelle Middle School



2015-16 School Improvement Plan

Labelle Middle School

8000 E COWBOY WAY, Labelle, FL 33935

<http://lms.hendry-schools.org/>

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

56%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

77%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of LaBelle Middle School is to inspire and empower students to excel both academically and socially and to prepare them to be productive citizens and future leaders.

Provide the school's vision statement

Our Vision, as educators, parents and community partners is to prepare our students to become self-reliant, independent lifelong learners.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During Pre school week, all new teachers participated in a community tour. It was taken in a big yellow school bus, to remind teachers what it is like to ride a bus for an hour or more getting to school. The LaBelle new teachers had the Superintendent as their tour guide. The tour also exposed all teachers to the socio-economic environments in and around LaBelle. LMS highlights the different cultures celebrating the historical months for specific cultures and with clubs like Voces Unidas. The school also recognizes and celebrates different 'awareness' months, i.e., hispanic, black history, etc.

Describe how the school creates an environment where students feel safe and respected before, during and after school

LMS has a School Resource Officer who heads up a Crime Stoppers program, an anti-bullying program and is starting an anti-bullying club. He makes himself available to students before and during school hours.

We have partnered with the Boy Scouts and are presenting the Learning for Life program. Teachers monitor student movement around the school, in the cafeteria and in the hallways. This allows for positive interaction between adults and students outside of the classroom. Administrators are on the sidewalk during class changes, in the cafeteria and doing frequent 'walk-throughs' in classrooms.

LMS also feels the school 'welcomeness' is important. Therefore, LMS not only advertised in the paper, English and Spanish, but used the web site and call outs. We also put out welcoming balloons down the road leading up to the school. The open house and all parent teacher conferences will all be held in the late afternoon, early evening to allow working parents to participate.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school's behavior plan includes instruction for all students on responsibilities and expectations. In addition, each student is provided a student handbook and the district code of student conduct. The school uses a consolidated behavior plan that is progressive in nature. All teachers received training on its implementation. Teachers are empowered and encouraged to manage minor incidents within

the classroom. It is the school's goal to keep students within the classroom and authentically engaged in learning. If students do not respond to teacher interventions, the school has a responsible thinking classroom set aside to assist in defusing minor situations so that the student can be returned to class quickly. When these interventions do not rectify the situation, students may receive a discipline referral to administration. Administrators have a printed plan to ensure the equitable application of consequences in these cases. The school also has an in school suspension program. This allows more serious or chronic behavioral issues to be addressed while also providing instruction to students in a more controlled environment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

LMS has two guidance counselors who identify students who need intense counseling or should be referred to for more intense counseling. LMS has access to resource counselors through the ESE/ Student Services Department. The 'Check and Connect' program provides a mentor for students; Big brother-Big sister, & Lutheran Services are available as well. For the students with identified needs, we have daily accommodations made in the classroom for identified 504 and ESE students. We provide group grief counseling with Hope Hospice and Deputy Dan Scowden is available for emergency mental health crisis (i.e. Baker Act).

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

EARLY WARNING SIGNS FOR LABELLE MIDDLE SCHOOL (Since we are currently waiting for the most recent state testing results, this is our current criteria.)

- ^ Students with low levels on their iReady, Performance Matters, or teacher recommendation.
- ^ Students in the lowest quartile.
- ^ Students with previous or current attendance problems.
- ^ Students with failing grades at mid term.
- ^ Students with a significant discipline history.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	78	87	95	260
One or more suspensions	48	46	50	144
Course failure in ELA or Math	73	31	58	162
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	66	51	62	179

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

LMS has scheduled students recommended by their previous school or low level scores from iReady into a reading class. The teachers use the iReady program for remediation and small group instruction in reading and math. The recommended or lowest level math students were scheduled into a math remediation class. The students and teachers are pleased with the program, so far. Math and ELA teachers will also be using the iReady program in their classrooms for remediation and small group instruction.

We implemented a new discipline procedure. The key focus was keeping students in school, albeit in RTC, ISS or Saturday School.

This year, LMS is implementing PBIS. Teachers have received an introductory training during pre-week. They have been encouraged to use positive re-enforcement and the teaching of replacement behaviors to assist students in learning appropriate behaviors. We are also implementing MTSS. Students not meeting targets will receive interventions. We will begin with behavior and add ELA and Math as we move through our 3-5 year implementation plan.

The attendance issue we are attacking by having our attendance officer send home letters after 5 absents with a warning of a possible TIPS referral, again after 10 with a referral to TIPS (Truancy Intervention Program). The Migrant liaison and Dean will be making phone calls home to check on daily attendance. This year our ISS program started the year with returning LYDA students. Our resource counselor in that program started his own program by inviting people in to talk with the students. He has had people from the school but has also reached into the community for young entrepreneurs who have had their own battles to come share with these students. The response from the students has been overwhelmingly positive.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24376>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

1. LaBelle Middle has partnered with local businesses for career days, local celebrations, guest speakers, etc.
2. We have an ongoing partnership with Winn Dixie, McDonald's, The Firehouse Cultural Theater and other local establishments.
3. At the PTO meetings each month, one of the agenda items is "Parent College". This gives the group an opportunity to inquire into areas they would like to know more about. The group is allowed to choose the next month's topic. Response to this feature has been very positive.
4. LMS has employed multiple bilingual people to help ease the transition for our ELL students and their parents.

5. All communications are printed in English and Spanish.
5. Each year, LMS partners with the Firehouse Community Theatre. Together they put on a play with an all student cast. There is an evening performance that we do as a Dinner Theatre, the proceeds go to the Guijo Foundation for special equipment for our special education classes.
6. This year we are having all 5th period teachers make contact with the parents of their 5th period students. They have a non-threatening script in English & Spanish for a positive contact with parents. Initial feedback is very positive.
7. Plans are in the works for a Hispanic Cultural night featuring our students, art, cuisine etc.
8. All Parent Teacher Conferences (except individual) are held from 5:30 pm to 7 pm, for parent convenience, as a working community, this allows for better attendance.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Pickles, Ken	Principal
Spratt, Bobbie	Dean
Klinger, John	Dean
Johnson, Karen	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Function Member Responsibility
Principal Mr. Kenneth Pickles Team Leader
Dean: Mrs. Bobbie Spratt Co-Leader
Dean: Mr. John Klinger Co-Leader
Reading Coach: Mrs. Karen Johnson Reading Expertise
Guidance Counselor Mrs. Beth Lutkenhaus Social Emotional Behaviors
Guidance Counselor Mrs. Sandy Allen Social Emotional Behaviors
7th Gr. Math Mrs. Erica Burke Math Expertise
ESE: Miss Bonnie Feickert Special Education Resource
AVID Teacher: Mr. Brent Burnside Motivational Skills for Students
7th Gr. Civics: Ms. Ashley Corbitt Civics Expertise/Athletic Director
6th Gr. Lang. Arts: Ms. Beth Layton Language Arts Expertise
7th Gr. Lang. Arts: Mrs. Kara Dillman Language Arts Expertise
7th Gr. Civics: Mrs. Lea Burnside Civics Expertise
Media Specialist: Mrs. Lynn Moore Resource Information
8th Gr. Math/Algebra Mrs. Laura Chambliss Math/Algebra Expertise
8th Gr. Soc. St. Mr. Russell Bell Social Studies/Motivational Skills Expertise
8th Lang Arts Mrs. Meaghan Johnson Lang/SocSt/Reading Expertise
Reading: Mrs. Carol Schroeder Reading Expertise
Fine Arts Mr. Benjamin Potter Band Director/Fine Arts Chair
Speech Therapist Ms. Kristina Pulletti Speech Expertise
Staffing Specialist Ms. Alicia Bell ESE Rtl Resource

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

1. The MTSS and the RtI teams are the same teachers (by grade level) and administrators to ensure a more comprehensive understanding of the issues at hand. These teams will focus on how LMS should develop and maintain a problem-solving system to bring out the best in our students, teachers, and school. Meetings will be held twice a month. The teams will review progress monitoring data to identify students who are meeting and exceeding benchmarks; as well as moderate and high risk students who are not meeting benchmarks. Using that information, the teams will identify professional development and resources. The teams will also share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The teams will also facilitate the process of building consensus and capacity among the professional learning communities and to identify/apply interventions.

2. ESE teachers have been given an extra period for doing push-ins. They are taking up the challenge for those students repeating Civics as 8th graders and are preparing a Tier 2 intervention for those students.

Federal, state, and local funds collaborate to provide extended day/year programs through Title I, Part A, Title I, Part C, Title VI, and Title III. The Title I Director is also the homeless liaison, and works with the school to provide services for homeless students through the Title I, Part A set aside. Adult education programs are available for adults to learn English, and are funded through Title I, Part A, Title I, Part C, and Title III.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mrs. Bobbie Spratt, Chairwoman	Teacher
Mrs. Kathy Bell	Business/Community
Mrs. Kim Hamilton	Business/Community
Mr. Ken Pickles	Principal
Audelia Bustamante	Parent
Mrs. Karen Johnson	Education Support Employee
Mrs. Amanda Nisbet	Parent
Ms. Raegina Williams	Parent
Alex Bustamante	Student
Austin Bell	Student
Ms. Lane Pool	Parent
Mrs. Jennifer Hood	Parent
Mrs. Arlene Molina	Parent
Mrs. Carolina Arriola	Parent
Miss Kady Pool	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Plan was a good start for our school. It is felt this year it needs to be even more focused. Our school did bring up the grade from a 'D' to a 'C', but we are really striving for the 'B'/'A'. The teachers are willing to put in the work, a more concerted effort to get parents and students to cooperate. The goal this year is to get every student to at least the 50%.

There is a plan to sponsor a school wide festival showcasing students, their work and their talents in an evening barbeque either at Barron Park or the LaBelle Civic Center. A committee has been established to organize this festival.

Development of this school improvement plan

The SAC will review not only the CIM but also the PIP. Their recommendations are considered very valuable for amending each document.

Preparation of the school's annual budget and plan

At the first meeting of the school year, SAC voted on the budget. The expenditures we have incurred for the previous year are usually repeated. The amount of funds allocated to the SAC committee this year was \$4000.

There was a carry over from last year which will enable us to repeat the purchase of the agendas. SAC is looking into another means of conducting the WE surveys. Those surveys cost \$2800, the committee is considering using a Survey Monkey or GoogleDoc option.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Student Agenda \$2245.32

The committee is looking into doing their own surveys, for a savings of \$2800.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Pickles, Ken	Principal
Spratt, Bobbie	Dean
Klinger, John	Dean
Johnson, Karen	Instructional Coach
Dillman, Karra	Teacher, K-12
Johnson, Meaghan	Teacher, K-12
Schroeder, Carol	Teacher, K-12
Moore, Lynne	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

LMS uses Performance Matters, iReady, and Bronco Writes; school wide writing practice assessments graded by a select team using common core exemplars for progress monitoring in the core subjects. The supplemental math programs use iReady and small group instruction. The intensive reading uses iReady. The entire school uses a daily 15 minute Silent Sustained Reading program during 5th period. ELA classes are planning different reading activities, ie: students can choose from a list of 25 different projects, picture books or children's book about novel, writing a screen play, diorama, letters to the author, changing the ending. The ELA classes are also focusing by grade level on different genres then rotating throughout the year.

