

Labelle Middle School



2016-17 Schoolwide Improvement Plan

Labelle Middle School

8000 E COWBOY WAY, Labelle, FL 33935

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

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)
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Middle School
6-8

Yes

100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
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K-12 General Education

No

77%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Middle 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 Middle School is to inspire and empower students to excel both academically and socially and to prepare them to be productive citizens and future leaders.

b. Provide the school's vision statement.

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

2. School Environment

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

During Pre school week, Administration lead the teachers through the results of the 2015-16 FSA. This indepth evaluation was correlated to obstacles our students have to overcome in order to be successful. All activities for pre-week were designed around how to collaborate with our students to improve there overall learning opportunities. All teachers and administrators attended a training on how to effectively become a PLC school. With these new tools, teachers will be better equipped to collaborate for the good of every student. New slogan for teachers - All means ALL!

LMS highlights the different cultures celebrating the historical months for specific cultures and with clubs like Voces Unidas.

The school also recognizes and celebrates different 'awareness' months, i.e., hispanic, black history, etc.

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

It is the policy of LMS to keep all doors and gates locked at all times.

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

We have partnered with the Boy Scouts and are presenting the Learning for Life program.

Teachers and administrators monitor student movement around the school, in the cafeteria and in the hallways. This allows for positive interaction between adults and students outside of the classroom. Administrators are on the sidewalk during class changes, in the cafeteria and doing frequent 'walk-throughs' in classrooms.

LMS also feels the school 'welcomeness' is important. Therefore, LMS not only advertised in the paper, English and Spanish, but used the web site and call outs. We also put out welcoming flags down the road leading up to the school. The open house and all parent teacher conferences will all be held in the late afternoon, early evening, (5:30 - 7:00 pm) to allow working parents to participate.

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.

Our school's behavior plan includes instruction for all students on responsibilities and expectations. In addition, each student is provided a student handbook and the district code of student conduct. The school uses a consolidated behavior plan that is progressive in nature. All teachers received training on its implementation. Teachers are empowered and encouraged to manage minor incidents within the classroom. It is the school's goal to keep students within the classroom and authentically engaged in learning. If students do not respond to teacher interventions, the school has a responsible thinking classroom set aside to assist in defusing minor situations so that the student can be returned to class quickly. When these interventions do not rectify the situation, students may receive a discipline referral to administration. Administrators have a printed plan to ensure the equitable application of consequences in these cases. The school also has an in school suspension program. This allows more serious or chronic behavioral issues to be addressed while also providing instruction to students in a more controlled environment.

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.

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

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.

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

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

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	144	129	155	0	0	0	0	428	
One or more suspensions	0	0	0	0	0	0	41	38	33	0	0	0	0	112	
Course failure in ELA or Math	0	0	0	0	0	0	23	20	12	0	0	0	0	55	
Level 1 on statewide assessment	0	0	0	0	0	0	121	120	112	0	0	0	0	353	

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	107	104	92	0	0	0	0	303

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

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

A new school wide initiative is having elective teachers focus on reading in the content area one day per week. Therefore, if a student has three electives, they would receive three extra days of focused content area writing with writing assignments attached.

We are also continuing our 20 minute Silent Sustained Reading during all 5th periods.

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

LMS will be continuing with the PBIS. Teachers have received an training. They have been encouraged to use positive re-enforcement and the teaching of replacement behaviors to assist students in learning appropriate behaviors. We will also be using the MTSS model for students. Students not meeting targets will receive interventions. We will begin with behavior and add ELA and Math as we move through our 3-5 year implementation plan.

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

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?

Yes

1. PIP Link

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

2. Description

Parent Involvement is encouraged through participation with the Parent Teacher Organization. The PTO holds informative monthly meetings for parents. Each month the PTO leadership sponsors a 'Parent College' which is a guest speaker that attends to explain school programs and/or activities. A goal is to improve attendance for these meetings and the Parent Teacher Conferences.

Another avenue we use to engage parents is our P.I.E. (Partners in Education) Newsletter, this is sent home quarterly in an effort to keep parents informed. LMS also uses pinnacle, an online grading program, which enables parents to check their child's or children's grades as often as they like.

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.

