2013-2014 SCHOOL IMPROVEMENT PLAN

Labelle High School

4050 E COWBOY WAY
Labelle, FL 33935
863-674-4120
http://hendry-schools.org/education/school/
school.php?sectionid=3&sc_id=1171294169

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	75%

Alternative/ESE Center	Charter School	Minority Rate
No	No	72%

School Grades History

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

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.

Table of Contents

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Labelle High School

Principal
Jose Roquett

School Advisory Council chair
Haili Marotti

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

Name	Title
Lisa Brookins	Assistant Principal
David Kelley	Dean
Lori Perkins	Dean
Rhonda Kosh	Guidance Counselor
Joy Bridwell	Math Coach
Haili Marotti	Reading Coach
Erin McCullough	Guidance Counselor
Kristina Andrews	Science Department Head
Jessica Hendricks	English Department Head
Nan Akin	Social Studies Department Head
Shana Rodriguez	CTE and electives Department Head
Augusta Ross	ESE Department Head
Jennifer Randolph	AVID Department Head
Megan Greenleaf	Media Specialist

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

The SAC council is composed of:
School Principal, Jose Roquett,
Chairperson, Haili Marotti
3 current students, 4 parents, 2 Business/Community members, and 3 School employees.
35% HCSB employees
64% parents, students and business community members
57% Hispanic
28% White
14% Black

Involvement of the SAC in the development of the SIP

The SAC reviews relevant data (including test scores), identifies problem areas, develops improvement strategies, and monitors their implementation. SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the money will be used for implementing the school improvement plan.

Activities of the SAC for the upcoming school year

Assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

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

Technology needs:

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:

Jose Roquett		
Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	B.A. in Business Administration, Florida International University. M.S. in Educational Leadership, Florida Gulf Coast University. Florida DOE Professional Educator's Certificate in School Principal (all levels), Educational Leadership (all levels), Mathematics (grades 5-9), and Social Sciences (grades 6-12).
Performance Record	8 years of secondary teaching experience (social sciences and mathematics) including a number of highly effective ratings, College Board certified in AP American Government, 3 years as Lead Teacher, and Teacher of the Year in 08-09. 1 year as Dean at Clewiston Middle School, 2 years as Assistant Principal at Clewiston High School and West Glades School (one year each); 1 year as Principal at Central Elementary School.

Lisa Brookins		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	B.A. in Elementary Education, Florida Gulf Coast University M.S. in Education, Concentration in Educational Leadership, Walden University Florida DOE Professional Educator's Certificate in Educational Leadership, (all Levels), Elementary Education, (grades K - 6), English For Speakers Of Other Languages (esol), Endorsement, Exceptional Student Education
Performance Record	9 years of elementary teaching experience, highly effective ratings; 2 years as Lead Teacher; 1 year as an Assistant Principal at LaBelle High School;

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Haili Marotti		
Full-time / School-based	Years as Coach: 1	Years at Current School: 18

Areas	Reading/Literacy
Credentials	BS in Psychology, Sociology, and Education, MS in Mental Health Counseling. Reading Endorsed, ESOL Endorsed, 18 years teaching experience
Performance Record	School Accreditation Chair 2007; Literacy Team Chair, 5 years; Lead Teacher, 7 years; Secondary instruction, 18 years; Post secondary instruction, Online instruction and course design experience 15 years;

Joy Bridwell		
Full-time / School-based	Years as Coach: 2	Years at Current School: 19

Areas	Mathematics
Credentials	B.S. in Mathematics and Secondary Education, Vanderbilt University; Florida DOE Professional Educator's Certificate, Mathematics 6-12 with ESOL endorsement; College Board Certified, AP Calculus AB/BC (10 years teaching experience) and AP Statistics
Performance Record	26 years of secondary mathematics teaching experience, highly effective ratings; 2 years as an adjunct professor for Intermediate Algebra at Edison Community College; 10 years as Lead Teacher; 10 years AP Calculus teaching experience with 80% scoring 3 or above (2 years with 100% which includes 1 year with 50% scoring 5); Lee County Outstanding Mathematics Educator of the Year, 1993; LaBelle High School Golden Apple Teacher of the Year, 1997 and 2008; Math Team Coach, 22 years; After School Math Tutoring Program developer & supervisor; Provided a variety of staff trainings

