

Hendry County Schools

# Labelle Elementary School



2019-20 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](http://hendry-schools.org/education/school/school.php?sectionid=7&sc_id=1171294169)

## Demographics

**Principal: Ansley Cockram**

Start Date for this Principal: 5/25/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: F (28%) 2016-17: C (42%) 2015-16: C (41%) 2014-15: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

## School Grades History

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

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Hatfield, Jane	Principal	Oversee leadership team and follow up to ensure duties are completed satisfactorily.
Cockram, Ansley	Assistant Principal	
Campo, Vanessa	School Counselor	
Cooper, Pamela	Instructional Coach	Math support for KG-5th through push-in for KG-2nd and enrichment classes for 3rd-5th.
Barber, Theresa	SAC Member	Lead SAC team
Kingman, Jennifer	Teacher, PreK	VPK teacher & Lead Teacher
Burchard, Cathy	Teacher, K-12	KG teacher & Lead Teacher
Dunbar, Cheryl	Teacher, K-12	1st grade teacher & Lead Teacher
Lozano, Rebecca	Teacher, K-12	2nd grade teacher & Lead Teacher
Moore, Melissa	Teacher, K-12	3rd grade teacher & Lead Teacher
O'Ferrell, Wendy	Teacher, K-12	4th grade math teacher & Lead Teacher
Hernandez, Tina	Teacher, K-12	5th grade science teacher & Lead Teacher
Krause, Melinda	Teacher, K-12	2nd grade teacher & Mentor Teacher
McClinton, Tia	Teacher, K-12	PE teacher & Teacher Mentor
Abbott, Amanda	Teacher, K-12	ELL teacher & ELL support
Wright, Angela	Instructional Coach	MTSS support for teachers and students
Holt, Melanie	Instructional Coach	County Reading Coach
Tack, Sasha	Instructional Coach	County Reading Coach

**Early Warning Systems**



**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	94	71	91	100	75	0	0	0	0	0	0	0	508
Attendance below 90 percent	20	13	11	13	12	10	0	0	0	0	0	0	0	79
One or more suspensions	0	1	1	0	4	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	6	7	1	4	3	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	24	29	38	0	0	0	0	0	0	0	91

**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		1	5	1	9	7	6	0	0	0	0	0	0	29

**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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

37

**Date this data was collected or last updated**

Monday 9/2/2019

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

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

**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	45%	50%	57%	37%	44%	55%
ELA Learning Gains	52%	54%	58%	45%	48%	57%
ELA Lowest 25th Percentile	61%	50%	53%	46%	45%	52%
Math Achievement	48%	56%	63%	48%	48%	61%
Math Learning Gains	48%	62%	62%	44%	53%	61%
Math Lowest 25th Percentile	32%	45%	51%	37%	44%	51%
Science Achievement	35%	44%	53%	35%	42%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	94 (0)	71 (0)	91 (0)	100 (0)	75 (0)	508 (0)
Attendance below 90 percent	20 (8)	13 (9)	11 (16)	13 (18)	12 (10)	10 (13)	79 (74)
One or more suspensions	0 (0)	1 (0)	1 (0)	0 (1)	4 (0)	4 (2)	10 (3)
Course failure in ELA or Math	6 (3)	7 (1)	1 (5)	4 (19)	3 (6)	0 (8)	21 (42)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (51)	29 (55)	38 (73)	91 (179)

**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
03	2019	47%	47%	0%	58%	-11%
	2018	43%	44%	-1%	57%	-14%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	47%	48%	-1%	58%	-11%
	2018	30%	47%	-17%	56%	-26%
Same Grade Comparison		17%				
Cohort Comparison		4%				
05	2019	33%	47%	-14%	56%	-23%
	2018	31%	45%	-14%	55%	-24%
Same Grade Comparison		2%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	52%	0%	62%	-10%
	2018	47%	48%	-1%	62%	-15%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	53%	57%	-4%	64%	-11%
	2018	48%	54%	-6%	62%	-14%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	37%	53%	-16%	60%	-23%
	2018	33%	54%	-21%	61%	-28%
Same Grade Comparison		4%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	41%	-7%	53%	-19%
	2018	21%	43%	-22%	55%	-34%
Same Grade Comparison		13%				
Cohort Comparison						

**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	33	53	50	33	47	36	13				

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
ELL	27	47	64	34	49	35	13				
HSP	42	50	57	46	50	36	30				
WHT	69	70		63	40						
FRL	40	50	61	48	50	35	33				
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				

**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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

<b>Students With Disabilities</b>	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	61
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	46
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.

