

Hendry County Schools

Labelle High School



2016-17 Schoolwide Improvement Plan

Labelle High School

4050 E COWBOY WAY, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=3&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) |
|--|------------------------|---|
| High School 9-12 | No | 98% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 72% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | C* | C | 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>.

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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 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 High School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of LaBelle High School is to:

- Provide a safe, caring and healthy environment where all can learn.
- Promote personal integrity and service to others.
- Encourage individual strengths, uniqueness and cultural diversity.
- Share responsibilities with students and parents.
- Help all to realize their full potential.

b. Provide the school's vision statement.

Our Vision.....

LaBelle High School students will be respectful, prepared, and engaged in the learning process.

LaBelle High School teachers will be professionals dedicated to preparing students for their individual futures and executing the policies set forth by the administration.

LaBelle High School parents will engage in a partnership with the school and their children.

The LaBelle High School Administration will set and equitably enforce policies that create and support an optimal learning environment.

By meeting these standards, the students, parents, and staff of LaBelle High School will be equal partners, sharing goals and high expectations, as students prepare for the future.

2. School Environment

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

Students begin the school year with a grade level orientation day called "Cowboy Day" prior to the first day of school. All students have an opportunity to get their schedules, find their classrooms and meet their teachers during this initial orientation.

Teachers and staff build relationships with students during homeroom by discussing various academic topics with students, such as goal-setting, reviewing academic histories, scheduling, graduation and testing requirements.

LaBelle High School has implemented an hour block period known as "Power Hour" during which students eat lunch and visit teachers during their office hours for extra help with their course work. During this time period, students can also meet with various clubs, sports and organizations. This loosely structured time allows for meaningful interactions between students and teachers that leads to strong relationship building.

Students receive additional information all year on financial aid, scholarships, military, career, and college opportunities. Guest speakers from colleges and the military are invited to speak in various classrooms.

The College and Career fair provides the opportunity to explore various local, as well as distant, options for a student's post secondary plan.

At-risk students are identified using various early warning signals and paired with a teacher mentor via the "Check and Connect" program. Additionally, the English, Reading, Math and Social Studies teachers in 9th and 10th work in teams using the SIM (Strategic Instructional Model) to monitor and meet the needs of students.

Student success is celebrated with announcements and postings on the web page. Communication is enhanced between parents and the school via call outs, parent newsletters, the high school web page, and information posted in the local newspaper.

Extracurricular activities are encouraged to promote a positive school climate. LHS sponsors 20 clubs and student organizations to engage students and to provide opportunities for scholarship and volunteer hours.

LHS also has 10 male and 10 female sports teams to provide teamwork opportunities and competition. Extracurricular activities are sponsored by school staff and teachers.

New teachers participate in a district orientation, school orientation and are paired with mentors. This process orients new teachers to our students' and school culture.

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

The "Cowboy C.O.D.E." outlining behavioral expectations, has been developed and posted in classrooms and in common areas. Clear rules, expectations and consequences are reviewed the first day of school and continue during the first week of school. School rules are reiterated throughout the school year. Consequences are enforced according to the school discipline plan. Positive Behavior Supports (PBS) focuses on recognizing positive behaviors, consistent with the Cowboy C.O.D.E. Initiatives are being developed to reward a variety of positive behaviors including classroom attendance, taking college admission tests, academic achievements etc.

LHS has a zero tolerance policy for weapons and drugs. The school district has a strict policies to help protect children against bullying, fighting, misuse of technology, and cheating. Students are expected to use technology responsibly.

Teachers and staff are assigned various duties throughout the school day in different areas of the school to help monitor and supervise children, helping create a safe haven for children. The presence of adults deters many behaviors that disrupt the learning environment, such as bullying and fighting.

Administration and Guidance follow up on student and teacher reports of student distress in addition to having an open-door policy for students.

The Cowboy Corral is utilized to help student re-enter the regular school day using scaffolding procedures.

Safety drills, including fire and severe weather drills are conducted, and the school has a lightning alert system. Bus Evacuation drills are conducted. Procedures are in place for faculty and administration to respond to emergencies and intruders. Athletic coaches develop emergency action plans in collaboration with the athletic director in the case of medical emergency.

Professional development is provided for teachers and staff via Safe Schools training courses in the

following areas: Bloodborne Pathogens, Fire Extinguisher Safety, Youth Suicide, Sexual Harassment, Bullying, and First Aid.

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.

Teachers use standards-based, high interest, rigorous instruction from bell to bell to engage students in the learning process. The PBS program is in place to recognize and reward students who exemplify behavior expectations in school. Students are not issued passes during the first or last 10 minutes of class. Additionally, students have opportunities to earn rewards by not using school issued passes.

A clear discipline plan, aligned with the Hendry County Student Code of Conduct, that outlines expectations and consequences is utilized. Students sign a district Code of Conduct at the inception of the school year. Teachers post and reinforce the Cowboy C.O.D.E. (school-wide expectations) and rules in all classes throughout the year. Rules and expectations of the teacher are also included on their syllabus.

Teachers employ classroom management techniques to maintain order and address small infractions. A Discipline Flow Chart is utilized by teachers to decipher between teacher-managed behaviors and administration -managed behaviors. Students that are disruptive can be sent to the Responsible Thinking Center (RTC) for a time out during the class period. Students reflect, problem solve and then compose a written response to explain how their behavior will change. Severe disruptions and rule infractions are addressed directly by the school Administration.

The school discipline plan, dress code, and attendance policy are posted for public access on the high school web page.

Safe school training courses are completed by the staff in these areas: Bloodborne Pathogens, Fire Extinguisher Safety, Youth Suicide, Sexual Harassment, Bullying, and First Aid.

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.

Teachers and staff build relationships with students during homeroom by discussing goal setting, reviewing academic histories, scheduling, graduation and testing requirements.

Grade level class meetings are held throughout the year to review overall expectations and to share resources that are available to support students academic and social-emotional needs. Meetings are held with staff to determine students that are at-risk and may need additional support.

LaBelle High School employs a Multi-Tiered Levels of Support System (MTSS) Team to help meet the needs of ALL students. The MTSS Team has regularly scheduled biweekly meetings and members include administration, counselors, academic coaches and ESE teachers. Cohort teachers meet regularly to review tier one curriculum and classroom progress, identifying areas of need. The MTSS team reviews tier one data to ensure core curriculum is meeting the needs of most students. Innovative tier two and three interventions are put in place by the team after students needing additional support are identified by teachers and/or members of the team.

The Check and Connect mentoring program is utilized to support the needs of students with disabilities and others who are at-risk, as determined by early warning signs.

Students who are in need of additional socio-emotional support are referred to guidance to determine if additional services are needed. Referral to community resources are utilized when appropriate.

