

Hendry County Schools

# Labelle Elementary School



2015-16 School Improvement Plan

## Labelle Elementary School

150 W COWBOY WAY, Labelle, FL 33935

[http://hendry-schools.org/education/school/school.php?sectionid=7&sc\\_id=1171294169](http://hendry-schools.org/education/school/school.php?sectionid=7&sc_id=1171294169)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	69%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	85%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	C

*\*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
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At LaBelle Elementary School we are committed to providing a solid educational foundation for every child in a safe, caring environment while instilling a love of learning to prepare students for continued success.

##### **Provide the school's vision statement**

In order to meet the diverse needs of our student population, we use proven instructional practices to deliver standards-based curriculum. Students are challenged, encouraged, and supported daily to become critical thinkers through the use of a variety of positive reinforcement techniques and Multi-Tiered Systems of Support.

#### School Environment

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

At LaBelle Elementary, we make every effort to serve our students and build relationships with the families of our students. Some of the ways this happens is through parent involvement activities like participation in parent booster meetings, periodic conferences, and community outreach events. We serve a very diverse population and consequently it is necessary for us to provide translators at all events. Many times parents serve as translators for meetings to help boost the level of their involvement. We have personal headsets for individuals to use while one person translates the content of the meeting. 85% of the staff at LaBelle Elementary live in the community and participate fully in community activities. These relationships that are fostered as a result of staff members living in the community are extremely beneficial for our school, our students, our staff, and our community.

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

At LaBelle Elementary, we create an environment where students feel safe and respected by the design of our campus, the members we have on staff, and programs we offer to students. Our campus is surrounded by chain link fence and our gates remain locked during school hours. Our staff members follow the policy that anyone on campus must have a visitor pass. Anyone found on campus without a visitor pass will be escorted to the front office. Our sidewalks are monitored daily by staff and Safety Patrol. Staff members are on duty from the time the first parent drop off arrives until the last bus pulls away from the school. We have a full time resource officer on campus. This deputy can be found in the classrooms, patrolling the sidewalks and helping out at any school event from Open House to Parent Pick Up. All LaBelle Elementary School students enjoy an atmosphere of safety where they can participate in activities that teach good choices (ex. DARE) to responsibility (ex. Safety Patrol).

##### **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**



At LaBelle Elementary, we have implemented a Positive Behavior Support system in order to meet the needs of the diverse population that is served. We adopted a set of expectations that are becoming part of our school culture. The expectations are as follows: Be Respectful, Be Responsible, Be Positive, and Be an Active Learner. There have been rules developed for each area in our school so that students are aware of the rules that are expected to be followed. We hold monthly data meetings to evaluate discipline data that has been collected and determine next steps as far as the multi-tiered system of support is concerned with behavior. We follow the district code of conduct for student behavior and each individual team develops a plan that is able to be followed consistently throughout the grade level. The plans are distributed to parents after approval by administration. Most minor infractions are handled by the teacher with parental contact/involvement if necessary. Habitual offenses and serious infractions are sent to the office to be handled by administration by applying the district code of conduct. Serious offenses are defined as physical violence, defiance of a reasonable request, or verbal disrespect to an adult.

**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**

A full-time school counselor is available to all the students if counseling is needed. Parents, teachers, or students themselves can request services at any time. Students can also participate in small group counseling to improve social and interpersonal skills. Additionally, teachers and school staff are available as mentors if the need arises. LaBelle Elementary School also receives assistance from outside resources to provide both family and individual counseling. These resources include, but are not limited to, Hope Hospice, the Bridges Program, and Community Care Family Health Center. The staff at LaBelle Elementary School works to connect students and families with outside agencies when needed. Services are provided by licensed mental health counselors, licensed clinical social workers, and psychologists both inside and outside of school.

In addition to the counseling services provided, the school-based support team meets as needed to discuss students with barriers to academic and social success. The team assesses the needs of students and identifies possible barriers to success, selects research-based interventions to remove barriers, evaluates the success of interventions based on student data, and modifies interventions to better address student needs.

