Labelle Middle School

2019-20 Schoolwide Improvement Plan

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Labelle Middle School

8000 E COWBOY WAY, Labelle, FL 33935

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

Demographics

Principal: John Klinger

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (51%) 2016-17: C (44%) 2015-16: D (38%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
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)
K-12 General Education	No	82%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	D

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Part I: School Information

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Veal, Dennis	Principal	Function Member Responsibility Principal: Mr. Dennis Veal Team Lead Assistant Principal: Mr. John Klinger Co-Leader Dean: Mrs. Laura Slator Co-Leader//MTSS Dean: Mr. Jeremy Greaves, Co-Leader, Behavioral Interventions Guidance Counselor Mrs. Beth Lutkenhaus, Social Emotional Behaviors Guidance Counselor Mrs.Sandra Allen, Social Emotional Behaviors ELA Department Mrs. Purvis, Language Arts Expertise Math Department Mrs. Walker, Math Expertise Science Department Ms. Ruiz, Science Expertise/Safety Team Social Studies Department Ms. Lea Burnside, Civics/Social Studies Expertise/Technology/ HCEA Representative 6th Grade Team Ms. Ruiz, Science/Safety Committee 7th Grade Team Mr. Joel Reinking, Social Studies/SIM Coordinator 8th Grade Team Mr. Potter, Performing Arts Staffing Specialist Ms. Alicia Bell, ESE/MTSS Resource Facilities Manager Ms. Lane Pool, Resource/Facilities Management
Klinger, John	Assistant Principal	
Slater, Laura	Dean	
Greaves, Jeremy	Dean	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	286	304	265	0	0	0	0	855
Attendance below 90 percent	0	0	0	0	0	0	73	94	59	0	0	0	0	226
One or more suspensions	0	0	0	0	0	0	12	17	16	0	0	0	0	45
Course failure in ELA or Math	0	0	0	0	0	0	62	49	33	0	0	0	0	144
Level 1 on statewide assessment	0	0	0	0	0	0	96	108	81	0	0	0	0	285

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	63	74	49	0	0	0	0	186

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	5	1	3	0	0	0	0	9

FTE units allocated to school (total number of teacher units)
51

Date this data was collected or last updated
Saturday 8/31/2019

Prior Year - 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	0	0	0	0	0	0	65	51	82	0	0	0	0	198
One or more suspensions	0	0	0	0	0	0	6	13	14	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	15	31	17	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	124	106	102	0	0	0	0	332
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	55	57	0	0	0	0	161

Prior Year - 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	0	0	0	0	0	0	65	51	82	0	0	0	0	198
One or more suspensions	0	0	0	0	0	0	6	13	14	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	15	31	17	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	124	106	102	0	0	0	0	332
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	55	57	0	0	0	0	161

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	42%	54%	36%	38%	52%
ELA Learning Gains	56%	50%	54%	41%	44%	54%
ELA Lowest 25th Percentile	44%	40%	47%	30%	37%	44%
Math Achievement	56%	45%	58%	42%	44%	56%
Math Learning Gains	60%	46%	57%	45%	47%	57%
Math Lowest 25th Percentile	49%	41%	51%	44%	45%	50%
Science Achievement	47%	41%	51%	33%	34%	50%
Social Studies Achievement	65%	59%	72%	50%	50%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	286 (0)	304 (0)	265 (0)	855 (0)
Attendance below 90 percent	73 (65)	94 (51)	59 (82)	226 (198)
One or more suspensions	12 (6)	17 (13)	16 (14)	45 (33)
Course failure in ELA or Math	62 (15)	49 (31)	33 (17)	144 (63)
Level 1 on statewide assessment	96 (124)	108 (106)	81 (102)	285 (332)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	42%	41%	1%	54%	-12%
	2018	42%	37%	5%	52%	-10%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	43%	38%	5%	52%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	35%	35%	0%	51%	-16%
Same Grade Comparison		8%				
Cohort Comparison		1%				
08	2019	48%	43%	5%	56%	-8%
	2018	42%	40%	2%	58%	-16%
Same Grade Comparison		6%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	43%	10%	55%	-2%
	2018	45%	44%	1%	52%	-7%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	53%	42%	11%	54%	-1%
	2018	41%	31%	10%	54%	-13%
Same Grade Comparison		12%				
Cohort Comparison		8%				
08	2019	41%	30%	11%	46%	-5%
	2018	20%	25%	-5%	45%	-25%
Same Grade Comparison		21%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	43%	37%	6%	48%	-5%
	2018	40%	34%	6%	50%	-10%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	56%	6%	71%	-9%
2018	57%	55%	2%	71%	-14%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
Compare		5%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	95%	38%	57%	61%	34%
2018	88%	41%	47%	62%	26%
Compare		7%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	40%	60%	57%	43%
2018	88%	42%	46%	56%	32%
Compare		12%			

Subgroup Data

2019 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 2017-18**	**C & C Accel 2017-18**
SWD	23	47	34	31	54	48	31	31			
ELL	28	50	47	38	51	46	30	38	30		
BLK	48	59	50	42	49	27	36	57			
HSP	44	55	45	54	59	48	43	63	54		
WHT	54	61	38	65	69	63	64	76	74		
FRL	44	55	42	53	58	44	37	60	63		
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	21	43	35	20	50	51	22	37			
ELL	10	40	49	21	51	62		31			
BLK	27	36	38	23	38	30	18	50			
HSP	37	42	43	44	52	58	38	56	79		
WHT	54	53	42	60	63	61	57	71	84		
FRL	38	43	42	43	52	57	38	57	79		