Additional resources are provided by Hendry County Student Services. Plans for crisis intervention for at-risk students are outlined in detail.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Data is monitored for the following:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Last year (2015-2016) the attendance rate was 84%.

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics EOC

As needs are identified through progress monitoring of data, students are provided with a variety of supports, such a mentor, targeted intervention and credit recovery.

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 52 | 70 | 109 | 288 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 55 | 39 | 46 | 206 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 16 | 4 | 0 | 42 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 | 155 | 193 | 78 | 535 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 50 | 45 | 40 | 193 | |

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

Students are referred to Check and Connect mentoring after 7 unexcused absences.

Students missing 8 or more days in a course are required to pass a comprehensive final exam to earn credit.

A 9th grade course (Introduction to Social Studies) is set up specifically for incoming 9th graders to reinforce personal responsibility and study skills needed for high school success. The instructor

functions as a mentor and information source for students.

Cowboy Corral is used in lieu of suspension to keep students in school, and on academic progression. This program is also used for credit recovery for students failing academic core classes.

Students who fail English or math are rescheduled in place of electives. Students who have not passed their core classes, have a GPA lower than 2.0, or have not passed required state testing are provided a customized schedule based upon their individual needs.

9th and 10th grade English, Reading, and Social Studies teachers work collaboratively to plan, and use the Strategic Intervention Model (SIM) to identify and remediate student needs.

Students scoring in the lowest 25% on the ELA assessment are identified and placed in a Reading class.

After school peer tutoring for math is available three times per week throughout the school year.

A SAT/ACT interactive prep course was purchased for student check out in order to assist students in achieving a concordant score in Reading and Math. Waivers for the fee are available, and additional registration was paid for by donation.

Students who failed the Algebra 1 EOC were allowed to take summer school and take the PERT test. Students also have access to a variety of resources in the library that are available for check-out. The Kahn Academy and SAT Prep online program is free and access is provided for students.

Power hour is being implemented this year. Power hour is an hour long period that incorporates 30 minutes for lunch and 30 minutes of enrichment/intervention time for students. Math and language tutoring are provided throughout the week. Students are identified based upon need. In addition, all students are able to meet with their teachers to get additional help, complete make-up work, attend test review sessions, etc.

B. Family and Community Engagement

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

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

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

LHS encourages Parent involvement by inviting parents to participate on school committees such as School Improvement, School Advisory, and Project Graduation. Additionally, STEM and AVID informational meeting are held for parents. Parents are actively involved in all school athletic events including special cancer awareness games, senior nights, and the Quarterback Booster club.

Parents are kept informed of their child's progress via the Pinnacle system, where a parent can see a child's grades at any time, progress reports and report cards are also used. Parents are kept informed regarding school events via the a new School webpage, school Facebook page, school newsletter, call outs, and the local newspaper.

Open house or "Cowboy Day" is conducted prior to the start of school, as well as 3 times during the school year. Parents can also email or make an appointment with teachers or guidance as needed. School counselors hold after school scholarship and financial aid workshops. One financial aid night, three college scholarship research and preparation workshops, and two FAFSA (Free Application For

Student Aid) assistant workshops.

Parents of students with disabilities are invited to the IEP meetings and alternate options for participation, such as conference calls, are available to encourage participation.

Parents of English Language Learners are invited to attend an annual after school meeting to be informed of student progress and learn about graduation requirements and resources for student achievement.

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.

The School Advisory Council (SAC) is utilized to assist the school in decision making. This team consists of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of this committee is data-driven decision making. The SAC reviews relevant data (which is much more than test scores), identifies problem areas, develops improvement strategies, and monitors their implementation. The SAC sponsors community events such as the Caloosa Chase, Relay for Life, etc.

Sponsors for clubs and sports programs are also secured through a variety of outreach measures. Sponsors are recognized on T-shirts, displayed in the athletic areas such as the gym and sports fields, etc. Funds procured by the SAC and athletic boosters are used in a variety of school projects. Local businesses also support the school through volunteer projects such as as serving as guest speakers for college and career events.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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 |
|--------------------|------------------------|
| Kelley, David | Principal |
| Perkins, Lori | Dean |
| Bridwell, Joy | Instructional Coach |
| Harris, Ryan | Administrative Support |
| Greenleaf, Megan | Instructional Media |
| Borghese, Iris | Assistant Principal |
| Bass, Tammy | Dean |
| Zimmerly, Michelle | School Counselor |
| Onorato, Diane | Instructional Coach |

b. Duties

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

Each team member has an area of specialization and/or expertise. The principal oversees the instructional focus and promotes improved outcomes for students including increased graduation rates. He also aligns resources to support improvement initiatives. The assistant principal assists staff

with the implementation of school improvement initiatives. The deans also support the school improvement goals and serve as the discipline and attendance experts. The principal, assistant principal and deans share responsibility for evaluating the instructional staff. The team also used information learned from the leadership training "Heart of Coaching" to develop "coaching teams," staff are divided into teams and each administrator serves as the lead coach for a team.

The academic coaches and department heads provide support in their respective subject areas. The Guidance Department directs student services of all types.

Members of the leadership team also serve to support PLCs and sub-committees such as the MTSS team, the PBS team, etc.

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 leadership meets weekly throughout the year. The agenda is developed collaboratively and items to be discussed are based on needs. We begin our assessment of student progress with the previous year's FCAT, FSA, AP scores, discipline, and attendance data. Over the summer and at the beginning of the school year the school's Leadership Team met to discuss and review the previous year's results, by subject, test, and grade level. We utilized the problem-solving process to determine areas of strength. We reviewed the effectiveness of strategies that may have contributed to our strengths with a focus on how these can be integrated into other content or departments as appropriate. We also discussed areas for improvement and/or focus and potential strategies to address these areas. We then aligned fiscal, personnel and curricular resources to implement and progress monitor the identified strategies. For example, AP and achievement scores assisted with the placement of teachers in order to match teaching strengths with student need. Courses were also paired, such as English II Honors with AP World History, so that student support is aligned and integrated.