During 2018-19, 5th grade math performance only increased 4% from the previous year. Fifth grade scored considerably worse than the rest of the school, county and state in all three areas of performance: FSA ELA, FSA Math, and FCAT Science. There are some big gaps in reading, math and science in early elementary that became evident with these 5th graders last year. Efforts to recruit new teachers across the school were only partially successful. There was a great deal of staff turnover, voluntary and involuntary, as we tried to hire highly qualified teachers in all grades, including 5th grade. Also, one year was not enough time to make up for deficits that these 5th graders had accrued across the years. When compared with the county and state trends, our 5th grade performed well below expected levels. Our expectations for 5th grade did not match their performance.

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

All data components at LES (ELA, math and science) increased from 2017-18 to 2018-19. However, our math achievement levels increased by only a total of 7%, which included a decline from 70% to 63% in the performance of white students on math FSA. There was also a decline from 61% to 40% in math learning gains among white students on the math FSA. The declines and little growth in performance were due to several factors. First, the Go Math textbook did not align well to the standards tested on the FSA. Next, so much time was invested in teaching our ELA curriculum with fidelity, that not as much time was spent on standards-based math planning. Third, 4th and 5th grade was departmentalized, with one teacher responsible for all the math instruction in 4th and 5th. Fourth graders responded well to this, but 5th graders did not. Last, we were unable to locate a qualified math coach to help with standards-based lesson planning and coaching teachers.

#### 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.

LES' third - 5th grade math performance (15% gap) and lowest 25% growth (19% gap) and 5th grade science performance (18% gap) had the biggest gaps when compared to the state average. Our ELA scores are much more compatible with county and state data. There is a math deficit from primary grades that has to be fixed. With a new math book, Pearson Envision, that is more closely aligned to

Florida Standards, we are hoping teachers in primary grades will do some curriculum mapping after school (using our TSSSA money). Our math resource teacher will meet with grade levels to work on new math maps. Some primary teachers also have a fixed mindset about what students can do in math. We have trainings on the new Envision books to all math teachers. Our math resource teacher is pushing in to KG-2nd grade to help work with students and to coach teachers on their math lessons, targets and tasks. Our 5th grade scores in math and science were not close to county and state averages, Part of this trend in math is that there is gap in skills coming from lower grades. We have hired a high impact teacher for 5th grade math this year. We have push-in help for 3rd-5th graders in math. We will also have a 3-day per week after school program beginning in January focusing on math skills and drills. In 5th grade science, we need KG-4th grade teachers to teach the standards on their curriculum maps.

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

The ELA bottom 25% showed over 60% improvement in the 2018-19 school year. This was much higher than the county and state average (which were 50% and 53%, respectively). Last year, we taught the Expeditionary Learning curriculum, a challenging and rigorous curriculum, with fidelity. We taught to Florida standards with fidelity, with our school focus being standards-based planning. Teachers planned EL lesson plans with county reading coaches, who also modeled lessons, assisted teachers in unpacking standards and making Marzano scales and gave feedback on lessons. We also focused on interventions with our bottom 25% in our six month after school program, which was attended by more than 200 students 3 days per week. We used many supplementary online programs, like SumDog and Study Island, and paper-based materials, like Performance Coach books, to enhance learning. We also paid for paraprofessional support to push in to math and ELA classes to assist students who were below level.

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

Looking at the early warning indicators for LES, Level 1 Performance on 3rd-5th grade FSA in 2019 would indicate that we need to do more to boost performance, especially since we had high growth last year. LES decreased the number of Level 1 students from 179 to 91 from 2017-18 to 2018-19 FSA testing. Our goal is to reduce that number further to 60 students making a 1 on the FSA math or reading in 2019-20.