LMS moved to a 7 period day in an effort to reduce the size of core classes. The draw-back is this also reduces class time to 47 minutes, due to this our Instructional Focus Calendars (IFC) are even more important to align curriculum and help set the tempo for classes. The team will also analyze data and make professional development recommendations.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Team planning periods have been established for grade levels. Peer shadowing is encouraged. On alternating weeks, curriculum meetings/grade level meetings are held to discuss any issues that need a group decision. During pre-planning week, curriculum mapping was accomplished by departments to develop common vertical and horizontal curriculum alignment.

LMS has re-instituted the word gen program. In order to maximize the effectiveness of this program teachers across the curriculum have to cooperate and follow the same 'word' calendar as it relates to their curriculum.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

LaBelle Middle School sends representatives (Principal or Assistant Principal) to the Florida Teach-In to recruit highly qualified and in-field- certified teachers. At LMS, administrators use every available resource to conduct interviews with applicants, including but not limited to skype. There is a concerted effort to retain effective teachers at this school; unfortunately, it is not always linked with monetary gains. The most significant incentive LMS has is that Hendry County and the Teachers Collective Bargaining Team did reach agreement that the County would subsidize teachers wishing to go back to school to work on a Masters degree. During the summer, Principal Pickles used Teacher's Teacher and skype interviews to broaden our resources. Administration works closely with the teachers, who collaboratively assess teacher professional development needs.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

LaBelle Middle School's mentor program is designed to facilitate new teachers to the State of Florida and first year teachers with the demands of school accountability; with CCSS; new procedures; new computer programs; understanding by design; data analysis and data-driven instruction. The mentors also have strengths in reading instruction and differentiated instruction.

Mentors New Teacher

Kara Dillman * * * * * Chelsey Ramos

Joel Reinking * * * * * Rudy Gallegos

Meaghan Johnson * * * * * Luis Marquez

Lea Burnside * * * * * Olivia Billings

Elizabeth Layton ***** Casey Melton
Ericka Burke ***** Anthony Hernandez
Russell Bell ***** William Burke

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Reading Coach, Karen Johnson has instructed all the Lead Teachers to use and develop IFC (Instructional Focus Calendars). By using the IFCs, administration and team leaders can ascertain the appropriateness of all instructional programs. Also, through biweekly curriculum meetings: cpalms and standards are always on the agendas. Administration will do frequent observations of classrooms. Lead teachers are utilized for specific help for new teachers and for immediate feedback to teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Since we do not have standardized testing results back, LMS chose to use iReady end of year results and teacher recommendation for placement into the reading classes. All ELA and math classes will be using iReady to support remediation or gaps in learning. We also have remedial math classes for those students with the lowest iReady levels from last year or who were recommended by teachers. One of our feeder schools did not use iReady, we therefore used their final Performance Matters test and did a correlation. We also have teachers using student teacher assistants who can help with individual tutoring in reading and/or math. In an effort to emphasize the importance of reading, the administration instigated a Silent Sustained Reading program every day in 5th period. 5th Period has an extra 15 minutes built in to it for lunch purposes, administration has instructed every 5th period teacher to plug in the SSR 15 minute reading times everyday.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,400

LMS, through the Title 1 program, offers an after school program for the majority of the year. Students who are in need of strategies for language acquisition are invited to participate. Buses are provided. Title 1 has also opened this service up to those students needing help with their high school credit classes, ie: Algebra 1 and Geometry.

Strategy Rationale

LMS has many students in need of support with language acquisition.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pickles, Ken, picklesk@hendry.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We compare baseline progress monitoring to midyear progress monitoring to evaluate effectiveness.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

n/a

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

1. LMS is fortunate to have an administrator, a dean, two counselors and reading coach all with multiple years at the high school level. Promoting academic and career planning is the root of their counseling and advising.
2. LMS is fortunate to be a feeder school for LaBelle High School, where any student who graduates from LHS with a 2.0 or higher can receive a full 2 year scholarship to attend Florida Southwestern University (formerly Edison College) complete with books and tuition.
3. LMS hosted a very successful career day last year and will follow the pattern of alternating year for these events.
4. LMS has partnered with Winn Dixie, Firehouse Theater, McDonalds, Crime Stoppers, Big Brothers Big Sisters and Check and Connect to provide supplemental inspiration for our students and school.
5. LMS has increased the number of high school credit courses offered in the master schedule.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

1. LMS offers business classes, IC3 certification, 8th grade science is continuing the STEM program, CLASS ACT by L. J. Create, for high school credits. LMS also participates in the State provided career education (formerly Choices) program.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

LMS has developed several programs and initiatives to integrate Career and Technical Education (CTE) with our academic programs. Our expanded vocational departments of Business and Agriculture are coordinating with the 8th grade Social Studies teachers in the implementation of the Kuder Navigator which replaced Florida Choices. Both programs investigate careers in their fields and how which courses of study are needed for these careers.

Language Arts through its focus on Biographies and Non-Fiction are addressing career and technical education through the exploration of vocations of the biographical subjects. The non-fiction units are addressing the various avenues open to students in different fields.

Our implementation of digital classrooms in our social studies departments are allowing students to experience firsthand, how technology is changing the way school is being taught. The digital classroom also allows the students to become more integrated with technology.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we improve support to students and build teacher capacity for ambitious instruction through research-based practices and curricula, student engagement and achievement will increase
- G2.** If we improve family involvement and community engagement through a system of increased supportive communication and the creation of a positive climate and welcoming environment, then parent participation will increase.

Strategic Goals Detail

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

G1. If we improve support to students and build teacher capacity for ambitious instruction through research-based practices and curricula, student engagement and achievement will increase **1a**

 G070151

Targets Supported **1b**

Indicator	Annual Target
College Readiness Mathematics	85.0
Math Gains District Assessment	0.1
Math Achievement District Assessment	0.05
ELA Achievement District Assessment	0.1
ELA Achievement District Assessment	0.05

Resources Available to Support the Goal **2**

- i-Ready program is in second year of implementation (reading and math data).
- CAR-PD trained faculty.
- Focused, intensive "critical thinking" class where i-Ready for reading is utilized.
- Bronco Writes - FSA writing test practice.
- Math manipulatives.
- Curricula - all subjects.
- Teacher collaboration.
- i-Ready benchmark mini-assessments in math and reading.
- Common writing rubric.
- AVID
- Chromebooks and WiFi available throughout campus
- CPALMS available for lesson plans and curriculum mapping
- SPDG/SIM initiative for concept and unit mapping in science and social studies, sentence structure for ESE.
- MTSS initiative for analyzing data to provide targeted intervention.
- PBIS initiative for school-wide positive behavior support
- Silent Sustained Reading program (SSR) - 15 minutes set aside for free reading.
- Some teachers using elements of Kagan cooperative strategies.

Targeted Barriers to Achieving the Goal **3**

- Professional development needs (Initiatives being implemented: SIM content and unit mapping; SIM sentence structure; MTSS and Positive Behavior Intervention System; data analysis and formative assessment; Word Generation vocabulary).
- Attendance issues.
- Limited intensive math and ELA intervention.
- Students' low vocabulary levels limiting reading comprehension.
- Not all ELA teachers trained in SpringBoard curriculum.

- Lack of a systematic, school-wide framework for analyzing and giving feedback for data.
- AVID strategies not done or not done with fidelity due to teacher turnover
- Lack of capacity for differentiation (low/ELL/ESE).
- Lack of consistent, school-wide positive behavior strategies.
- Kagan cooperative strategies no longer in use or not in use with fidelity.

Plan to Monitor Progress Toward G1. 8

i-Ready progress monitoring and mini-assessments

Person Responsible

Ken Pickles


Schedule

Semiannually, from 1/15/2016 to 5/24/2016

Evidence of Completion

i-Ready mid-year and end-of-year progress monitoring reports.

G2. If we improve family involvement and community engagement through a system of increased supportive communication and the creation of a positive climate and welcoming environment, then parent participation will increase. **1a**

 G070152

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
5Es Score: Parent Involvement	10.0

Resources Available to Support the Goal **2**

- Parent survey
- Pinnacle/parent access to grades
- Report cards
- Call-out system
- Parent night
- Open house
- Telephone
- PTO
- MTSS

Targeted Barriers to Achieving the Goal **3**

- Lack of common definition of "welcoming classroom"
- Teachers' lack of communication strategies; language barriers; many parents have long distance telephone numbers but not all faculty have convenient access to long distance service.
- Lack of a unified/purposeful theme

Plan to Monitor Progress Toward G2. **8**

Data will be collected and analyzed with respect to increasing parent involvement.

Increase attendance at parent nights 10%

Increase number of parents with access to Pinnacle 10%

Improve results on "We Learn" parent survey 10%

Enforcing policy on teacher-parent calls 10%

Expand community engagement efforts 10%

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 9/30/2015 to 5/24/2016

Evidence of Completion

Data reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If we improve support to students and build teacher capacity for ambitious instruction through research-based practices and curricula, student engagement and achievement will increase **1**

 **G070151**

G1.B1 Professional development needs (Initiatives being implemented: SIM content and unit mapping; SIM sentence structure; MTSS and Positive Behavior Intervention System; data analysis and formative assessment; Word Generation vocabulary). **2**

 **B182594**

G1.B1.S1 Provide targeted professional development for faculty, based on needs identified by faculty.

4

 **S194337**

Strategy Rationale

Building teacher capacity to deliver ambitious instruction through research-based practices.

Action Step 1 **5**

Assess faculty needs for professional development by survey.

Person Responsible

Karen Johnson

Schedule

On 6/3/2015

Evidence of Completion

Survey results.

Action Step 2 5

Create professional development plan based on survey data.

Person Responsible

Karen Johnson

Schedule

Evidence of Completion

Data from survey

Action Step 3 5

Deliver professional development.

Person Responsible

Karen Johnson

Schedule

Monthly, from 9/15/2015 to 5/24/2016

Evidence of Completion

Action Step 4 5

End of year faculty survey regarding professional development needs

Person Responsible

Karen Johnson

Schedule

Evidence of Completion

Report of survey results to show growth in teacher use of targeted instructional strategies.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations, compilation of data (tick marks) on list of components of implementation with fidelity for each targeted instructional strategy.

Person Responsible

Karen Johnson

Schedule

Weekly, from 10/15/2014 to 5/26/2015

Evidence of Completion

Data from checklists showing increased use of targeted instructional strategies.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

End-of-year faculty survey.

Person Responsible

Karen Johnson


Schedule

Weekly, from 5/13/2016 to 5/26/2016

Evidence of Completion

Report of comparison of initial survey and end survey, showing growth for teachers in their understanding and implementation of targeted instructional strategies.