LaBelle High School receives federal funds through Part C, Title III, Title II, and Title VI. Title I, Part C provides funding for migrant extended day/year tutorials that focus on credit accrual and EOC tutorials. These funds coordinate with local funds that provide Algebra I boot camps during the summer to support success with the Algebra I EOC. Title III funds coordinate with these programs to provide language acquisition programs for ELL students, along with specific FSA and EOC tutorials. Title VI coordinates with Title II to provide funds for supplemental professional development. Title II funds also provide a reading and math coach to LaBelle High School that provide specific reading and math professional development.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| K.C. Lynn | Parent |
| Diane Raulerson | Education Support Employee |
| Eusyher Mendoza | Teacher |
| David Kelley | Principal |
| Tammy Bass | Teacher |
| Kim Marroquin | Parent |
| Maria Rodriguez | Teacher |
| Ryan Harris | Teacher |
| Marquis Mitchell | Student |
| Melinda Gutierrez | Parent |
| Angel Vargas | Student |
| Thalia Esquivel | Student |
| Esmeralda Rodriguez | Student |

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 meets to discuss the previous years academic data, review the SIP goals and action steps, and to discuss the effectiveness of the previous years fund allocations. Feedback and suggestions are elicited from the members.

b. Development of this school improvement plan

An analysis of student achievement and school performance data occurs at the September SAC meeting. The members of SAC review various aspects of the needs assessment and provide input into the written plan for school improvement including priorities and strategies.

The SAC reviews relevant data (including test scores), identifies problem areas, develops improvement strategies, and monitors their implementation. SAC receives funds to be used at the discretion of the School Advisory Committee members. A portion of the money will be used for implementing the school improvement plan.

c. Preparation of the school's annual budget and plan

The current allocation for this year is \$ for a total budget of \$ for the current year. SAC meets to discuss SAC fund expenditures. The SAC committee reviews the suggested annual budget submitted by the principal and offers suggestions or revisions for changes. A rough draft of the school's budget and plan is presented to the SAC members with an explanation of allocations and expenditures. SAC is then able to ask questions and offer suggestions for planning and budgeting which are considered by the principal prior to finalizing the documents. Annual budget plan final draft is presented during a meeting for approval by voting members.

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

Available funds report for 2015-2016:
 SAC budget Available Balance \$10,840.00

Mr. Ledford/Mr.Cadet - EOC Tutoring Supplies \$ 417.47

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 |
|--------------------|---------------------|
| Onorato, Diane | Instructional Coach |
| Bridwell, Joy | Instructional Coach |
| Collins, Kelle | Teacher, K-12 |
| Mendoza, Eusyher | Teacher, K-12 |
| Henriquez, Giselle | Teacher, K-12 |
| Bass, Tammy | Dean |
| Borghese, Iris | Assistant Principal |
| Greenleaf, Megan | Instructional Media |
| Causseaux, Chelsa | Teacher, K-12 |

b. Duties

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

The Literacy team works to have a positive impact on student learning. The Literacy team functions as a catalyst to enhance the literacy environment; to build a literacy culture through collaboration; and simultaneously support learning and teaching for the entire community of students, teachers, and educational leaders.

A variety of activities throughout the year are utilized to promote literacy. Five words per week from the SAT/ACT word lists, along with supporting instructional materials, will be provided to all teachers in order to build students' vocabulary skills. These words (one per day) will also be presented during morning announcements. Close reading strategies and graphic templates will also be shared during department/like subject cohort meetings.

The design and development of school wide student literacy projects reflecting content reading as well as real world applications is conducted in the fall. A school-wide slogan and t-shirt design contest is conducted. Department contests are conducted to feature literacy student projects. Prizes are awarded to students for both the department winners and the school-wide winners. Projects are presented during Literacy Week in January 2017. A school-wide poetry activity will take place during Poetry Month in April.

D. Public and Collaborative Teaching

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

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

LHS strives to give opportunities for common planning as the master schedule allows. Like courses teacher cohorts meet together in order to review and evaluate Tier 1 core effectiveness. Instructional Coaches meet and plan with new teachers, teachers who share like subjects and with departments. Classroom visits and peer feedback is provided to all teachers. Email is utilized for communication as well as shared subject area folders and a faculty folder on the Google Drive. Access to shared documents, calendars, etc. through Google School also supports common access to information.

CPalms curriculum mapping and Google School applications are available to support the collaborative development of lesson plans and pacing guides.

SIM Training was completed during the summer and 9th and 10th grade teams were formed. Plans are in place for collaborative planning as well as the implementation and evaluation of teaching strategies and student performance.

Co-teaching and teacher observation will be used as part of the school goals to support high quality instruction through collaboration.

In the summer of 2016, a math cohort group (3 teachers and coach per subject) were paid by the county for one week to analyze data, develop baseline tests and plan.

Also in the summer of 2016, ELA and Reading teachers were paid by the county to develop a pacing guide and a curriculum map for 9th, 10th, and 11th grades. Teachers also established meeting times throughout the 2016-17 school year to collaborate and further develop the curriculum maps.

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

Our HR department posts vacancies on our county website.

The school and district uses outreach efforts to identify potential teaching candidates. This effort includes allowing college students needing to do observations to visit our school. We also contact advisors from the local colleges and universities (Florida Southwestern State and Florida Gulf Coast) in regards to the availability of any potential applicants. We pick potential applicants up at the airport, loan them vehicles when necessary, etc.

We retain highly effective teachers by creating a work environment where teachers feel supported and as stakeholders who have an impact on their working conditions. Teacher and staff concerns are always considered, and when possible, acted upon. Suggestions from staff are often implemented. Student discipline is also addressed so that teachers are able to teach and students able to learn. We have Academic Coaches and Department Heads who, along with the administration, work together to help address classroom issues. In addition, we actively seek out and check-in with new teachers to provide needed support both professionally and personally (housing, etc.)

Training is also an important part of our retention efforts. We train and send teachers to professional development workshops so that they have the skills and tools needed to educate our students.

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

In addition to the district's orientatio/mentoring program for new teachers, our school provides a teacher mentoring program. This program is spearheaded by our media specialist, a thirty plus year veteran and Nationally Board Certified teacher. She is also a former member of our county's teacher mentoring program. We meet with teachers on a monthly basis to orient them to our way of work and to answer questions. Our mentors are all veteran teachers who have had their clinical educator training so as to provide the best assistance and advice to their mentees. We group mentees with, whenever possible,

department heads and teachers within their same departments. Our mentor program coordinator serves as mentor to the new teachers in our elective classes. Administrators also regularly visit new teacher classrooms to determine any needed support and to provide assistance.

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 selects state adopted curriculum for all subjects that align to Florida Standards. Teachers and instructional coaches review and unpack the standards. Teachers model lessons for students in order to help facilitate understanding of the content/skill. This modeling also supports the students' acquisition of the common vocabulary associated with the specific content of study.

During the summer of 2016, ELA and Reading teachers were paid by the county to develop a pacing guide and curriculum map to guide instruction. ELA and Reading teachers also established meeting times throughout the 2016-17 school year to further develop the curriculum maps.

Professional development is available in the Florida Standards, CPalms, AP, and SIM (Strategic Instructional Model).

