

Hendry County Schools

Labelle Middle School



2020-21 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: 7/27/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Labelle Middle School

8000 E COWBOY WAY, Labelle, FL 33935

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

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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.

The Mission of LaBelle Middle School is to set the foundation for our students to be able to make responsible decisions and become independent, lifelong learners.

Provide the school's vision statement.

As educators, guardians, and community partners, we will prepare students for lifelong challenges, in an ever changing and diverse world, by inspiring them with academic, emotional, and social opportunities for growth.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Veal, Dennis	Principal	<p>Function Member Responsibility Principal: Mr. Dennis Veal Team Lead Assistant Principal: Mr. John Klinger Co-Leader Dean: Mrs. Heather Ruiz Co-Leader//MTSS Dean: Mr. Jose Luis Marquez, Co-Leader, Behavioral Interventions Guidance Counselor Mrs. Beth Lutkenhaus, Social Emotional Behaviors Guidance Counselor Mrs.Sandra Allen, Social Emotional Behaviors ELA Department Mrs. Erskin, Language Arts Expertise Math Department Mrs. Walker, Math Expertise Science Department Ms. Anderson, Science Expertise Social Studies Department Mr. Reinking, Civics/Social Studies Expertise/SIM Coordinator 6th Grade Team Mrs. Purvis, Language Arts/Reading 7th Grade Team Mr. T. Elliott, Language Arts 8th Grade Team, Ms. S. Thomas, History Staffing Specialist Ms. Alicia Bell, ESE/MTSS Resource Facilities Manager Ms. Lane Pool, Resource/Facilities Management</p>
		<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Instructional Program Leadership/Development</p> <ol style="list-style-type: none"> 1. Assist in the development, implementation, coordination, organization, management, and evaluation of all aspects of the school's educational program including the use of technology. 2. Provide recommendations to the principal regarding curriculum improvement. 3. Supervise equipment selection, acquisition, and inventory. 4. Assist the principal in the administration of the summer school program and before and after school programs. 5. Assist with the coordination of student field trips. 6. Assist in the administration of the school's testing programs. 7. Assist in the coordination of the school's accreditation program. 8. Assist in administering the Exceptional Student Education and 504 Programs. 9. Assume responsibility for the English Language Learners (ELL) documentation updates and verification on all student files. 10. Develop and implement the school's instructional program with assistance from district personnel and provide for articulation among school personnel as assigned by the principal. 11. Supervise the purchase, selection and utilization of textbooks, materials, supplies and equipment. 12. Assist in the development and implementation of the school technology plan. 13. Provide leadership on the effective use of technology in the classroom. 14. Facilitate student access to the use of electronic resources. 15. Explore and evaluate new technologies and their educational impact. 16. Use technology to review student assessment data. 17. Assist classroom teachers with the effective use of technology. 18. Assist in the analysis of the School Improvement Team's efforts on student performance.
		<p>Personnel Action Services</p>

Name	Title	Job Duties and Responsibilities
		<p>19. Request, orient and assign substitute teachers.</p> <p>20. Assist with college/university intern assignment and placement.</p> <p>21. Assist the principal in conducting staff meetings for the purpose of keeping staff informed concerning policy changes, instructional programs and resolution of existing problems.</p> <p>22. Assist in the preparation of the master schedule.</p> <p>23. Assist with the supervision of personnel including orientation of new employees as assigned.</p> <p>24. Assist in developing personnel assignments and duty rosters.</p> <p>25. Assist with the interview and selection of personnel to be recommended for employment as required.</p> <p>26. Assist in implementing and administering the negotiated employee contracts.</p> <p>27. Assist in the coordination of the school's in-service program.</p> <p>28. Assist in the development of individual professional development plans as required.</p> <p>29. Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.</p> <p>30. Provide training programs, assistance and feedback to personnel as required.</p> <p>31. Develop the master teaching schedule and assign teachers according to identified needs.</p> <p>32. Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, programs for new teachers and other developmental activities.</p> <p>33. Supervise department or grade level chairs and conduct meetings as appropriate.</p> <p>34. Provide feedback and assistance to employees as needed.</p> <p>School Operations/Delivery Systems</p> <p>35. Assist the principal with the daily operation of the school.</p> <p>36. Assist in supervising, monitoring and verifying the accurate and timely completion of data collection and reporting requirements.</p> <p>37. Assist in the supervision of the maintenance, inspection, safety, and care of the physical plant.</p> <p>38. assist in developing and monitoring the school budget as assigned.</p> <p>39. Provide assistance to the principal in the formulation and implementation of general school policies and regulations.</p> <p>40. Assist with the development of positive school/community relations and effective communication and act as liaison between the school and community as required.</p> <p>41. Supervise all facets of the registration process, including but not limited to the production of the curriculum guide and related materials.</p> <p>42. Coordinate the production of pre-planning materials including handbooks.</p> <p>43. Assist in coordinating the school food service program as it relates to the special needs of the school.</p> <p>44. Maintain adequate property inventory records, key control and security of school property.</p> <p>45. Assist in developing and implementing school-wide staff recognition programs.</p>

