

Hendry County Schools

Labelle Middle School



2021-22 Schoolwide Improvement Plan

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Labelle Middle School

8000 E COWBOY WAY, Labelle, FL 33935

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

Demographics

Principal: John Klinger

Start Date for this Principal: 12/9/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
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 (54%) 2017-18: C (51%) 2016-17: C (44%)
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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<http://lms.hendry-schools.org/>

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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to set the foundation for our students to be able to make responsible decisions and become independent, lifelong learners.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Klinger, John	Principal	TITLE: PRINCIPAL
		<p>QUALIFICATIONS:</p> <ol style="list-style-type: none"> 1. Master's degree in school administration. 2. Valid state certificate. 3. Experience in public school administration and supervision. 4. Successful teaching experience. 5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
		<p>REPORTS TO: Deputy Superintendent for Teaching and Learning (Clewiston) Deputy Superintendent for Continuous Improvement, Human Resources, and Operations (LaBelle)</p>
		<p>SUPERVISES:</p> <ol style="list-style-type: none"> 1. Administrative Assistant and Assistant Principal 2. Teaching staff, including paraprofessionals 3. Other professional staff 4. All non-professional school staff 5. Other resource and service personnel while functioning in the assigned school
		<p>JOB GOAL: To use leadership, supervisory, and administrative skills so as to promote the educational development of each student.</p>
		<p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Administers the operations of the school. 2. Guides the formulation of philosophy and objectives for the instructional program. 3. Initiates, designs, and implements programs to met specific needs of the school. 4. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students. 5. Utilizes all resources of the school system and the community in developing the most effective educational program. 6. Orients newly assigned staff members and assists in their development, as appropriate. 7. Evaluates and counsels all staff members regarding their individual and group performance. 8. Keeps abreast of trends, developments, and research as they pertain to education and school operation. 9. Assists in the development of educational specifications for remodeling projects or new construction. 10. Assists in the recruiting, screening, training, hiring, and assigning of school staff. 11. Keeps the Superintendent informed of the school's activities and problems. 12. Supervises the preparation of all school reports for the district office. 13. Exercises decisive leadership in crisis situations. 14. Plans and assists in the management and preparation of the school budget. 15. Conducts meetings of the staff as necessary for the proper functioning of the

Name	Position Title	Job Duties and Responsibilities
		<p>school.</p> <p>16. Maintains high standards of student conduct and enforces discipline as necessary, affords due process to the rights of students.</p> <p>17. Observes in the day-to-day management of the school, Board policies, and administrative regulations, budget limitations, and employee and other contracts.</p> <p>18. All other such job related duties as shall be assigned by the Superintendent of Schools.</p>
Ruiz, Heather	Assistant Principal	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Instructional Program Leadership/Development</p> <ol style="list-style-type: none"> 1. Assist in the development, implementation, coordination, organization, management, and evaluation of all aspects of the school's educational program including the use of technology. 2. Provide recommendations to the principal regarding curriculum improvement. 3. Supervise equipment selection, acquisition, and inventory. 4. Assist the principal in the administration of the summer school program and before and after school programs. 5. Assist with the coordination of student field trips. 6. Assist in the administration of the school's testing programs. 7. Assist in the coordination of the school's accreditation program. 8. Assist in administering the Exceptional Student Education and 504 Programs. 9. Assume responsibility for the English Language Learners (ELL) documentation updates and verification on all student files. 10. Develop and implement the school's instructional program with assistance from district personnel and provide for articulation among school personnel as assigned by the principal. 11. Supervise the purchase, selection and utilization of textbooks, materials, supplies and equipment. 12. Assist in the development and implementation of the school technology plan. 13. Provide leadership on the effective use of technology in the classroom. 14. Facilitate student access to the use of electronic resources. 15. Explore and evaluate new technologies and their educational impact. 16. Use technology to review student assessment data. 17. Assist classroom teachers with the effective use of technology. 18. Assist in the analysis of the School Improvement Team's efforts on student performance. <p>Personnel Action Services</p> <ol style="list-style-type: none"> 19. Request, orient and assign substitute teachers. 20. Assist with college/university intern assignment and placement. 21. Assist the principal in conducting staff meetings for the purpose of keeping staff informed concerning policy changes, instructional programs and resolution of existing problems. 22. Assist in the preparation of the master schedule. 23. Assist with the supervision of personnel including orientation of new employees as assigned. 24. Assist in developing personnel assignments and duty rosters.