State standards to be tested and test format is reviewed during PLCs. PLCs meetings are held on regular basis to train and inform teachers on curriculum innovations, best practices and current mandated graduation requirements.

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.

Students scoring below 225 are provided support for reading through a reading class for 50 mins per day. Students that score otherwise are supported by a CAR PD certified teacher. NG-CARPD/AVID strategies will be incorporated into instruction in order to meet the diverse needs of students.

Students scoring level 1 or 2 in Math are placed in appropriate math level courses 50 minutes per day.

Math peer tutoring program is offered after school 3 times a week.

AVID students have 50 minutes per day, including two days of tutoring.

APEX computer courses are utilized for advanced students.

ACT/ SAT prep materials were purchased for check out in the library for all students.

Students with Disabilities have access to all of the resources available school-wide and also the specialized instruction as outlined in their IEPs.

Credit recovery program via Plato is used to assist students who have had difficulty progressing and to get students back on track for graduation

Teachers in 9th and 10th grade work collaboratively using the Strategic Instructional Model (SIM) to identify needs and implement interventions. SIM teachers will have paid, data-based planning 1-2 hours per week to meet in subject area teams to plan for differentiated instruction, reteaching and intervention based on student needs.

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: Summer Program

Minutes added to school year: 4,500

For students that had not previously passed the Algebra End of Course Exam we offered a 15 day course for 5 hours a day of intensive math instruction. Students are then provided with the opportunity to take the PERT test.

Strategy Rationale

To provide review and practice in intensive remediation in critical standards just prior to taking the test

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kelley, David, kelleyd@hendry-schools.net

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

PERT testing will be conducted at the end of the instruction and the scores will be utilized to determine the effectiveness.

Strategy: After School Program

Minutes added to school year: 3,600

The English Language Learner extended day tutorials focus primarily on English Language acquisition, along with the additional focus on academic vocabulary and content vocabulary that will assist students in attaining proficiency with the state academic standards. The materials used will include vocabulary programs to reinforce vocabulary acquisition in reading and content areas. The program is offered for one hour twice a week to the ELL NES/LES students. The classification of Non-English Speaking (NES) or Limited English Speaking (LES) was determined by our district approved English proficiency screener, Ballard & Tighe Idea Proficiency Tests (IPT).

Strategy Rationale

Additional language development assists student in increasing their language skills, thereby leading to increased school achievement

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Borghese, Iris, borghesei@hendry-schools.net

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

Students sign-in for all sessions attended and scores are analyzed by comparisons of previous CELLA and current year ACCESS 2.0 scores.

Strategy: Extended School Day

Minutes added to school year: 4,800

The migrant advocate, with assistance from the migrant administrator and school guidance counselor, will review migrant student grades throughout the year for academic needs. Based upon need, students will receive tutoring for help or credit accrual. The PASS program may be utilized and highly qualified teachers instruct on specific academic needs.

Strategy Rationale

This program provides additional instruction to support the acquisition of the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Borghese, Iris, borghesei@hendry-schools.net

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

Data will be collected by using sign in sheets and/or attendance sheets along with the monitoring of grades.

Strategy: Extended School Day

Minutes added to school year: 5,760

The math coach organizes and supervises the math tutoring program. Students who excel in mathematics volunteer their time to tutor students after school. Students may sign-up on their own, in lieu of after school detention, or are referred by their math teachers. The program runs all year long for an hour and is offered three times a week. Not only do the students being tutored receive the help they need but tutors also benefit. Tutors earn Bright Future volunteer hours and learn some concepts even better having taught them with the assistance of the math coach.

Strategy Rationale

Students often need additional review and explanations of math concepts to maintain high levels of achievement. Records indicate that an average of seven students were tutored daily with the greatest volume occurring just before trimester exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bridwell, Joy, bridwellj@hendry-schools.net

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

The math coach keeps a log of who is tutored, for what subject, who the tutor is, and the time spent tutoring.

Analysis and effectiveness is determined anecdotally. Tutors indicate when students are still having difficulty and when the math coach should assist. Students tell us how the tutors helped and how well they perform on tests and quizzes. Teachers also report progress.

Strategy: Extended School Day

Minutes added to school year: 960

The math coach and select math teachers offer well-advertised after school review sessions for the weeks leading up to State Math Assessments:

Retakes (four days), the Spring 2016 Algebra 1 EOC (eight days), the Spring 2016 Geometry EOC (four days), and Spring 2016 Algebra 2. EOC retakers and those who had not previously passed the Algebra 1 EOC are hand delivered personal invitations. Math teachers make announcements, flyers are displayed, and announcements are made via intercom.

Strategy Rationale

The review sessions provide students with an opportunity for additional practice and feedback on the skills necessary to master the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bridwell, Joy, bridwellj@hendry-schools.net

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

Students sign-in for the tutoring sessions. The math coach analyzes the FSA/EOC test scores of those who attend.

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. Â§ 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.

A variety of activities and strategies are in place to support student transition. LHS conducts Open House prior to the start of school and specifically assigns time slots devoted to each grade where students can pick up their new course schedules, tour the school, and meet their teachers. Students can also get their class picture taken and get their ID card. Seniors have a class meeting to pick up their senior calendar of events, and to review academic planning. During the first several days of school grade specific extended homeroom is also utilized to explain school-wide expectations and procedures, review academic histories with students, and answer student questions. In addition, grade level meetings are also conducted with administration and guidance counselors to welcome students and introduce students to the staff and resources available at the school.

Master scheduling utilizes a purposefully designed vertical alignment of courses in reading and math is used to increase student progression and to maintain continuity. The schedule includes a 9th grade "orientation" class which is implemented (50 minutes per day) to specifically target transition skills into high school including: personal responsibility; time management, study habits, note taking, and test taking skills.

Check and Connect is used to intervene with at-risk students by increasing credit recovery options and providing a mentor.

Tier 1 cohort meetings will be held to evaluate curriculum effectiveness and class/student progression.

The Guidance department conducts: academic planning with individual students; presents student progression options such as ACCEL and Dual enrollment; and offers financial aid workshops to students and parents. The Guidance department also assists students with disabilities and their parents with their educational needs as identified on the Individual Educational Plan (IEP) .

Senior students receive specific support through: academic planning, guest speakers, financial aid planning, post secondary planning, College and Career Day, and college visits.

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.

LHS Guidance Counselors work with grade level students to provide a comprehensive method of planning with individual students for academic and career goals. Individual student data is considered and used as the basis for planning. This data considers previous grade performance and may include assessments such as EOC, FSA, PSAT, ASVAB, SAT, ACT, and others. Students at LHS are encouraged to take a rigorous and appropriate course of study. Review of academic histories and academic planning occurs during extended homeroom at the beginning of the school year and quarterly throughout the year. Career and College Days are planned annual events, and every effort is made to help students make the connection between school studies and the world of work. Other enrichment activities that connect school to work are offered to students, or groups of students, as often as possible.