Name	Title	Job Duties and Responsibilities
		<p>46. Approve school-sponsored activities and maintain a calendar of all school events.</p> <p>47. Conduct student orientation programs.</p> <p>Student Support Services</p> <p>48. Assist with student attendance and discipline as assigned.</p> <p>49. Enforce district guidelines for proper student conduct with the implementation of disciplinary procedures.</p> <p>policies and statutes that ensure a safe, secure, and orderly environment.</p> <p>50. Maintain visibility and accessibility on the school campus.</p> <p>51. Assist in coordinating schedules for extracurricular activities and provide supervision for activities as required.</p> <p>52. Confer with students, parents and teachers to resolve problems and facilitate learning.</p> <p>53. Assist in interpreting and implementing the Student Progression Plan.</p> <p>54. Assume responsibility for control and direction of pupils related to suspensions from school, suspensions from the bus and school in accordance with board policies and statutes.</p> <p>55. Assist in establishing guidelines for proper pupil conduct and effective disciplinary procedures and policies for the school.</p> <p>56. Interpret and enforce the district's Code of Student Conduct.</p> <p>57. Participate in the administration of the school's athletic program.</p> <p>58. Manage and supervise student activity programs including the selection of club sponsors.</p> <p>Personal/Professional Employee Qualities</p> <p>59. Participate in county-wide management meetings, conferences, workshops, and other meetings and activities appropriate for professional development.</p> <p>60. Communicate effectively, both orally and in writing, with parents, students, teachers, district personnel and the community.</p> <p>61. Model effective listening and positive interaction skills.</p> <p>62. Model and maintain high standards of professional conduct.</p> <p>63. Set high goals and standards for self, others and the organization.</p> <p>64. Keep abreast of trends and changes in educational programs and procedures.</p> <p>65. Complete all required reports and maintain all appropriate records.</p> <p>66. Keep the principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>Leadership</p> <p>67. Participate in the development of plans to meet long-range facility needs at the assigned school.</p> <p>68. Participate in financial planning for the school which may include assisting in the preparation of the school budget.</p> <p>69. Provide leadership in developing and implementing goals and priorities of the district and school.</p> <p>70. Provide leadership in the planning and implementation of school improvement initiatives.</p> <p>71. Implement state statutes, school board policies and administrative directives.</p> <p>72. Serve as the administrative head of the school in the absence of the principal</p>

Name	Title	Job Duties and Responsibilities
		<p>as needed.</p> <p>73. Assist in planning and implementing the school's public relations program.</p> <p>74. Follow procedures used in the event of school crises and/or civil disobedience and provide leadership on the event of such incidents.</p> <p>75. Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations.</p> <p>76. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>Student Growth and Achievement</p> <p>77. Ensure that student growth and achievement are continuous and appropriate school-wide.</p> <p>78. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.</p> <p>79. Perform other tasks consistent with the goals and objectives of this position.</p>

PERFORMANCE RESPONSIBILITIES:

1. Maintain a positive, organized, and safe learning environment.
2. Establish and use behavior management techniques which are appropriate and effective.
3. Assists in enforcement of school rules, administrative regulations, and board policy.
4. Establish and maintain effective and efficient record keeping procedures including student records subject to the requirements of the Family Rights and Privacy Act.
5. Manage time effectively and fulfill professional responsibilities.
6. Instruct and supervise the work of volunteers and paraprofessionals when assigned.
7. Provide instruction on safety procedures and proper handling of materials and equipment.
8. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
9. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
10. Collaborate with peers to enhance the instructional environment.
11. Assist others in acquiring knowledge and understanding of particular area of responsibility.
12. Engage in continuing improvement of professional knowledge and skills.

