Labelle Elementary School

2018-19 Schoolwide Improvement Plan

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Labelle Elementary School

150 W COWBOY WAY, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=7&sc_id=1171294169

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	F	C	C	C*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Hatfield, Jane	Principal
Cockram, Ansley	Assistant Principal
Moore, Melissa	SAC Member
Campo, Vanessa	School Counselor

Duties

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

The Lead Teachers are grade team/subject area leaders who guide their team in standards-based lesson planning, who work collaboratively with their team members, who mentor new teachers and who lead committee work at LaBelle Elementary School. They lead MTSS processes, collaborating with Vanessa Campo, our School Counselor. The following teachers are Lead Teachers for the 2018-19 school year:

KG - Katy Wingate
1st - Cheryl Dunbar
2nd - Theresa Barber
3rd - Priscilla Cintron
4th - Wendy O'Ferrell
5th - Tina Hernandez
Enrichment - Tia McClinton
At large - Pam Cooper
SAC Lead - Melissa Moore
Math Coach - TBA
Reading Coach - TBA

District Reading Coaches supporting LES on a daily or weekly basis:

Sasha Tack

Melanie Holt

Auria Perera

Ivette Porth

Early Warning Systems

Year 2017-18

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	8	9	16	18	10	13	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	3	1	5	19	6	8	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	51	55	73	0	0	0	0	0	0	0	179

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	2	1	2	18	12	14	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	1	2	6	0	0	0	0	0	0	0	0	0	9

Date this data was collected

Thursday 7/26/2018

Year 2016-17 - As Reported

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	10	9	14	11	11	7	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	2	8	14	2	1	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	29	35	37	0	0	0	0	0	0	0	101
Retention	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	2	1	3	16	6	4	0	0	0	0	0	0	0	32

Year 2016-17 - Updated

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	10	9	14	11	11	7	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	2	8	14	2	1	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	29	35	37	0	0	0	0	0	0	0	101
Retention	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	2	1	3	16	6	4	0	0	0	0	0	0	0	32

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the math lowest 25th percentile, with only 8%. This is not a trend, as last school year this component was at 37%.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from last year was also the math lowest 25th percentile. In the 2016-2017 school year this component was at 37% and in the 2017-2018 school year it plummeted to only 8%. This is a 29 percentage point drop.

Which data component had the biggest gap when compared to the state average?

As with the two previous deficiencies, the math lowest 25th percentile has the biggest gap when comparing to the state average. The state average in this component was 47% and LES had 8% which makes the gap a deficit of 39 points.

Which data component showed the most improvement? Is this a trend?

There is no component that showed any improvement for the 2017-2018 school year. In every component there was a decrease in performance.

Describe the actions or changes that led to the improvement in this area.

There is no component that showed any improvement for the 2017-2018 school year. In every component there was a decrease in performance.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	46%	56%	44%	44%	52%
ELA Learning Gains	34%	52%	55%	43%	46%	52%
ELA Lowest 25th Percentile	19%	43%	48%	44%	36%	46%
Math Achievement	44%	53%	62%	47%	49%	58%
Math Learning Gains	33%	59%	59%	49%	58%	58%
Math Lowest 25th Percentile	8%	46%	47%	38%	45%	46%
Science Achievement	20%	44%	55%	24%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (10)	9 (9)	16 (14)	18 (11)	10 (11)	13 (7)	74 (62)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)	3 (0)
Course failure in ELA or Math	3 (4)	1 (2)	5 (8)	19 (14)	6 (2)	8 (1)	42 (31)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	51 (29)	55 (35)	73 (37)	179 (101)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	44%	-1%	57%	-14%
	2017	41%	45%	-4%	58%	-17%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	30%	47%	-17%	56%	-26%
	2017	28%	44%	-16%	56%	-28%
Same Grade Comparison		2%				
Cohort Comparison		-11%				
05	2018	31%	45%	-14%	55%	-24%
	2017	35%	38%	-3%	53%	-18%
Same Grade Comparison		-4%				
Cohort Comparison		3%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	47%	48%	-1%	62%	-15%	
	2017	45%	45%	0%	62%	-17%	
Same Grade Comparison		2%					
Cohort Comparison							
04	2018	48%	54%	-6%	62%	-14%	
	2017	52%	54%	-2%	64%	-12%	
Same Grade Comparison		-4%					
Cohort Comparison		3%					
05	2018	33%	54%	-21%	61%	-28%	
	2017	41%	42%	-1%	57%	-16%	
Same Grade Comparison		-8%					
Cohort Comparison		-19%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	21%	43%	-22%	55%	-34%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	11	5	22	11		20				
ELL	22	33	20	26	23	14	11				
BLK	30			27							
HSP	32	30	18	41	27	9	13				
WHT	63	61		70	61		46				
FRL	34	32	18	41	32	8	18				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	32	28	34	29	19	13				
ELL	16	45	42	39	51	44					
HSP	33	46	50	44	44	42	28				
WHT	56	42		69	50		75				
FRL	33	44	47	45	44	37	27				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	LES staff will utilize data to drive instruction, examine student progress, and provide MTSS support
Rationale	Teachers need to use data on a daily basis to make informed decisions in instruction to help students succeed. Students need to be aware of their own data, including achievement levels and growth data.
Intended Outcome	Data informs all decisions and is a focus of the entire school in order to improve student progress and test scores. The school grade will improve from an "F" to a "C" in 2019.
Point Person	Jane Hatfield (hatfieldj@hendry-schools.net)

