Labelle High School

2021-22 Schoolwide Improvement Plan

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Labelle High School

4050 E COWBOY WAY, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=3&sc_id=1171294169

Demographics

Principal: Tammy Bass

Start Date for this Principal: 8/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (47%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hendry County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	97%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of LaBelle High School is to:
• Provide a safe, caring and healthy environment where all can learn.
• Promote personal integrity and service to others.
• Encourage individual strengths, uniqueness and cultural diversity.
• Share responsibilities with students and parents.
• Help all to realize their full potential.

Provide the school's vision statement.

Our Vision……..

LaBelle High School students will be respectful, prepared, and engaged in the learning process.

LaBelle High School teachers will be professionals dedicated to preparing students for their individual futures and executing the policies set forth by the administration.

LaBelle High School parents will engage in a partnership with the school and their children.

The LaBelle High School Administration will set and equitably enforce policies that create and support an optimal learning environment.

By meeting these standards, the students, parents, and staff of LaBelle High School will be equal partners, sharing goals and high expectations, as students prepare for the future.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Bass, Tammy	Principal	
Howard, Amanda	Assistant Principal	
Skipper, Chelsa	Dean	
Sprouse, Eva Marie	Dean	
Helm, Justin	Dean	
Lofton, Laura	Reading Coach	
Tippett, David	Instructional Coach	
Roquett , Jose	Administrative Support	

Demographic Information

Principal start date
Tuesday 8/17/2021, Tammy Bass

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

7

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

22

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

1,146

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	370	364	315	338	1387
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	127	124	103	117	471
One or more suspensions	0	0	0	0	0	0	0	0	0	3	4	5	5	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	91	79	86	98	354
Course failure in Math	0	0	0	0	0	0	0	0	0	117	87	77	44	325
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	106	104	86	93	389
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	90	66	93	69	318
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	135	114	111	100	460

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	1	5	8

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	315	315	320	310	1260
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	97	92	125	373
One or more suspensions	0	0	0	0	0	0	0	0	0	26	25	16	9	76
Course failure in ELA	0	0	0	0	0	0	0	0	0	47	48	91	10	196
Course failure in Math	0	0	0	0	0	0	0	0	0	42	31	27	4	104
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	100	86	47	12	245
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Bio pass rate	0	0	0	0	0	0	0	0	0	0	0	82	0	82
US History pass rate	0	0	0	0	0	0	0	0	0	0	0	54	0	54
Algebra Pass rate	0	0	0	0	0	0	0	0	0	0	0	18	0	18
Geometry pass	0	0	0	0	0	0	0	0	0	0	0	53	0	53
Acceleration	0	0	0	0	0	0	0	0	0	0	0	0	45	45

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	315	315	320	310	1260
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	97	92	125	373
One or more suspensions	0	0	0	0	0	0	0	0	0	26	25	16	9	76
Course failure in ELA	0	0	0	0	0	0	0	0	0	47	48	91	10	196
Course failure in Math	0	0	0	0	0	0	0	0	0	42	31	27	4	104
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	100	86	47	12	245
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Bio pass rate	0	0	0	0	0	0	0	0	0	0	0	82	0	82
US History pass rate	0	0	0	0	0	0	0	0	0	0	0	54	0	54
Algebra Pass rate	0	0	0	0	0	0	0	0	0	0	0	18	0	18
Geometry pass	0	0	0	0	0	0	0	0	0	0	0	53	0	53
Acceleration	0	0	0	0	0	0	0	0	0	0	0	0	45	45