Classroom Teachers

# of classroom teachers
61

 # receiving effective rating or higher
61, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
54, 89%

 # ESOL endorsed
13, 21%

 # reading endorsed
9, 15%

 # with advanced degrees
15, 25%

 # National Board Certified
3, 5%

 # first-year teachers
8, 13%

 # with 1-5 years of experience
24, 39%

 # with 6-14 years of experience
14, 23%

 # with 15 or more years of experience
15, 25%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
, 0%

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

Our HR department posts vacancies on our county website. The potential applicants that might come across this posting is limited and so we also post vacancies on teachers-teachers.com. Four of this years recruits came to us as a result of a posting on teachers-teachers and many of our other positions included potential applicants from the website. Of course, recruitment begins much earlier than that. Any positive interaction with a teacher or a potential teacher might lead to their applying for an open position at your school so we try to always put our best foot forward. This includes college students needing/wanting to do observations. We also contact advisers from the local colleges and universities (Edison State and Florida Gulf Coast) in regards to whether they have any applicants that might fit. The director of our county Economic Development Council has also begun a program in which the Council provides funding for us to put out-of-the area applicants up locally, show them around town, provide them with assistance finding a home, etc. We pick potential applicants up at the airport, loan them vehicles when necessary, etc. In addition, we actively seek out and check up with

new teachers to find out if they are having any problems and if so, help them find solutions.
We retain highly effective teachers first and foremost by creating a work environment where teachers feel supported and as stakeholders who have an impact on the working conditions in which they find themselves. Teacher and staff concerns are contemplated and when possible, acted upon. Suggestions are often implemented. Student discipline is also addressed so that students are able to teach and students able to learn. We have Academic Coaches and Department Heads who, along with the administration, work together to help address classroom issues. Training is also an important part of our retention efforts. As often as is possible and practicable, we train and send teachers to trainings so that they have the tools to best educate our students.

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

Our school's teacher mentoring program is spearheaded by our media specialist, a thirty plus year veteran and Nationally Board Certified teacher, who is also a former member of our county's teacher mentoring program. We meet with teachers on monthly basis to ensure that do not have any unanswered questions. Our mentors are all veteran teachers who have had their clinical educator trainings so as to provide the best assistance and advice to their mentees. We grouped mentees with, whenever possible, department heads and teachers within their same departments. Our mentor program coordinator served as mentor to the new teachers in our elective classes. We also took into account, personality mixes, etc., whenever possible when bringing mentees together with their mentors. Our administrators also regularly visit new teacher classrooms to ensure that they are up to speed and date with policies and procedures and to provide assistance with student discipline.

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

We begin our assessment of student progress with the previous year's FCAT and discipline and attendance data. Over the summer and at the beginning of the school year the school's Leadership Team and/or the Literacy Leadership Team meet to discuss and review the previous year's results, by subject, test, and grade level. We discuss areas of strength, some of what we believe has led to that strength, and how we can extend those processes out into other areas. We also discuss areas for improvement and/or focus and potential reasons for and ways to address these areas. We implement these interventions, administer our progress monitoring, and assess whether we are seeing improvement or whether different interventions need to be implemented.

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

Each team member has an area of specialization and/or expertise. Our dean's are our discipline and attendance experts and our academic coaches and department heads are our best resources in their respective subject areas.

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

We meet on a regular basis to discuss data (academic as well as discipline and attendance) to compare results with previous years and with SIP goals to assess whether we are on our way to achieving our goals or whether an implemented intervention does not seem to be working.