Action Step	
Description	1. A school-wide data wall will be built in a secure area in order to give teachers a visual representation of data from the FSA reading and math tests, i-Ready reading and math tests, and from other reading, math and science progress monitoring results. 2. Teachers will display iReady math and reading student progress and Accelerated Math and Accelerated Reading student progress in their classroom and have their students set personal goals on LES goal-setting sheets. Teachers will hold data chats with their students. 3. Weekly data meetings with teachers will help them examine student progress and make changes to instruction by providing reteaching and remediation strategies or MTSS interventions to students in need. 4. The administrators and coaches will display data in common areas of the school (Media Center & Cafeteria) and provide and publicize weekly awards for high achievement and growth of specific students. 5. The administrators and coaches will provide ongoing professional development to teachers on how to examine and utilize data. The district coaches that will support LES on a daily or weekly basis are: Sasha Tack, Melanie Holt, Ivette Porth and Auria Perera.
Person Responsible	Jane Hatfield (hatfieldj@hendry-schools.net)

Plan to Monitor Effectiveness	
Description	1. Weekly PD or sign in sheets for data PLC's. 2. References to data wall in minutes for PLC's. 3. Student goal setting / data sheets. 4. Improvement of student progress as shown by data displayed in classrooms and in the common areas of the school. 5. PD sign in sheets for professional development data sessions.
Person Responsible	Jane Hatfield (hatfieldj@hendry-schools.net)

Activity #2	
Title	Teachers will acquire a deeper understanding of standards-based instruction and implement this in reading, math, and science lessons.
Rationale	Many teachers do not have a clear understanding of the shifts required by the new Florida Standards in reading and math or of the science NGSSS standards.
Intended Outcome	Teachers will teach the reading, math and science standards with fidelity in a student-centered classroom.
Point Person	Jane Hatfield (hatfieldj@hendry-schools.net)

Action Step	
Description	1. Provide professional development on creating standards-based lessons. 2. Set up a schedule of team PLC's for lesson-planning that coincides with county-level reading coaches visits to provide lesson-planning support. 3. Provide funds for bi-monthly team planning outside of the school day. 4. Review lesson-planning PLC notes and teacher lesson plans on OnCourse to ensure fidelity. 5. Use iObservation walkthrough and observation data to help teachers improve instruction of standards. 6. Teachers will use curriculum / pacing maps in reading, math, and science in KG - 5th grades.
Person Responsible	Jane Hatfield (hatfieldj@hendry-schools.net)

Plan to Monitor Effectiveness	
Description	1. Teacher's reflections after trainings; professional development sign in sheets; lesson plans. 2. Grade level PLC planning notes and sign in sheets; reading coaches logs. 3. Grade level team standards-driven planning session notes; OnCourse lesson plans; iObservation walkthrough and observation data. 4. Grade level team standards-driven planning session notes; OnCourse lesson plans; iObservation walkthrough and observation data. 5. iObservation walkthrough and observation data; teacher deliberate practice plans. 6. Grade level team standards-driven planning session notes; OnCourse lesson plans; iObservation walkthrough and observation data.
Person Responsible	Jane Hatfield (hatfieldj@hendry-schools.net)