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	43%	56%	44%	42%	56%
ELA Learning Gains				48%	47%	51%	48%	45%	53%
ELA Lowest 25th Percentile				37%	35%	42%	34%	36%	44%
Math Achievement				37%	32%	51%	32%	30%	51%
Math Learning Gains				61%	49%	48%	44%	42%	48%
Math Lowest 25th Percentile				62%	47%	45%	33%	44%	45%
Science Achievement				87%	72%	68%	51%	68%	67%
Social Studies Achievement				60%	66%	73%	57%	60%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	46%	44%	2%	55%	-9%
Cohort Comparison						
10	2021					
	2019	38%	38%	0%	53%	-15%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	65%	17%	67%	15%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	62%	-3%	70%	-11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	38%	-16%	61%	-39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	40%	1%	57%	-16%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Reading, US History, and Math departments utilized Study Island to gather baseline data and track student progress throughout the school year. The Science department utilized numerous resources, including Escambia, FLVS, and Study Island, to pull questions to create benchmark tests, end-of-unit progress monitoring assessments, and a mock EOC. The data below for Math and ELA comes from the State assessments. The data for Biology and Us History comes from their progress monitoring exams.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	318/40%	318/40%	318/40%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	27%	27%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	296/40%	296/40%	296/40%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	47%	47%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	258/42%	245/60%	212/51.4%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	60%	62%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	23	19	24	26	25	30	43		89	37
ELL	20	51	50	24	38	36	40	43		84	63
BLK	27	32		19	8					100	73
HSP	38	48	43	43	44	35	64	75		93	77
WHT	51	52	48	45	42	38	84	82		91	81

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	38	49	43	41	42	28	63	69		93	77

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	25	24	21	42	50	50	37		84	19
ELL	10	32	31	16	53			14		64	
BLK	13	33								80	
HSP	40	45	32	35	60	62	85	56		88	45
WHT	57	58	55	44	63		91	72		91	51
FRL	39	46	37	35	66	62	90	56		87	40

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	31	29	10	27		33	43		68	5
ELL	7	26	29	21	29		13			100	20
BLK	36	36						40		74	14
HSP	42	48	32	30	43	26	50	57		91	40
WHT	48	51	44	40	42		56	61		91	48
FRL	41	49	36	30	43	32	51	54		90	36

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	629
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Obviously, the nationwide pandemic had a significant impact on the previous year's data. Trends are difficult to identify and variables are difficult to pinpoint because of the large number of student absences. Moreover, without the prior year's (2020) achievement data on state assessments, it is difficult to make a correlation between instructional strategies and new teacher/initiatives' overall impact. . Analysis of 2019 data reveals a decrease in scores across all subgroups, but, again this could be and probably is, attributable to the Coronavirus.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is the achievement level for the bottom 25%. As evidenced by the data, the number of students scoring a 1 decreased by 4% yet the achievement of 3 or higher is the same (40%) for both grade levels in ELA. Additionally, the achievement level of Black students decreased from 2018 (36%) to just 13% in 2019 and the achievement rate of Students with disabilities scored significantly lower compared with other groups. The school will emphasize greater push in support and that all instructional staff is providing students with their accommodations.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors as it pertains to this year's data are the impact of virtual learning as a result of covid, the large increase in days absent, and the general demographics of the school to include ELLs. Improving the attendance rate should have a dramatic impact on overall student achievement as well as greater use of data-driven instructional practices.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The biology department is the exemplar for the proper implementation of data-driven instruction. The baseline mock eoc exam given in the spring not only had shown an improvement in overall achievement (51% proficiency) but most importantly served to guide the teachers in their final weeks of preparation for the actual EOC. This very specific and targeted approach to understanding student deficiencies with Bio standard comprehension led to a 74% pass rate on the Bio EOC for the 2021 school year. When compared with the 2019 & 2018 state assessments, the science department has continued to perform at a high level and maintain it effectiveness for obtaining student achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There are two main factors that continue to contribute to the improvement of the Bio EOC scores as compared with the 2018 & 2017 past BIO eoc scores (In 2018 the pass rate was 51% and in 2017 the pass rate was just 46%). 1st is Dr. Daniel's creation of progress monitoring assessments and her data tracking system. 2nd is the fidelity of which the bio teachers are utilizing the data to guide their PLC discussion and to design differentiated instructional lessons targeted to meet each student's area of deficiency.

What strategies will need to be implemented in order to accelerate learning?