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

In reading we are using Performance Matters baseline tests, the FAIR assessment, and shorter, standard specific progress monitoring assessments to decide whether students are on track to meet our goals. In mathematics we are using Performance Matters baseline tests and shorter, standard specific Achieves 3000 progress monitoring assessments to decide whether students are on track to meet our goals. In science we are using Performance Matters baseline tests to decide whether students are on track to meet our goals. In writing, 9th and 10th grade teachers will administer standardized expository and persuasive essays at the beginning, middle, and end of our time before the Florida Writes to ensure that students are progressing in their ability to succeed on the Florida Writes. These teachers will also participate in a training led by our assistant principal and by one of their colleagues, both of which have received training from the state, as to how best assess Florida Writes essay. We will assess student engagement by comparing our results in discipline and attendance with previous year's results.

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

Whenever possible, the principal will focus on the importance of focusing on our data to determine our effectiveness. Capacity will be built as we continue to discuss our issues in terms of how student data is impacted. In areas where more expertise is required, we will actively seek out additional training in that area. Our focus will be on our data, on problem solving, on what barriers we can impact, and on effective interventions.

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: Summer Program

Minutes added to school year: 4,500

For students that had not previously passed the Algebra End of Course Exam we offered a 15 day course for 5 hours a day of intensive algebra instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data that was used to determine effectiveness was the End of Course Exam results in acheievement level and scale score.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal was in charge of monitoring and evaluating the implemntation of the strategy.

Strategy: Before or After School Program

Minutes added to school year:

The English Language Learner extended day tutorials focused primarily on English Language acquisition, along with the additional focus on academic vocabulary and content vocabulary that will assist students in attaining proficiency with the state academic standards. The materials used will include vocabulary programs to reinforce vocabulary acquisition in reading and content areas. The program was offered on Tuesdays and Wednesdays from 3:00 to 4:00 to the ELL NES/LES students. The classification of Non-English Speaking (NES) or Limited English Speaking (LES) was determined by our district approved English proficiency screener, Ballard & Tighe Idea Proficiency Tests (IPT).

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students signed in for all sessions attended and scores were analyzed by comparisons of previous and current year CELLA scores.

Who is responsible for monitoring implementation of this strategy?

The ELL Language Acquisition after school teacher and the ELL Resource teacher were in charge of monitoring and evaluating the implementation of the strategy.

Strategy: Before or After School Program

Minutes added to school year: 4,800

The migrant advocate with assistance from the migrant administrator and school guidance counselor will review migrant student grades throughout the year for academic needs. Based upon need, each student who shows need for help or credit accrual can receive tutoring. The PASS program may be utilized and highly qualified teachers instruct on specific academic needs.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected by using sign in sheets and/or attendance sheets along with the monitoring of grades.

Who is responsible for monitoring implementation of this strategy?

Migrant after school teachers will give the classroom instruction and/or tutoring and the migrant advocate will monitor along with the guidance counselor.

Strategy: Before or After School Program

Minutes added to school year: 5,760

The math coach organized and supervised this well utilized math tutoring program. Students who excelled in mathematics and enjoyed teaching volunteered their time to tutor students who signed up for math help, were assigned to tutoring in lieu of after school detention, or were referred by their math teachers. The program ran year long on most Mondays, Tuesdays, and Thursdays from 2:30 to 3:30. Records indicate that an average of seven students were tutored daily with the greatest volume occurring just before trimester exams. Not only did the students being tutored receive the help they needed but tutors also benefited in two ways by earning Bright Future volunteer hours and by learning some concepts even better having taught them and being assisted by the math coach.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The math coach kept a log of who was tutored, for what subject, who the tutor was, and the time spent tutoring.
Analysis and effectiveness was determined anecdotally. Tutors indicated when students were still having difficulty and when the math coach should assist. Students would tell us how the tutors helped and how well they performed on tests and quizzes. Teachers would also report progress.

Who is responsible for monitoring implementation of this strategy?

The Math Coach was in charge of monitoring and evaluating the implemntation of the strategy.