**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 indicators are noted by teacher completion of student data sheets at the end of the first quarter. Data points that are considered are grades, test scores, and progress monitoring data. This year we will add attendance and discipline as a point to consider when targeting interventions.

**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
	K	1	2	3	4	5	
Attendance below 90 percent	19	7	7	6	8	5	52
One or more suspensions	0	0	0	2	2	3	7
Course failure in ELA or Math	1	6	4	3	4	0	18
Level 1 on statewide assessment	0	0	0	13	0	0	13
I-Ready Reading At Risk- >1 level below	0	3	7	5	14	19	48
I-Ready Math at Risk	0	5	5	2	7	6	25
Retention	1	5	1	0	0	0	7

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

High attendance is recognized and rewarded at LaBelle Elementary School in an effort to motivate and encourage students to come to school every day. Call outs are made to parents when students are absent and after several absences there is a letter that is sent home to notify parents that students are at risk of falling behind due to absences.

As far as academic factors that indicate that a student is at risk, there are several layers of intervention services that are provided in an effort to reverse the downward trend. Resource teachers identify and provide interventions to students whose data indicate significant gaps. Teachers also provide small group instruction in the classroom to address identified weaknesses.

**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/182445>.

**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**

At LaBelle Elementary, we have several partners in the community that provide support to our school and students throughout the year. Winn Dixie provides a variety of opportunities for our students

including a night where students may bring their families to Winn Dixie and complete a grade level appropriate math questionnaire together. Students receive a prize and families receive a coupon towards a grocery purchase. The Women of the Moose provided a variety of school supplies for students to use at school this year. McDonald's provides cups, napkins, and drinks to LaBelle Elementary for a variety of events throughout the year to reward students for Reading Achievement. The Rotary Club provides a spaghetti dinner for our annual Open House and donates all proceeds back to the school to be used for the purpose of rewarding student achievement. Finally, the Operation Backpack ministry of LaBelle provides backpacks full of food for identified needy students each Friday for the weekend. Students and families look forward to his provision each week.

**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
Taylor, Sandra	Principal
Talada, Richard	Assistant Principal
Moore, Melissa	SAC Member
Lofton, Laura	Instructional Coach
Kirby, Cathy	Teacher, K-12
Campo, Vanessa	Guidance Counselor

**Duties**

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

Principal: Sandra Taylor provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI.

Assistant Principal: Richard Talada conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation.

Guidance Counselor: Vanessa Campo facilitates development of intervention plans; communicates with parents regarding school based RTI plans and meetings.

Academic Resource Teacher Reading/Math: Cathy Kirby facilitates and evaluates implementation for progress monitoring, aide in data collection and data analysis for students with tier 3 interventions.

Reading Coach: Laura Lofton facilitates guidance on K-5 reading plans, participates in RTI meetings, ensures adequate professional development to support RTI implementation, implements data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports implementation or Tier 1, Tier 2, Tier 3 intervention plans. .

Melissa Moore is the School Advisory Council Chairman and she plans and facilitates the SAC meetings. She participates in the problem solving process to develop the School Improvement Plan and assists as needed to support implementation.

***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**

The Rtl leadership team, using data collected from common assessments, will complete a Tier 1 plan addressing effectiveness of the core instruction. If determined that the core instruction is ineffective, intensive reading groups will be implemented using classroom teachers and resource teachers following FCIM strategies. For grade levels where the core is determined to be effective, the Rtl process is used to identify areas for implementation of Tier II strategies. Progress Monitoring data is used to identify individual students in need of Tier III interventions.