1. LaBelle Middle has partnered with local businesses for career days, local celebrations, guest speakers, etc.
2. We have an ongoing partnership with Winn Dixie, McDonald's, The Firehouse Cultural Theater and other local establishments.
3. At the PTO meetings each month, one of the agenda items is "Parent College". This gives the group an opportunity to inquire into areas they would like to know more about. The group is allowed to choose the next month's topic. Response to this feature has been very positive.
4. LMS has increased bilingual support, four additions to the faculty are bilingual, one in French and three in Spanish, to help ease the transition for our ELL students and their parents.
5. All communications are printed in English and Spanish.
5. Each year, LMS partners with the Firehouse Community Theatre. Together they put on a play with an all student cast. There is an evening performance that is done as a Dinner Theatre, the proceeds go to perpetuate the arts/drama program .
6. We are having all 5th period teachers make contact with the parents of their 5th period students. They have a non-threatening script in English & Spanish for a positive contact with parents. This was initiated last year and was very successful.
7. Plans are in the works for a Hispanic Cultural night featuring our students, art, cuisine etc.
8. All Parent Teacher Conferences (except individual) are held from 5:30 pm to 7 pm, for parent convenience, as a working community, this allows for better attendance.

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
Pickles, Ken	Principal
Spratt, Bobbie	Dean
Klinger, John	Dean
Marotti, Haili	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.

Function Member Responsibility
Principal Mr. Kenneth Pickles Team Leader
Dean: Mrs. Bobbie Spratt Co-Leader
Dean: Mr. John Klinger Co-Leader
Reading Coach: Mrs. Haili Marotti Reading Expertise
Guidance Counselor Mrs. Beth Lutkenhaus Social Emotional Behaviors
Guidance Counselor Mrs. Sandy Allen Social Emotional Behaviors
7th Gr. Math/Algebra Mrs. Erica Burke Math Expertise
ESE: Miss Bonnie Feickert Special Education Resource
AVID Teacher: Mr. Brent Burnside Motivational Skills for Students
7th Gr.Civics: Ms. Ashley Corbitt Civics Expertise/Athletic Director

6th Gr. Lang. Arts: Ms. Yesenia Gaviria Language Arts Expertise
7th Gr. Lang. Arts: Mrs. Kara Dillman Language Arts Expertise
7th Gr. Civics: Mrs. Lea Burnside Civics Expertise
Media Specialist: Mrs. Lynn Moore Resource Information
8th Gr. Math/Geom. Mrs. Julie McGirt Math/Geometry Expertise
8th Gr. Soc. St. Mr. Russell Bell Social Studies/Motivational Skills Expertise
8th Lang Arts Ms. Chelsey Ramos Lang/SocSt/Reading Expertise
Reading: Mrs. Carol Schroeder Reading Expertise
Fine Arts Mr. Benjamin Potter Band Director/Fine Arts Chair
Staffing Specialist Ms. Alicia Bell ESE Rtl Resource

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.

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

2. ESE teachers will be using iReady in their classrooms for those 1s and 2s. Those teachers will also have a one period Critical Thinking class for 504 students who need support.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mrs. Bobbie Spratt, Chairwoman	Teacher
Mrs. Kim Timm	Business/Community
Mr. Ken Pickles	Principal
Audelia Bustamante	Parent
Mrs. Karen Johnson	Education Support Employee
Mrs. Amanda Nisbet	Parent
Ms. Raegina Williams	Parent
Alex Bustamante	Student
Ms. Lane Pool	Parent
Mrs. Jennifer Hood	Parent
Mrs. Arlene Molina	Parent
Mrs. Carolina Arriola	Parent
Miss Kady Pool	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 Plan was a good start for our school. It is felt this year it needs to be even more focused. The teachers are willing to put in the work, a more concerted effort to get parents and students to cooperate. The goal this year is to get every student to at least the 50%.

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

b. Development of this school improvement plan

The SAC will review not only the CIM but also the PIP. Their input is very valuable to the plans development. The committee does not usually participate in the actual development as typically the first SAC meeting is after the CIM is due to be turned in to coordinator. We do however, have the opportunity to amend.

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

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

There was a carry over from last year which will enable us to repeat the purchase of the agendas. SAC used the Google Docs survey for the community, teacher & student surveys. Response has been received very well.

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

Student Agenda \$2245.32

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
Pickles, Ken	Principal
Spratt, Bobbie	Dean
Klinger, John	Dean
Dillman, Karra	Teacher, K-12
Schroeder, Carol	Teacher, K-12
Moore, Lynne	Instructional Media
Marotti, Haili	Instructional Coach

b. Duties

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

LMS uses Performance Matters, iReady, and Bronco Writes; school wide practice writing assessments. There will be four different Bronco Writes this year each will be graded by a language arts teachers using a common rubric for progress monitoring in the core subjects. The supplemental math programs use iReady and small group instruction. The intensive reading uses iReady. The entire school uses a daily 15 minute Silent Sustained Reading program during 5th period. The ELA classes are also focusing by grade level on different genres then rotating throughout the year. New this year, LMS will have its elective teachers assigned one day a week for content area reading using the NEWS - ELA program. Ex. PE on Mondays, the Arts on Tuesdays and Vocational on Wednesdays, by doing this a student could have three extra exposures to reading and writing.