Strategy: Before or After School Program
Minutes added to school year: 960

The math coach and some of the math teachers offered well advertised after school review sessions for weeks leading up to the 12th grade FCAT Math
Retakes (four days), the Spring 2013 Algebra 1 EOC (eight days), and the Spring 2013 Geometry EOC (four days). FCAT retakers and those who had not previously passed the Algebra 1 EOC were hand delivered personal invitations. Math teachers made announcements, flyers were displayed, and announcements made via intercom. The FCAT sessions were not well attended but the Algebra 1 and Geometry review sessions were. Most of the students who attended the Algebra 1 EOC review sessions passed and all of those who attended the Geometry EOC scored 3 or above.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students signed in for the tutoring sessions. The math coach analyzed the FCAT or EOC test scores of those who attended.

Who is responsible for monitoring implementation of this strategy?

The Math Coach was in charge of monitoring and evaluating the implemntation of the strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Jose Roquett	Principal
Haili Marotti	Reading Coach
Megan Greenleaf	Media Specialist
Jill White	Reading Teacher
Kelle Collins	English and French Teacher
Nan Akin	Social Studies Lead Teacher
Joy Bridwell	Math Coach
Jackie Ford	Reading Teacher
Nicole Lore	Math Teacher
Giselle Henriquez	Science Teacher
Jennifer Randolph	English Lead Teacher
Heather Caldwell	English Teacher

How the school-based LLT functions

The Literacy team works to have a positive impact on student learning through transfer of teacher expertise in the classroom. The Literacy team functions as a catalyst to enhance the literacy environment; to build a literacy culture through collaboration; and simultaneously support learning and

teaching for the entire community of students, teachers and educational leaders. The Team meets monthly Sept through January

Major initiatives of the LLT

Major initiatives include school wide student literacy projects reflecting content reading as well as real world applications. Cornell note taking is emphasized. Projects presented during Literacy Week Jan 28-31, 2014

Every Teacher Contributes to Reading Instruction

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

The school interview and hiring process ensures that all teachers are certified in their content area. Professional development including Common Core, and specific reading strategies such as Literary Circles, SQ4R, and Cornell notes are presented in asynchronous online format, as well as via demonstration in Professional Learning Communities (PLC) and small groups. CARPD and NGCARPD certification is encouraged, and teachers include a reading goal as part of their Individual Professional Development Plan (IPDP). Specific and target scheduling takes place to track students in Intensive Reading, and additional reading support is provided in the content area with CARPD teachers. Teachers are required to include reading support and student accountability to reading assignments. Students are moving toward text based responses in all classes, as well DBQ's in AP classes. The entire school participates in Literacy Week which involves completion of individual reflective projects in the content and elective areas. The school supports a Book Club after school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

LaBelle High School is also proud to offer students the opportunity to participate in Career & Technical Education Academies (CTE academy). Career academies are small, personalized learning communities within our high school that select a subset of students and teachers for a two-,three-, or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Staff teams, who often share common planning time, work together to implement the key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers. This promotes a family-like atmosphere and results in close student-teacher ties.
A career academy includes the following essential elements:
• A small learning community
• A college-prep curriculum with a career theme
• Partnerships with employers, the community, and higher education
By design, these three central elements of a career academy lead to a school that is rigorous, relevant, and relational. As such, career academies are an excellent example of a reform model for Florida's policymakers and practitioners to consider in high school reform.
Students who participate in a Career Academy and complete the required courses will be given specific opportunities:
• Complete on-the-job internship programs
• Take an industry acknowledged certification test
• Transfer high school credits into a post-secondary program (at colleges, universities, or technical schools)

LaBelle High School currently offers the first certified CTE academy in Hendry County: Allied Health Assisting. Students who complete this program will take the CNA (Certified Nursing Assistant) exam. Our second academy is Building Trades and nationally recognized certification is available in a variety of areas for students.