Title I Part A -Services provided under Title I Part A are integrated and coordinated with other programs funded under NCLB including Title I Part C, Title III, and Title VI Part B, Sub-part 2. All of these programs will provide funds for after school tutorials, resource personnel to meet the needs of teachers and students in the area of math and language arts, ELL and technology. Also funds will be used for Title I Part A, Title II, Title VI, for professionally development that will focus on the needs of students in subgroups not making AYP. Funds from Title I Part A will be coordinated with funds from Title I Part C, Title III, and Title VI, to provide intervention materials that will be used in the after school tutorials, and during the school day. Title I will fund the weekly Library and NCS computer lab being available to parents and students. The lab and library will be open for 2 hours allowing students extended time in the library and to work on their individual NCS computer goals.

Title I Part C - Migrant \_\_\_ migrant students have been identified. Collaboration with community agencies will take place to ensure that needed services such as health and nutrition are provided. Remediation and tutoring services will be provided as needed.

Title II -Teachers participate in district-developed workshops in Florida State Standards training.

Title III – Coordinates with Title I, Part A to provide resource teachers to work with the general education classroom teachers to provide services for ELL students as well as professional development to teachers.

Title X Homeless- Integrated with Title I Part C, and Title I Part A to provide supplemental supplies and tutorials for students identified in the LEA homeless and in need of these services. Additionally, there is a set aside in Title I Part A to address these needs for identified homeless students in the LEA.

Violence Prevention – LaBelle Elementary students in 5th grade participate in the D.A.R.E. program to support the prevention of violence, and the importance of not using of alcohol, tobacco and drugs.

Nutrition Programs – Students are served a nutritious breakfast and lunch every day, by county food services.

Title VI Part B - N/A

Title I Part D - N/A

Housing Programs - N/A

Head Start - N/A

Adult Education - N/A

Career and Technical Education - N/A

Job Training - N/A

**School Advisory Council (SAC)****Membership:**

Name	Stakeholder Group
Melissa Moore	Teacher
Sandra Taylor	Principal
Margie Puletti	Education Support Employee
Marisa Chairez	Parent
Yadira Espinosa	Parent
Maribel Gonzalez	Parent
Maria Vila	Parent
Socorro Rodriguez	Parent
Maria Santillan	Parent
Gloria Soto	Parent
Nancy Bocanegra	Parent
Cecelia Venecia	Parent
Alisa Hernandez	Parent
Erica Morales	Parent
Jennifer Price	Parent
Rhonda Burton	Parent
Aroma Taylor	Parent
Monica Gonzalez	Parent
Rocio Inga	Parent
Brad Haley	Business/Community
Sandra Reyes	Teacher

### 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 SAC members evaluated the School Improvement Plan at the September meeting. Last year's goals were reviewed and the current year's goals were introduced. It was reported that we have not received any data from the state at this time and therefore can't determine the effectiveness of the strategies. Local data indicates significant growth.

*Development of this school improvement plan*

Members of the SAC attended a meeting on September 28, 2015 where a discussion involving student data and specific target areas for improvement. As a result of the discussion, the school leadership will continue the problem solving process and present the results to the SAC for input and approval at its December 11, 2015 meeting.

*Preparation of the school's annual budget and plan*

The Leadership team and SAC committee will work together to make budgetary decisions as needs arise during planning.

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

A portion of the funds will be used to purchase OnCourse Lesson planning for teachers to align the current standards to the curriculum being taught. This will allow the opportunity for teachers to collaborate much more easily while planning.

**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
Lofton, Laura	Instructional Coach
Kirby, Cathy	Teacher, K-12
Taylor, Sandra	Principal
Talada, Richard	Assistant Principal
Moore, Melissa	Instructional Media

#### Duties

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team promotes literacy within the school by working with teachers to plan activities that will encourage and reward reading effort. Weekly, monthly, and yearly targets are set and students are recognized for their accomplishments. Family Reading night is planned to promote literacy with parents. Teachers work together to plan literacy activities that will help students to reach to desired depth of knowledge with literacy standards. Media center is open at night for parents to bring students to check out books and read with their parents.