Ruiz,
Heather Dean

Name	Title	Job Duties and Responsibilities
		<p>13. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>14. Acts in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct.</p> <p>15. Support school improvement initiatives by active participation in school activities, services, and programs.</p> <p>16. Maintain student records according to established guidelines.</p> <p>17. Establish an effective working relationship with outside services and make appropriate referrals for law enforcement and psychological, social work, health, or community services.</p> <p>18. Keep abreast of school/student legal issues and follow established procedures.</p> <p>19. Meet and deal effectively with the general public, staff members, students, parents, administrators and other contact persons using tact and good judgement.</p> <p>20. Maintain confidentiality regarding school/workplace matters.</p> <p>21. Demonstrate initiative in the performance of assigned responsibilities.</p> <p>22. Maintain expertise in assigned area to fulfill project goals and objectives.</p> <p>23. Participate successfully in the training programs offered to increase skill and proficiency related to assignment.</p> <p>24. Understand, support, and enforce the Hendry County School Board's Student Code of Conduct.</p> <p>25. Performs other incidental tasks consistent with the goals and objectives of this position.</p>
<p>Marquez, Jose Luis</p>	<p>Dean</p>	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>1. Maintain a positive, organized, and safe learning environment.</p> <p>2. Establish and use behavior management techniques which are appropriate and effective.</p> <p>3. Assists in enforcement of school rules, administrative regulations, and board policy</p> <p>4. Establish and maintain effective and efficient record keeping procedures</p>

Name	Title	Job Duties and Responsibilities
		<p>including student records subject to the requirements of the Family Rights and Privacy Act.</p> <p>5. Manage time effectively and fulfill professional responsibilities.</p> <p>6. Instruct and supervise the work of volunteers and paraprofessionals when assigned.</p> <p>7. Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>8. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.</p> <p>9. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.</p> <p>10. Collaborate with peers to enhance the instructional environment.</p> <p>11. Assist others in acquiring knowledge and understanding of particular area of responsibility.</p> <p>12. Engage in continuing improvement of professional knowledge and skills.</p> <p>13. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>14. Acts in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct.</p> <p>15. Support school improvement initiatives by active participation in school activities, services, and programs.</p> <p>16. Maintain student records according to established guidelines.</p> <p>17. Establish an effective working relationship with outside services and make appropriate referrals for law enforcement and psychological, social work, health, or community services.</p> <p>18. Keep abreast of school/student legal issues and follow established procedures.</p> <p>19. Meet and deal effectively with the general public, staff members, students, parents, administrators and other contact persons using tact and good judgement.</p> <p>20. Maintain confidentiality regarding school/workplace matters.</p> <p>21. Demonstrate initiative in the performance of assigned responsibilities.</p>

Name	Title	Job Duties and Responsibilities
		<p>22. Maintain expertise in assigned area to fulfill project goals and objectives.</p> <p>23. Participate successfully in the training programs offered to increase skill and proficiency related to assignment.</p> <p>24. Understand, support, and enforce the Hendry County School Board's Student Code of Conduct.</p> <p>25. Performs other incidental tasks consistent with the goals and objectives of this position.</p>

Demographic Information

Principal start date

Saturday 7/27/2019, John Klinger

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	0	0	0	0	0	0	285	294	265	0	0	0	0	844
Attendance below 90 percent	0	0	0	0	0	0	26	42	45	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	31	32	30	0	0	0	0	93
Course failure in ELA	0	0	0	0	0	0	128	158	141	0	0	0	0	427
Course failure in Math	0	0	0	0	0	0	88	143	129	0	0	0	0	360
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	64	86	0	0	0	0	217
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	60	54	0	0	0	0	184

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	115	148	139	0	0	0	0	402

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	8	3	0	0	0	0	0	11

Date this data was collected or last updated

Monday 8/24/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	0 (0)

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
06	2019	42%	41%	1%	54%	-12%
	2018	42%	37%	5%	52%	-10%
Same Grade Comparison		0%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	43%	38%	5%	52%	-9%
	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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	55%	2%	71%	-14%
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 model. There were some implementation issues we worked on during the last school year. As state assessment testing was not conducted last year, we have incomplete data regarding the impact of the improvements we made, and we need to gather more data to validate the effectiveness of the changes we made last year. Turn over of staff continues to impact push-in support services.

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

SWD 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%

Although the SWD ELA LG L25% decreased, ELA Ach. and ELA LG both increased for this category. Although the SWD Math LG L25% decreased, Math Ach. and Math LG both increased for this category.

In regard to SS Ach., LaBelle Middle School focused support on ELA and Math 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 6th Grade - 12% below the State Avg.

ELA 7th Grade - 9% below the State Avg.