G1.B3 Attendance issues. 2

 B182596

G1.B3.S1 Parent contact for students with high number of absences (lower than 90% attendance rate)

4

 S194339

Strategy Rationale

Attendance impacts academic achievement. Parents may not be aware of number of absences or how this affects student achievement; parent contact will help build positive parent/school relationships; assist parents to motivate their children to come to school.

Action Step 1 5

Create plan for parent contact, including plan for contacting parents who do not speak English.

Person Responsible

Bobbie Spratt

Schedule

Monthly, from 9/15/2014 to 11/14/2014

Evidence of Completion

Written plan.

Action Step 2 5

Keep records of students with high number of absences (less than 90% attendance) and subsequent parent contact.

Person Responsible

Schedule

Evidence of Completion

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

Dean of curriculum will monitor list of students/parent contact.

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 9/15/2014 to 5/24/2016

Evidence of Completion

Record of parent contact.

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

Follow up to make sure that all students with less than 90% average attendance have had parent contact completed.

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 11/16/2015 to 11/16/2015


Evidence of Completion

Record of parent contacts.

G1.B5 Limited intensive math and ELA intervention. 2

 B182598

G1.B5.S1 Pull students for small-group intensive math support. 4

 S194341

Strategy Rationale

Not all students' needs are met by whole-class instruction.

Action Step 1 5

Identify students in need of additional support.

Person Responsible

Bobbie Spratt

Schedule

Monthly, from 9/23/2015 to 5/24/2016

Evidence of Completion

i-Ready individual student data and instructional group reports.

Action Step 2 5

Small group instruction in regular math classes (Tier 1).

Person Responsible

Bobbie Spratt

Schedule

Monthly, from 10/15/2015 to 5/24/2016

Evidence of Completion

Observations of small-group instruction in math classrooms.

Action Step 3 5

Professional development for delivering small-group instruction in regular math classrooms.

Person Responsible

Bobbie Spratt

Schedule

On 12/19/2015

Evidence of Completion

Sign-in sheets, agenda of PD

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Create schedule of small-group interventions, noting when regularly planned to happen in each teacher's classroom. Walk through classrooms and observe whether schedule is being followed.

Person Responsible

Bobbie Spratt

Schedule

Biweekly, from 10/12/2015 to 5/24/2016

Evidence of Completion

Lesson plans, observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Progress monitoring through i-Ready diagnostics and i-Ready mini-assessments

Person Responsible

Bobbie Spratt

Schedule

Monthly, from 9/30/2015 to 5/24/2016

Evidence of Completion

i-Ready data.

G1.B5.S3 After school math tutoring. 4

 S194343

Strategy Rationale

Some students who are not ESE, migrant, or do not have an intensive math class, would benefit from additional support including i-Ready computer time and tutoring.

Action Step 1 5

Identify students for after school math tutoring (as identified by i-Ready data) not identified as ESE, ELL, or migrant.

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 9/15/2015 to 3/4/2016

Evidence of Completion

List of identified students.

Action Step 2 5

Develop and facilitate PLC relative to utilizing teacher assistants for tutoring, and to design math support strategies.

Person Responsible

Bobbie Spratt

Schedule

On 10/30/2015

Evidence of Completion

Action Step 3 5

Periodically monitor student progress to add/remove from after school program.

Person Responsible

Bobbie Spratt

Schedule

Monthly, from 10/15/2015 to 3/4/2016

Evidence of Completion

i-Ready data, list of students to add/remove from program

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

After school lesson plans will include i-Ready usage, small group instruction, and tutoring.

Person Responsible

Bobbie Spratt

Schedule

Monthly, from 10/15/2015 to 2/29/2016

Evidence of Completion

Lesson plans, i-Ready data.

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Analysis of i-Ready progress monitoring data, to determine growth for students enrolled in after school program.

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 9/16/2015 to 2/26/2016

Evidence of Completion

i-Ready data.

G1.B5.S4 Provide math teachers with student Teacher Assistants. 4

 S194344

Strategy Rationale

Teachers, as well as students, can learn effective tutoring strategies to assist students within math classrooms.

Action Step 1 5

Provide math teachers with student teacher assistants.

Person Responsible

Bobbie Spratt

Schedule

Annually, from 9/16/2015 to 4/15/2016

Evidence of Completion

List of student teacher assistant assignments.

Action Step 2 5

Train teachers/students in effective tutoring strategies.

Person Responsible

Bobbie Spratt

Schedule

On 9/30/2015

Evidence of Completion

Sign in sheets for teachers; student activity logs.

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Classroom observations to monitor math teachers' use of TAs to tutor students.

Person Responsible

Bobbie Spratt

Schedule

On 4/15/2016

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Evaluate effectiveness of student TA tutors.

Person Responsible

Bobbie Spratt


Schedule

Monthly, from 4/29/2016 to 5/24/2016

Evidence of Completion

Tutor activity log; i-Ready data.

G1.B5.S5 Provide math teachers with professional development for new math curriculum. 4

 S194345

Strategy Rationale

Teachers would benefit from training relative to new curriculum, Go Math, to implement more effectively.

Action Step 1 5

Professional development for teachers relative to new math curriculum, Go Math.

Person Responsible

Schedule

On 10/30/2015

Evidence of Completion

Sign in sheets from professional development

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Observations by administration; topic for follow-up discussions at subject area meetings.

Person Responsible

Bobbie Spratt

Schedule

On 10/30/2015

Evidence of Completion

Math subject area meeting agendas.

Plan to Monitor Effectiveness of Implementation of G1.B5.S5 7

i-Ready progress monitoring data will be reviewed for evidence of student gains.

Person Responsible

Bobbie Spratt

Schedule

On 10/30/2015

Evidence of Completion

i-Ready progress monitoring data.

G1.B5.S7 Provide an intensive math class for the lowest-performing students, based on i-Ready data (for 7th and 8th graders) and Performance Matters (for 6th graders). 4

 S194347

Strategy Rationale

These lowest students will benefit from an extra period of math support; additionally, this time will allow for more intensive intervention through i-Ready.

Action Step 1 5

Two period of intensive math built into master schedule; lowest students placed in one of these classes; i-Ready and small-group instruction is provided by a math teacher.

Person Responsible

Schedule

On 5/24/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S7 6

Classes on master schedule; i-Ready data monitored for student time spent on i-Ready practice.

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 9/10/2015 to 5/24/2016

Evidence of Completion

Master schedule/printed matrix; i-ready data.

Plan to Monitor Effectiveness of Implementation of G1.B5.S7 7

I-Ready data for students in intensive reading will be analyzed to see how much progress students made in approaching grade level.

Person Responsible

Bobbie Spratt

Schedule

Semiannually, from 1/13/2016 to 5/24/2016

Evidence of Completion

Individual student data from i-Ready.

Plan to Monitor Effectiveness of Implementation of G1.B5.S7 7

Person Responsible

Schedule

Evidence of Completion

G1.B5.S8 Provide time with a math teacher for students in ISS. 4

 S194348

Strategy Rationale

Though provided with make-up work by teachers, students in ISS are missing critical math instruction. Having a math teacher to provide small-group instruction will support these students so they do not fall further behind.

Action Step 1 5

Create time in master schedule for math teacher (Bret Mayo) to spend one period in ISS every day.

Person Responsible

Bobbie Spratt

Schedule

On 8/7/2015

Evidence of Completion

Teacher/class matrix.

Plan to Monitor Fidelity of Implementation of G1.B5.S8 6

Observation of ISS; monitoring of classwork being provided consistently by teachers.

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 9/16/2015 to 5/24/2016

Evidence of Completion

Teacher notes.

Plan to Monitor Effectiveness of Implementation of G1.B5.S8 7

Monitor i-Ready data.

Person Responsible

Bobbie Spratt

Schedule

Semiannually, from 9/15/2015 to 5/24/2016

Evidence of Completion

School wide i-Ready data.

G1.B5.S9 Provide time with teacher for ELA support in ISS. 4

 S194349

Strategy Rationale

Though make-up work is provided by teachers, students in ISS are missing critical ELA instruction. Having a teacher present to provide small group instruction will support these students so they do not fall further behind.

Action Step 1 5

Schedule teacher (Jeff Markland) to provide one period of support in ELA to students in ISS;

Person Responsible

Bobbie Spratt

Schedule

On 8/7/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S9 6

Person Responsible

Schedule

Evidence of Completion

G1.B5.S10 Create and implement homework outreach program, with location(s) within walking distance from home for students. 4

 S194350

Strategy Rationale

After school homework assistance programs, if available, are not always accessible to students because of transportation issues. Many students do not receive homework help in their homes. This would give extra support to students outside of their regular classrooms.

Action Step 1 5

Form committee to create homework outreach program.

Person Responsible

Karen Johnson

Schedule

On 9/30/2015

Evidence of Completion

Agenda of first meeting.

Action Step 2 5

Form committee to create homework outreach program and plan for implementation.

Person Responsible

Karen Johnson

Schedule

On 9/30/2015

Evidence of Completion

Agenda of first meeting.

Plan to Monitor Fidelity of Implementation of G1.B5.S10 6

Monitor for progress of plan for outreach program and implementation; have meetings been scheduled and what are the outcomes?

Person Responsible

Karen Johnson

Schedule

Biweekly, from 9/30/2015 to 10/30/2015

Evidence of Completion

Agenda(s) from meeting(s).

Plan to Monitor Effectiveness of Implementation of G1.B5.S10 7

Monitor for completion of program creation and implementation plan.

Person Responsible

Karen Johnson

Schedule

On 9/30/2015

Evidence of Completion

Plan for program and implementation action plan.

G1.B6 Students' low vocabulary levels limiting reading comprehension. 2

 B182599

G1.B6.S1 Implement school-wide vocabulary program. 4

 S194351

Strategy Rationale

Faculty has identified a lack of vocabulary knowledge as a barrier to reading achievement.

Action Step 1 5

Committee will create plan for an implement first year of 3-year cycle for Word Generation.

Person Responsible

Karen Johnson

Schedule

On 3/2/2016

Evidence of Completion

Post test responses will be analyzed and compared to pre-test data, to demonstrate growth in vocabulary.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Walk-throughs of participating classrooms, tick marks for presence of components of implementation that demonstrate fidelity.

Person Responsible

Karen Johnson

Schedule

On 2/26/2016

Evidence of Completion

Checklists will show growth over time in number of components that are observed.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Pre- and post vocabulary tests administered.

Person Responsible

Karen Johnson

Schedule

Evidence of Completion

Analysis of post test will reveal the growth in vocabulary knowledge from pre-test.

G1.B7 Not all ELA teachers trained in SpringBoard curriculum. 2

 B182600

G1.B7.S1 Provide professional development relative to SpringBoard curriculum for ELA teachers. 4

 S194352

Strategy Rationale

Newer teachers have not received training in SpringBoard language arts curriculum; training would support teachers in using the curriculum in their classrooms.

Action Step 1 5

Conduct a needs assessment for SpringBoard training.