The emphasis for this year is utilizing high yield instructional strategies, where every assignment should have a specific targeted purpose to help the students achieve proficiency with each content standard. Lesson plans should be designed with a scaffolding approach that contains specific learning targets. Additionally, we are seeking full staff implementation of data-driven instruction and an emphasis on reading across all content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is focused on providing greater clarity and familiarity of all staff members with the Marzano-focused teacher evaluation protocols. Also, the implementation of mandatory PLCs; the PLC process is really starting from the ground up so that they can be implemented effectively and provide benefit for teachers and students. Finally, at the end of last year, teachers were given an internal climate survey to give feedback about all areas of the school's procedures and administrative policies. This information has proven to be invaluable as the administration can better meet the needs of the staff and give them the support they require for greater student achievement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Math department has changed this year with a new Department head, and an instructional coach that will help synchronize pacing and rigor across math classes, maximize efficiency and implement additional best practices. Moreover, the sequence of math courses has changed. Students will now take Algebra 1 and then the following year, Algebra 2. This continuation of Algebra instruction should yield positive results for the Algebra 1 EOC and ACT, SAT, PSAT results.
The English department is working with a new progress monitoring application as they will have access to the I-Ready assessments for the entire school year. There is also a greater emphasis on literacy through weekly reading initiatives.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	The literacy rate of our students is below the state average. From analyzing FSA scores and benchmark scores from the 2020-2021 school year it was concluded that literacy should be a focus across all content areas. As a school, we have implemented bi-monthly PLC's during teacher planning periods. The administration strategically designed teacher schedules, so that cross content areas would be represented in each planning PLC.
Measurable Outcome:	With this implementation, we are striving to increase our proficiency rate by 10% for our 9th and 10th grade students.
Monitoring:	Mrs. Bass and Mrs. Howard will be designing and implementing the bi-monthly PLC's. During each PLC a new literacy strategy will be modeled and provided for teachers to immediately take back to use in the classroom.
Person responsible for monitoring outcome:	Tammy Bass (basst@hendry-schools.net)
Evidence-based Strategy:	We are using the Learning by Doing method as presented by DuFour.
Rationale for Evidence-based Strategy:	It is apparent that literacy has taken a drastic decline over the past year. We believe that COVID has had a severe negative impact on our students. We are using the PLC process to equip teachers with strategies to help improve our literacy across the grade levels and content areas.

Action Steps to Implement

Bi-monthly PLC's have been scheduled and placed on the school calendar. Teachers will meet across contents to review data, learn literacy strategies, and develop lessons for cross content teaching. One Wednesday a month will be an early release day for students, so that teachers have time for collaboration and to develop lessons to meet the needs of all students.

