Labelle Elementary School

2016-17 Schoolwide 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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	C

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 was approved by the Hendry County School Board on 10/11/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Labelle Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. 70% 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.

b. 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).

c. 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 have adopted a set of expectations that have become a 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 bi-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. Chronic discipline infractions and major infractions are sent to the office to be handled by administration by applying the district code of conduct. Major offenses are defined in a flowchart that is distributed to all staff members annually where a training also occurs.

d. 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. We have a schoolwide Mentoring initiative to help new students and students with an identified need build relationships with adults on our campus to acclimate them to the culture at LaBelle Elementary. In this program, we utilize the 2x10 method to build relationships with students throughout the school year. 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 who are experiencing barriers to academic and social success. The team assesses the needs of individual students through the MTSS process 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	4	4	5	2	2	0	0	0	0	0	0	0	24
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	1	8	3	2	5	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	33	22	38	0	0	0	0	0	0	0	93
Retention	0	1	2	6	0	0	0	0	0	0	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	2	6	2	5	0	0	0	0	0	0	0	17

c. 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/308089.

2. Description

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

2. 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. We are committed to continuing a partnership with Winn Dixie to

provide a Math Night opportunity for our families to bring their children to the Winn Dixie to complete a grade level appropriate math questionnaire together and explore the use of math skills through the eyes of a consumer. Students receive a prize and families receive a coupon towards a grocery purchase. Additionally, 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. The Rotary Club also provides a dictionary to each 3rd grade student at LaBelle Elementary School in the fall each year. Our local Gideons distribute a copy of the New Testament Bible each year to our 5th grade students. 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 this provision each week.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Taylor, Sandra	Principal
Talada, Richard	Assistant Principal
Moore, Melissa	SAC Member
Campo, Vanessa	School Counselor
Cooper, Pamela	Instructional Coach
Williamson, Katie	Teacher, K-12

b. Duties

1. 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: Katie Williamson facilitates and evaluates implementation for progress monitoring, aide in data collection and data analysis for students with tier 3 interventions.
Reading Coach: Pam Cooper 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.

2. 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 RtI 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 RtI 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 I-Ready 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 I-Ready 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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

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 Moralas	Parent
Rhonda Burton	Education Support Employee
Aroma Taylor	Parent
Monica Gonzalez	Parent
Rocio Inga	Education Support Employee
Sandra Reyes	Teacher
Angela Carmona	Teacher
Becky Lazano	Education Support Employee
Stephanie Bozzi	Business/Community

b. Duties

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

a. 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.

b. Development of this school improvement plan

Members of the SAC attended a meeting on September 26, 2016 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 5, 2016 meeting.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Cooper, Pamela	Instructional Coach
Taylor, Sandra	Principal
Talada, Richard	Assistant Principal
Moore, Melissa	Instructional Media
Williamson, Katie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 District Curriculum Maps with the Florida Standards to ensure that all standards are covered in English Language Arts. 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.

The District Math Specialist will work with teachers to create Mathematics maps that will ensure that all standards are covered for Math. Teachers will work collaboratively to identify and plan for gaps created by the district adopted curriculum.

b. Instructional Strategies

1. 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.

2. 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: After School Program

Minutes added to school year: 3,600

Targeted ELL and Priority Migrant students are invited to participate in an after-school program that will supplement and enhance the core instruction in the areas of speaking, reading, listening, and writing.

Strategy Rationale

English Language Proficiency assessment results indicate that these students need additional support in order to be successful in core curriculum areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Taylor, Sandra, taylors@hendry-schools.net

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

WIDA Access for ELL assessment results.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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 district is addressing the alignment of curriculum and standards by implementing standards-based instruction this year. While teachers are gaining a better understanding of what standards mastery looks like, we need to implement our best strategies for teaching and learning to facilitate the success of our curriculum maps. Therefore our goal for increasing student achievement in ELA is to build on the strengths of the research-based instructional strategies that have proven themselves to be effective. The 10 point drop in our Science FCAT scores illuminated the need for a school-wide focus on Science.

C. Strategic Goals

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers integrate standards-based science instruction across the disciplines student achievement will be increased.

G2.   If teachers use research based instructional strategies that are aligned with the Florida Standards along with on-going progress monitoring then student achievement will increase and at least 50% of our students will score proficient on FSA ELA .