Person Responsible

Karra Dillman

Schedule

On 6/11/2015

Evidence of Completion

List of ELA teachers who need SpringBoard training.

Action Step 2 5

Plan, schedule and facilitate professional development for SpringBoard. including training created and delivered by Hendry teachers/coaches who have SpringBoard training and experience.

Person Responsible

Karen Johnson

Schedule

On 5/24/2016

Evidence of Completion

Agenda for professional development , sign-in sheets

Action Step 3 5

Follow-up support to be provided during regularly scheduled ELA curriculum meetings.

Person Responsible

Meaghan Johnson

Schedule

On 5/24/2016

Evidence of Completion

Agendas from curriculum meetings

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Admin will make sure that PD is scheduled for this school year or next school year.

Person Responsible

Ken Pickles

Schedule

On 6/24/2017

Evidence of Completion

Faculty calendar showing SpringBoard training scheduled.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Admin will make sure that coaching is scheduled for this school year or next school year.

Person Responsible

Ken Pickles

Schedule

On 6/24/2017

Evidence of Completion

Faculty calendar showing SpringBoard coaching has been scheduled.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Administration observations to determine that SpringBoard is a part of regular ELA curriculum meetings.

Person Responsible

Ken Pickles

Schedule

Biweekly, from 9/7/2015 to 5/24/2016

Evidence of Completion

Admin observations; agendas from curriculum meetings.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Administration will conduct classroom observations for student engagement, as well as analyzing i-Ready progress monitoring data.

Person Responsible

Ken Pickles


Schedule

Biweekly, from 9/16/2015 to 5/24/2016

Evidence of Completion

i-Ready data will be used to monitor student progress.

G1.B9 Lack of a systematic, school-wide framework for analyzing and giving feedback for data. 2

 B182602

G1.B9.S1 Instructional focus calendars will be created in math and language arts, to be used in conjunction with i-Ready math and reading mini-assessments. 4

 S194353

Strategy Rationale

Instructional focus calendars will provide a cohesive plan for monitoring student progress on critical math and reading standards.

Action Step 1 5

At curriculum meetings, teachers will map the standards to be addressed by mini-lessons and mini-assessments, focusing on the most critical standards.

Person Responsible

Ken Pickles

Schedule

On 11/16/2015

Evidence of Completion

Instructional focus maps

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Instructional focus calendars will be turned in to lead teachers at curriculum meetings.

Person Responsible

Ken Pickles

Schedule

On 11/16/2015

Evidence of Completion

Instructional focus calendars; curriculum meeting agendas.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Curriculum team meetings will use instructional focus calendars as focus for regular data discussions and decision-making based on data.

Person Responsible

Ken Pickles


Schedule

Monthly, from 10/16/2015 to 11/30/2015

Evidence of Completion

Curriculum meeting agendas will include discussion of instructional focus calendars and decision-making about instruction based on data.

G1.B9.S2 Book study relative to unpacking Florida standards, creating formative mini-assessments, and using data to inform instruction. , 4

 S194354

Strategy Rationale

Effective formative assessments enables teachers to be aware of how students are progressing towards mastery of critical standards.

Action Step 1 5

Schedule and implement book study.

Person Responsible

Schedule

Monthly, from 8/14/2015 to 11/30/2015

Evidence of Completion

PowerPoint of PLC; sign-in sheets; artifacts of formative assessments.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Teachers will be expected to unpack benchmarks to create lesson plans including formative assessments, as well as to bring artifacts from the formative assessment.

Person Responsible

Karen Johnson

Schedule

Monthly, from 10/13/2015 to 11/10/2015

Evidence of Completion

Lesson plans; artifacts.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Exit tickets will be given to teachers at the close of last book study meeting, asking teachers to share one way the book study impacted their instruction.

Person Responsible


Schedule

On 11/10/2015

Evidence of Completion

Exit tickets completed by book study participants.

G1.B11 AVID strategies not done or not done with fidelity due to teacher turnover **2**

 B182604

G1.B11.S1 Re-implementation of AVID's Cornell note-taking strategies, incorporating Cornell notes into all classrooms. **4**

 S194355

Strategy Rationale

Cornell note-taking strategies increase retention of subject area content.

Action Step 1 **5**

Create plan for re-implementing Cornell notes schoolwide, including requirements for grading and expectations for inclusion of Cornell notes in lesson plans. (Sub-committee: Karen Johnson, John Klinger/interactive notebook; Julie McGirt, Lea Burnside and Kevin Holland.)

Person Responsible

Karen Johnson

Schedule

On 9/24/2015

Evidence of Completion

Sign-in sheets, exit tickets, artifacts.

Action Step 2 **5**

Develop school-wide rubric for scoring students' Cornell notes.

Person Responsible

Karen Johnson

Schedule

On 9/30/2015

Evidence of Completion

Completed rubric.

Action Step 3 5

Plan, schedule and deliver professional development.

Person Responsible

Karen Johnson

Schedule

On 9/24/2015

Evidence of Completion

Action Step 4 5

Provide support for teachers in implementing Cornell notes; coaching/modeling by reading coach; topic of discussion and support during subject area and grade level meetings.

Person Responsible

Karen Johnson

Schedule

Weekly, from 9/2/2015 to 12/18/2015

Evidence of Completion

Coach's calendar, artifacts from teachers.

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Classroom observations, review of lesson plans, and attendance at grade level and subject area meetings.

Person Responsible

Ken Pickles

Schedule

Biweekly, from 9/24/2015 to 5/24/2016

Evidence of Completion

Lesson plans, agendas of team meetings, grades entered for Cornell notes, written policy for scoring/entering grades for Cornell notes.

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Observations by reading coach, creation and use of a list with tick marks when Cornell notes are being used appropriately.

Person Responsible

Karen Johnson

Schedule

Weekly, from 9/30/2015 to 5/24/2016

Evidence of Completion

Checklist with tick marks.

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Classrooms, lesson plans, and i-Ready data will be monitored.

Person Responsible

Ken Pickles


Schedule

Monthly, from 10/1/2015 to 5/24/2016

Evidence of Completion

Use of Cornell notes school-wide will increase as evidenced by administrator observations, lesson plans, and more tick marks per each coach's walk-through session, which will result in increased i-Ready scores.

G1.B16 Lack of capacity for differentiation (low/ELL/ESE). 2

 B182609

G1.B16.S1 Continue with first full year of MTSS implementation; SPDG/SIM strategies implemented in social studies, science and learning strategies classrooms. 4

 S194356

Strategy Rationale

Building teacher capacity for differentiated instruction will increase the support they are able to give to students of different needs.

Action Step 1 5

Continue with professional development for MTSS process and SPDG/SIM strategies.

Person Responsible

Ken Pickles

Schedule

Monthly, from 6/8/2015 to 5/24/2016

Evidence of Completion

Faculty calendar with professional development schedule.

Plan to Monitor Fidelity of Implementation of G1.B16.S1 6

Reports from MTSS team; reports from SIM coordinator; monitoring faculty calendar for scheduled professional development.

Person Responsible

Ken Pickles

Schedule

On 5/24/2016

Evidence of Completion

Faculty calendar.

Plan to Monitor Effectiveness of Implementation of G1.B16.S1 7

Administration will observe increased use of MTSS process schoolwide; observations of classrooms of teachers trained in SIM will reveal increased use of unit and concept organizers during instruction.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/16/2015 to 5/24/2016


Evidence of Completion

MTSS and SPDG/SIM flowcharts; action plan from MTSS team.

G1.B17 Lack of consistent, school-wide positive behavior strategies. 2

 B182610

G1.B17.S1 Develop consistent, school-wide implementation plan for positive behavior strategies. Create a behavioral committee representing all grade levels and school leadership team. 4

 S194357

Strategy Rationale

Consistent, school-wide use of a plan for positive behavior strategies will create a more positive school culture and result in higher student engagement.

Action Step 1 5

Create a PBS team representing all grade levels and school leadership team to develop implementation for positive behavior strategies, including a plan for school-wide rules and expectations ("Bronco Brand" and "Own it!").

Person Responsible

John Klinger

Schedule

Quarterly, from 8/3/2015 to 9/24/2015

Evidence of Completion

Action Step 2 5

Distribute a positive behavior tracker to students - a paper stapled into each student agenda.

Person Responsible

John Klinger

Schedule

Quarterly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Reduced student referrals by the end of the first progress report as compared to 2014/15 school year.

Action Step 3 5

All positive (blank) trackers will receive a reward, such as (but not limited to): first in lunch line, lunch on patio, movie with popcorn

Person Responsible

Bobbie Spratt

Schedule

Monthly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Fewer behavioral referrals the following quarter.

Action Step 4 5

FLASH celebrations for long-term responsible student behavior. One FLASH celebration in addition to announced tracker rewards, such as: carnival, dance, soccer game, field trip. Each grade level will lead one activity.

Person Responsible

Bobbie Spratt

Schedule

Quarterly, from 10/19/2015 to 5/24/2016

Evidence of Completion

Decreased student referrals and increased student attendance as compared to 2014/2015 school year.

Plan to Monitor Fidelity of Implementation of G1.B17.S1 6

Monitor which students are allowed to attend (only those with blank agendas).

Person Responsible

John Klinger

Schedule

Quarterly, from 8/3/2015 to 5/24/2016

Evidence of Completion

Student participation list for each activity.

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

Monitor numbers of students qualified to participate; increase in number of eligible students each quarter, monitored by grade level chairperson.

Person Responsible

John Klinger

Schedule

On 9/2/2015

Evidence of Completion

Increase in number of eligible students each quarter.

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

Monitor data relative to discipline referrals.

Person Responsible


Schedule

Monthly, from 10/9/2015 to 5/24/2016

Evidence of Completion

Reduce discipline referrals by 3%; reduce classroom interruptions; increase in i-Ready scores.

G1.B18 Kagan cooperative strategies no longer in use or not in use with fidelity. **2**

 B182611

G1.B18.S1 Implement Kagan cooperative learning strategies. **4**

 S194358

Strategy Rationale

Kagan system of classroom management, social skills and cooperative learning structures aligns with school-wide plan for PBIS, research-based instructional strategies, as well as FSA reading standards for academic speaking and listening skills. Implementation will also support teachers in creating a positive classroom environment to improve student engagement.

Action Step 1 **5**

Create model classroom for teachers to observe Kagan structures in practice.

Person Responsible

Karen Johnson

Schedule

On 3/31/2016

Evidence of Completion

Action Step 2 **5**

Administration, reading coach and faculty receive Kagan training for implementation for 2016/17 school year. (Administration: leadership workshop; reading coach: site trainer workshop; faculty: cooperative learning structures and positive discipline workshops).

Person Responsible

Karen Johnson

Schedule

On 8/5/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B18.S1 6

Administration observations and lesson plans will reflect the use of Kagan structures for student teams and cooperative work.

Person Responsible

Ken Pickles

Schedule

On 5/24/2016

Evidence of Completion

Lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B18.S1 7

Teachers observing the model classroom will complete a short form asking what they observed, what they would like to know about Kagan strategies, and if it is something they would like to implement in their own classrooms.