Person Responsible	Tammy Bass (basst@hendry-schools.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	There have a been a high number of disciplinary referrals for lower level infractions such as tardies, dress code, failure to wear students IDs, ect., which tardies being the biggest offender.
Measurable Outcome:	We want to decrease the number of referrals for low level infractions with an empshsis on tardies. We hope to reduce the number of referrals for tardies by at least 5%.
Monitoring:	Quarterly reviews of referrals will be conducted and compared to the same type referrals during the same time frame the previous school year.
Person responsible for monitoring outcome:	Chelsa Skipper (skipperc@hendry-schools.net)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement	
Creation of reward guidelines.	
Person Responsible	Eva Marie Sprouse (sprousee@hendry-schools.net)
Distribution of rewards.	
Person Responsible	Eva Marie Sprouse (sprousee@hendry-schools.net)
Monitor referrals quarterly.	
Person Responsible	Chelsa Skipper (skipperc@hendry-schools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	LHS 2020/2021 School Year FSA ELA results were at 40% proficiency. This was down 6% in 9th grade from the 2019 available data and only up 2% in 10th grade. We recognized this as a critical need for improvement as the state average for 9th grade is 50% and 10th grade 51%. Coming into the 2021/22 school year over 1/3 of the 12th grade students have yet to earn their concordant score to meet graduation requirements. This is percentage is significantly higher than previous years due to the cut scores being raised.
Measurable Outcome:	For the 2021/22 school, LHS plans to achieve a 50% proficiency for both 9th and 10th grade ELA scores. This 10% increase goal will place LHS on average with the State. For the 12 grade students, the goal is to obtain a 90% proficiency concordant score in reading.
Monitoring:	This area of focus will be monitored through multiple data collection methods to include I ready, Achieve 3000, and Max Scholar. Moreover, all juniors and senior students will be encouraged to take both the SAT and ACT. Additionally, each student's guidance counselor, English and /or reading teacher will have individualized conversations stressing the need to not only take the required assessments but also encourage attendance to the after-school tutoring programs, reading at home, and discussions about previous assessment data and areas for growth.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	This year LHS is mandating reading across the curriculum. Each subject area will place an emphasis on reading and each lesson plan should include at least one reading component. More specifically, each subject area should teach relevant vocabulary through both direct and indirect instruction. The understanding of individual word meanings is an evidence-based reading strategy that should help LHS reach its desired proficiency objective.
Rationale for Evidence-based Strategy:	This strategy was selected because having only the English and Reading classes emphasizing the importance of reading as well as providing direct instruction is insufficient in achieving the desired outcome. Each teacher focusing on this key aspect and implementing reading instruction should not only help students meet their graduation requirements but also have a positive impact across all subject areas and assist students in college and career readiness.

Action Steps to Implement

Reading classes, grades 9-12, will give the Achieve 3000 Level Set assessment three times per year.

Person Responsible	Laura Lofton (loftonl@hendry-schools.net)

ELA classes, grades 9-12, will give the iReady Diagnostic assessment three times per year.

Person Responsible	Laura Lofton (loftonl@hendry-schools.net)

9th and 10th grade Xtreme Reading teacher, Heidi Dana, will implement Xtreme Reading strategies with fidelity.

Person Responsible	Laura Lofton (loftonl@hendry-schools.net)

#4. Instructional Practice specifically relating to Instructional Coaching
Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

Coaching Cycles completed with first year teachers.

Person Responsible   David Tippett (tippettd@hendry-schools.net)

Learning Walks completed by Coaches and Admin team.

Person Responsible   Tammy Bass (basst@hendry-schools.net)

#5. Other specifically relating to improve student outcomes in dual enrollment	
Area of Focus Description and Rationale:	Average LHS FSW DE student grades during the Spring 2021 semester was a 2.69 GPA and 18% of student grades were a D or F (in the Fall 2020 average GPA was a 2.82 and 14.7% of student grades were a D or an F). This provides us with ample area for improvement. This improvement will better prepare our students for college and it will allow students to earn more high school credits thus bringing them closer to a successful high school graduation.
Measurable Outcome:	Average LHS FSW DE student GPA during the Fall 2020 semester will be a at least a 2.9. Also, the percentage of D and F grades will be reduced substantially to a maximum of 10% of overall grades.
Monitoring:	The Administrator of Dual Enrollment will 1) work with students and their parents to ensure that students are better placed in the their classes and that students have manageable classloads and 2) he will meet with every student at least once throughout the semester (and possibly as often as twice with some students) to check in on their progress, discuss future plans, etc.
Person responsible for monitoring outcome:	Jose Roquett (roquettj@hendry-schools.net)
Evidence-based Strategy:	The dual enrollment adminstrator will monitor the progress of all FSW DE students, and proactively intervene when students show early signs of attendance or academic problems. Proactive intervention will not be limited to when students are showing the issues listed above. All student will recieve this intervention but for students exhibiting early warning signs, the practices will be enhanced.
Rationale for Evidence-based Strategy:	The WWC lists this as an effective evidence based practice.