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

LaBelle High School is also proud to offer students the opportunity to participate in Career & Technical Education Academies (CTE academy). Career academies are small, personalized learning communities within our high school that select a subset of students and teachers for a two-, three-, or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Staff teams, who often share common planning time, work together to implement the key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers. This promotes a family-like atmosphere and results in close student-teacher ties.

A career academy includes the following essential elements:

- A small learning community
- A college-prep curriculum with a career theme
- Partnerships with employers, the community, and higher education

By design, these three central elements of a career academy lead to a school that is rigorous, relevant, and relational. As such, career academies are an excellent example of a reform model for Florida's policymakers and practitioners to consider in high school reform.

Students who participate in a Career Academy and complete the required courses will be given specific opportunities:

- Complete on-the-job internship programs
- Take an industry acknowledged certification test
- Transfer high school credits into a post-secondary program (at colleges, universities, or technical schools)

LaBelle High School currently offers the first certified CTE academy in Hendry County: Allied Health Assisting. Students who complete this program will take the CNA (Certified Nursing Assistant) exam. Students can also earn CMAA (Certified Medical Assistant), and HHA, (Home Health Aid.)

- Pre-welding courses are offered to support the Adult Education Welding Program
- We added agriculture certification. Students are able to earn Turf Management and Plant Landscape.
- Microsoft Office Certifications-We have had one student earn the highest designation of a Level 4.

Our second academy is Building Trades and nationally recognized certification is available in a variety of areas for students.

A new academy that has been added for this upcoming year. Through a partnership with Project Lead the Way, a biomedical track has been started. This track also incorporates the use of our partnership with Collegeboard AP course offerings. The full program will be phased in over the next three years. The students will be eligible to sit for their Biotechnician Assistant Credentialing Exam (BACE) to obtain industry certification as a Biotechnician Assistant.

Students may take all coursework necessary to complete these academies.

Other academies under development at LHS include the following: Agri Technology, Bio Technology, Teacher Assisting. LHS is also actively exploring new academies related to STEM and Early Childhood Education.

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

The master schedule is developed to maximize the availability and opportunity for students to participate in vocational and college prep curriculum. LHS works with students to explain the course options (per below) and develop an academic plan relevant to their college and career goals.

For example:

Anatomy and Physiology is offered for Medical Skills Students

Biotechnology is equivalent to Chemistry honors

Agri Science is equivalent to a science credit

Students achieving industry certification are awarded a math credit

Students are also given information in the ACCEL program. This allows student to complete their high school requirements and then seek additional training at a college or technical center.

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.

LHS Guidance Counselors work with students each year to complete and update their required course plans when registering for their classes for the next year. Counselors also meet individually with students for academic and post-secondary planning each year. Career and college days are held annually for all students. Post-secondary planning is conducted with seniors. All LHS 11th graders are encouraged and provided an opportunity to take the College Placement Test (PERT) at no charge administered by Florida Southwestern State College. All 10th graders will take the PSAT during the 2016-2017 school year. LHS is also an ACT & SAT, PERT and ASVAB testing site and an on-going education campaign regarding taking these assessments is in place. Students are also encouraged to participate in dual enrollment and Advanced Placement courses to the degree appropriate for each student. Students have the opportunity to participate in field trips to visit post-secondary educational programs. Military speakers and Colleges are invited to make presentations at lunch and in classrooms.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

Data demonstrates that LaBelle High School has made important gains in the number of all students, as well as students with disabilities, that have graduated. Math is a strength. Achievement data indicates that English Language Arts is a continued area of need.

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" 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.

Achievement, attendance, discipline and anecdotal data was analyzed. Through the review of various academic and non-academic indicators, the need to enhance instructional strategies within, and across content areas, became evident. Data also supported the need to increase the quality and quantity of students' written responses.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If research-based instructional techniques, including peer coaching/collaboration, drive high-quality, engaging instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives, proficiency scores will increase.
- G2.** If teachers in all subject areas provide students with on-going, specific feedback and opportunities to revise their writing and learning with a focus on synthesizing information from a variety of sources utilizing text-based evidence and support, English Language Arts proficiency will increase.

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 research-based instructional techniques, including peer coaching/collaboration, drive high-quality, engaging instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives, proficiency scores will increase. **1a**

G082437

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (At-Risk) | 85.0 |
| AMO Math - All Students | 62.0 |
| Bio I EOC Pass | 65.0 |
| Attendance rate | 85.0 |
| 4-Year Grad Rate (Standard Diploma) | 85.0 |
| Attendance Below 90% Grade 10 | 17.0 |
| Attendance Below 90% Grade 11 | 22.0 |
| Attendance Below 90% Grade 12 | 32.0 |

Targeted Barriers to Achieving the Goal **3**

- The pacing and presentation of content is not always explicitly aligned with FLSS.
- The time to plan and prepare for monitoring and reteaching standards based on readily available data is limited.

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

- AVID techniques and peer tutoring.
- After School Math tutoring program.
- Research based technique resources (books, articles, etc.)
- Academic coaches and mentors.
- Professional development (academic coaches, administrators, FDLRS, district staff and trainings, HEC, Beacon, Safe Schools, in-house master teachers, check and connect)
- New teacher monthly meetings.
- Continuing Education (masters degrees, online coursework, etc.)
- 9th grade required course: Introduction to Social Studies
- 7 period day for continuity of course progression and sequencing
- SIM collaboration and cohort meetings
- ELA Study Groups
- Math Study Groups
- Power Hour

Plan to Monitor Progress Toward G1. 8

Classroom visits by Academic Coaches

Person Responsible

David Kelley

Schedule

Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Teacher peer mentoring specifically for the Reading and English departments, as well as other teachers in content areas. Math coach will visit and meet with math teachers.

Plan to Monitor Progress Toward G1. 8

NGCAR PD training

Person Responsible

Diane Onorato

Schedule

Monthly, from 8/27/2016 to 1/21/2017

Evidence of Completion

Florida standards and content area reading training to be conducted with teachers.

Plan to Monitor Progress Toward G1. 8

Student grades will be reviewed.