### 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**

Teachers will participate in weekly Data Meetings as well as monthly collaborative planning sessions after school that will be supplemented by the Title I and Title VI Budgets. These meetings will be led and facilitated by administration. The outcome will be a Common Core Lesson Plan for ELA or Math that will focus on ensuring that the standards are being met and that the rigor is present. Teachers will attach the lesson plans using OnCourse to be shared with other members of their team. Student work will be examined to determine the level of achievement reached by the specified lesson. Teachers will collaborate to create guidelines for future planning based on the lessons learned by this activity.

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

Hendry County Applitrack Program and Teachers-Teachers are used to identify potential candidates for vacancies. Local colleges and Universities are contacted when instructional positions are available. Interviews are set up for candidates who meet the qualifications of being highly qualified. Prospective candidates from out of state receive assistance through the Hendry County Economic Development

Council to offset travel expenses when coming for a face-to-face interview. Upon offering a job, we assist new hires by helping to find housing opportunities within our community that will satisfy their needs. New hires complete a New Teacher Induction Program and are assigned a mentor to assist them with professional skill building and increase possibility of retention. Screening, Interviewing, and hiring are handled by the Principal and Assistant Principal.

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

New teachers participate in the Hendry County New Teacher Induction Program which provides a network of information and professional guidance to assist new teachers in the field of education. At the school level a mentor teacher is assigned to the new teacher to meet and plan during the first year of teaching. The mentor teacher is the lead teacher on the grade level team to which the new teacher is hired and has met the district requirements to be a mentor teacher. Mentor teachers meet weekly with new teachers to assist them in any and every way possible.

## **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***

The School District selected new curriculum that has been purchased and is aligned to Florida Standards. Teachers are utilizing CMAPS with the Florida Standards to ensure that all standards are covered in English Language Arts and Mathematics. Teachers will work collaboratively to identify and plan for gaps created by the basal reading and math programs. Formative Assessments will be developed and or identified for use to identify weaknesses and guide additional instruction. Grade level teams will collect and analyze data to determine if instructional programs and materials are sufficient.

#### **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***

All students are given ELA screening assessments at the beginning of the school year. In addition to this Tier I intervention, students in need of more intensive help will be served in the classroom with small groups and/or by the resource teachers. i-Ready Diagnostic and Instructional Program will be used to plan and implement interventions for both reading and Math. My Virtual Reading Coach is used for critically low students and all ESE students. This year targeted students will be screened using the Symphony Math Program and teachers will provide small group interventions suggested by this program or i-Ready during computer lab time.

##### ***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:** Before School Program

**Minutes added to school year:** 5,400

Title I and Title VI funds provide for computer labs that are open for 30 minutes each morning for students in need of additional time on the Symphony Math, Virtual Reading Coach and i-Ready Programs.

**Strategy Rationale**

Students who are below grade level will be provided additional instruction through specific computer programs to help to narrow the gap in their learning deficiency(ies).

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

Instructional data from the symphony math and the virtual reading coach programs will be reviewed and analyzed monthly to determine the effectiveness of the extra time provided in the morning.

**Strategy:** After School Program

**Minutes added to school year:** 2,160

Collaborative Planning for grade alike teams provided throughout the school year.

**Strategy Rationale**

Teachers need to participate in lesson study to enhance the rigor of instruction.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Talada, Richard, taladar@hendry.k12.fl.us

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

Student work samples will be examined.



**Strategy: After School Program**

**Minutes added to school year: 3,600**

Computer labs are open for 20 minutes each afternoon for students in need of additional time on the Symphony Math, Virtual Reading Coach and i-Ready Programs.

**Strategy Rationale**

Students who are below grade level will be provided additional instruction through specific computer programs to help to narrow the gap in their learning deficiency(ies).

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Lofton, Laura, loftonl@hendry.k12.fl.us

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

Instructional data from the symphony math and the virtual reading coach programs will be reviewed and analyzed monthly to determine the effectiveness of the extra time provided in the afternoon.