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	13	33	21	14	36	38	10	29			
ELL	11	34	26	16	31	31		15			
BLK	12	24	15	24	38	50		46			
HSP	34	41	31	40	44	42	29	45	71		
WHT	48	45	29	50	50	50	48	63	81		
FRL	31	39	30	37	44	43	29	46	76		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA 6th Grade 42% Proficiency
Math 8th Grade 43% Proficiency
SWD Subgroup ELA Achievement is below the Federal Index Threshold

LaBelle Middle School transitioned to a push-in support model. We are working to address some implementation issue to maximize gains. There has been some turn over among the staff members providing push-in support services which is impacting the effectiveness of implementation.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

SWD Subgroup data declined in the following areas:
ELA LG L25%
2018 2019
35 34
Math LG L25%
2018 2019
51 48
SS Ach.
2018 2019
37 31

LaBelle Middle School focused support on ELA classrooms.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA 7th Grade - 16% below the State Avg.
ELA 8th Grade - 16% below the State Avg.

Although below the state average, both areas have increased from last year.

Which data component showed the most improvement? What new actions did your school take in this area?

Math 8th Grade - 21% increase from 2018 to 2019

We began implementation of the IReady digital program focusing on ELA. We then began to increase implementation in our math classrooms. We increased the amount of after school tutoring availability.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

144 course failures in ELA or Math
285 FSA level 1's in ELA or Math

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD below the Federal Index
SWD Subgroup data declined in the following areas:
ELA LG L25%
2018 2019
35 34
Math LG L25%
2018 2019
51 48
SS Ach.
2018 2019
37 31
2.
3.
4.
5.

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 Schoolwide Improvement Plan 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.

Please see the uploaded 2019-20 LMS Parent Involvement Plan.

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.

LMS has two guidance counselors who respond to students that have been identified for counseling, or those who should be referred to other resources for more intensive support. 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, and Lutheran Services are available as well. For students with additional needs, we invite parental input and collaboration in the development of plans to ensure students have access to a free and appropriate public education. For students with an IEP, 504 plan, or other service plan, accommodations are provided in the classroom and within other campus areas, as appropriate. We provide group grief counseling in coordination with Hope Hospice. Additionally, our school resource officer is available for emergency mental health crises.

All students will receive support for their social emotional needs through the school-wide implementation of 'Ripple Effects for Teens' trauma-informed digital program. All students will be allocated time weekly to work through lessons assigned to meet Florida's Mental and Emotionless health Education rules. The program has additional topics students may elect to access based on their individual needs. The program is also used in the 'Responsible Thinking Classroom' to provide an additional layer of assistance for those students who require more support.

All teachers have had Youth Mental Health First Aid training.

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

Administration coordinates a time for 8th graders going to high school to visit the high school campus. Administration, teachers, and counselors from the high school come to LMS to talk to 8th graders about the high school and registering for classes. Counselors from the high school come to LMS to help 8th grade students register for high school classes.

Administration arranges orientation activities for 5th graders coming to middle school and discusses expectations, procedures, academics, and organizations. Incoming students are provided a campus tour and an opportunity to ask questions. In conjunction with this, we have a parent night session, with Spanish translation available, to provide information and answer questions.

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. Lead teachers meet with the leadership team, and as departments in PLC groups, monthly. Through this process, guidance from the leadership team is woven into the efforts of PLC groups. PLC groups discuss student academic achievement data and share best practices. They develop instructional plans, evaluate implementation, make decisions, and practice new processes and skills. Teams facilitate the process of building consensus among PLC members. Lead teachers bring data back to leadership team meetings to facilitate the flow of information. Teams use these discussions to identify professional development and resource needs.

2. The school has an MTSS/PBIS/RtI team. Members of the leadership team are also members of this team. This ensures a more comprehensive understanding of the issues at hand. Teams focus on how LMS will develop and maintain a problem-solving system to bring out the best in our students, teachers, and school. Data meetings are held monthly to look at trends, in order to make necessary changes to intervention implementation, and plan for success. Teams review specific student progress monitoring data, in weekly meetings, to determine if students are meeting and/or exceeding benchmarks.

Academic tutoring is offered after school in all core areas.

3. ESE teachers are implementing the inclusion model again this year. Learning Strategies classes are available for those students who need more support, per their IEP.

Federal, state, and local funds are used 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. 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.

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

• LMS has many staff with multiple years of high school experience. Promoting academic and career planning

is the root of their counseling and advising.

• LMS is 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.

• LMS 8th graders participate in one college and career day hosted at LHS.

• LMS hosts a career day, which occurs on an alternating yearly schedule with the LHS college and career

day.

• 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.

• LMS offers a number of high school credit courses and opportunity to earn technology and agricultural certifications.

• LMS participates in the AVID program that promotes college readiness.

• LMS uses My Career Shines, which assesses students' interests, gives them the opportunity to explore careers and colleges and make a plan for education.