Person Responsible

David Kelley

Schedule

Quarterly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Grade reports, PLC agendas

G2. If teachers in all subject areas provide students with on-going, specific feedback and opportunities to revise their writing and learning with a focus on synthesizing information from a variety of sources utilizing text-based evidence and support, English Language Arts proficiency will increase. 1a

G082438

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Strategies for implementation of feedback on short and extended response writing and student learning are not consistently utilized across content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grading rubric for short response.
- Grading rubric for extended response.
- CPalms
- Practice tests for FSA assessment
- Test and item specifications
- News ELA
-

Plan to Monitor Progress Toward G2. 8

Feedback samples from FSA writing practice test and other formative assessment data

Person Responsible

Iris Borghese

Schedule

Every 2 Months, from 9/6/2016 to 2/1/2017

Evidence of Completion

Test scores and writing samples

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 research-based instructional techniques, including peer coaching/collaboration, drive high-quality, engaging instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives, proficiency scores will increase. **1**

 G082437

G1.B1 The pacing and presentation of content is not always explicitly aligned with FLSS. **2**

 B218248

G1.B1.S1 NGCAR PD Training will be offered to teachers in the content area. Beacon online can be utilized for NGCAR PD or Reading Endorsement as well. **4**

 S230558

Strategy Rationale

Targeted professional development will help teachers to integrate research-based practices into lessons.

Action Step 1 **5**

NG CAR PD training will be offered to teachers.

Person Responsible

Diane Onorato

Schedule

Monthly, from 8/27/2016 to 1/21/2017

Evidence of Completion

Teachers will complete 90 hours, 30 hours instruction and 60 hours practicum

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

NG CARP PD

Person Responsible

Diane Onorato

Schedule

On 1/31/2017

Evidence of Completion

In service sign- in sheet for 30 hours instruction, Checklist for 60 hours practicum

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

NG CAR PD training

Person Responsible

Diane Onorato

Schedule

On 5/14/2017

Evidence of Completion

Reading Coach observation and student samples

G1.B1.S2 PLCs to be conducted to unpack the Reading Standards to all faculty. 4

 S230559

Strategy Rationale

Increases knowledge and awareness of Florida Standards and test formatting is necessary to provide students the tools they need to be successful on standardized tests.

Action Step 1 5

PLC members will participate in SIM training, use SIM network resources and lesson planning to unpack standards, test formatting and progress monitoring data.

Person Responsible

Diane Onorato

Schedule

Monthly, from 8/24/2016 to 5/13/2017

Evidence of Completion

All teachers will participate in PLC's to review data and instructional practices

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monthly walk- throughs in classrooms, meet with lead teachers

Person Responsible

David Kelley

Schedule

Every 6 Weeks, from 10/20/2016 to 5/10/2017

Evidence of Completion

Observation and student samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Meet with Lead Teachers

Person Responsible

David Kelley


Schedule

Quarterly, from 10/20/2016 to 5/20/2017

Evidence of Completion

Department goal statements and data, student samples

G1.B1.S3 Through the MTSS framework, identify the the lowest 25% students' in math and reading. 4

 S230560

Strategy Rationale

Using test data results, instructional practices will focus on lowest performing areas.

Action Step 1 5

Course and Department meetings to evaluate student data and instructional practices.

Person Responsible

David Kelley

Schedule

Monthly, from 8/25/2016 to 6/5/2017

Evidence of Completion

Progress Monitoring Data, and State Assessments

Action Step 2 5

Algebra Sequence adjusted and monitored: Extend Intensive Algebra 1- A and Algebra 1-B over two years, followed by regular Algebra 2 and Geometry.

Person Responsible

Joy Bridwell

Schedule

Annually, from 8/10/2016 to 5/15/2017

Evidence of Completion

EOC Assessments and Performance Matters Baseline testing

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Academic Coaches and Lead teachers will review data with teachers and administrators.

Person Responsible

David Kelley

Schedule

Quarterly, from 8/18/2016 to 5/25/2017

Evidence of Completion

Department Data Summaries on progress monitoring data and State assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Lead teacher meetings

Person Responsible

David Kelley

Schedule

Quarterly, from 9/8/2016 to 5/20/2017

Evidence of Completion

Review department goals, test data and student samples, classroom walk throughs

G1.B1.S4 Implementation of new Progress Monitoring test that were collaboratively developed by teachers to identify students needs in reading and math. 4

S230561

Strategy Rationale

Students will be tested three times a year to monitor their progress toward state test score achievement so that current data is available to adjust instructional practices to meet student need.

Action Step 1 5

Revision of new progress monitoring tests

Person Responsible

Joy Bridwell

Schedule

On 6/5/2017

Evidence of Completion

Progress monitoring test developed and revised collaboratively in ELA and Math

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Revised test will be administered to collect PM data

Person Responsible

Joy Bridwell

Schedule

Semiannually, from 8/17/2016 to 3/31/2017

Evidence of Completion

Testing calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Data from each test administration will be analyzed and adjustments to instruction implemented as needed.

Person Responsible

Joy Bridwell


Schedule

Semiannually, from 8/17/2016 to 3/31/2017

Evidence of Completion

Student data, PLC agendas

G1.B1.S5 Professional development in research based, strategic instructional model (SIM). 4

 S230562

Strategy Rationale

Increase knowledge of research based practice, and support for implementation in the SIM model.

Action Step 1 5

SIM Summer Training

Person Responsible

David Kelley

Schedule

On 7/31/2016

Evidence of Completion

Course maps, and/or implementation of SIM strategies, classroom grades or test scores collected

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Administrators will attend the training with teachers in order to provide direction and support for the newly acquired skills.

Person Responsible

David Kelley

Schedule

On 7/31/2016

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administrators will conduct walk-throughs and attend PLCs on SIM

Person Responsible

David Kelley

Schedule

Quarterly, from 8/10/2016 to 5/6/2017

Evidence of Completion

Walk-throughs, PLC agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administrators will conduct walk-throughs and attend PLCs on SIM

Person Responsible

David Kelley

Schedule

Quarterly, from 8/10/2016 to 5/6/2017

Evidence of Completion

Walk-throughs, PLC agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administrators will conduct walk-throughs and attend PLCs on SIM

Person Responsible

David Kelley

Schedule

Quarterly, from 8/10/2016 to 5/6/2017

Evidence of Completion

Walk-throughs, PLC agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administrators will conduct walk-throughs and attend PLCs on SIM

Person Responsible

David Kelley

Schedule

Quarterly, from 8/10/2016 to 5/6/2017

Evidence of Completion

Walk-throughs, PLC agendas

G1.B2 The time to plan and prepare for monitoring and reteaching standards based on readily available data is limited. **2**

 B218249

G1.B2.S1 Through the MTSS framework, identify the support needed in all tiers across content areas with time to plan for reteaching and intervention. **4**

 S230563

Strategy Rationale

Time is needed to analyze data and plan for instruction to meet students' needs.

Action Step 1 **5**

PLC meetings to evaluate data and plan for instruction to be held before/after the traditional school day.