Other academies under development at LHS include the following: AgriTechnology, Teacher Assisting and Web Design. Students may take all coursework necessary to complete these academies. We are working toward offering certification tests in these two additional areas.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

LHS Guidance Counselors work with grade level students to provide a comprehensive method of planning with individual students for academic and career goals. Students complete E-Choices and this is designed to be the foundation of planning for the four years of high school and the beginning of preparation for post-secondary transition. Individual student data is considered and used as the basis for planning. This data considers previous grade performance and may include assessments such as FCAT, PSAT, ASVAB, SAT, ACT, and others. Students at LHS are encouraged to take a rigorous and appropriate course of study. Career and College Days are planned annual events and every effort is made to help students make the connection between school studies and the world of work. Other enrichment activities that connect school to work are offered to students, or groups of students, as often as possible.

Strategies for improving student readiness for the public postsecondary level

LHS Guidance Counselors work with students each year to complete and update their required course plans when registering for their classes for the next year. Counselors also meet individually with students for academic and post-secondary planning each year. Career and college days are held annually for all students. All LHS 11th graders are encouraged and provided an opportunity to take the College Placement Test (PERT) at no charge administered by Edison State College. All 9th, 10th & 11th graders will take the PSAT during the 2013-2014 school year. LHS is also an ACT & SAT testing site and an on-going education campaign regarding taking these assessments is in place. Students are also encouraged to participate in dual enrollment and Advanced Placement courses to the degree appropriate for each student. Students have the opportunity to participate in college and I Tech field trips. Military speakers and Colleges are invited to make presentations at lunch and in classrooms. Post secondary planning is conducted with seniors.

Expected Improvements

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

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	47%	37%	No	52%
American Indian				
Asian				
Black/African American	33%	13%	No	40%
Hispanic	42%	33%	No	48%
White	57%	48%	No	61%
English language learners	17%	8%	No	25%
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	39%	33%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	22%	24%
Students scoring at or above Achievement Level 4	142	26%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	156	55%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	173	61%	64%

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)	22	42%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	24%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	25%	100%

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.	143	51%	54%

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	96	37%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		25%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	57%	Yes	43%
American Indian				
Asian				
Black/African American				
Hispanic	36%	57%	Yes	42%
White	40%	61%	Yes	46%
English language learners				
Students with disabilities	33%	26%	No	39%
Economically disadvantaged	37%	53%	Yes	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		33%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	154	56%	59%
Students in lowest 25% making learning gains (EOC)	146	53%	56%

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.	109	38%	41%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	26%	29%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	36%	38%
Students scoring at or above Achievement Level 4	74	26%	27%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	45%	47%
Students scoring at or above Achievement Level 4	49	19%	20%

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)	10		10
Participation in STEM-related experiences provided for students	29	3%	4%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	60	5%	7%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		48%	51%
Students taking one or more advanced placement exams for STEM-related courses	60	48%	51%
CTE-STEM program concentrators	0		1
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	612	59%	62%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	252	29%	32%
Completion rate (%) for CTE students enrolled in *accelerated* courses		93%	93%
Students taking CTE industry certification exams	44	74%	75%
Passing rate (%) for students who take CTE industry certification exams		47%	47%
CTE program concentrators	84	9%	12%
CTE teachers holding appropriate industry certifications	2	33%	50%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	298	29%	27%
Students in ninth grade with one or more absences within the first 20 days	94	34%	31%
Students in ninth grade who fail two or more courses in any subject	82	27%	25%
Students with grade point average less than 2.0	185	16%	15%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	427	42%	39%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	219	22%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	53	18%	16%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	240	82%	84%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	179	61%	64%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	25%

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

LHS encourages Parent involvement by inviting parents to participate on school committees such as School Improvement, School Advisory, Project Graduation, STEM parent meetings, and AVID parent meetings. Parents are kept informed of school events via the School webpage and school newsletter. Parents are actively involved in all school athletic events including special cancer Awareness games, senior nights, and via the Quarterback Booster club.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Research based instructional techniques will drive high quality instruction in every classroom.