LMS has stayed with a 7 period day to keep smaller core classes. The District has increased our school day by a total of 20 minutes, this allows us to have 50 minute classes. The master schedule reflects common planning by core curriculum. This will allow for once a week PLCs to ensure all core teachers are using the same progression plan. The team will also analyze data and make professional development recommendations.

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.

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

LMS's new reading coach is implementing a new school wide vocabulary incentive. In order to maximize the effectiveness of this program teachers across the curriculum have to cooperate and follow the same 'word' as it relates to their curriculum.

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

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

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

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

Mentors New Teacher

Julie McGirt * * * * * Veronica Gil

Erica Burke * * * * * Jena Howard

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.

Reading Coach, Haili Marotti will continue to support teachers in developing the IFC (Instructional Focus Calendars). By using the IFCs, administration and team leaders can ascertain the appropriateness of all instructional programs. Also, through weekly team meetings: cpalms and standards are always on the agendas.

Administration will do frequent observations of classrooms. Lead teachers are utilized for specific help for new teachers and for immediate feedback to teachers.

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.

Last year LMS chose to use iReady end of year results and teacher recommendation for placement into the reading classes, this year we added the FSA results to help make that determination. All critical thinking classes will be using iReady to support remediation or gaps in learning. We also have teachers using student teacher assistants who can help with individual tutoring in reading and/or math. In an effort to emphasize the importance of reading, the administration instigated a Silent Sustained Reading program every day in 5th period. 5th Period has an extra 20 minutes built in to it for lunch purposes, administration has instructed every 5th period teacher to plug in the SSR 20 minute reading times everyday. We have also instructed the elective teachers to set aside one day

per week for content are reading. Administration assigned different days for the arts, vocational and physical education for content area reading. This could allow every child to have 3 extra days per week to focus on reading.

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: Extended School Day

Minutes added to school year: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pickles, Ken, picklesk@hendry-schools.net

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

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

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.

n/a

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.

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

Big Sisters and Check and Connect to provide supplemental inspiration for our students and school.
5. LMS will offer a number of high school credit courses.
6. Hendry County purchased a career/guidance program, Naviance, this year. This program will be used in 6,7 & 8th grade levels. Initial reaction is very positive.

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

1. LMS offers business classes, IC3 certification, 8th grade science is continuing the STEM program, CLASS ACT by L. J. Create, for high school credits. LMS will be participating in the Naviance Program.

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

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

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

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

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.

n/a

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.

N/A

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.

N/A

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 learning targets are measurable and the criteria for success is clear to students then student achievement will increase.
- G2.** If Civics and Science place increased focus on content area reading and provide additional support to aid in student learning strategies and content recall, then student proficiency in Civics and Science 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 learning targets are measurable and the criteria for success is clear to students then student achievement will increase. 1a

 G088286

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the standards in their entirety by teachers and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Access to c-Palms.
- Professional development availability through the staff development director that is focused on standards based instructions.

Plan to Monitor Progress Toward G1. 8

i-Ready progress monitoring and formative assessments.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/7/2016 to 5/19/2017

Evidence of Completion

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

G2. If Civics and Science place increased focus on content area reading and provide additional support to aid in student learning strategies and content recall, then student proficiency in Civics and Science will increase. 1a

G088287

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	35.0
Civics EOC Pass	45.0

Targeted Barriers to Achieving the Goal 3

- Civics and Science content area vocabulary is difficult and unfamiliar to students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School wide vocabulary words shown to be applicable in every curriculum.
- News ELA for content area reading.

Plan to Monitor Progress Toward G2. 8

Formative assessments in Civics and Science.

Person Responsible

Ken Pickles

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Formative assessment data reports

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. If learning targets are measurable and the criteria for success is clear to students then student achievement will increase. **1**

 G088286

G1.B1 Lack of understanding of the standards in their entirety by teachers and students. **2**

 B234740

G1.B1.S1 Utilizing PLCs, both horizontally and vertically, to do in depth studies of the standards, both within and across grade levels. **4**

 S247509

Strategy Rationale

Deeper understanding of the entirety of the standards across grade levels is needed.

Action Step 1 **5**

PLCs, designed by school leadership, will meet to collaborate about standards for instruction in ELA and Math based on the curriculum pacing guides.

Person Responsible

Haili Marotti

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Sign in sheets and agendas from PLCs. Another piece of evidence could be changes in instruction as documented by lesson plans.

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

School leadership attends PLC meetings.

Person Responsible

Ken Pickles

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Agenda aligned to the standards being investigated or studied.

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

School leadership will conduct daily classroom walk-throughs to look for evidence of standard implementation.

Person Responsible

Ken Pickles


Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Classroom walk-through protocol using the 5 dimensions of teaching and learning.

G1.B1.S2 Utilization of performance tasks in ELA and math. 4

 S247510

Strategy Rationale

Performance tasks will provide evidence that students are able to understand and apply learning in context.

