2013-2014 SCHOOL IMPROVEMENT PLAN

Labelle Elementary School

150 W COWBOY WAY
Labelle, FL 33935
863-674-4150
http://hendry-schools.org/education/school/
school.php?sectionid=7&sc_id=1171294169

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	88%

Alternative/ESE Center	Charter School	Minority Rate
No	No	84%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	C	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Labelle Elementary School

Principal

Sandra Taylor

School Advisory Council chair

Melissa Moore

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Richard Talada	Assistant Principal
Tammy Bass	Reading Coach
Cathy Kirby	Resource Teacher
Patty James	Resource Teacher
Sandra Taylor	Principal
Melissa Moore	SAC Chairperson

District-Level Information

District

Hendry

Superintendent

Mr. Paul K Puletti

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

W Sandra Taylor – Principal
W Melissa Moore - SAC Chairperson
H Sandra Reyes
H Rosa Marroquin
H Margie Puletti
B Faye Dozier
H Marisa Chairez
H Jennifer Sanchez
H Letty Juarez
H Yadira Espinosa-
H Celia Sanchez

H Maria Villa
H Socorro Rodriguez
H Maribel Gonzalez
H Yessica Castaneda
H Maria Santillan
H Gloria Soto
H Nancy Bocanegra
H Cecelia Venecia
H Alisa Hernandez
H Erica Morales
B Joy Williams
W Bobbie Anderson
W Kristin Green
W Tim Achter
W Jennifer Price
White (W) 6- 23%
Black (B) 2- 8%
Hispanic (H) 18- 69%
District Employes 6 – 23%
Parents 18- 69%
Community members 2- 8%
26 total members

Involvement of the SAC in the development of the SIP

Members of the SAC attended a meeting on September 23, 2013 where a discussion involving student data and specific target areas for improvement. As a result of the discussion, the school leadership will complete the problem solving process and present the results to the SAC for input and approval at its December 2, 2013 meeting.

Activities of the SAC for the upcoming school year

The SAC has scheduled four meetings for this year. At the first meeting in September we will reorganize and elect a SAC Chairperson. We will review the School Improvement Plan and budget, and review the Title I Compact. At the December meeting we will report on the progress of the School Improvement Plan, and review the Parent Involvement Plan. In February we will review Parent Surveys, and also report on the progress of the School Improvement Plan. At the May meeting we will summarize the implementation of the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be used to purchase a Writing program for K-5 teachers to enhance the skills of our students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sandra Taylor		
Principal	Years as Administrator: 5	Years at Current School: 23

Credentials	BA Early Childhood; Elementary Ed. (K-6) MA Educational Leadership (all levels) ESOL; National Board Certified Principal Certification
Performance Record	2012-13 LaBelle Elementary School Grade C High Standards Rdg. 45%; Math 53%; Writing 34%; Science 28% Learning Gains Rdg 36%;Math 44%; Lowest 25% Making Gains Rdg. 23%; Math 11% 2011-12 LaBelle Middle School Grade D High Standards Rdg. 43%,Math 50%, Writing 49%, Science 29% Learning Gains Rdg. 57%, Math 56%, Lowest 25% Making Gains Rdg. 61%, Math 55% 2010-11 LaBelle Middle School Grade C High Standards Rdg. 55%,Math 67%, Writing 71%, Science 40% Learning Gains Rdg. 55%, Math 67%, Lowest 25% Making Gains Rdg. 60%, Math 62%

Richard Talada		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Educational Leadership (all levels) Elementary Education (grades K-6) ESOL, grades K - 12 Gifted Endorsement Music, (grades K - 12) Prekindergarten/Primary Education (age 3 - Grade 3) Reading Endorsement
Performance Record	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tammy Bass		
Full-time / School-based	Years as Coach: 2	Years at Current School: 13

Areas	Reading/Literacy
Credentials	Elementary Education 1-6 ESOL Masters Curriculum and Instruction Reading Endorsed
Performance Record	2012-13 LaBelle Elementary School Grade C High Standards Rdg. 45%; Math 53%; Writing 34%; Science 28% Learning Gains Rdg 36%;Math 44%; Lowest 25% Making Gains Rdg. 23%; Math 11%