**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**

Teachers at the local RCMA Centers are invited to bring their students to LaBelle Elementary School in the spring. During the visit the pre-school students are taken on a tour of the school. They visit the kindergarten classrooms and art, music, P.E., the library, where they may see how classes work at school. They also visit the lunchroom and the playground and are allowed to play with the kindergarten students.. Students are given a registration packet to take to their parents to complete and return to LES. Any questions the students or adults have are discussed.

**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**

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

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

**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**

**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.

Benchmark Assessments are aligned, but low percentages of students are demonstrating proficiency  
Identified the need for effective alignment of resources and feedback to students on performance  
Identified the need for formative assessments aligned to grade level standards

### 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.

The team of teachers that worked together to develop this plan spent some time analyzing the data from last year and answering the guiding questions for the five domains in the step zero problem analysis resources in the CIM tools. In the Ambitious Instruction and Learning domain there were lots of issues identified in the area of alignment of curriculum and assessments. The team felt like this was an area that we needed to address in this year's school improvement plan in order to see results in student achievement. In going through the process of answering the five "why"s it was determined that the Benchmark Assessments in Journeys were aligned with the standards and that all standard were assessed within the grade level. Backward design planning was identified as a method of addressing the focus of instruction on standards and learning. A plan was developed that would enable teachers to work together in grade alike teams to identify the standards that would be taught during each unit of Journeys and use the backward design planning method to select instructional activities and develop formative assessments. Goal two addresses this problem. Goal one was written to support and facilitate the implementation of a school wide PBS system at LaBelle Elementary School this year.

## 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 implement a school-wide Positive Behavior Support System there will be a decrease in the number of discipline referrals by 10%.
- G2.** If we use Highly Effective Planning and Instructional practices we will Increase Student Achievement to meet our target of 75% learning gains in Math, 75% learning gains for ELA bottom quartile, and 50% proficiency on FCAT Science.

## 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 implement a school-wide Positive Behavior Support System there will be a decrease in the number of discipline referrals by 10%. 1a

G073874

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	134.0

**Resources Available to Support the Goal** 2

- Implementation Plan is in place
- Training is complete
- Team is assembled and trained

**Targeted Barriers to Achieving the Goal** 3

- Funds to purchase rewards, incentives, signage

**Plan to Monitor Progress Toward G1.** 8

School wide discipline data will reflect a decrease in the number of incidents from last year

**Person Responsible**

Richard Talada

**Schedule**

**Evidence of Completion**

Incident report in genesis will be generated for the school year

**G2.** If we use Highly Effective Planning and Instructional practices we will Increase Student Achievement to meet our target of 75% learning gains in Math, 75% learning gains for ELA bottom quartile, and 50% proficiency on FCAT Science. 1a

G073875

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0
FAA Writing Proficiency	50.0

**Resources Available to Support the Goal** 2

- Reading Instructional Coach and Resource Teacher
- Kagan Trained Coaches on Staff (4)
- Florida Standards and Aligned Curriculum
- Internet provided Resources

**Targeted Barriers to Achieving the Goal** 3

- Teacher Buy In and Perceptions
- Awareness and Training
- Limited fidelity in the use of Kagan Practices as a result of a lack of continued training
- Time and PD Resources

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

Data from Benchmark assessments will be collected and analyzed to see if the % passing has increased from last year.

**Person Responsible**

Sandra Taylor

**Schedule**

Quarterly, from 10/16/2015 to 5/20/2016

**Evidence of Completion**

Class averages from quarterly benchmark assessments will show an increase from last year

## 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 implement a school-wide Positive Behavior Support System there will be a decrease in the number of discipline referrals by 10%. **1**

 G073874

**G1.B2** Funds to purchase rewards, incentives, signage **2**

 B192955

**G1.B2.S1** Use fundraising, school improvement funds, and donations to provide signage and incentives for PBS. **4**

 S204447

### Strategy Rationale

There are signs, posters, and rewards that are a vital part of the implementation process and must be purchased.