Person Responsible

Karen Johnson


Schedule

Monthly, from 11/16/2015 to 5/24/2016

Evidence of Completion

Observation forms will show level of teacher interest in Kagan structures.

G2. If we improve family involvement and community engagement through a system of increased supportive communication and the creation of a positive climate and welcoming environment, then parent participation will increase. 1

 G070152

G2.B1 Lack of common definition of "welcoming classroom" 2

 B182612

G2.B1.S1 Employee handbook and staff meeting will outline school-wide definition of "welcoming classroom environment." 4

 S194359

Strategy Rationale

A welcoming classroom environment will increase student engagement and parent involvement.

Action Step 1 5

Lead teachers will meet to create a definition for "welcoming classroom environment" and share it with the staff at team meetings; this definition will be written and included as an addendum in the faculty handbook.

Person Responsible

John Klinger

Schedule

On 6/3/2015

Evidence of Completion

Page with definition of "welcoming classroom environment" in faculty handbook.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrators will be available to support lead teachers during meeting to create definition.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Written definition of "welcoming classroom environment."

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Mr. Klinger will ensure that definition page is added as an addendum to faculty handbook.

Person Responsible

John Klinger


Schedule

Monthly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Faculty handbook.

G2.B1.S2 Create common syllabi and expectations for classroom environment. 4

 S194360

Strategy Rationale

With common syllabi and expectations, the implementation of more welcoming classrooms will be consistent across campus.

Action Step 1 5

At lead teacher meeting, a common syllabus and expectations for classroom environment will be created.

Person Responsible

Karen Johnson

Schedule

On 10/30/2015

Evidence of Completion

Written syllabus and expectations for classroom environment.

Action Step 2 5

Lead teachers will share syllabus and expectations for classroom environment at team meetings.

Person Responsible

Karen Johnson

Schedule

On 10/30/2015

Evidence of Completion

Agendas and notes from team meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrator present during lead teacher and team meetings to lend support.

Person Responsible

Ken Pickles

Schedule

On 10/30/2015

Evidence of Completion

Agendas for lead teacher and team meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrator walk-throughs and observations will monitor welcoming atmosphere of classrooms.

Person Responsible

Ken Pickles

Schedule

Monthly, from 10/30/2015 to 6/24/2016

Evidence of Completion

Administrator observations.

G2.B1.S3 Create a more extensive teacher resource room by purchasing new supplies and re-purposing old supplies; provide training for teachers (laminator, copier, die cut). 4

 S194361

Strategy Rationale

A more extensive teacher resource room and training on equipment will make creating a more welcoming classroom more attainable for teachers.

Action Step 1 5

Create inventory of resources available in the teacher/library workroom.

Person Responsible

Lynne Moore

Schedule

On 10/30/2015

Evidence of Completion

Inventory list

Action Step 2 5

Informal survey of teachers, advising as to what is available, and asking what further materials would assist in creating a welcoming classroom.

Person Responsible

Karen Johnson

Schedule

On 11/30/2015

Evidence of Completion

Teacher wish list.

Action Step 3 5

Administration review of resources and wish list, determine what funding is available and what may be purchased.

Person Responsible

Ken Pickles

Schedule

On 1/30/2016

Evidence of Completion

Purchase orders for teacher classroom materials.

Action Step 4 5

At team meetings, lead teachers inquire as to what type of training teachers would need for fully utilizing teacher workroom (laminator, die cut, etc.), and will collect a number of teachers would like such training.

Person Responsible

Karen Johnson

Schedule

On 10/30/2015

Evidence of Completion

List of equipment for training and number of teachers.

Action Step 5 5

Schedule and deliver training through PLC during planning periods.

Person Responsible

Lynne Moore

Schedule

On 10/30/2015

Evidence of Completion

Sign-in sheets for training.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will attend training session; exit ticket.

Person Responsible

Ken Pickles

Schedule

On 10/30/2015

Evidence of Completion

Administration observation; exit ticket.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Lead teachers follow up after training to ask if the teachers have any further needs relative to using work room equipment.

Person Responsible

Schedule

On 11/30/2015

Evidence of Completion

Agendas of team meetings.

G2.B1.S4 Reorganize custodial duties to improve effectiveness and cleanliness. 4

 S194362

Strategy Rationale

Cleaner classrooms and campus will make the school more welcoming.

Action Step 1 5

Site manager will conduct an informal survey of teacher needs and suggestions.

Person Responsible

Ken Pickles

Schedule

On 10/16/2015

Evidence of Completion

List of suggestions

Action Step 2 5

Leadership team will meet to discuss what is feasible given time and staff limitations, and a plan will be created to assist Site Administrator meet the teachers' needs in order to create a more welcoming school and classroom environment.

Person Responsible

Ken Pickles

Schedule

On 11/16/2015

Evidence of Completion

Written plan for

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Leadership will be provided with a list of teacher suggestions and needs.

Person Responsible

Ken Pickles

Schedule

On 11/15/2015

Evidence of Completion

List of teacher needs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Site Administrator will inspect classrooms and campus areas to determine if teacher needs have been met as set out in plan.

Person Responsible

Ken Pickles


Schedule

Quarterly, from 10/30/2015 to 10/30/2015

Evidence of Completion

Report provided to leadership team.

G2.B2 Teachers' lack of communication strategies; language barriers; many parents have long distance telephone numbers but not all faculty have convenient access to long distance service. 2

 B182613

G2.B2.S1 Create a policy and script for initial positive parent contact. 4

 S194363

Strategy Rationale

Positive initial contact from teachers will help create more positive teacher/parent relationships.

Action Step 1 5

Create a policy and script for initial positive parent contact.

Person Responsible

John Klinger

Schedule

On 8/7/2015

Evidence of Completion

Policy included in faculty folder.

Action Step 2 5

Training for faculty in policies

Person Responsible

John Klinger

Schedule

On 8/7/2015

Evidence of Completion

Sign-in sheets

Action Step 3 5

Implementing parent call outs; each teacher will collect yellow cards from 5th period students and call home for each student, completing a digital parent contact form.

Person Responsible

John Klinger

Schedule

On 9/15/2015

Evidence of Completion

Yellow cards returned to when calls completed; digital forms completed.

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

Dean of Students will create the script.

Person Responsible

John Klinger

Schedule

On 8/7/2015

Evidence of Completion

Policy and script.

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

Dean of students will place the policy in faculty handbook and schedule time to distribute the script (at training).

Person Responsible

John Klinger

Schedule

On 8/3/2015

Evidence of Completion

Policy and script.

G2.B2.S2 Provide professional development to improve staff "customer service" skills 4

 S194364

Strategy Rationale

an increase in interpersonal skills will improve the school culture and teacher/parent relationships.

Action Step 1 5

Dean of Curriculum will work with selected staff to create professional development to improve staff "customer service" skills, schedule time and deliver professional development.

Person Responsible

Bobbie Spratt

Schedule

On 12/18/2015

Evidence of Completion

PowerPoint of professional development; sign-in sheets.

Action Step 2 5

Implementation of improved "customer service" skills.

Person Responsible

Bobbie Spratt

Schedule

On 5/24/2016

Evidence of Completion

Parent contact logs; admin observations; parent feedback.

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

Dean of Curriculum will monitor progress for planning, scheduling and delivering professional development.

Person Responsible

Bobbie Spratt

Schedule

On 11/16/2015

Evidence of Completion

PowerPoint for professional development; sign in sheets.

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

Exit tickets will be collected at the end of the professional development, providing teacher feedback as to effectiveness of training and any further questions.