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

1. ESE students achievement and growth in ELA and math on the FSA (3rd - 5th). ESSA
2. ELL students achievement and growth in ELA and math on the FSA (3rd - 5th). ESSA
3. Math achievement on the FSA (3rd - 5th).
4. Math growth on the FSA (4th & 5th)
5. Science achievement on 5th grade FCAT.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	<p>Improve math performance on FSA in 3rd-5th grades; improve math growth on FSA in 4th-5th grades.</p>
<b>Rationale</b>	<p>While LES improved math achievement from 44% in 2017-18 to 48% in 2018-19, that is only a 4% improvement and is 15% lower than the state average. LES improved math gains from 2017 - 18 to 2018 - 19. Math learning gains improved from 33% to 48%, a 14% improvement. However, our math learning gains were 14% lower than the state average. LES improved math gains of the lowest 25% from 2017 - 18 to 2018 - 19. The lowest 25% improved from 8% to 32%, a 24% gain. However, our math learning gains with the lowest 25% were 19% below the state average.</p>
<b>State the measurable outcome the school plans to achieve</b>	<ol style="list-style-type: none"> <li>1. Raise math achievement in 3rd-5th grade math from 48% to 60% on the 2019-20 FSA.</li> <li>2. Raise math learning gains in 4th &amp; 5th grade math from 48% to 60% on the 2019-20 FSA.</li> <li>3. Raise math lowest 25% learning gains in 4th &amp; 5th grade math from 48% to 60% on the 2019-20 FSA.</li> <li>4. Raise the math achievement and growth of ESE &amp; ELL students to move out of 2 ESSA categories, which are currently below 41%</li> </ol>
<b>Person responsible for monitoring outcome</b>	<p>Jane Hatfield (hatfieldj@hendry-schools.net)</p>
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>* Provide more support to students who struggle with math through push-in support.</li> <li>* Ensure that teachers are planning standards-based lessons that provide for formative assessments and differentiation.</li> <li>* Utilize supplemental resources to target gaps in math knowledge.</li> <li>* Provide math-based interventions in after school program.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<p>Students at LES continue to score below the county and state average in math growth and achievement:</p> <ol style="list-style-type: none"> <li>1. FSA math data - below grade level</li> <li>2. i-Ready math diagnostic and lesson data - below grade level</li> <li>3. STAR Math diagnostic data - below grade level</li> <li>4. SumDog math data - below grade level</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use the Math Resource Teacher (a new position this year) to push-in to KG-2nd math a. to help students in small groups, b. to pull out 3rd - 5th graders during enrichment time for a supplemental math class, to coach teachers with math instruction, and d. to lead grade groups in standards-based math planning.</li> <li>2. Use 2 math paraprofessionals in 3rd - 5th grade to assist teachers with small group math instruction.</li> <li>3. Provide the after school program from the beginning of January - the end of April. Have this program focus on math skills and drills.</li> <li>4. Monitor math lessons in lesson plans; monitor math lessons taught through walkthroughs and observations.</li> <li>5. Monitor revisions to math curriculum maps..</li> <li>6. Monitor i-Ready math diagnostic scores and i-Ready lessons passed.</li> <li>7. Use supplemental math resources: Accelerated Math, SumDog, Study Island, Performance Coach math workbooks.</li> <li>8. Provide more training on new math book (Pearson Envision) to math teachers.</li> </ol>



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

<b>#2</b>	
<b>Title</b>	Improve 5th grade science achievement on the FCAT science test.
<b>Rationale</b>	While LES improved science achievement from 20% in 2017-18 to 35% in 2018-19, which is a 15% improvement, we are 9% below the county scores and 18% below that state scores.
<b>State the measurable outcome the school plans to achieve</b>	<ol style="list-style-type: none"> <li>1. Raise the 5th grade science FCAT achievement scores from 35% in 2018-19 to 50% in 2019-20.</li> <li>2. Raise science achievement from 13% to 30% for the SWD sub-group on the Science FCAT (ESSA goal).</li> <li>3. Raise science achievement from 13% to 30% for the ELL sub-group on the Science FCAT (ESSA goal).</li> </ol>
<b>Person responsible for monitoring outcome</b>	Jane Hatfield (hatfieldj@hendry-schools.net)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>* Provide more support to students who struggle with science through push-in support.</li> <li>* Ensure that target science standards are taught in all grades leading to 5th grade.</li> <li>* Utilize supplemental resources to target gaps in science knowledge.</li> <li>* Provide science-based interventions through literacy in after school program for 5th graders.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<p>Students at LES continue to score below the county and state average in science achievement:</p> <ol style="list-style-type: none"> <li>1. FCAT science data - below grade level</li> <li>2. i-Ready reading diagnostic and lesson data - below grade level</li> <li>3. Performance Matters diagnostic data - below grade level</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide the after school program from the beginning of January - the end of April. Have this program focus on science skills 1 day per week; teach science through literacy.</li> <li>2. Monitor science lessons in lesson plans; monitor science lessons taught through walkthroughs and observations.</li> <li>3. Monitor adherence to standards on science curriculum maps..</li> <li>4. Monitor i-Ready reading diagnostic scores.</li> <li>5. Use supplemental supplemental resources: IXL, Study Island, and Performance Coach science workbooks.</li> <li>6. Provide extra push-in help to ESE &amp; ELL students in science (ESSA goal).</li> </ol>
<b>Person Responsible</b>	Jane Hatfield (hatfieldj@hendry-schools.net)