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
37, 100%

 # Highly Qualified Teachers
97%

 # certified in-field
33, 89%

 # ESOL endorsed
34, 92%

 # reading endorsed
8, 22%

 # with advanced degrees
5, 14%

 # National Board Certified
1, 3%

 # first-year teachers
4, 11%

 # with 1-5 years of experience
6, 16%

 # with 6-14 years of experience
11, 30%

 # with 15 or more years of experience
16, 43%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Hendry County Applitrack Program is used to identify potential candidates for vacancies. Local colleges and Universities are contacted when instructional positions are available. Interviews are set up for candidates who meet the qualifications of being highly qualified. New hires complete a New Teacher Induction Program and are assigned a mentor to assist them with professional skill building and increase possibility of retention. Screening, Interviewing, and hiring are handled by the Principal and Assistant Principal.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers participate in the Hendry County New Teacher Induction Program which provides a network of information and professional guidance to assist new teachers in the field of education. At the school level a mentor teacher is assigned to the new teacher to meet and plan during the first year of teaching. The mentor teacher is the lead teacher on the grade level team to which the new teacher is hired and has met the district requirements to be a mentor teacher. Mentor teachers meet weekly with new teachers to assist them in any and every way possible.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI leadership team, using data collected from common assessments, will complete a Tier 1 plan addressing effectiveness of the core instruction. If determined that the core instruction is ineffective, intensive reading groups will be implemented using classroom teachers and resource teachers following FCIM strategies. For grade levels where the core is determined to be effective, the RtI process is used to identify areas for implementation of Tier II strategies. Progress Monitoring data is used to identify individual students in need of Tier III interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Sandra Taylor provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI.
Assistant Principal: Richard Talada conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation.
Guidance Counselor: Andrea Campo facilitates development of intervention plans; communicates with parents regarding school based RTI plans and meetings.
Academic Resource Teachers Reading/Math: Cathy Kirby and Patrica James facilitate and evaluate implementation for progress monitoring, aide in data collection and data analysis for students with tier 3 interventions.
Reading Coach: Tammy Bass facilitates guidance on K-5 reading plans, participates in RTI meetings, ensures adequate professional development to support RTI implementation, implements data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports implementation or Tier 1, Tier 2, Tier 3 intervention plans.
ESE Teacher: Jennifer Kingman - aids in the development of Tier 3 plans
Speech and Language Pathologist :Kaylee Mills Educates the team and assists in the selection of screening measures, the role language plays in curriculum and identifies systematic patterns of student need with respect to language skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team analyzes the data that is collected from Tier I and Tier II interventions and meets regularly with teachers to determine the effectiveness of the interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: PMRN, Progress Matters, and FCAT
Progress Monitoring: PMRN and Progress Matters
End of the year: FAIR, FCAT

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administration provides guidance to teachers in understanding and implementing the RtI process. Teachers document interactions with parents, using a communication log, as they navigate through the RtI process.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,920

In 2012-2013 LES provided an after-school program that targeted 1st and 2nd grade students who were identified as being at risk in Reading and/or Math. Students attended an extended day program for two days each week for approximately 16 weeks to receive direct instruction using research-based strategies for reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FAIR results were analyzed for students who attended the After School Program.

Who is responsible for monitoring implementation of this strategy?

This program was implemented and monitored by an after-school coordinator, the principal, and the Title I Director.

Strategy: Summer Program

Minutes added to school year: 1,800

Professional Development was provided to teachers during the Summer, focusing on Common Core implementation, Kagan Structures, Lesson Study, and enhancing the teacher's knowledge of computer based programs currently used at the school.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

90% of the teachers took advantage of this opportunity to increase their professional knowledge to improve instructional practices.

Who is responsible for monitoring implementation of this strategy?

The administration will monitor effectiveness through lesson plans and classroom observations.

Strategy: Before or After School Program

Minutes added to school year: 9,000

NCS Computer labs served 120 students per day for additional individualized computer based instruction in math and/or reading. Students were identified using data from the NCS reports, as to their individual level in reading and math. Students who were below the target goals were afforded the opportunity of attending these additional sessions.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Reports are analyzed monthly to identify students who are below the target goals. Those students who achieved the target are removed from the group, to allow for newly identified students who are below target. to attend. Data was analyzed and it was determined that students who met target were successful on FCAT.

Who is responsible for monitoring implementation of this strategy?

This program was implemented and monitored by the Reading Coach.

Strategy: Summer Program

Minutes added to school year: 3,000

In July 2013 LES provided a summer transition program for rising third graders who were identified by their 2nd grade teachers as students who would potentially struggle with comprehension and fluency in 3rd grade. Approximately 36 students attended a summer program for two weeks, 5 hours per day, to received direct instruction in the area of reading fluency and comprehension.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students were given a pre/post reading assessment to determine areas of specific need and growth. Data will continue to be monitored in third grade to determine the residual benefit to students who attended versus students who did not attend this program.