Person Responsible

David Kelley

Schedule

Every 2 Months, from 9/21/2016 to 5/10/2017

Evidence of Completion

sign-in sheets, lesson plans

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

Academic coaches and lead teachers will review data, calibrate assessment practices, and facilitate planning.

Person Responsible

Iris Borghese

Schedule

Every 2 Months, from 9/25/2016 to 5/11/2017

Evidence of Completion

Lesson plans, agendas, sign-in sheets, meeting notes

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

Lead teacher meetings

Person Responsible

David Kelley


Schedule

Quarterly, from 10/21/2016 to 5/19/2017

Evidence of Completion

Grades, assessment data, class walk-throughs

G2. If teachers in all subject areas provide students with on-going, specific feedback and opportunities to revise their writing and learning with a focus on synthesizing information from a variety of sources utilizing text-based evidence and support, English Language Arts proficiency will increase. **1**

 G082438

G2.B1 Strategies for implementation of feedback on short and extended response writing and student learning are not consistently utilized across content areas. **2**

 B218251

G2.B1.S1 Professional development in utilizing high-quality, targeted feedback to support students' revision of writing and learning in effort to synthesize information across all content areas. **4**

 S230564

Strategy Rationale

Increase awareness and practice of common expectations and instructional strategies for a variety of writing purposes including the FSA assessments.

Action Step 1 **5**

Department specific meetings covering a variety of topics (state rubric, calibration of writing and formative assessment incorporating feedback in the content area classroom, etc.) on writing and student learning.

Person Responsible

Iris Borghese

Schedule

Quarterly, from 9/7/2016 to 3/15/2017

Evidence of Completion

In-service sign in sheets, copies of common departmental rubrics, and walk through/ observation

Action Step 2 **5**

Conduct calibration activities on content area writing samples.

Person Responsible

Diane Onorato

Schedule

Semiannually, from 9/7/2016 to 3/15/2017

Evidence of Completion

Writing samples scores with a common rubric for grades 9-11

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

Attend and facilitate LEAD teacher and department meetings where feedback from writings strategies/samples and other formative data will be reviewed/analyzed.

Person Responsible

David Kelley

Schedule

Every 6 Weeks, from 10/20/2016 to 5/14/2017

Evidence of Completion

Observations and writing samples

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

Teachers meet their school-wide writing IPDP student goals. In addition, progress monitoring of the use of feedback on writing and other formative assessments in content classes.

Person Responsible

David Kelley

Schedule

On 5/14/2017












Evidence of Completion

Increase in student data collection and increase of short response items in courses

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 | | | | | |
| G1.B1.S5.MA1 M296724 | Administrators will attend the training with teachers in order to provide direction and support for... | Kelley, David | 7/1/2016 | Sign-in sheets | 7/31/2016 one-time |
| G1.B1.S5.A1 A294162 | SIM Summer Training | Kelley, David | 7/1/2016 | Course maps, and/or implementation of SIM strategies, classroom grades or test scores collected | 7/31/2016 one-time |
| G1.MA2 M296728 | NGCAR PD training | Onorato, Diane | 8/27/2016 | Florida standards and content area reading training to be conducted with teachers. | 1/21/2017 monthly |
| G1.B1.S1.A1 A294157 | NG CAR PD training will be offered to teachers. | Onorato, Diane | 8/27/2016 | Teachers will complete 90 hours, 30 hours instruction and 60 hours practicum | 1/21/2017 monthly |
| G1.B1.S1.MA1 M296713 | NG CARP PD | Onorato, Diane | 8/20/2016 | In service sign- in sheet for 30 hours instruction, Checklist for 60 hours practicum | 1/31/2017 one-time |
| G2.MA1 M296732 | Feedback samples from FSA writing practice test and other formative assessment data | Borghese, Iris | 9/6/2016 | Test scores and writing samples | 2/1/2017 every-2-months |
| G2.B1.S1.A1 A294164 | Department specific meetings covering a variety of topics (state rubric, calibration of writing and... | Borghese, Iris | 9/7/2016 | In-service sign in sheets, copies of common departmental rubrics, and walk through/observation | 3/15/2017 quarterly |
| G2.B1.S1.A2 A294165 | Conduct calibration activities on content area writing samples. | Onorato, Diane | 9/7/2016 | Writing samples scores with a common rubric for grades 9-11 | 3/15/2017 semiannually |
| G1.B1.S4.MA1 M296718 | Data from each test administration will be analyzed and adjustments to instruction implemented as... | Bridwell, Joy | 8/17/2016 | Student data, PLC agendas | 3/31/2017 semiannually |
| G1.B1.S4.MA1 M296719 | Revised test will be administered to collect PM data | Bridwell, Joy | 8/17/2016 | Testing calendar | 3/31/2017 semiannually |
| G1.B1.S5.MA1 M296720 | Administrators will conduct walk-throughs and attend PLCs on SIM | Kelley, David | 8/10/2016 | Walk-throughs, PLC agendas | 5/6/2017 quarterly |
| G1.B1.S5.MA1 M296721 | Administrators will conduct walk-throughs and attend PLCs on SIM | Kelley, David | 8/10/2016 | Walk-throughs, PLC agendas | 5/6/2017 quarterly |
| G1.B1.S5.MA1 M296722 | Administrators will conduct walk-throughs and attend PLCs on SIM | Kelley, David | 8/10/2016 | Walk-throughs, PLC agendas | 5/6/2017 quarterly |
| G1.B1.S5.MA1 M296723 | Administrators will conduct walk-throughs and attend PLCs on SIM | Kelley, David | 8/10/2016 | Walk-throughs, PLC agendas | 5/6/2017 quarterly |
| G1.B2.S1.A1 A294163 | PLC meetings to evaluate data and plan for instruction to be held before/ after the traditional... | Kelley, David | 9/21/2016 | sign-in sheets, lesson plans | 5/10/2017 every-2-months |
| G1.B1.S2.MA1 M296715 | Monthly walk- hroughs in classrooms, meet with lead teachers | Kelley, David | 10/20/2016 | Observation and student samples | 5/10/2017 every-6-weeks |
| G1.B2.S1.MA1 M296726 | Academic coaches and lead teachers will review data, calibrate assessment practices, and facilitate... | Borghese, Iris | 9/25/2016 | Lesson plans, agendas, sign-in sheets, meeting notes | 5/11/2017 every-2-months |
| G1.B1.S2.A1 A294158 | PLC members will participate in SIM training, use SIM network resources and lesson planning to... | Onorato, Diane | 8/24/2016 | All teachers will participate in PLC's to review data and instructional practices | 5/13/2017 monthly |
| G1.B1.S1.MA1 M296712 | NG CAR PD training | Onorato, Diane | 10/2/2016 | Reading Coach observation and student samples | 5/14/2017 one-time |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--|--|---------------|-------------------------------|---|-------------------------|
| G2.B1.S1.MA1  M296730 | Teachers meet their school-wide writing IPDP student goals. In addition, progress monitoring of... | Kelley, David | 10/18/2016 | Increase in student data collection and increase of short response items in courses | 5/14/2017 one-time |
| G2.B1.S1.MA1  M296731 | Attend and facilitate LEAD teacher and department meetings where feedback from writings... | Kelley, David | 10/20/2016 | Observations and writing samples | 5/14/2017 every-6-weeks |
| G1.B1.S3.A2  A294160 | Algebra Sequence adjusted and monitored: Extend Intensive Algebra 1-A and Algebra 1-B over two... | Bridwell, Joy | 8/10/2016 | EOC Assessments and Performance Matters Baseline testing | 5/15/2017 annually |
| G1.B2.S1.MA1  M296725 | Lead teacher meetings | Kelley, David | 10/21/2016 | Grades, assessment data, class walk-throughs | 5/19/2017 quarterly |
| G1.B1.S2.MA1  M296714 | Meet with Lead Teachers | Kelley, David | 10/20/2016 | Department goal statements and data, student samples | 5/20/2017 quarterly |
| G1.B1.S3.MA1  M296716 | Lead teacher meetings | Kelley, David | 9/8/2016 | Review department goals, test data and student samples, classroom walk throughs | 5/20/2017 quarterly |
| G1.B1.S3.MA1  M296717 | Academic Coaches and Lead teachers will review data with teachers and administrators. | Kelley, David | 8/18/2016 | Department Data Summaries on progress monitoring data and State assessments | 5/25/2017 quarterly |
| G1.MA1  M296727 | Classroom visits by Academic Coaches | Kelley, David | 8/18/2016 | Teacher peer mentoring specifically for the Reading and English departments, as well as other teachers in content areas. Math coach will visit and meet with math teachers. | 5/26/2017 monthly |
| G1.MA3  M296729 | Student grades will be reviewed. | Kelley, David | 8/24/2016 | Grade reports, PLC agendas | 5/26/2017 quarterly |
| G1.B1.S3.A1  A294159 | Course and Department meetings to evaluate student data and instructional practices. | Kelley, David | 8/25/2016 | Progress Monitoring Data, and State Assessments | 6/5/2017 monthly |
| G1.B1.S4.A1  A294161 | Revision of new progress monitoring tests | Bridwell, Joy | 6/3/2016 | Progress monitoring test developed and revised collaboratively in ELA and Math | 6/5/2017 one-time |