Activity #3	
Title	LES staff will provide students in lowest 25th percentile in math, reading and science with extra help and support throughout the 2018-19 school year
Rationale	LES FSA scores in ELA and math and FCAT science scores were among some of the lowest in the state of Florida in 2018-19, especially in the growth of the bottom 25% of students. ELA growth as measured on 3rd-5th FSA was only 19% for our bottom quartile of students. Math growth as measured on 3rd-5th FSA was only 8% for our bottom quartile of students. Science achievement in 5th grade as measured by the science FCAT was only 20%.
Intended Outcome	By concentrating on these areas, LES will raise our 3rd-5th grade FSA math and ELA growth and achievement scores and will raise our 5th grade science FCAT achievement to over 50%, thereby raising our school grade from an F.
Point Person	Jane Hatfield (hatfieldj@hendry-schools.net)
Action Step	
Description	1. Hire a math paraprofessional to push into 3rd-5th grade providing struggling students with instructional support in math and to build and update the data wall. Dedicate another general education para to providing struggling students with instructional support in ELA and to build and update the data wall. 2. Hire a science consultant to create 3 science progress monitoring tests for 3rd - 5th grades and to assist teachers in vertical alignment of curriculum maps. 3. Replace the reading resource teacher with a dedicated ELL teacher who will work with the ELL para to provide support and MTSS interventions to ELL students, communicate with parents of ELL students, plan parent involvement activities and oversee WIDA testing. 4. Realign duties of the School Counselor to enable her to concentrate on IEP's, MTSS, students exhibiting early warning indicators, and crisis intervention and counseling. 5. Begin the LES After School Program in September; offer the program 3 days per week through April, providing additional instruction and remediation in reading, math, and science to KG-5th graders. 6. Hold weekly data analysis PLC's with grade levels and coaches. 7. Order additional resources for in- and after-school practice in reading, math & science: Math Coach workbooks (3-5); Accelerated Math (4-5); Study Island & Study Eggs (KG-5 reading, math & science); Penda science and math (4-5); LLI (Level Literacy Intervention 2-5); MAFS & LAFS Reading workbooks (KG-5). Use i-Ready math and reading and Accelerated Reading with fidelity for all grades.
Person Responsible	Jane Hatfield (hatfieldj@hendry-schools.net)
Plan to Monitor Effectiveness	
Description	1. Coaching logs; iObservation walkthroughs/observations; PLC notes; progress monitoring data. 2. Progress monitoring data; PLC notes; walkthrough observations; data analysis meetings. 3. Progress monitoring data; OnCourse lesson plans; PLC notes; iObservation walkthroughs/observations. 4. ELL teacher/para logs; WIDA results; progress monitoring data; parent sign in sheets; ELL plans. 5. IEP and 504 plans; MTSS plans; progress monitoring data; Rise and Shine attendance club data; Hendry County online safety and intervention data (bullying, student self-harm, counseling referrals, etc.) 6. After school lesson plans; usage and pass rates from reading, math and science

programs; progress monitoring data.

7. PLC notes; progress monitoring data; usage and pass rates from reading, math and science programs.

8. Progress monitoring data; usage and pass rates from reading, math and science programs.

Person Responsible   Jane Hatfield (hatfieldj@hendry-schools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

LaBelle Elementary uses Blackboard Connect to reach out to parents about important school events. Each message is sent in Spanish and English, depending on the home language of the parents. We will use Facebook to send out information to parents and will make an effort to upgrade our school website, which needs a major facelift. The marquee in front of the school is used to advertise school events. We will reestablish the monthly calendar with a list of important events at LES and will send this home with the students during the 4th week of the previous month.

LES has a KG meeting for parents of incoming KG students; a grade level expectations night, in which grade level teams of 1st - 5th grade explain standards-based instruction, departmental expectations, formative and state testing, and programs available to the students; a spaghetti open house with a book fair at the beginning of the year; and several parent involvement nights for AVID and for family fun / literacy promotion. This year, LES will participate in "Dads Bring Your Children to School" initiative in September. The school-wide spelling bee will be reestablished this year at LES. Parents will be invited to all events.

Increasing the capacity of the SAC team and reestablishing the PTO are priorities for LES during the 2018-19 school year. We will advertise on Facebook, make call outs, and put signs up during Open House. We will provide refreshments and free baby-sitting and translators at the meetings.

To build capacity within the LaBelle Community and to promote LaBelle Elementary, we plan to partner with the following people/agencies:

* Hendry County Sherrif's Office for the 5th grade DARE program
* Clewiston Museum for 4th grade Florida History
* Local college students to speak to 4th and 5th grade classes (AVID initiative)

PFEP Link

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

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

A full-time school counselor is available to all the students if counseling is needed. Parents, teachers, or students themselves can request services at any time. Hendry County Schools also provides a network of support for students in crisis. We have access to county-level behavioral specialists, psychologists, social workers, and counselors. ESE staffing specialists and speech pathologists are assigned to our schools. An SRO (School Resource Officer) and a school nurse is also housed at each school in Hendry County. Our school has a school-based Threat Assessment team, which includes administrators, teachers, the nurse, and the SRO. This team will meet monthly or as required, based on an emergency situation, to assess students in crisis or threatening situations.

LaBelle Elementary School embraces a very successful PBS (Positive Behavior Support) system to encourage and reward students for demonstrating expected behaviors in different school environments (classroom, lunchroom, playground, bus, assembly, etc.). Through the use of school-wide expectations, students are able to be rewarded regularly by all staff members, creating a drive for students to want to make positive choices.