### Action Step 1 **5**

We will identify the resources needed for PBS implementation and designate a source for each component.

#### Person Responsible

Richard Talada

#### Schedule

Quarterly, from 8/3/2015 to 5/27/2016

#### Evidence of Completion

Student participation in PBS rewards.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monthly meetings with PBS Core Team to discuss resources and implementation needs.

**Person Responsible**

Richard Talada

**Schedule**

Monthly, from 8/10/2015 to 5/25/2016

***Evidence of Completion***

Minutes of the meetings will be collected.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Resources will be available for each planned activity or reward celebration

**Person Responsible**

Richard Talada

**Schedule**

Monthly, from 8/10/2015 to 5/25/2016

***Evidence of Completion***

Student participation in reward activities will be tracked.

**G2.** If we use Highly Effective Planning and Instructional practices we will Increase Student Achievement to meet our target of 75% learning gains in Math, 75% learning gains for ELA bottom quartile, and 50% proficiency on FCAT Science. 1

G073875

**G2.B1** Teacher Buy In and Perceptions 2

B192958

**G2.B1.S1** Presentation to Faculty during pre-week that reviews the goal identification process and shares relevant data by the School Improvement Team. 4

S204448

### Strategy Rationale

Teachers will be receptive to information and content when presented with the underlying "why's" by their peers.

### Action Step 1 5

SIP team members will do a presi about backward design planning

#### Person Responsible

Melissa Moore

#### Schedule

On 8/3/2015

#### Evidence of Completion

Sign In Sheets; Agenda, Evaluation

### Action Step 2 5

Posters of School Vision and Mission will be provided for display in all classrooms

#### Person Responsible

Richard Talada

#### Schedule

On 8/3/2015

#### Evidence of Completion

Check list that posters are displayed done by Mr. Talada



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

Attendance by faculty at beginning of year presentation

**Person Responsible**

Richard Talada

**Schedule**

On 8/3/2015

***Evidence of Completion***

Sign In Sheets

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

Posters will be displayed in classrooms

**Person Responsible**

Richard Talada

**Schedule**

On 8/28/2015

***Evidence of Completion***

Checklist indicating that posters were displayed.

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

Feedback Exercise based on Increase of knowledge level of backward design planning

**Person Responsible**

Melissa Moore

**Schedule**

***Evidence of Completion***

Increase in the % of teachers who know about and understand backward design planning

**G2.B2 Awareness and Training** 2

 B192959

**G2.B2.S1 Provide Professional Development to teachers for backward design planning** 4

 S204449

**Strategy Rationale**

Teachers will become familiar with the process of backward design planning and use it to create formative assessments for Benchmark Assessments.

**Action Step 1** 5

Professional Development in the use of backward design planning

**Person Responsible**

Sandra Taylor

**Schedule**

On 8/4/2015

***Evidence of Completion***

Backward design plan created by grade level teams will be collected.

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

Sign in Sheets and Evaluation

**Person Responsible**

Laura Lofton

**Schedule**

On 8/4/2015

***Evidence of Completion***

Sign in Sheets and backward design plans collected from teams.

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

Backward design plans collected will be reviewed by Administration

**Person Responsible**

Sandra Taylor

**Schedule**

On 8/14/2015


**Evidence of Completion**

Depth of planning will indicate whether further training is needed.