Person Responsible

Bobbie Spratt

Schedule

On 11/16/2015

Evidence of Completion

Exit tickets.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Assess faculty needs for professional development by survey.	Johnson, Karen	9/22/2014	Survey results.	6/3/2015 one-time
G1.B3.S1.A1	Create plan for parent contact, including plan for contacting parents who do not speak English.	Spratt, Bobbie	9/15/2014	Written plan.	11/14/2014 monthly
G1.B5.S1.A1	Identify students in need of additional support.	Spratt, Bobbie	9/23/2015	i-Ready individual student data and instructional group reports.	5/24/2016 monthly
G1.B5.S3.A1	Identify students for after school math tutoring (as identified by i-Ready data) not identified as ESE, ELL, or migrant.	Spratt, Bobbie	9/15/2015	List of identified students.	3/4/2016 quarterly
G1.B5.S4.A1	Provide math teachers with student teacher assistants.	Spratt, Bobbie	9/16/2015	List of student teacher assistant assignments.	4/15/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S5.A1	Professional development for teachers relative to new math curriculum, Go Math.		8/10/2015	Sign in sheets from professional development	10/30/2015 one-time
G1.B5.S7.A1	Two period of intensive math built into master schedule; lowest students placed in one of these classes; i-Ready and small-group instruction is provided by a math teacher.		6/3/2015		5/24/2016 one-time
G1.B5.S8.A1	Create time in master schedule for math teacher (Bret Mayo) to spend one period in ISS every day.	Spratt, Bobbie	6/3/2015	Teacher/class matrix.	8/7/2015 one-time
G1.B5.S9.A1	Schedule teacher (Jeff Markland) to provide one period of support in ELA to students in ISS;	Spratt, Bobbie	6/4/2015		8/7/2015 one-time
G1.B5.S10.A1	Form committee to create homework outreach program.	Johnson, Karen	9/30/2015	Agenda of first meeting.	9/30/2015 one-time
G1.B6.S1.A1	Committee will create plan for an implement first year of 3-year cycle for Word Generation.	Johnson, Karen	8/22/2015	Post test responses will be analyzed and compared to pre-test data, to demonstrate growth in vocabulary.	3/2/2016 one-time
G1.B7.S1.A1	Conduct a needs assessment for SpringBoard training.	Dillman, Karra	6/11/2015	List of ELA teachers who need SpringBoard training.	6/11/2015 one-time
G1.B9.S1.A1	At curriculum meetings, teachers will map the standards to be addressed by mini-lessons and mini-assessments, focusing on the most critical standards.	Pickles, Ken	10/30/2015	Instructional focus maps	11/16/2015 one-time
G1.B9.S2.A1	Schedule and implement book study.		8/14/2015	PowerPoint of PLC; sign-in sheets; artifacts of formative assessments.	11/30/2015 monthly
G1.B11.S1.A1	Create plan for re-implementing Cornell notes schoolwide, including requirements for grading and expectations for inclusion of Cornell notes in lesson plans. (Sub-committee: Karen Johnson, John Klinger/interactive notebook; Julie McGirt, Lea Burnside and Kevin Holland.)	Johnson, Karen	9/9/2015	Sign-in sheets, exit tickets, artifacts.	9/24/2015 one-time
G1.B16.S1.A1	Continue with professional development for MTSS process and SPDG/SIM strategies.	Pickles, Ken	6/8/2015	Faculty calendar with professional development schedule.	5/24/2016 monthly
G1.B17.S1.A1	Create a PBS team representing all grade levels and school leadership team to develop implementation for positive behavior strategies, including a plan for school-wide rules and expectations ("Bronco Brand" and "Own it!").	Klinger, John	8/3/2015		9/24/2015 quarterly
G1.B18.S1.A1	Create model classroom for teachers to observe Kagan structures in practice.	Johnson, Karen	9/30/2015		3/31/2016 one-time
G2.B1.S1.A1	Lead teachers will meet to create a definition for "welcoming classroom environment" and share it with the staff at team meetings; this definition will be written and included as an addendum in the faculty handbook.	Klinger, John	10/30/2014	Page with definition of "welcoming classroom environment" in faculty handbook.	6/3/2015 one-time
G2.B1.S2.A1	At lead teacher meeting, a common syllabus and expectations for classroom environment will be created.	Johnson, Karen	9/30/2015	Written syllabus and expectations for classroom environment.	10/30/2015 one-time
G2.B1.S3.A1	Create inventory of resources available in the teacher/library workroom.	Moore, Lynne	9/15/2015	Inventory list	10/30/2015 one-time
G2.B1.S4.A1	Site manager will conduct an informal survey of teacher needs and suggestions.	Pickles, Ken	9/16/2015	List of suggestions	10/16/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Create a policy and script for initial positive parent contact.	Klinger, John	6/8/2015	Policy included in faculty folder.	8/7/2015 one-time
G2.B2.S2.A1	Dean of Curriculum will work with selected staff to create professional development to improve staff "customer service" skills, schedule time and deliver professional development.	Spratt, Bobbie	9/15/2015	PowerPoint of professional development; sign-in sheets.	12/18/2015 one-time
G1.B1.S1.A2	Create professional development plan based on survey data.	Johnson, Karen	9/22/2015	Data from survey	one-time
G1.B3.S1.A2	Keep records of students with high number of absences (less than 90% attendance) and subsequent parent contact.			one-time	
G1.B5.S1.A2	Small group instruction in regular math classes (Tier 1).	Spratt, Bobbie	10/15/2015	Observations of small-group instruction in math classrooms.	5/24/2016 monthly
G1.B5.S3.A2	Develop and facilitate PLC relative to utilizing teacher assistants for tutoring, and to design math support strategies.	Spratt, Bobbie	9/18/2015		10/30/2015 one-time
G1.B5.S4.A2	Train teachers/students in effective tutoring strategies.	Spratt, Bobbie	9/1/2015	Sign in sheets for teachers; student activity logs.	9/30/2015 one-time
G1.B5.S10.A2	Form committee to create homework outreach program and plan for implementation.	Johnson, Karen	9/30/2015	Agenda of first meeting.	9/30/2015 one-time
G1.B7.S1.A2	Plan, schedule and facilitate professional development for SpringBoard. including training created and delivered by Hendry teachers/ coaches who have SpringBoard training and experience.	Johnson, Karen	9/1/2015	Agenda for professional development , sign-in sheets	5/24/2016 one-time
G1.B11.S1.A2	Develop school-wide rubric for scoring students' Cornell notes.	Johnson, Karen	9/1/2015	Completed rubric.	9/30/2015 one-time
G1.B17.S1.A2	Distribute a positive behavior tracker to students - a paper stapled into each student agenda.	Klinger, John	8/10/2015	Reduced student referrals by the end of the first progress report as compared to 2014/15 school year.	5/20/2016 quarterly
G1.B18.S1.A2	Administration, reading coach and faculty receive Kagan training for implementation for 2016/17 school year. (Administration: leadership workshop; reading coach: site trainer workshop; faculty: cooperative learning structures and positive discipline workshops).	Johnson, Karen	6/1/2016		8/5/2016 one-time
G2.B1.S2.A2	Lead teachers will share syllabus and expectations for classroom environment at team meetings.	Johnson, Karen	9/30/2015	Agendas and notes from team meetings.	10/30/2015 one-time
G2.B1.S3.A2	Informal survey of teachers, advising as to what is available, and asking what further materials would assist in creating a welcoming classroom.	Johnson, Karen	10/30/2015	Teacher wish list.	11/30/2015 one-time
G2.B1.S4.A2	Leadership team will meet to discuss what is feasible given time and staff limitations, and a plan will be created to assist Site Administrator meet the teachers' needs in order to create a more welcoming school and classroom environment.	Pickles, Ken	10/15/2015	Written plan for	11/16/2015 one-time
G2.B2.S1.A2	Training for faculty in policies	Klinger, John	8/3/2015	Sign-in sheets	8/7/2015 one-time
G2.B2.S2.A2	Implementation of improved "customer service" skills.	Spratt, Bobbie	10/15/2015	Parent contact logs; admin observations; parent feedback.	5/24/2016 one-time
G1.B1.S1.A3	Deliver professional development.	Johnson, Karen	9/15/2015		5/24/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A3	[no content entered]			one-time	
G1.B5.S1.A3	Professional development for delivering small-group instruction in regular math classrooms.	Spratt, Bobbie	10/1/2015	Sign-in sheets, agenda of PD	12/19/2015 one-time
G1.B5.S3.A3	Periodically monitor student progress to add/remove from after school program.	Spratt, Bobbie	10/15/2015	i-Ready data, list of students to add/remove from program	3/4/2016 monthly
G1.B7.S1.A3	Follow-up support to be provided during regularly scheduled ELA curriculum meetings.	Johnson, Meaghan	9/15/2015	Agendas from curriculum meetings	5/24/2016 one-time
G1.B11.S1.A3	Plan, schedule and deliver professional development.	Johnson, Karen	9/1/2015		9/24/2015 one-time
G1.B17.S1.A3	All positive (blank) trackers will receive a reward, such as (but not limited to): first in lunch line, lunch on patio, movie with popcorn	Spratt, Bobbie	8/10/2015	Fewer behavioral referrals the following quarter.	5/20/2016 monthly
G2.B1.S3.A3	Administration review of resources and wish list, determine what funding is available and what may be purchased.	Pickles, Ken	12/30/2015	Purchase orders for teacher classroom materials.	1/30/2016 one-time
G2.B2.S1.A3	Implementing parent call outs; each teacher will collect yellow cards from 5th period students and call home for each student, completing a digital parent contact form.	Klinger, John	8/10/2015	Yellow cards returned to when calls completed; digital forms completed.	9/15/2015 one-time
G1.B1.S1.A4	End of year faculty survey regarding professional development needs	Johnson, Karen	5/15/2016	Report of survey results to show growth in teacher use of targeted instructional strategies.	one-time
G1.B11.S1.A4	Provide support for teachers in implementing Cornell notes; coaching/ modeling by reading coach; topic of discussion and support during subject area and grade level meetings.	Johnson, Karen	9/2/2015	Coach's calendar, artifacts from teachers.	12/18/2015 weekly
G1.B17.S1.A4	FLASH celebrations for long-term responsible student behavior. One FLASH celebration in addition to announced tracker rewards, such as: carnival, dance, soccer game, field trip. Each grade level will lead one activity.	Spratt, Bobbie	10/19/2015	Decreased student referrals and increased student attendance as compared to 2014/2015 school year.	5/24/2016 quarterly
G2.B1.S3.A4	At team meetings, lead teachers inquire as to what type of training teachers would need for fully utilizing teacher workroom (laminator, die cut, etc.), and will collect a number of teachers would like such training.	Johnson, Karen	9/30/2015	List of equipment for training and number of teachers.	10/30/2015 one-time
G2.B1.S3.A5	Schedule and deliver training through PLC during planning periods.	Moore, Lynne	10/30/2015	Sign-in sheets for training.	10/30/2015 one-time
G1.MA1	i-Ready progress monitoring and mini-assessments	Pickles, Ken	1/15/2016	i-Ready mid-year and end-of-year progress monitoring reports.	5/24/2016 semiannually
G1.B1.S1.MA1	End-of-year faculty survey.	Johnson, Karen	5/13/2016	Report of comparison of initial survey and end survey, showing growth for teachers in their understanding and implementation of targeted instructional strategies.	5/26/2016 weekly
G1.B1.S1.MA1	Classroom observations, compilation of data (tick marks) on list of components of implementation with fidelity for each targeted instructional strategy.	Johnson, Karen	10/15/2014	Data from checklists showing increased use of targeted instructional strategies.	5/26/2015 weekly
G1.B3.S1.MA1	Follow up to make sure that all students with less than 90% average attendance have had parent contact completed.	Spratt, Bobbie	11/16/2015	Record of parent contacts.	11/16/2015 quarterly
G1.B3.S1.MA1	Dean of curriculum will monitor list of students/parent contact.	Spratt, Bobbie	9/15/2014	Record of parent contact.	5/24/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Progress monitoring through i-Ready diagnostics and i-Ready mini-assessments	Spratt, Bobbie	9/30/2015	i-Ready data.	5/24/2016 monthly
G1.B5.S1.MA1	Create schedule of small-group interventions, noting when regularly planned to happen in each teacher's classroom. Walk through classrooms and observe whether schedule is being followed.	Spratt, Bobbie	10/12/2015	Lesson plans, observation notes.	5/24/2016 biweekly
G1.B6.S1.MA1	Pre- and post vocabulary tests administered.	Johnson, Karen	2/3/2016	Analysis of post test will reveal the growth in vocabulary knowledge from pre-test.	one-time
G1.B6.S1.MA1	Walk-throughs of participating classrooms, tick marks for presence of components of implementation that demonstrate fidelity.	Johnson, Karen	9/14/2015	Checklists will show growth over time in number of components that are observed.	2/26/2016 one-time
G1.B7.S1.MA1	Administration will conduct classroom observations for student engagement, as well as analyzing i-Ready progress monitoring data.	Pickles, Ken	9/16/2015	i-Ready data will be used to monitor student progress.	5/24/2016 biweekly
G1.B7.S1.MA1	Admin will make sure that PD is scheduled for this school year or next school year.	Pickles, Ken	6/24/2015	Faculty calendar showing SpringBoard training scheduled.	6/24/2017 one-time
G1.B7.S1.MA2	Admin will make sure that coaching is scheduled for this school year or next school year.	Pickles, Ken	9/16/2015	Faculty calendar showing SpringBoard coaching has been scheduled.	6/24/2017 one-time
G1.B7.S1.MA3	Administration observations to determine that SpringBoard is a part of regular ELA curriculum meetings.	Pickles, Ken	9/7/2015	Admin observations; agendas from curriculum meetings.	5/24/2016 biweekly
G1.B9.S1.MA1	Curriculum team meetings will use instructional focus calendars as focus for regular data discussions and decision-making based on data.	Pickles, Ken	10/16/2015	Curriculum meeting agendas will include discussion of instructional focus calendars and decision-making about instruction based on data.	11/30/2015 monthly
G1.B9.S1.MA1	Instructional focus calendars will be turned in to lead teachers at curriculum meetings.	Pickles, Ken	10/15/2015	Instructional focus calendars; curriculum meeting agendas.	11/16/2015 one-time
G1.B11.S1.MA1	Classrooms, lesson plans, and i-Ready data will be monitored.	Pickles, Ken	10/1/2015	Use of Cornell notes school-wide will increase as evidenced by administrator observations, lesson plans, and more tick marks per each coach's walk-through session, which will result in increased i-Ready scores.	5/24/2016 monthly
G1.B11.S1.MA1	Classroom observations, review of lesson plans, and attendance at grade level and subject area meetings.	Pickles, Ken	9/24/2015	Lesson plans, agendas of team meetings, grades entered for Cornell notes, written policy for scoring/entering grades for Cornell notes.	5/24/2016 biweekly
G1.B11.S1.MA2	Observations by reading coach, creation and use of a list with tick marks when Cornell notes are being used appropriately.	Johnson, Karen	9/30/2015	Checklist with tick marks.	5/24/2016 weekly
G1.B16.S1.MA1	Administration will observe increased use of MTSS process schoolwide; observations of classrooms of teachers trained in SIM will reveal increased use of unit and concept organizers during instruction.	Pickles, Ken	9/16/2015	MTSS and SPDG/SIM flowcharts; action plan from MTSS team.	5/24/2016 monthly
G1.B16.S1.MA1	Reports from MTSS team; reports from SIM coordinator; monitoring faculty calendar for scheduled professional development.	Pickles, Ken	6/8/2015	Faculty calendar.	5/24/2016 one-time
G1.B17.S1.MA1	Monitor numbers of students qualified to participate; increase in number of	Klinger, John	9/2/2015	Increase in number of eligible students each quarter.	9/2/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	eligible students each quarter, monitored by grade level chairperson.				
G1.B17.S1.MA5	Monitor data relative to discipline referrals.		10/9/2015	Reduce discipline referrals by 3%; reduce classroom interruptions; increase in i-Ready scores.	5/24/2016 monthly
G1.B17.S1.MA1	Monitor which students are allowed to attend (only those with blank agendas).	Klinger, John	8/3/2015	Student participation list for each activity.	5/24/2016 quarterly
G1.B18.S1.MA1	Teachers observing the model classroom will complete a short form asking what they observed, what they would like to know about Kagan strategies, and if it is something they would like to implement in their own classrooms.	Johnson, Karen	11/16/2015	Observation forms will show level of teacher interest in Kagan structures.	5/24/2016 monthly
G1.B18.S1.MA1	Administration observations and lesson plans will reflect the use of Kagan structures for student teams and cooperative work.	Pickles, Ken	10/15/2015	Lesson plans.	5/24/2016 one-time
G1.B9.S2.MA1	Exit tickets will be given to teachers at the close of last book study meeting, asking teachers to share one way the book study impacted their instruction.		11/10/2015	Exit tickets completed by book study participants.	11/10/2015 one-time
G1.B9.S2.MA1	Teachers will be expected to unpack benchmarks to create lesson plans including formative assessments, as well as to bring artifacts from the formative assessment.	Johnson, Karen	10/13/2015	Lesson plans; artifacts.	11/10/2015 monthly
G1.B5.S3.MA1	Analysis of i-Ready progress monitoring data, to determine growth for students enrolled in after school program.	Spratt, Bobbie	9/16/2015	i-Ready data.	2/26/2016 quarterly
G1.B5.S3.MA1	After school lesson plans will include i-Ready usage, small group instruction, and tutoring.	Spratt, Bobbie	10/15/2015	Lesson plans, i-Ready data.	2/29/2016 monthly
G1.B5.S4.MA1	Evaluate effectiveness of student TA tutors.	Spratt, Bobbie	4/29/2016	Tutor activity log; i-Ready data.	5/24/2016 monthly
G1.B5.S4.MA1	Classroom observations to monitor math teachers' use of TAs to tutor students.	Spratt, Bobbie	4/5/2016	Sign in sheets	4/15/2016 one-time
G1.B5.S5.MA1	i-Ready progress monitoring data will be reviewed for evidence of student gains.	Spratt, Bobbie	8/31/2015	i-Ready progress monitoring data.	10/30/2015 one-time
G1.B5.S5.MA1	Observations by administration; topic for follow-up discussions at subject area meetings.	Spratt, Bobbie	8/10/2015	Math subject area meeting agendas.	10/30/2015 one-time
G1.B5.S7.MA1	I-Ready data for students in intensive reading will be analyzed to see how much progress students made in approaching grade level.	Spratt, Bobbie	1/13/2016	Individual student data from i-Ready.	5/24/2016 semiannually
G1.B5.S7.MA1	[no content entered]			one-time	
G1.B5.S7.MA1	Classes on master schedule; i-Ready data monitored for student time spent on i-Ready practice.	Spratt, Bobbie	9/10/2015	Master schedule/printed matrix; i-ready data.	5/24/2016 quarterly
G1.B5.S8.MA1	Monitor i-Ready data.	Spratt, Bobbie	9/15/2015	School wide i-Ready data.	5/24/2016 semiannually
G1.B5.S8.MA1	Observation of ISS; monitoring of classwork being provided consistently by teachers.	Spratt, Bobbie	9/16/2015	Teacher notes.	5/24/2016 quarterly
G1.B5.S9.MA1	[no content entered]			one-time	
G1.B5.S10.MA1	Monitor for completion of program creation and implementation plan.	Johnson, Karen	9/30/2015	Plan for program and implementation action plan.	9/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S10.MA1	Monitor for progress of plan for outreach program and implementation; have meetings been scheduled and what are the outcomes?	Johnson, Karen	9/30/2015	Agenda(s) from meeting(s).	10/30/2015 biweekly
G2.MA1	Data will be collected and analyzed with respect to increasing parent involvement. Increase attendance at parent nights 10% Increase number of parents with access to Pinnacle 10% Improve results on "We Learn" parent survey 10% Enforcing policy on teacher-parent calls 10% Expand community engagement efforts 10%	Spratt, Bobbie	9/30/2015	Data reports	5/24/2016 quarterly
G2.B1.S1.MA1	Mr. Klinger will ensure that definition page is added as an addendum to faculty handbook.	Klinger, John	9/15/2015	Faculty handbook.	10/30/2015 monthly
G2.B1.S1.MA1	Administrators will be available to support lead teachers during meeting to create definition.	Pickles, Ken	9/29/2014	Written definition of "welcoming classroom environment."	6/3/2015 monthly
G2.B2.S1.MA1	Dean of students will place the policy in faculty handbook and schedule time to distribute the script (at training).	Klinger, John	6/8/2015	Policy and script.	8/3/2015 one-time
G2.B2.S1.MA1	Dean of Students will create the script.	Klinger, John	6/8/2015	Policy and script.	8/7/2015 one-time
G2.B1.S2.MA1	Administrator walk-throughs and observations will monitor welcoming atmosphere of classrooms.	Pickles, Ken	10/30/2015	Administrator observations.	6/24/2016 monthly
G2.B1.S2.MA1	Administrator present during lead teacher and team meetings to lend support.	Pickles, Ken	9/30/2015	Agendas for lead teacher and team meetings.	10/30/2015 one-time
G2.B2.S2.MA1	Exit tickets will be collected at the end of the professional development, providing teacher feedback as to effectiveness of training and any further questions.	Spratt, Bobbie	10/30/2015	Exit tickets.	11/16/2015 one-time
G2.B2.S2.MA1	Dean of Curriculum will monitor progress for planning, scheduling and delivering professional development.	Spratt, Bobbie	9/16/2015	PowerPoint for professional development; sign in sheets.	11/16/2015 one-time
G2.B1.S3.MA1	Lead teachers follow up after training to ask if the teachers have any further needs relative to using work room equipment.		10/30/2015	Agendas of team meetings.	11/30/2015 one-time
G2.B1.S3.MA1	Administration will attend training session; exit ticket.	Pickles, Ken	9/30/2015	Administration observation; exit ticket.	10/30/2015 one-time
G2.B1.S4.MA1	Site Administrator will inspect classrooms and campus areas to determine if teacher needs have been met as set out in plan.	Pickles, Ken	10/30/2015	Report provided to leadership team.	10/30/2015 quarterly
G2.B1.S4.MA1	Leadership will be provided with a list of teacher suggestions and needs.	Pickles, Ken	10/15/2015	List of teacher needs.	11/15/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we improve support to students and build teacher capacity for ambitious instruction through research-based practices and curricula, student engagement and achievement will increase