G2. Increase opportunities for students to engage in quality writing during school day. 1. Writing requires reflection and synthesis (higher order). 2. Including support and evidence addresses an important shift in the CCSS. 3. Writing to sources.

Goals Detail

G1. Research based instructional techniques will drive high quality instruction in every classroom.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- AVID techniques and peer tutoring).
- Mr. Copeland/evaluation instrument.
- Heartland Educational Consortium.
- Math tutoring program.
- Research based technique resources (books, articles, etc.)
- Academic coaches.
- Professional development (academic coaches, administrators, Fiddler's, district new teacher team, Project 10, state DA team, our own master teachers, check and connect)
- Mentors.
- New teacher monthly meetings.
- Continuing Education (masters degrees, online coursework, etc.)

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Progress Toward the Goal

G2. Increase opportunities for students to engage in quality writing during school day. 1. Writing requires reflection and synthesis (higher order). 2. Including support and evidence addresses an important shift in the CCSS. 3. Writing to sources.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE

Resources Available to Support the Goal

- At the beginning of the year, in order to meet our goal, the lead teacher committee met and discussed ways that we could incorporate more rigorous and Common Core writing in each of their departments. The Principal and Assistant Principal then visited each department meeting to serve as a resource and help brainstorm ways that they might meet this goal. In a subsequent meeting, each department agreed on a method of incorporating more writing into their classes. Each department also developed a common rubric which would be used to assess this student writing. Additional resources will include professional development, internet resources on potential writing exercises and rubric tools, common planning times, etc.

Targeted Barriers to Achieving the Goal

- • Lack of knowledge regarding assessment of writing, • Lack of knowledge regarding how to implement writing in the content areas • Lack of common language regarding writing instruction

Plan to Monitor Progress Toward the Goal

We will assess whether a greater opportunity is being given to students to engage in quality writing during the school day.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Throughout the year.

Evidence of Completion:
Observation data.

Action Plan for Improvement

Problem Solving Key

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

G2. Increase opportunities for students to engage in quality writing during school day. 1. Writing requires reflection and synthesis (higher order). 2. Including support and evidence addresses an important shift in the CCSS. 3. Writing to sources.

G2.B1 • Lack of knowledge regarding assessment of writing, • Lack of knowledge regarding how to implement writing in the content areas • Lack of common language regarding writing instruction

G2.B1.S1 • Professional development o In assessment and implementation of writing in the content areas o Implementing common rubrics throughout departments o Implementing a common language for our writing instruction

Action Step 1

-Department specific meetings on alternative ways of assessing writing instruction and barriers to writing were brainstormed and goals were decided upon. -Professional development o State rubric o Calibration of writing assessment o Incorporating writing in the content area classroom

Person or Persons Responsible

Administration, Reading Coach, and LEAD teachers DA Team

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

In-service sign in sheets, copies of common departmental rubrics, and walk through/observation

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

Attend and facilitate LEAD teacher and department meetings where writing will be discussed Plan and guide pd

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Monthly at department and LEAD teacher meetings

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G2.B1.S1

-Teachers meeting their school-wide IPDP student growth goal -English department progress monitoring -Samples of student work

Person or Persons Responsible

Administration and LEAD teachers

Target Dates or Schedule

The completion of every grading period

Evidence of Completion

Increase in student data

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

LaBelle High School receives federal funds through Title I, Part C, Title III, Title II, and Title VI. Title I, Part C provides funding for migrant extended day/year tutorials that focus on credit accrual and EOC tutorials. These funds coordinate with local funds that provide Algebra I boot camps during the summer to support success with the Algebra I EOC. Title III funds coordinate with these programs to provide language acquisition programs for ELL students, along with specific FCAT and EOC tutorials. Title VI coordinates with Title II to provide funds for supplemental professional development. Title II funds also provide a reading and math coach to LaBelle High School that provide specific reading and math professional development.

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.

Appendix 2: Budget to Support School Improvement Goals