**G2.B3 Limited fidelity in the use of Kagan Practices as a result of a lack of continued training** 2

 B192960

**G2.B3.S1 Provide coaching to staff members who have had Kagan Training** 4

 S204450

**Strategy Rationale**

Coaching the use of Kagan structures will increase the effectiveness of instruction and increase student learning

**Action Step 1** 5

Trained Kagan Coaches will work out a coaching schedule for working with teachers

**Person Responsible**

Laura Lofton

**Schedule**

Monthly, from 8/3/2015 to 3/18/2016

**Evidence of Completion**

Coaching logs and feedback forms will be collected.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Meet with Kagan Coaches to get feedback about the process

**Person Responsible**

Sandra Taylor

**Schedule**

Monthly, from 8/31/2015 to 3/25/2016

***Evidence of Completion***

Notes from meetings and schedule of coaching activities

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Use of Kagan structures will increase in the classrooms

**Person Responsible**

Sandra Taylor


**Schedule**

Weekly, from 10/16/2015 to 2/26/2016


***Evidence of Completion***

Lesson plans will indicate increased use of Kagan Structures in the classroom

**G2.B4** Time and PD Resources **2**

 B192961

**G2.B4.S1** Provide opportunities for teachers to work together monthly during PLC meetings and after school if funds are available to deepen their understanding of the Florida Standards and plan activities and formative assessments. **4**

 S204451

**Strategy Rationale**

Structured planning opportunities will result in highly effective planning for increased student achievement.

**Action Step 1** **5**

Provide a schedule for monthly PLC meetings to be used for collaborative planning and creation of formative assessments.

**Person Responsible**

Sandra Taylor

**Schedule**

***Evidence of Completion***

Calendar of PLC meetings will be created and distributed

**Action Step 2** **5**

Use Title I funds to pay teachers for after school PD and collaborative planning as needed

**Person Responsible**

Sandra Taylor

**Schedule**

Monthly, from 9/1/2015 to 4/15/2016

***Evidence of Completion***

Agendas and sign in sheets from planned activities

**Plan to Monitor Fidelity of Implementation of G2.B4.S1 6**

Sign In sheets, Agendas, Collect products from the activity (Plans or formative assessment)

**Person Responsible**

Laura Lofton

**Schedule**

Monthly, from 8/10/2015 to 4/14/2016

**Evidence of Completion**

Collect sign in sheets, agendas, plans and formative assessments

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Teachers will be able to complete backward design plans for all ELA units which include formative assessments

**Person Responsible**

Sandra Taylor

**Schedule**

Quarterly, from 8/3/2015 to 5/20/2016

**Evidence of Completion**

Teachers will have a notebook for each ELA unit with backward design plans and formative assessments