Who is responsible for monitoring implementation of this strategy?

This program was implemented and monitored by the principal, with the assistance of second and third grade teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tammy Bass	Reading Coach
Melissa Moore	Media Specialist
Cathy Kirby	Reading Resource
Patty James	Reading Resource
Sandra Taylor	Principal
Richard Talada	Assistant Principal
Theresa Barber	Teacher
Tina Hernandez	Teacher
Laura Lofton	Teacher
Kim Jordan	Teacher
Ginger Kisela	Teacher
Cathy Burchard	Teacher
Chris Robbins	Teacher

How the school-based LLT functions

The LLT meets monthly to discuss literacy concerns throughout the school and determine specific areas of need or concern.

Major initiatives of the LLT

The team will focus on incorporating writing across all content areas and implementation of Daily Five literacy strategies in all grade levels.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Grade level teams work together on long-term planning to ensure that all of the reading standards are taught and assessed throughout the year. ESE and resource teachers work with grade level teams to identify students in need of additional reading instruction and provide those interventions. The Reading Coach works with all teachers to analyze data and use the data to drive future instructional decisions in reading. Administration observes and monitors this process throughout the year to insure that all students are receiving the support needed to be successful readers.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	47%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	55%	41%	No	60%
White	73%	61%	No	76%
English language learners				
Students with disabilities	28%	11%	No	36%
Economically disadvantaged	56%	40%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	25%	30%
Students scoring at or above Achievement Level 4	45	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	94	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	57	76%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	67	52%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	23%	25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	36%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	54%	Yes	59%
American Indian				
Asian				
Black/African American				
Hispanic	52%	51%	No	57%
White	67%	61%	No	70%
English language learners				
Students with disabilities	25%	17%	No	33%
Economically disadvantaged	51%	51%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	30%	33%
Students scoring at or above Achievement Level 4	52	23%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	97	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	68	67%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	30%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	200	36%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	62	12%	10%
Students retained, pursuant to s. 1008.25, F.S.	46	8%	5%
Students who are not proficient in reading by third grade	19	26%	20%
Students who receive two or more behavior referrals	32	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	4%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To increase the capacity of our parents to support their children in their learning by providing a variety of activities for involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Grade level parent information night	75	13%	20%
Family Reading Night	50	9%	15%
Family Math Night	25	4.5%	7%
Evening Parent-Teacher Conference	140	25%	30%
Open House Spaghetti Dinner	75	13%	20%
NCS Lab, Open Library, Science Lab	50	9%	15%
Parent Booster Organization	5	1%	25%

Goals Summary

G1.   Increase proficiency in Math by 5%.

G2.   Increase proficiency in Writing as measured by FCAT by 14%

G3.   Students will increase proficiency in Science as measured by FCAT by 10%.

G4.   Increase opportunities for Parent Involvement.

G5.   Increase the number of students scoring proficient in Reading by 16%.

Goals Detail

G1. Increase proficiency in Math by 5%.

Targets Supported

Resources Available to Support the Goal
- Successmaker, Performance Matters, and Teachers

Targeted Barriers to Achieving the Goal
- The lack of capacity of parents to help their children with math homework

Plan to Monitor Progress Toward the Goal

Scores on Performance Matters and Successmaker will indicate increased proficiency in math

Person or Persons Responsible
Teachers and Administration

Target Dates or Schedule:
On going

Evidence of Completion:
Performance Matters and Successmaker reports

G2. Increase proficiency in Writing as measured by FCAT by 14%

Targets Supported
- Writing

Resources Available to Support the Goal
- Teachers and Reading Coach

Targeted Barriers to Achieving the Goal
- Students are entering fourth grade lacking prerequisite skills necessary to perform at expected level of proficiency.

Plan to Monitor Progress Toward the Goal

Collect writing samples from K-3 students

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student samples will demonstrate growth based on grade level rubric

G3. Students will increase proficiency in Science as measured by FCAT by 10%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Teachers, Science Night Lab, Performance Matters Assessments, and Science Leveled Readers

Targeted Barriers to Achieving the Goal
- Time constraints for sufficiently covering topics

Plan to Monitor Progress Toward the Goal

Performance Matters Benchmark Assessments for Science

Person or Persons Responsible
Administration

Target Dates or Schedule:
Three times a year

Evidence of Completion:
Increased scores on the Performance Matters third administration

G4. Increase opportunities for Parent Involvement.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Administration, Teachers, and translation devices

Targeted Barriers to Achieving the Goal
- Communicating information about opportunities for parental involvement
- Inspiring parents to want to participate

Plan to Monitor Progress Toward the Goal

Attendance will increase

Person or Persons Responsible
Everyone involved

Target Dates or Schedule:
On going

Evidence of Completion:
Sign in sheets

G5. Increase the number of students scoring proficient in Reading by 16%.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Additional Targets

Resources Available to Support the Goal
- Successmaker, Academic Resource Teachers, Reading Coach, Performance Matters, benchmark assessments, focus tests STAR, STAR EL, Accelerated Reader, and After School Program.