G1.B5 Limited intensive math and ELA intervention.

G1.B5.S1 Pull students for small-group intensive math support.

PD Opportunity 1

Professional development for delivering small-group instruction in regular math classrooms.

Facilitator

Karen Johnson; i-ready consultant

Participants

Math teachers

Schedule

On 12/19/2015

G1.B5.S4 Provide math teachers with student Teacher Assistants.

PD Opportunity 1

Train teachers/students in effective tutoring strategies.

Facilitator

Kevin Lutkenhaus, Ericka Burke.

Participants

Math teachers.

Schedule

On 9/30/2015

G1.B5.S5 Provide math teachers with professional development for new math curriculum.

PD Opportunity 1

Professional development for teachers relative to new math curriculum, Go Math.

Facilitator

Bobbie Spratt

Participants

Math teachers.

Schedule

On 10/30/2015

G1.B6 Students' low vocabulary levels limiting reading comprehension.

G1.B6.S1 Implement school-wide vocabulary program.

PD Opportunity 1

Committee will create plan for an implement first year of 3-year cycle for Word Generation.

Facilitator

Word Generation Committee

Participants

Core teachers (ELA, math, social studies, science) who will be implementing word gen.

Schedule

On 3/2/2016

G1.B7 Not all ELA teachers trained in SpringBoard curriculum.

G1.B7.S1 Provide professional development relative to SpringBoard curriculum for ELA teachers.

PD Opportunity 1

Plan, schedule and facilitate professional development for SpringBoard. including training created and delivered by Hendry teachers/coaches who have SpringBoard training and experience.

Facilitator

SpringBoard consultant, Meaghan Johnson, Kara Dillman, Mary Thomas

Participants

ELA and reading teachers

Schedule

On 5/24/2016

G1.B9 Lack of a systematic, school-wide framework for analyzing and giving feedback for data.

G1.B9.S1 Instructional focus calendars will be created in math and language arts, to be used in conjunction with i-Ready math and reading mini-assessments.

PD Opportunity 1

At curriculum meetings, teachers will map the standards to be addressed by mini-lessons and mini-assessments, focusing on the most critical standards.

Facilitator

Karen Johnson

Participants

Math, ELA and critical thinking teachers.

Schedule

On 11/16/2015

G1.B9.S2 Book study relative to unpacking Florida standards, creating formative mini-assessments, and using data to inform instruction. ,

PD Opportunity 1

Schedule and implement book study.

Facilitator

Karen Johnson, John Klinger, George Duckstein

Participants

All core teachers

Schedule

Monthly, from 8/14/2015 to 11/30/2015

G1.B11 AVID strategies not done or not done with fidelity due to teacher turnover

G1.B11.S1 Re-implementation of AVID's Cornell note-taking strategies, incorporating Cornell notes into all classrooms.