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers integrate standards-based science instruction across the disciplines student achievement will be increased. `1a`

🔍 G082435

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal `3`

- Time set aside for planning hands on activities, teacher comfort with content, accessibility of supplies and materials, curriculum is not fully aligned, teachers are not knowledgeable about the standards,

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science supply budget, textbooks and online lessons, equipment from science lab, Aims resources, teachers who are knowledgeable and willing to mentor

Plan to Monitor Progress Toward G1. `8`

Performance Matters Science Assessment Data will be collected, analyzed, and disaggregated.

Person Responsible

Sandra Taylor

Schedule

Quarterly, from 9/8/2016 to 4/28/2017

Evidence of Completion

Assessment data will be collected and notes from PLC meetings regarding instructional decision making.

G2. If teachers use research based instructional strategies that are aligned with the Florida Standards along with on-going progress monitoring then student achievement will increase and at least 50% of our students will score proficient on FSA ELA . `1a`

🔑 G082436

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of the standards and the depth to which they should be taught by students and teachers, lack of consistent use of formative assessments to guide instruction, resistance to the change toward standards based instruction, lack of student ownership of their own data

- lack of consistent implementation of Kagan structures during instruction; lack of participation in professional development opportunities,

- large number of students reading at levels below grade level which impedes their ability to read and understand complex text

Resources Available to Help Reduce or Eliminate the Barriers `2`

- I-Ready Instructional Program, district curriculum maps and pacing guides, School-wide professional development for Kagan, trained Kagan coaches, scholastic instructional resources purchased by school, STAR and A/R programs to support literacy,

Plan to Monitor Progress Toward G2. `8`

I-Ready diagnostic data will be collected to monitor the impact of Kagan structures on learning.

Person Responsible
Sandra Taylor

Schedule
Triannually, from 9/6/2016 to 5/26/2017

Evidence of Completion
I-Ready data will indicate that students are progressing toward the goal of reading proficiency

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If teachers integrate standards-based science instruction across the disciplines student achievement will be increased. 1

🔑 G082435

G1.B1 Time set aside for planning hands on activities, teacher comfort with content, accessibility of supplies and materials, curriculum is not fully aligned, teachers are not knowledgeable about the standards, 2

🔑 B218242

G1.B1.S1 Teams will work together to plan and create a curriculum map for Science standards with a pacing guide and formative assessments and complete a supply order to provide necessary resources. 4

🔑 S230554

Strategy Rationale

If the planning and preparation is shared by teachers at each grade level then science instruction will be delivered with more fidelity.

Action Step 1 5

Specific times will be set aside for teams to work on preparing a curriculum map for teaching science standards

Person Responsible

Sandra Taylor

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Curriculum maps will be collected by admin.

Action Step 2 5

Science Committee will work together to plan a school wide Science Fair

Person Responsible

Katie Williamson

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Science committee agenda and minutes

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

Lesson plans will be monitored and classroom walk-throughs scheduled during science instruction

Person Responsible

Sandra Taylor

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Observation records of classroom walkthroughs will be provided as evidence of implementation.

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

Performance Matters Science Assessments will be tracked by class and grade level and used to guide instruction

Person Responsible

Sandra Taylor

Schedule

Every 2 Months, from 9/8/2016 to 4/28/2017

Evidence of Completion

PLC meeting agenda and sign in where data was discussed and instructional strategies planned.

G2. If teachers use research based instructional strategies that are aligned with the Florida Standards along with on-going progress monitoring then student achievement will increase and at least 50% of our students will score proficient on FSA ELA . 1

🔑 G082436

G2.B1 Lack of understanding of the standards and the depth to which they should be taught by students and teachers, lack of consistent use of formative assessments to guide instruction, resistance to the change toward standards based instruction, lack of student ownership of their own data 2

🔑 B218243

G2.B1.S1 Use growth mindset activities and classroom data tracking to help students become aware of and take ownership of their own data and their learning. 4

🔑 S230555

Strategy Rationale

If students believe they can achieve their goals and are aware of where they are currently performing they will be motivated to work hard to increase their learning.

Action Step 1 5

Teachers will provide a structure and an opportunity for students to become aware of and track their personal data and goals.