<b>#3</b>	
<b>Title</b>	Use MTSS with fidelity in all grade levels in order to increase FSA and FCAT scores and improve ESSA sub-category scores.
<b>Rationale</b>	FSA Math Achievement and Growth and FCAT Science Achievement scores are from 14% to 19% below state level. Using data and MTSS interventions will help below level students improve their scores on state testing. Students with disabilities scored at 36% proficient on ESSA federal index. English language learners scored at 39% proficient on ESSA federal index. Using data and MTSS intervention will help below level students improve their scores on state testing.
<b>State the measurable outcome the school plans to achieve</b>	<ol style="list-style-type: none"> <li>1. Raise the 5th grade science FCAT achievement scores from 35% in 2018-19 to 50% in 2019-20.</li> <li>2. Raise science achievement from 13% to 30% for the SWD sub-group on the Science FCAT (ESSA goal).</li> <li>3. Raise science achievement from 13% to 30% for the ELL sub-group on the Science FCAT (ESSA goal).</li> <li>4. Raise math achievement and learning gains in 4th-5th grade math from 48% to 60% on the 2019-20 FSA.</li> <li>5. Raise math lowest 25% learning gains in 4th &amp; 5th grade from 32% to 50% on the 2019-20 FSA.</li> <li>7. Raise the math achievement of SWD students from 35% to 45%; raise learning gains of lowest 25% of SWD students from 36% to 45% (ESSA goal).</li> <li>8. Raise the math achievement of ELL students from 34% to 45%; raise the learning gains of lowest 25% of ELL students from 35% to 45% (ESSA goal).</li> </ol>
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>* Provide more support to students who struggle with math and science through push-in support by ELL, ESE, and math teachers and paraprofessionals.</li> <li>* Ensure that teachers are planning standards-based lessons that provide for formative assessments and differentiation.</li> <li>* Utilize supplemental resources to target gaps in math knowledge.</li> <li>* Provide math-based and science-based interventions in the after school program.</li> <li>* Utilize MTSS resource teacher to assist teachers with the MTSS process.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<p>Students at LES continue to score below the county and state average in math growth and achievement:</p> <ol style="list-style-type: none"> <li>1. FSA math data in math and science - below grade level; ESSA %'s below federal index levels in math and science for ESE and ELL students.</li> <li>2. i-Ready math diagnostic and lesson data - below grade level.</li> <li>3. Performance Matters science diagnostic data - below grade level in 3rd-5th.</li> <li>4. STAR Math diagnostic data - below grade level in 3rd-5th.</li> <li>4. SumDog math data - lessons - below grade level in 3rd - 5th.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use the Math Resource Teacher (a new position this year) to push-in to KG-2nd math a. to help students in small groups, b. to pull out 3rd - 5th graders during enrichment time for a supplemental math instruction c. to coach teachers on math instruction, and d. to lead grade groups in standards-based math planning.</li> <li>2. Use 2 math paraprofessionals in 3rd - 5th grade to assist teachers with small group math instruction.</li> </ol>

3. Use ESE & ELL teachers and paraprofessionals to provide assistance to ESE & ELL students in math & science.
4. Provide the ELL/Migrant after school program from October through the end of April. This program will concentrate on ELA skills, homework help in ELA & Math, and math drills.
5. Provide the general after school program from the beginning of January - the end of April. This program will focus on math skills and drills and science instruction through literacy.
6. Monitor math and science lessons in lesson plans; monitor math and science lessons taught through walkthroughs and observations.
7. Monitor revisions to math curriculum maps..
8. Monitor i-Ready math diagnostic scores and i-Ready lessons passed; MTSS teacher will help monitor.
8. Use supplemental math resources: Accelerated Math, SumDog, Study Island, Performance Coach math workbooks.
9. Provide more training on new math book (Pearson Envision) to math teachers.
10. Use supplemental science resources: Study Island, IXL science program, and Performance Coach science workbooks.