V. Professional Development Opportunities

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

G1. If research-based instructional techniques, including peer coaching/collaboration, drive high-quality, engaging instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives, proficiency scores will increase.

G1.B1 The pacing and presentation of content is not always explicitly aligned with FLSS.

G1.B1.S1 NGCAR PD Training will be offered to teachers in the content area. Beacon online can be utilized for NGCAR PD or Reading Endorsement as well.

PD Opportunity 1

NG CAR PD training will be offered to teachers.

Facilitator

Diane Onorato

Participants

Content area teachers

Schedule

Monthly, from 8/27/2016 to 1/21/2017

G1.B1.S2 PLCs to be conducted to unpack the Reading Standards to all faculty.

PD Opportunity 1

PLC members will participate in SIM training, use SIM network resources and lesson planning to unpack standards, test formatting and progress monitoring data.

Facilitator

Diane Onorato and Joy Bridwell

Participants

All faculty

Schedule

Monthly, from 8/24/2016 to 5/13/2017

G1.B1.S3 Through the MTSS framework, identify the the lowest 25% students' in math and reading.

PD Opportunity 1

Course and Department meetings to evaluate student data and instructional practices.

Facilitator

Academic Coaches and Lead Teachers

Participants

All teachers

Schedule

Monthly, from 8/25/2016 to 6/5/2017

G1.B1.S5 Professional development in research based, strategic instructional model (SIM).

PD Opportunity 1

SIM Summer Training

Facilitator

State SIM Trainer

Participants

Select 9th and 10th grade teachers

Schedule

On 7/31/2016

G2. If teachers in all subject areas provide students with on-going, specific feedback and opportunities to revise their writing and learning with a focus on synthesizing information from a variety of sources utilizing text-based evidence and support, English Language Arts proficiency will increase.

G2.B1 Strategies for implementation of feedback on short and extended response writing and student learning are not consistently utilized across content areas.

G2.B1.S1 Professional development in utilizing high-quality, targeted feedback to support students' revision of writing and learning in effort to synthesize information across all content areas.

PD Opportunity 1

Department specific meetings covering a variety of topics (state rubric, calibration of writing and formative assessment incorporating feedback in the content area classroom, etc.) on writing and student learning.

Facilitator

D. Onorato

Participants

All Teachers

Schedule

Quarterly, from 9/7/2016 to 3/15/2017

PD Opportunity 2

Conduct calibration activities on content area writing samples.

Facilitator

D. Onorato

Participants

all teachers

Schedule

Semiannually, from 9/7/2016 to 3/15/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|---|----------------|-----|------------|
| 1 | G1.B1.S1.A1 | NG CAR PD training will be offered to teachers. | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title VI | | \$3,000.00 |
| | | | Notes: Funds will be used to pay teacher stipends, instructor fees, and supplies. | | | |
| 2 | G1.B1.S2.A1 | PLC members will participate in SIM training, use SIM network resources and lesson planning to unpack standards, test formatting and progress monitoring data. | | | | \$0.00 |
| 3 | G1.B1.S3.A1 | Course and Department meetings to evaluate student data and instructional practices. | | | | \$0.00 |
| 4 | G1.B1.S3.A2 | Algebra Sequence adjusted and monitored: Extend Intensive Algebra 1- A and Algebra 1-B over two years, followed by regular Algebra 2 and Geometry. | | | | \$0.00 |
| 5 | G1.B1.S4.A1 | Revision of new progress monitoring tests | | | | \$0.00 |
| 6 | G1.B1.S5.A1 | SIM Summer Training | | | | \$0.00 |
| 7 | G1.B2.S1.A1 | PLC meetings to evaluate data and plan for instruction to be held before/after the traditional school day. | | | | \$0.00 |
| 8 | G2.B1.S1.A1 | Department specific meetings covering a variety of topics (state rubric, calibration of writing and formative assessment incorporating feedback in the content area classroom, etc.) on writing and student learning. | | | | \$0.00 |
| 9 | G2.B1.S1.A2 | Conduct calibration acitivities on content area writing samples. | | | | \$0.00 |
| Total: | | | | | | \$3,000.00 |