Although below the state average, cohort comparison indicates an improvement from the previous 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 have continued to refine our implementation of the iReady digital program to provide support to students in the areas of ELA and Math. In addition, during the last school year we expanded our remediation efforts for students struggling in Math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

427 course failures in ELA
360 course failures in Math
217 level 1's on the 2019 statewide ELA assessment
184 level 1's on the 2019 statewide Math assessment

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

1. SWD below the Federal Index
ELA LG L25%
2018 2019
35% 34%
Math LG L25%
2018 2019
51% 48%
SA Ach.
2018 2019
37% 31%
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

1. Instructional practice relating to standards-aligned instruction was identified as a school wide area of focus due to the decline of SWD student performance in ELA, as well as the high number of students who performed at level 1 on the last available FSA ELA data. The FSA standards include reading standards for social studies and science/technical content areas. However, an area of growth for our students is the transfer of reading strategies learned in Tier 1 ELA and Tier 2 Reading classes to reading in the content areas. In order to address this, the focus of 20/21 professional development school wide will be summarizing, a vital skill for comprehension (LAFS.6-8.RH.1.2; RST.1.2; RI.1.2; RL.1.2); including a professional development focus for math teachers relative to implementing summarizing skills within the context of word problems.

2. Tied closely to this professional development is the move to implementation of BEST ELA standards over 20/21 and 21/22 school years. BEST Standard R.3.2 aligns somewhat to the FSA summarizing standard (RL1.2 and RI.1.2) so this will be the starting point for implementation of BEST standards.

Measurable Outcome: Reduce the number of LMS students scoring Level 1 on Spring 2021 Reading FSA by five (5) percentage points from the previous tested year (Spring 2019).

Person responsible for monitoring outcome:

Dennis Veal (veal@hendry-schools.net)

Evidence-based Strategy:

1. ELA, reading, ESE, and ELL teachers will participate in training on reciprocal teaching, which incorporates summarizing within the context of small groups of students reading independently. During facilitated planning, these teachers will create common tools for summarizing (rubrics, graphic organizers), as well as a plan for implementation.

2. Content area teachers will participate in training on summarizing strategies, and each content area will work to create common tools (rubrics, graphic organizers) and a plan for implementation. Training will be created specific to the needs of the teachers of each subject area, aligned with their own FSA standards and the work of the ELA teachers to maximize the students' ability to transfer reading strategies and skills.

Rationale for Evidence-based Strategy:

Summarizing is a key reading strategy, and an integral part of the reciprocal teaching strategy that will be implemented in Tier 2 reading classes as part of the plan for improvement. Reciprocal teaching has been shown to have an effect size of 0.74 (Hattie 2009) and has been found to be helpful to struggling students. With increased teacher capacity for supporting the summarizing strategy across the content areas, students will have many opportunities to transfer this skill.

BEST Standards: expectation 6-12 grade benchmark R.3.2 is to paraphrase content from grade-level text beginning in 6th grade. The expectation is students will have mastered summarizing by 5th grade. (The FSA expectation is for summarizing through 12th grade.) By focusing professional development on BEST.6-8.R.3.2, teachers will first become familiar with the expectations, spirals, clarifications, appendices and glossary of the new BEST standards within the framework of one standard.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The percentage of failures in ELA and Math will be reduced by the School Improvement focus on summarizing and paraphrasing.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

LaBelle Middle School (LMS) encourages positive culture by setting PRIDE expectations.

Punctual

Respectful

Inclusive

Dependable

Engaged in learning

These expectations are posted in every classroom and are embedded in all aspects of the learning environment at LaBelle Middle School. PRIDE is reinforced by various activities and rewards set up by the Positive Behavior Intervention Support committee.

Teachers make welcome calls to the parents of their 5th-period students. This establishes an open line of communication between parents/guardians and teachers. All parent contact is documented in FOCUS Parent nights and Title 1 open house at LMS allows for parents to visit their child's classrooms and establishes ongoing relationships between parent and teachers.

LaBelle Middle School has established relationships with local businesses. These businesses provide different resources that encourage high levels of academic achievement. McDonald's/ Nisbet Enterprise provides gift certificates that are given to students for high performances, great attitudes, and achievements,

Professional development activities and training are offered throughout the year to promote teacher efficacy.

School Advisory Committee meets throughout the school year. Various staff, parents, and members of the community participate in discussions to promote a safe and fun learning environment. Students, parents, and staff participate in different surveys, the feedback from these surveys help determine school operations for the following school year.

Clubs and sports attract different aspects of student potential. These activities allow the whole community to come together and show support for local youth. AVID is designed to prepare students for college. AVID teachers are in contact with local and state colleges and take trips through the year. Speech, mental health, and behavioral specialist are on campus and additional support is available and on-call when needed.

New and outstanding teachers and staff will be highlighted through social media and local newspapers to promote LMS pride.

All these points are aligned with the LMS vision and mission statement:

The Mission of LaBelle Middle School is to set the foundation for our students to be able to make responsible decisions and become independent, lifelong learners.

As educators, guardians, and community partners, we will prepare students for lifelong challenges, in an ever changing and diverse world, by inspiring them with academic, emotional, and social opportunities for growth.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00