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

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

### 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.**

At LES, 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. 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.

LES is currently involved in the 2nd year of the School of Hope grant. We have access to a social worker, a community nurse, and a community outreach liaison.

Every document we send home to parents is translated into Spanish, since over 50% of our families speak Spanish as their first language. This year we are sending a monthly calendar out in 2 languages. We also send callouts home using the BlackBoard Connect system. These are in English and Spanish, also. We post weekly on our Facebook page in English and Spanish. Many teachers use ClassDojo to communicate with parents. This translates messages into Spanish. The Registrar, the Bookkeeper, and

the Clerk Typist in the front office are all Spanish speaking, which our parents appreciate.

We invite entire families to our events: Open House, Parent/Teacher Conferences, Literacy Night, Favorite Book dress up day & parade during Halloween, Swamp Cabbage celebration, Dad's Bring your Child to School, and other events. We plan to add a parent/student dance this year, a Cinco de Mayo bingo night, and add PTO.

We work with the LaBelle Rotary Club and have some professional who volunteer at our school. We have several community business who donate items to our school throughout the year.

#### **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.**

In the past year, I took several responsibilities from my guidance counselor, allowing her to provide more time to her primary job, helping students.

LES is currently involved in the 2nd year of the School of Hope grant. We have access to a social worker, who comes in 4 days per week to provide student and family counseling for our students and their families. We also have access to a community nurse who participates in school wide health initiatives and who provides coverage for our school nurse during lunch periods and on days the nurse is absent. We also receive assistance from a community outreach liaison. He has been very helpful with updating our website and will make us a recruiting brochure.

The school nurse ensures that all students get eye care and dental care through our local agencies. The nurse is in constant contact with parents and communicates issues with administrators and the guidance counselor. She coordinates services through our School of Hope nurse.

LES has a robust PBIS program, which rewards students for good behavior and academic success. Rewards are given weekly. We also reward students for Accelerated Reader (AR) success weekly. We provide high quality prizes for students who show growth or maintain a 4 or 5 (4 & 5) on the FSA/FCAT tests or who earn at least a 2 on the FSA tests in 3rd grade.

The guidance counselor, nurse, office staff, and administrative team are in daily contact with students in the hallway, in the office, at lunch, and in classrooms.

#### **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 Pre-K students to LaBelle Elementary School in the spring. During the visit the pre-school students are taken on a tour of the school, visiting enrichment classes, the library, the lunchroom, and a KG classroom. Students are given a registration packet to take to their parents to complete and return to LES.

LaBelle Elementary School has 2 sections of inclusion Pre-K which helps 3, 4, and 5 year-olds transition successfully into KG. We also have 1 section of VPK, which is new this year. 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.

LES is continuing the AVID program this year for KG-5th graders. 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. About 70% of teachers were trained this past summer in AVID strategies. We hope to send untrained teachers to AVID Florida Path Trainings during the school year. All students, including the self-contained ESE classroom, have notebooks this year, except 1st grade, who did not receive AVID training in the summer. The goals for this year are to use the notebooks, check the notebooks, use AVID note taking procedures and apply other AVID strategies across all grade levels.

**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.**

Title I Part A - Services provided under Title I Part A are integrated and coordinated with other programs funded under ESSA 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 all subject matters and ELL strategies. Also funds will be used for Title I Part A, Title II, Title VI, for professional development on the needs of students in subgroups not earning at least 41% on ESSA sub-groups. Funds from Title I Part A will be coordinated with funds from Title I Part C, Title III, and Title VI, to provide intervention.

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 meet students' needs.

Title II - Our Title II funds supplement professional development for teachers.

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.

Violence Prevention – LES 5th graders participate in the D.A.R.E. program (prevention of violence/not use alcohol, tobacco and drugs). An anti-bullying initiative will be presented to all students during October.

Nutrition Programs – Students are served a nutritious breakfast and lunch every day.

Title VI Part B - N/A

Title I Part D - N/A

Housing Programs - 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.**

LES has a few volunteers who are LaBelle professionals and some who are retired who come in to classrooms to volunteer. We have community partnerships with the LaBelle Rotary Club, the Boy Scouts, and with business who donate supplies to our school. We plan to follow through with a mentorship opportunity with Big Brothers/Big Sisters.

We plan this year to hold a Career Day.