Targeted Barriers to Achieving the Goal
- Language barrier impedes the ability of parents to help their children academically.

Plan to Monitor Progress Toward the Goal

Students will increase proficiency on Performance Matters Reading Assessments due to more parent support in reading

Person or Persons Responsible
Teachers

Target Dates or Schedule:
January and February 2014

Evidence of Completion:
Performance Matters Benchmark 2 and 3 will show growth

Action Plan for Improvement

Problem Solving Key

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

G1. Increase proficiency in Math by 5%.

G1.B1 The lack of capacity of parents to help their children with math homework

G1.B1.S1 Provide instruction to parents in the area of math to increase their ability to help their children with their math homework

Action Step 1

Parents return survey indicating interest and need for math instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013

Evidence of Completion

Completed surveys

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

Pre and Post Assessment

Person or Persons Responsible

Teachers and parents

Target Dates or Schedule

During the weekly meetings

Evidence of Completion

Participation and completion of pre and post assessment

Plan to Monitor Effectiveness of G1.B1.S1

Students of parents who participate will increase capacity to complete homework

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Students will achieve higher grades on math assignments

G2. Increase proficiency in Writing as measured by FCAT by 14%

G2.B1 Students are entering fourth grade lacking prerequisite skills necessary to perform at expected level of proficiency.

G2.B1.S1 Increase the capacity of K-3 teachers to teach writing

Action Step 1

Provide Professional Development in the area of Writing

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On going

Evidence of Completion

Agenda and sign in sheets from Professional Development activities presented by the Reading Coach

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 2

Provide Professional Development in the area of Writing

Person or Persons Responsible

Reading and Writing Project Conference

Target Dates or Schedule

November 15, 2013

Evidence of Completion

Certificate of completion

Facilitator:

Lucy Calkins

Participants:

Teachers and Reading Coach

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

Lesson plans and classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Utilization of writing journals in K-3

Plan to Monitor Effectiveness of G2.B1.S1

Classroom observations and lesson plans will demonstrate strategies gained from professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Student writing samples

G3. Students will increase proficiency in Science as measured by FCAT by 10%.

G3.B1 Time constraints for sufficiently covering topics

G3.B1.S1 Integration of informational text into the Reading content

Action Step 1

Informational text integrated into reading instruction

Person or Persons Responsible

Teachers and Media Specialist

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans and Accelerated Reader reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation of Common Core Standards in lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Accelerated Reader reports displaying non-fiction reading materials

Person or Persons Responsible

Media Specialists

Target Dates or Schedule

Weekly

Evidence of Completion

Increased percentage of non-fiction reading

G4. Increase opportunities for Parent Involvement.

G4.B1 Communicating information about opportunities for parental involvement

G4.B1.S1 Provide multiple layers of communication regarding parent involvement activities

Action Step 1

Send home notes in both English and Spanish, use Connect Ed to do call outs to parents, student agendas used to generate reminders, reminders on the marquee in English and Spanish, and announcements in the local Newspaper

Person or Persons Responsible

Administration, Office Staff, and Teachers

Target Dates or Schedule

On going

Evidence of Completion

Copies of notes, call-out, newspaper announcement, and picture of the marquee

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Parent Involvement events will be advertised using notes, call outs, and newspaper articles

Person or Persons Responsible

teachers, administration, office staff

Target Dates or Schedule

ongoing

Evidence of Completion

more parents attending events- sign in sheets

Plan to Monitor Effectiveness of G4.B1.S1

Sign in sheets

Person or Persons Responsible

Teachers, Office Staff, and Administration

Target Dates or Schedule

On going

Evidence of Completion

Increased attendance as per sign in sheets

G4.B2 Inspiring parents to want to participate

G4.B2.S1 Survey parents for topics of interest

Action Step 1

Survey parents at Parent Booster Meeting to determine motivational topics of interest

Person or Persons Responsible

Richard Talada and Theresa Barber

Target Dates or Schedule

September 2013

Evidence of Completion

Minutes of the Parent Booster Meeting

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Meetings will be planned based on parent input

Person or Persons Responsible

Richard Talada

Target Dates or Schedule

On going

Evidence of Completion

Agendas and minutes

Plan to Monitor Effectiveness of G4.B2.S1

An increased number of parents will attend meetings

Person or Persons Responsible

Richard Talada

Target Dates or Schedule

On going

Evidence of Completion

Sign in sheets

G5. Increase the number of students scoring proficient in Reading by 16%.