Person Responsible

Sandra Taylor

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers will share samples of student data tracking forms with administration

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

Monthly PLC meetings with teachers will focus on student goals and student growth

Person Responsible

Pamela Cooper

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agenda and sign in sheets from PLC meetings

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

Administration will conduct data chats with random samples of students across grade levels.

Person Responsible

Sandra Taylor

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Data chats with students will be documented on a checklist.

G2.B2 lack of consistent implementation of Kagan structures during instruction; lack of participation in professional development opportunities, `2`

🔑 B218244

G2.B2.S1 Use trained Kagan coaches to provide on-going coaching for increasing the fidelity of the use of Kagan to increase student learning `4`

🔑 S230556

Strategy Rationale

If teachers use Kagan structures imbedded in instruction, then students will be more engaged and students learning will increase.

Action Step 1 `5`

Kagan coaches will provide on-going coaching for the use of Kagan Structures embedded in instruction.

Person Responsible

Pamela Cooper

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Coaching logs will be collected

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

Collect schedules of coaching that will be taking place.

Person Responsible

Sandra Taylor

Schedule

Quarterly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Schedules and coaching logs will be collected quarterly

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

Lesson plans and classroom observations will reflect a variety of Kagan structures used for teaching across the disciplines

Person Responsible

Sandra Taylor

Schedule

Quarterly, from 10/12/2016 to 5/26/2017

Evidence of Completion

Mrs. Taylor and Mr. Talada will keep a spreadsheet to document observed structures for classroom teachers.

G2.B5 large number of students reading at levels below grade level which impedes their ability to read and understand complex text [2]

🔑 B218247

G2.B5.S1 Provide PD for 3rd-5th grade teachers in use of Comprehension Instructional Sequence Strategy for understanding complex text [4]

🔑 S230557

Strategy Rationale

If struggling students are provided with a strategy for understanding complex text then they will be able to perform better on standardized reading tests.

Action Step 1 [5]

Teachers in grades 3-5 will receive professional development in the use of CIS strategy for understanding complex text.

Person Responsible

Pamela Cooper

Schedule

Evidence of Completion

Sign in sheets and agenda for the training.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 [6]

Reading Coach will provide embedded support for 3rd thru 5th grade teachers for use of CIS with students.

Person Responsible

Pamela Cooper

Schedule

On 12/22/2016

Evidence of Completion

Documentation of classroom observation of teachers using the CIS with students will be collected by Reading Coach.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Reading Coach will model lessons in use of CIS strategy as needed to support effectiveness of implementation.