PD Opportunity 1

Create plan for re-implementing Cornell notes schoolwide, including requirements for grading and expectations for inclusion of Cornell notes in lesson plans. (Sub-committee: Karen Johnson, John Klinger/interactive notebook; Julie McGirt, Lea Burnside and Kevin Holland.)

Facilitator

Karen Johnson and sub-committee.

Participants

Faculty

Schedule

On 9/24/2015

PD Opportunity 2

Plan, schedule and deliver professional development.

Facilitator

Karen Johnson, Brett Burnside

Participants

Faculty

Schedule

On 9/24/2015

PD Opportunity 3

Provide support for teachers in implementing Cornell notes; coaching/modeling by reading coach; topic of discussion and support during subject area and grade level meetings.

Facilitator

Karen Johnson, lead teachers, teachers who have experience using Cornell notes.

Participants

Faculty.

Schedule

Weekly, from 9/2/2015 to 12/18/2015

G1.B16 Lack of capacity for differentiation (low/ELL/ESE).

G1.B16.S1 Continue with first full year of MTSS implementation; SPDG/SIM strategies implemented in social studies, science and learning strategies classrooms.

PD Opportunity 1

Continue with professional development for MTSS process and SPDG/SIM strategies.

Facilitator

PBIS team; District MTSS team; SPDG/SIM Coordinator.

Participants

Faculty.

Schedule

Monthly, from 6/8/2015 to 5/24/2016

G1.B18 Kagan cooperative strategies no longer in use or not in use with fidelity.

G1.B18.S1 Implement Kagan cooperative learning strategies.

PD Opportunity 1

Create model classroom for teachers to observe Kagan structures in practice.

Facilitator

Karen Johnson

Participants

Faculty

Schedule

On 3/31/2016

G2. If we improve family involvement and community engagement through a system of increased supportive communication and the creation of a positive climate and welcoming environment, then parent participation will increase.

G2.B1 Lack of common definition of "welcoming classroom"

G2.B1.S2 Create common syllabi and expectations for classroom environment.

PD Opportunity 1

Lead teachers will share syllabus and expectations for classroom environment at team meetings.

Facilitator

Lead teachers

Participants

Faculty

Schedule

On 10/30/2015

G2.B1.S3 Create a more extensive teacher resource room by purchasing new supplies and re-purposing old supplies; provide training for teachers (laminator, copier, die cut).

PD Opportunity 1

Schedule and deliver training through PLC during planning periods.

Facilitator

Lynne Moore

Participants

Faculty

Schedule

On 10/30/2015

G2.B2 Teachers' lack of communication strategies; language barriers; many parents have long distance telephone numbers but not all faculty have convenient access to long distance service.

G2.B2.S1 Create a policy and script for initial positive parent contact.

PD Opportunity 1

Training for faculty in policies

Facilitator

John Klinger, Ashley Corbitt

Participants

Faculty

Schedule

On 8/7/2015

G2.B2.S2 Provide professional development to improve staff "customer service" skills

PD Opportunity 1

Dean of Curriculum will work with selected staff to create professional development to improve staff "customer service" skills, schedule time and deliver professional development.

Facilitator

Bobbie Spratt and selected staff.

Participants

Faculty

Schedule

On 12/18/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Assess faculty needs for professional development by survey.				\$0.00
2	G1.B1.S1.A2	Create professional development plan based on survey data.				\$0.00
3	G1.B1.S1.A3	Deliver professional development.				\$0.00
4	G1.B1.S1.A4	End of year faculty survey regarding professional development needs				\$0.00
5	G1.B11.S1.A1	Create plan for re-implementing Cornell notes schoolwide, including requirements for grading and expectations for inclusion of Cornell notes in lesson plans. (Sub-committee: Karen Johnson, John Klinger/interactive notebook; Julie McGirt, Lea Burnside and Kevin Holland.)				\$0.00
6	G1.B11.S1.A2	Develop school-wide rubric for scoring students' Cornell notes.				\$0.00
7	G1.B11.S1.A3	Plan, schedule and deliver professional development.				\$0.00
8	G1.B11.S1.A4	Provide support for teachers in implementing Cornell notes; coaching/ modeling by reading coach; topic of discussion and support during subject area and grade level meetings.				\$0.00
9	G1.B16.S1.A1	Continue with professional development for MTSS process and SPDG/SIM strategies.				\$0.00
10	G1.B17.S1.A1	Create a PBS team representing all grade levels and school leadership team to develop implementation for positive behavior strategies, including a plan for school-wide rules and expectations ("Bronco Brand" and "Own it!").				\$0.00
11	G1.B17.S1.A2	Distribute a positive behavior tracker to students - a paper stapled into each student agenda.				\$0.00
12	G1.B17.S1.A3	All positive (blank) trackers will receive a reward, such as (but not limited to): first in lunch line, lunch on patio, movie with popcorn				\$25.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0020 - Labelle Middle School	Other		\$25.00
			Notes: Funding from PTO			
13	G1.B17.S1.A4	FLASH celebrations for long-term responsible student behavior. One FLASH celebration in addition to announced tracker rewards, such as: carnival, dance, soccer game, field trip. Each grade level will lead one activity.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0020 - Labelle Middle School	Other		\$1,500.00

Budget Data

Notes: PTO funding - three events at \$500 each.

14	G1.B18.S1.A1	Create model classroom for teachers to observe Kagan structures in practice.				\$0.00
15	G1.B18.S1.A2	Administration, reading coach and faculty receive Kagan training for implementation for 2016/17 school year. (Administration: leadership workshop; reading coach: site trainer workshop; faculty: cooperative learning structures and positive discipline workshops).				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0020 - Labelle Middle School			\$10,000.00
			<i>Notes: Workshop attendance by administration, reading coach, and faculty, to be followed by school-wide implementation during 2016/17 school year.</i>			
16	G1.B3.S1.A1	Create plan for parent contact, including plan for contacting parents who do not speak English.				\$0.00
17	G1.B3.S1.A2	Keep records of students with high number of absences (less than 90% attendance) and subsequent parent contact.				\$0.00
18	G1.B3.S1.A3					\$0.00
19	G1.B5.S1.A1	Identify students in need of additional support.				\$0.00
20	G1.B5.S1.A2	Small group instruction in regular math classes (Tier 1).				\$0.00
21	G1.B5.S1.A3	Professional development for delivering small-group instruction in regular math classrooms.				\$0.00
22	G1.B5.S10.A1	Form committee to create homework outreach program.				\$0.00
23	G1.B5.S10.A2	Form committee to create homework outreach program and plan for implementation.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0020 - Labelle Middle School			\$2,000.00
			<i>Notes: Teacher salary for homework assistance, two hours, once or twice a week, for the duration of homework help program.</i>			
24	G1.B5.S3.A1	Identify students for after school math tutoring (as identified by i-Ready data) not identified as ESE, ELL, or migrant.				\$0.00
25	G1.B5.S3.A2	Develop and facilitate PLC relative to utilizing teacher assistants for tutoring, and to design math support strategies.				\$0.00
26	G1.B5.S3.A3	Periodically monitor student progress to add/remove from after school program.				\$0.00
27	G1.B5.S4.A1	Provide math teachers with student teacher assistants.				\$0.00
28	G1.B5.S4.A2	Train teachers/students in effective tutoring strategies.				\$0.00

Budget Data

29	G1.B5.S5.A1	Professional development for teachers relative to new math curriculum, Go Math.				\$0.00
30	G1.B5.S7.A1	Two period of intensive math built into master schedule; lowest students placed in one of these classes; i-Ready and small-group instruction is provided by a math teacher.				\$0.00
31	G1.B5.S8.A1	Create time in master schedule for math teacher (Bret Mayo) to spend one period in ISS every day.				\$0.00
32	G1.B5.S9.A1	Schedule teacher (Jeff Markland) to provide one period of support in ELA to students in ISS;				\$0.00
33	G1.B6.S1.A1	Committee will create plan for an implement first year of 3-year cycle for Word Generation.				\$0.00
34	G1.B7.S1.A1	Conduct a needs assessment for SpringBoard training.				\$0.00
35	G1.B7.S1.A2	Plan, schedule and facilitate professional development for SpringBoard. including training created and delivered by Hendry teachers/coaches who have SpringBoard training and experience.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0020 - Labelle Middle School			\$5,000.00
			Notes: Training by Springboard consultant; per diem payment of experienced teacher/coach for training; per diem payment for teachers' attendance (if applicable).			
36	G1.B7.S1.A3	Follow-up support to be provided during regularly scheduled ELA curriculum meetings.				\$0.00
37	G1.B9.S1.A1	At curriculum meetings, teachers will map the standards to be addressed by mini-lessons and mini-assessments, focusing on the most critical standards.				\$0.00
38	G1.B9.S2.A1	Schedule and implement book study.				\$0.00
39	G2.B1.S1.A1	Lead teachers will meet to create a definition for "welcoming classroom environment" and share it with the staff at team meetings; this definition will be written and included as an addendum in the faculty handbook.				\$0.00
40	G2.B1.S2.A1	At lead teacher meeting, a common syllabus and expectations for classroom environment will be created.				\$0.00
41	G2.B1.S2.A2	Lead teachers will share syllabus and expectations for classroom environment at team meetings.				\$0.00
42	G2.B1.S3.A1	Create inventory of resources available in the teacher/library workroom.				\$0.00
43	G2.B1.S3.A2	Informal survey of teachers, advising as to what is available, and asking what further materials would assist in creating a welcoming classroom.				\$0.00
44	G2.B1.S3.A3	Administration review of resources and wish list, determine what funding is available and what may be purchased.				\$0.00

Budget Data			
45	G2.B1.S3.A4	At team meetings, lead teachers inquire as to what type of training teachers would need for fully utilizing teacher workroom (laminator, die cut, etc.), and will collect a number of teachers would like such training.	\$0.00
46	G2.B1.S3.A5	Schedule and deliver training through PLC during planning periods.	\$0.00
47	G2.B1.S4.A1	Site manager will conduct an informal survey of teacher needs and suggestions.	\$0.00
48	G2.B1.S4.A2	Leadership team will meet to discuss what is feasible given time and staff limitations, and a plan will be created to assist Site Administrator meet the teachers' needs in order to create a more welcoming school and classroom environment.	\$0.00
49	G2.B2.S1.A1	Create a policy and script for initial positive parent contact.	\$0.00
50	G2.B2.S1.A2	Training for faculty in policies	\$0.00
51	G2.B2.S1.A3	Implementing parent call outs; each teacher will collect yellow cards from 5th period students and call home for each student, completing a digital parent contact form.	\$0.00
52	G2.B2.S2.A1	Dean of Curriculum will work with selected staff to create professional development to improve staff "customer service" skills, schedule time and deliver professional development.	\$0.00
53	G2.B2.S2.A2	Implementation of improved "customer service" skills.	\$0.00
Total:			\$18,525.00