Action Step 1 5

Performance tasks will be included in formative assessments in ELA and math.

Person Responsible

Haili Marotti

Schedule

Monthly, from 9/7/2016 to 5/19/2017

Evidence of Completion

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

Check for required performance task on formative assessments before administration.

Person Responsible

Haili Marotti

Schedule

Monthly, from 9/7/2016 to 5/19/2017

Evidence of Completion

Approved formative assessments.

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

Comparing score reports on formative assessments.

Person Responsible

Ken Pickles

Schedule


Monthly, from 9/7/2016 to 5/19/2017

Evidence of Completion

Formative assessment score reports.

G2. If Civics and Science place increased focus on content area reading and provide additional support to aid in student learning strategies and content recall, then student proficiency in Civics and Science will increase.


1

 G088287

G2.B1 Civics and Science content area vocabulary is difficult and unfamiliar to students. 2

 B234741

G2.B1.S1 A review and focus on vocabulary for Civics and Science content areas in all classes. 4

 S247511

Strategy Rationale

The more a student uses the words the more comfortable they become with those words in all instructional settings.

Action Step 1 5

Teachers will utilize news ELA, SSR and vocabulary support strategies in all LMS classrooms.

Person Responsible

Haili Marotti

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Improved scores on teacher assessments.

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

Lesson plans will be monitored and one walk-through indicator will be focused on vocabulary instruction.

Person Responsible

Haili Marotti

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Weekly break down of vocabulary lists for both Civics and Science, as evidenced by teacher lesson plans and check for understanding data.

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

Weekly review of grades checking for improvement in vocabulary monitoring.

Person Responsible

Ken Pickles












Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Access to individual teacher's pinnacle account.

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.MA1  M335562	i-Ready progress monitoring and formative assessments.	Pickles, Ken	9/7/2016	i-Ready mid-year and end-of-year progress monitoring reports. Formative assessment results.	5/19/2017 monthly
G2.MA1  M335565	Formative assessments in Civics and Science.	Pickles, Ken	9/12/2016	Formative assessment data reports	5/19/2017 quarterly
G1.B1.S1.MA1  M335558	School leadership will conduct daily classroom walk-throughs to look for evidence of standard...	Pickles, Ken	8/10/2016	Classroom walk-through protocol using the 5 dimensions of teaching and learning.	5/19/2017 daily
G1.B1.S1.MA1  M335559	School leadership attends PLC meetings.	Pickles, Ken	8/10/2016	Agenda aligned to the standards being investigated or studied.	5/19/2017 weekly
G1.B1.S1.A1  A322411	PLCs, designed by school leadership, will meet to collaborate about standards for instruction in...	Marotti, Haili	8/10/2016	Sign in sheets and agendas from PLCs. Another piece of evidence could be changes in instruction as documented by lesson plans.	5/19/2017 weekly
G2.B1.S1.MA1  M335563	Weekly review of grades checking for improvement in vocabulary monitoring.	Pickles, Ken	8/15/2016	Access to individual teacher's pinnacle account.	5/19/2017 weekly
G2.B1.S1.MA1  M335564	Lesson plans will be monitored and one walk-through indicator will be focused on vocabulary...	Marotti, Haili	8/15/2016	Weekly break down of vocabulary lists for both Civics and Science, as evidenced by teacher lesson plans and check for understanding data.	5/19/2017 weekly
G2.B1.S1.A1  A322413	Teachers will utilize news ELA, SSR and vocabulary support strategies in all LMS classrooms.	Marotti, Haili	8/15/2016	Improved scores on teacher assessments.	5/19/2017 weekly
G1.B1.S2.MA1  M335560	Comparing score reports on formative assessments.	Pickles, Ken	9/7/2016	Formative assessment score reports.	5/19/2017 monthly
G1.B1.S2.MA1  M335561	Check for required performance task on formative assessments before administration.	Marotti, Haili	9/7/2016	Approved formative assessments.	5/19/2017 monthly
G1.B1.S2.A1  A322412	Performance tasks will be included in formative assessments in ELA and math.	Marotti, Haili	9/7/2016		5/19/2017 monthly

V. Professional Development Opportunities

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

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	PLCs, designed by school leadership, will meet to collaborate about standards for instruction in ELA and Math based on the curriculum pacing guides.				\$0.00
2	G1.B1.S2.A1	Performance tasks will be included in formative assessments in ELA and math.				\$0.00
3	G2.B1.S1.A1	Teachers will utilize news ELA, SSR and vocabulary support strategies in all LMS classrooms.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0020 - Labelle Middle School	SIG 1003	0.0	\$10,000.00
			Notes: These funds will provide resources for the Reading Coach to deliver the content area instruction.			
Total:						\$10,000.00