Action Steps to Implement	
Meet with every FSW DE student at least once throughout the semester to discuss progress, future goals, and how their current classes, etc., align with those goals.	
Person Responsible	Jose Roquett (roquettj@hendry-schools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For the 2019-2020 school year, Labelle High School reported 3.0 incidents per 100 students placing the school in the "moderate category." The 3.0 reported incidents are fewer than the state average of 3.3. Since 2015 the number of reported incidents at LHS has decreased each year, while during this same time, the student enrollment has increased. Comparatively, the State average of incidents has risen over this period. Additionally, since 2014 the number of out-of-school suspensions has decreased significantly, from 200 to 73 for the 2019-20 school year. The "drug/public order" incidents are a primary area of concern, especially the use of tobacco and other drugs. In order to decrease the number of incidents this year, LHS has initiated a new hall pass system that should keep students in class more often and make it difficult for students to wander the campus and hide out in the restrooms to use the Vape pens. In addition to the hall passes, LHS will continue its already successful PBIS program to reward good behavior and academic achievement.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

The 2021-2022 school year will be the first full year this administration team is fully staffed and working together. The primary point of emphasis in all leadership meetings has been the need to improve school culture. The task of building a more positive school culture will be accomplished through the following three major initiatives:

Shared Vision. All school members must understand the importance of greater cohesion, collaboration, and collective responsibility for improving LHS. The staff and students have been made aware of the administration's desire to improve the school culture to include community relationships.

PBIS. LHS uses "Cowboy Coupons" to reward positive student behavior, academic achievement, and overall improvement. These "coupons" are awarded every Thursday to deserving students and can be exchanged for numerous items, including clothing, food, and other miscellaneous prizes (there is even a monthly drawing allowing students to win more expensive items). These coupons stress the importance of all staff members looking for the positive in each student and encouraging students to contribute to a more positive culture.

Staff and Student Involvement: All staff and students have been encouraged to get involved in some capacity here at LHS. Each teacher is required to become a member of at least one committee. Examples include safety, PBIS, community outreach, graduation, and literacy committees. All students are encouraged to join a sport or after-school club, and parents are always welcome and invited to volunteer for any of the school's many events.

Additional initiatives include writing thank you notes and giving candy to staff that has gone above and beyond to help make the school a better place. Also, in the front office, there is located a staff shout-out board. This board displays pictures and notes that detail some of the wonderful undertakings that the teachers are doing on this campus. Additionally, during pre-week, the Principal hosted a staff cookout in the parking lot. This fantastic event increased morale at the start of the year and allowed staff members to socialize and have fellowship before beginning the school year.
The school will also continue to encourage positive culture through our Cowboy Code:
1. Be Courteous
2. Be Organized.
3. Be Dependable
4. Be Engaged.
Signs are posted in the classrooms and hallways.

Most importantly, this year, the administrative team is focused on investing in its people by building positive relationships, setting clear expectations, and focusing on helping everyone fulfill their potential.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Labelle High School has a commitment to partner with a wide variety of businesses and organizations to provide our students with the best possible chance for success. These organizational partnerships have been established to provide our students with as many resources as possible and we have been fortunate to have a rich history of community support. Most importantly, the parents and alumni of LHS allocate time and resources to ensure the high school provides the best education possible to our students and these stakeholders are our most treasured and valued assets. Additionally, we have the assistance of numerous other local stakeholders to include:

Florida South Western State College has been extremely beneficial for providing LHS students with the opportunity to earn college credits through their dual enrollment program and to continue their education after high school with zero tuition costs as students pursue their bachelors degree. This emphasis on academic achievement contributes to a positive school culture and affords students the chance to fulfill their potential.
The district provides extensive opportunity for Career and Technical Education including Industry Certification and includes career
academies with practical job training and skills necessary for employment.
College and career readiness is one of the main focuses for LHS to prepare our students for their successful futures. College and career readiness is also discussed with our students looking to attend post-secondary education. Our school counselors discuss options and possibilities with students when developing their schedules.

Additional partnerships include:
The United States Military
Henry County Adult education
Florida Department Of Education's Check & Connect program
Family Network on Disabilities of Florida
Florida Gulf Coast University
Caloosa Humane Society

Goodwill
Hendry Labelle Recreation board
Kiwanis Club
United Way