In addition to the counseling services provided, the school-based support team (administrators, school counselor, classroom teachers, resource teachers/staff) meets as needed to discuss students who are experiencing barriers to academic and social success. The team assesses the needs of individual students through the MTSS process and identifies possible barriers to success, selects research-based interventions to remove barriers, evaluates the success of interventions based on student data, and modifies interventions to better address student needs. To support the needs that the team has identified, students in need are placed on Ripple Effects which is a social/emotional and behavior awareness intervention program. Students are able to access information and learn about barriers that impact them and in turn, learn about positive ways to conquer the barriers.

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

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

LaBelle Elementary School has 3 sections of inclusion Pre-K which helps 3, 4, and 5 year-olds transition successfully into KG. Each year Pre-K holds a graduation ceremony for students moving in to KG. The Pre-K teachers maintain constant contact with parents, sharing student successes and needs. For parents of students moving into KG, LES holds an annual KG parent night. Parents learn expectations from the KG team and receive help registering their students for school. Teachers and paras provide assistance for Spanish-speaking parents.

LaBelle is establishing the AVID Elementary program in 4th and 5th grade during the 2018-19 school year. We are also departmentalizing 4th and 5th grade. We feel that the AVID program is important for students to learn how to be better organized, keeping their class materials in a three-ring binder. The AVID program employs strategies that will also provide students with help setting goals, taking notes, becoming more proactive, working collaboratively, practice deeper thinking, and thinking about the future. By having 4th and 5th graders change classes and develop strategies to become more successful students and a establish a vision for college and career, we hope to make them middle- and high-school ready. Vertical teaming with LES 5th grade- and LaBelle Middle School 6th grade-teachers is a goal for 2018-19.

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.

At LESI, MTSS is used by all teachers.

Tier II MTSS students are placed in differentiated groups and taught during small group time by the classroom teacher with ASSISTANCE from push in teachers/paras. Data from these students is compared to that of the whole group and interventions are recommended and carried out by the classroom teacher and support personnel. If a child does not make progress in Tier II, then the child is put into a Tier III intervention group with support personnel (teachers, paraprofessionals, etc.). After further support is given, and the child remains unsuccessful, then the MTSS data file is sent to the ESE department.

Title I Part A - Services provided under Title I Part A are integrated and coordinated with other programs funded under NCLB including Title I Part C, Title III, and Title VI Part B, Sub-part 2. All of these programs will provide funds for after school tutorials, resource personnel to meet the needs of teachers and students in the area of math, science, language arts, ELL strategies and technology. Also funds will be used for Title I Part A, Title II, Title VI, for professional development that will focus on the needs of students in subgroups not making AYP. Funds from Title I Part A will be coordinated with funds from Title I Part C, Title III, and Title VI, to provide intervention materials that will be used in the after school tutorials, and during the school day. Title I will fund the weekly Library/Night Lab available to parents and students.

Title I, Part C - Migrant: We also receive Title I, Part C funds to supplement educational programs for migrant students. A Migrant Liaison (ELL para-professional) and the ELL resource teacher provide services and support to students and parents. The Liaison and ELL resource teacher coordinate with Title I and other programs to ensure students' needs are met. This money also helps support our Migrant After School Program.

Title II - Our Title II funds supplement professional development for teachers. During the 2018-19 school year, LES is starting the AVID Elementary program. A small cohort of 4th and 5th grade teachers attended AVID Summer Institute in Orlando in July.

Title III – Coordinates with Title I, Part A to provide resource teachers for ELL students.

Title X Homeless- Integrated with Title I Part C, and Title I Part A to provide supplemental supplies and tutorials for students identified in the LEA homeless and in need of these services.

Violence Prevention – LaBelle Elementary students in 5th grade participate in the D.A.R.E. program to support the prevention of violence and the importance of not using of alcohol, tobacco and drugs. An anti-bullying initiative will be presented during October.

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

Title VI Part B - N/A
Title I Part D - N/A
Housing Programs - N/A
Head Start - N/A

Adult Education - N/A
Job Training - N/A

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

All teachers at LaBelle Elementary School will be required to have a least one guest college/career guest speaker during the year. Students will prepare for the speaker beforehand, researching the college and or career, and prepare questions. After the speaker comes to the class, the class will write letters thanking the speaker. The teacher will include a picture of the class to send to the speaker. Each teacher will write a short article for the Caloosa Belle about their guest speaker, which we hope to have published, thereby increasing community awareness about our push for college and career awareness.

All teachers at LaBelle Elementary school will be required to make their main field trip an educational field trip. Reward trips will be held after spring testing or on a weekend day.

AVID students will visit a Florida college or university during the year. Students will have researched the college or university and will send thank you notes after the visit if they participated in a formal tour.

Part V: Budget	
Total:	$264,100.00