Person Responsible

Pamela Cooper

Schedule

On 11/18/2016

Evidence of Completion

Coaches log

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B5.S1.A1 🔍 A294156	Teachers in grades 3-5 will receive professional development in the use of CIS strategy for...	Cooper, Pamela	10/20/2016	Sign in sheets and agenda for the training.	No End Date one-time
G2.B5.S1.MA1 🔍 M296709	Reading Coach will model lessons in use of CIS strategy as needed to support effectiveness of...	Cooper, Pamela	10/13/2016	Coaches log	11/18/2016 one-time
G2.B5.S1.MA1 🔍 M296710	Reading Coach will provide embedded support for 3rd thru 5th grade teachers for use of CIS with...	Cooper, Pamela	10/20/2016	Documentation of classroom observation of teachers using the CIS with students will be collected by Reading Coach.	12/22/2016 one-time
G1.MA1 🔍 M296704	Performance Matters Science Assessment Data will be collected, analyzed, and disaggregated.	Taylor, Sandra	9/8/2016	Assessment data will be collected and notes from PLC meetings regarding instructional decision making.	4/28/2017 quarterly
G1.B1.S1.MA1 🔍 M296702	Performance Matters Science Assessments will be tracked by class and grade level and used to guide...	Taylor, Sandra	9/8/2016	PLC meeting agenda and sign in where data was discussed and instructional strategies planned.	4/28/2017 every-2-months
G2.MA1 🔍 M296711	I-Ready diagnostic data will be collected to monitor the impact of Kagan structures on learning.	Taylor, Sandra	9/6/2016	I-Ready data will indicate that students are progressing toward the goal of reading proficiency	5/26/2017 triannually
G1.B1.S1.MA1 🔍 M296703	Lesson plans will be monitored and classroom walk-throughs scheduled during science instruction	Taylor, Sandra	8/10/2016	Observation records of classroom walkthroughs will be provided as evidence of implementation.	5/26/2017 monthly
G1.B1.S1.A1 🔍 A294152	Specific times will be set aside for teams to work on preparing a curriculum map for teaching...	Taylor, Sandra	8/8/2016	Curriculum maps will be collected by admin.	5/26/2017 quarterly
G1.B1.S1.A2 🔍 A294153	Science Committee will work together to plan a school wide Science Fair	Williamson, Katie	8/3/2016	Science committee agenda and minutes	5/26/2017 monthly
G2.B1.S1.MA1 🔍 M296705	Administration will conduct data chats with random samples of students across grade levels.	Taylor, Sandra	10/10/2016	Data chats with students will be documented on a checklist.	5/26/2017 quarterly
G2.B1.S1.MA1 🔍 M296706	Monthly PLC meetings with teachers will focus on student goals and student growth	Cooper, Pamela	8/10/2016	Agenda and sign in sheets from PLC meetings	5/26/2017 monthly
G2.B1.S1.A1 🔍 A294154	Teachers will provide a structure and an opportunity for students to become aware of and track...	Taylor, Sandra	8/10/2016	Teachers will share samples of student data tracking forms with administration	5/26/2017 quarterly
G2.B2.S1.MA1 🔍 M296707	Lesson plans and classroom observations will reflect a variety of Kagan structures used for...	Taylor, Sandra	10/12/2016	Mrs. Taylor and Mr. Talada will keep a spreadsheet to document observed structures for classroom teachers.	5/26/2017 quarterly
G2.B2.S1.MA1 🔍 M296708	Collect schedules of coaching that will be taking place.	Taylor, Sandra	9/6/2016	Schedules and coaching logs will be collected quarterly	5/26/2017 quarterly
G2.B2.S1.A1 🔍 A294155	Kagan coaches will provide on-going coaching for the use of Kagan Structures embedded in...	Cooper, Pamela	8/10/2016	Coaching logs will be collected	5/26/2017 quarterly

V. Professional Development Opportunities

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

G2. If teachers use research based instructional strategies that are aligned with the Florida Standards along with on-going progress monitoring then student achievement will increase and at least 50% of our students will score proficient on FSA ELA .

G2.B5 large number of students reading at levels below grade level which impedes their ability to read and understand complex text

G2.B5.S1 Provide PD for 3rd-5th grade teachers in use of Comprehension Instructional Sequence Strategy for understanding complex text

PD Opportunity 1

Teachers in grades 3-5 will receive professional development in the use of CIS strategy for understanding complex text.

Facilitator

Pam Cooper

Participants

3rd thru 5th grade teachers

Schedule

VI. Technical Assistance Items

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

G2. If teachers use research based instructional strategies that are aligned with the Florida Standards along with on-going progress monitoring then student achievement will increase and at least 50% of our students will score proficient on FSA ELA .

G2.B2 lack of consistent implementation of Kagan structures during instruction; lack of participation in professional development opportunities,

G2.B2.S1 Use trained Kagan coaches to provide on-going coaching for increasing the fidelity of the use of Kagan to increase student learning

TA Opportunity 1

Kagan coaches will provide on-going coaching for the use of Kagan Structures embedded in instruction.

Facilitator

Pam Cooper and Cheryl Dunbar

Participants

Teachers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	**Specific times will be set aside for teams to work on preparing a curriculum map for teaching science standards**				**$1,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0151 - Labelle Elementary School	School Improvement Funds		$1,800.00
			Notes: On Course Planning tool			
2	G1.B1.S1.A2	**Science Committee will work together to plan a school wide Science Fair**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0151 - Labelle Elementary School	School Improvement Funds		$1,000.00
			Notes: Science Boards for Science Fair			

3	G2.B1.S1.A1	Teachers will provide a structure and an opportunity for students to become aware of and track their personal data and goals.				$0.00
4	G2.B2.S1.A1	Kagan coaches will provide on-going coaching for the use of Kagan Structures embedded in instruction.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0151 - Labelle Elementary School	School Improvement Funds		$1,000.00
			Notes: Kagan Administrator Training			
5	G2.B5.S1.A1	Teachers in grades 3-5 will receive professional development in the use of CIS strategy for understanding complex text.				$0.00
					Total:	$3,800.00