**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.B2.S1.A1	We will identify the resources needed for PBS implementation and designate a source for each component.	Talada, Richard	8/3/2015	Student participation in PBS rewards.	5/27/2016 quarterly
G2.B1.S1.A1	SIP team members will do a presi about backward design planning	Moore, Melissa	8/3/2015	Sign In Sheets; Agenda, Evaluation	8/3/2015 one-time
G2.B2.S1.A1	Professional Development in the use of backward design planning	Taylor, Sandra	8/3/2015	Backward design plan created by grade level teams will be collected.	8/4/2015 one-time
G2.B3.S1.A1	Trained Kagan Coaches will work out a coaching schedule for working with teachers	Lofton, Laura	8/3/2015	Coaching logs and feedback forms will be collected.	3/18/2016 monthly
G2.B4.S1.A1	Provide a schedule for monthly PLC meetings to be used for collaborative planning and creation of formative assessments.	Taylor, Sandra	8/10/2015	Calendar of PLC meetings will be created and distributed	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Posters of School Vision and Mission will be provided for display in all classrooms	Talada, Richard	8/3/2015	Check list that posters are displayed done by Mr. Talada	8/3/2015 one-time
G2.B4.S1.A2	Use Title I funds to pay teachers for after school PD and collaborative planning as needed	Taylor, Sandra	9/1/2015	Agendas and sign in sheets from planned activities	4/15/2016 monthly
G1.MA1	School wide discipline data will reflect a decrease in the number of incidents from last year	Talada, Richard	5/24/2016	Incident report in genesis will be generated for the school year	one-time
G1.B2.S1.MA1	Resources will be available for each planned activity or reward celebration	Talada, Richard	8/10/2015	Student participation in reward activities will be tracked.	5/25/2016 monthly
G1.B2.S1.MA1	Monthly meetings with PBS Core Team to discuss resources and implementation needs.	Talada, Richard	8/10/2015	Minutes of the meetings will be collected.	5/25/2016 monthly
G2.MA1	Data from Benchmark assessments will be collected and analyzed to see if the % passing has increased from last year.	Taylor, Sandra	10/16/2015	Class averages from quarterly benchmark assessments will show an increase from last year	5/20/2016 quarterly
G2.B1.S1.MA1	Feedback Exercise based on Increase of knowledge level of backward design planning	Moore, Melissa	8/3/2015	Increase in the % of teachers who know about and understand backward design planning	one-time
G2.B1.S1.MA1	Attendance by faculty at beginning of year presentation	Talada, Richard	8/3/2015	Sign In Sheets	8/3/2015 one-time
G2.B1.S1.MA3	Posters will be displayed in classrooms	Talada, Richard	8/17/2015	Checklist indicating that posters were displayed.	8/28/2015 one-time
G2.B2.S1.MA1	Backward design plans collected will be reviewed by Administration	Taylor, Sandra	8/10/2015	Depth of planning will indicate whether further training is needed.	8/14/2015 one-time
G2.B2.S1.MA1	Sign in Sheets and Evaluation	Lofton, Laura	8/3/2015	Sign in Sheets and backward design plans collected from teams.	8/4/2015 one-time
G2.B3.S1.MA1	Use of Kagan structures will increase in the classrooms	Taylor, Sandra	10/16/2015	Lesson plans will indicate increased use of Kagan Structures in the classroom	2/26/2016 weekly
G2.B3.S1.MA1	Meet with Kagan Coaches to get feedback about the process	Taylor, Sandra	8/31/2015	Notes from meetings and schedule of coaching activities	3/25/2016 monthly
G2.B4.S1.MA1	Teachers will be able to complete backward design plans for all ELA units which include formative assessments	Taylor, Sandra	8/3/2015	Teachers will have a notebook for each ELA unit with backward design plans and formative assessments	5/20/2016 quarterly
G2.B4.S1.MA1	Sign In sheets, Agendas, Collect products from the activity (Plans or formative assessment)	Lofton, Laura	8/10/2015	Collect sign in sheets, agendas, plans and formative assessments	4/14/2016 monthly

## 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.*

**G2.** If we use Highly Effective Planning and Instructional practices we will Increase Student Achievement to meet our target of 75% learning gains in Math, 75% learning gains for ELA bottom quartile, and 50% proficiency on FCAT Science.

### **G2.B2** Awareness and Training

#### **G2.B2.S1** Provide Professional Development to teachers for backward design planning

##### **PD Opportunity 1**

Professional Development in the use of backward design planning

##### **Facilitator**

School Improvement Team Members

##### **Participants**

All Teachers

##### **Schedule**

On 8/4/2015



## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B2.S1.A1	We will identify the resources needed for PBS implementation and designate a source for each component.				\$0.00
2	G2.B1.S1.A1	SIP team members will do a presi about backward design planning				\$0.00
3	G2.B1.S1.A2	Posters of School Vision and Mission will be provided for display in all classrooms				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		300-Purchased Services	0151 - Labelle Elementary School	General Fund		\$100.00
			<i>Notes: Notes</i>			
4	G2.B2.S1.A1	Professional Development in the use of backward design planning				\$0.00
5	G2.B3.S1.A1	Trained Kagan Coaches will work out a coaching schedule for working with teachers				\$0.00
6	G2.B4.S1.A1	Provide a schedule for monthly PLC meetings to be used for collaborative planning and creation of formative assessments.				\$0.00
7	G2.B4.S1.A2	Use Title I funds to pay teachers for after school PD and collaborative planning as needed				\$0.00
					<b>Total:</b>	<b>\$100.00</b>