G5.B1 Language barrier impedes the ability of parents to help their children academically.

G5.B1.S1 Non-english speaking parents will be offered the opportunity to attend English Language instruction on campus, provided by the Literacy Council Gulf Coast.

Action Step 1

Free Language classes provided to increase adult literacy

Person or Persons Responsible

Literacy Council Gulf Coast Instructor Carol Schroeder

Target Dates or Schedule

Monday and Wednesday from 8:30a.m. - 10:30a.m., beginning September 23, 2013

Evidence of Completion

Parent participation will be documented

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Collaboration with Literacy Council personnel

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation of parent classes by administration

Plan to Monitor Effectiveness of G5.B1.S1

Parents will demonstrate proficiency using ESLOA, English for Second Language Oral Assessment, by New Readers Press

Person or Persons Responsible

Carole Schroeder- Literacy Council Instructor

Target Dates or Schedule

Beginning and End of classes September 2013- May 2014

Evidence of Completion

Increase proficiency from the pre-assessment to the post-assessment

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A -Services provided under Title I Part A are integrated and coordinated with other programs funded under NCLB including Title I Part C, Title III, and Title VI Part B, Sub-part 2. All of these programs will provide funds for after school tutorials, resource personnel to meet the needs of teachers and students in the area of math and language arts, ELL and technology. Also funds will be used for Title I Part A, Title II, Title VI, for professionally development that will focus on the needs of students in subgroups not making AYP. Funds from Title I Part A will be coordinated with funds from Title I Part C, Title III, and Title VI, to provide intervention materials that will be used in the after school tutorials, and during the school day. Title I will fund the weekly Library and NCS computer lab being available to parents and students. The lab and library will be open for 2 hours allowing students extended time in the library and to work on their individual NCS computer goals.

Title I Part C - Migrant ___ migrant students have been identified. Collaboration with community agencies will take place to ensure that needed services such as health and nutrition are provided. Remediation and tutoring services will be provided as needed.

Title II -Teachers participate in district-developed workshops in Common Core State Standards training.

Title III – Coordinates with Title I, Part A to provide resource teachers to work with the general education classroom teachers to provide services for ELL students as well as professional development to teachers.

Title X Homeless- Integrated with Title I Part C, and Title I Part A to provide supplemental supplies and tutorials for students identified in the LEA homeless and in need of these services. Additionally, there is a set aside in Title I Part A to address these needs for identified homeless students in the LEA.

Supplemental Academic Instruction (SAI) – Provides funds and coordinated with Title I Part A to provide supplemental after school instruction to 1st and 2nd grade students who scored in the bottom quartile on AP3 and FAIR.

Violence Prevention – LaBelle Elementary students in 5th grade participate in the D.A.R.E. program to support the prevention of violence, and the importance of not using of alcohol, tobacco and drugs.

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

Title VI Part B - N/A

Title I Part D - N/A

Housing Programs - N/A

Head Start - N/A

Adult Education - N/A

Career and Technical Education - N/A

Job Training - N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase proficiency in Writing as measured by FCAT by 14%

G2.B1 Students are entering fourth grade lacking prerequisite skills necessary to perform at expected level of proficiency.

G2.B1.S1 Increase the capacity of K-3 teachers to teach writing

PD Opportunity 1

Provide Professional Development in the area of Writing

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Agenda and sign in sheets from Professional Development activities presented by the Reading Coach

PD Opportunity 2

Provide Professional Development in the area of Writing

Facilitator

Lucy Calkins

Participants

Teachers and Reading Coach

Target Dates or Schedule

November 15, 2013

Evidence of Completion

Certificate of completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase proficiency in Writing as measured by FCAT by 14%	$4,000
	Total	$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials		Total
School Improvement Funds		$4,000	$4,000
Total		$4,000	$4,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase proficiency in Writing as measured by FCAT by 14%

G2.B1 Students are entering fourth grade lacking prerequisite skills necessary to perform at expected level of proficiency.

G2.B1.S1 Increase the capacity of K-3 teachers to teach writing

Action Step 1

Provide Professional Development in the area of Writing

Resource Type

Evidence-Based Materials

Resource

Lucy Calkins Writing Kits

Funding Source

School Improvement Funds

Amount Needed

$4,000