Name	Position Title	Job Duties and Responsibilities
		<p>25. Assist with the interview and selection of personnel to be recommended for employment as required.</p> <p>26. Assist in implementing and administering the negotiated employee contracts.</p> <p>27. Assist in the coordination of the school's in-service program.</p> <p>28. Assist in the development of individual professional development plans as required.</p> <p>29. Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.</p> <p>30. Provide training programs, assistance and feedback to personnel as required.</p> <p>31. Develop the master teaching schedule and assign teachers according to identified needs.</p> <p>32. Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, programs for new teachers and other developmental activities.</p> <p>33. Supervise department or grade level chairs and conduct meetings as appropriate.</p> <p>34. Provide feedback and assistance to employees as needed.</p> <p>School Operations/Delivery Systems</p> <p>35. Assist the principal with the daily operation of the school.</p> <p>36. Assist in supervising, monitoring and verifying the accurate and timely completion of data collection and reporting requirements.</p> <p>37. Assist in the supervision of the maintenance, inspection, safety, and care of the physical plant.</p> <p>38. assist in developing and monitoring the school budget as assigned.</p> <p>39. Provide assistance to the principal in the formulation and implementation of general school policies and regulations.</p> <p>40. Assist with the development of positive school/community relations and effective communication and act as liaison between the school and community as required.</p> <p>41. Supervise all facets of the registration process, including but not limited to the production of the curriculum guide and related materials.</p> <p>42. Coordinate the production of pre-planning materials including handbooks.</p> <p>43. Assist in coordinating the school food service program as it relates to the special needs of the school.</p> <p>44. Maintain adequate property inventory records, key control and security of school property.</p> <p>45. Assist in developing and implementing school-wide staff recognition programs.</p> <p>46. Approve school-sponsored activities and maintain a calendar of all school events.</p> <p>47. Conduct student orientation programs.</p> <p>Student Support Services</p> <p>48. Assist with student attendance and discipline as assigned.</p> <p>49. Enforce district guidelines for proper student conduct with the implementation of disciplinary procedures.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>policies and statutes that ensure a safe, secure, and orderly environment.</p> <p>50. Maintain visibility and accessibility on the school campus.</p> <p>51. Assist in coordinating schedules for extracurricular activities and provide supervision for activities as required.</p> <p>52. Confer with students, parents and teachers to resolve problems and facilitate learning.</p> <p>53. Assist in interpreting and implementing the Student Progression Plan.</p> <p>54. Assume responsibility for control and direction of pupils related to suspensions from school, suspensions from the bus and school in accordance with board policies and statutes.</p> <p>55. Assist in establishing guidelines for proper pupil conduct and effective disciplinary procedures and policies for the school.</p> <p>56. Interpret and enforce the district's Code of Student Conduct.</p> <p>57. Participate in the administration of the school's athletic program.</p> <p>58. Manage and supervise student activity programs including the selection of club sponsors.</p> <p>Personal/Professional Employee Qualities</p> <p>59. Participate in county-wide management meetings, conferences, workshops, and other meetings and activities appropriate for professional development.</p> <p>60. Communicate effectively, both orally and in writing, with parents, students, teachers, district personnel and the community.</p> <p>61. Model effective listening and positive interaction skills.</p> <p>62. Model and maintain high standards of professional conduct.</p> <p>63. Set high goals and standards for self, others and the organization.</p> <p>64. Keep abreast of trends and changes in educational programs and procedures.</p> <p>65. Complete all required reports and maintain all appropriate records.</p> <p>66. Keep the principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>Leadership</p> <p>67. Participate in the development of plans to meet long-range facility needs at the assigned school.</p> <p>68. Participate in financial planning for the school which may include assisting in the preparation of the school budget.</p> <p>69. Provide leadership in developing and implementing goals and priorities of the district and school.</p> <p>70. Provide leadership in the planning and implementation of school improvement initiatives.</p> <p>71. Implement state statutes, school board policies and administrative directives.</p> <p>72. Serve as the administrative head of the school in the absence of the principal as needed.</p> <p>73. Assist in planning and implementing the school's public relations program.</p> <p>74. Follow procedures used in the event of school crises and/or civil disobedience and provide leadership on the event of such incidents.</p> <p>75. Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations.</p> <p>76. Use appropriate interpersonal styles and methods to guide individuals and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>groups to task accomplishment.</p> <p>Student Growth and Achievement</p> <p>77. Ensure that student growth and achievement are continuous and appropriate school-wide.</p> <p>78. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.</p> <p>79. Perform other tasks consistent with the goals and objectives of this position.</p>

PERFORMANCE RESPONSIBILITIES:

1. Maintain a positive, organized, and safe learning environment.
2. Establish and use behavior management techniques which are appropriate and effective.
3. Assists in enforcement of school rules, administrative regulations, and board policy.
4. Establish and maintain effective and efficient record keeping procedures including student records subject to the requirements of the Family Rights and Privacy Act.
5. Manage time effectively and fulfill professional responsibilities.
6. Instruct and supervise the work of volunteers and paraprofessionals when assigned.
7. Provide instruction on safety procedures and proper handling of materials and equipment.
8. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
9. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
10. Collaborate with peers to enhance the instructional environment.
11. Assist others in acquiring knowledge and understanding of particular area of responsibility.
12. Engage in continuing improvement of professional knowledge and skills.
13. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
14. Acts in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct.
15. Support school improvement initiatives by active participation in school activities, services, and programs.
16. Maintain student records according to established guidelines.
17. Establish an effective working relationship with outside services and make appropriate referrals for law enforcement and psychological, social work, health, or community services.
18. Keep abreast of school/student legal issues and follow established procedures.
19. Meet and deal effectively with the general public, staff members, students, parents, administrators and other contact persons using tact and good judgement.

Marquez,
Jose Dean
Luis

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 20. Maintain confidentiality regarding school/workplace matters. 21. Demonstrate initiative in the performance of assigned responsibilities. 22. Maintain expertise in assigned area to fulfill project goals and objectives. 23. Participate successfully in the training programs offered to increase skill and proficiency related to assignment. 24. Understand, support, and enforce the Hendry County School Board's Student Code of Conduct. 25. Performs other incidental tasks consistent with the goals and objectives of this position.
Similien, Jenard	Dean	<p>PERFORMANCE RESPONSIBILITIES:</p> <ul style="list-style-type: none"> 1. Maintain a positive, organized, and safe learning environment. 2. Establish and use behavior management techniques which are appropriate and effective. 3. Assists in enforcement of school rules, administrative regulations, and board policy. 4. Establish and maintain effective and efficient record keeping procedures including student records subject to the requirements of the Family Rights and Privacy Act. 5. Manage time effectively and fulfill professional responsibilities. 6. Instruct and supervise the work of volunteers and paraprofessionals when assigned. 7. Provide instruction on safety procedures and proper handling of materials and equipment. 8. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. 9. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs. 10. Collaborate with peers to enhance the instructional environment. 11. Assist others in acquiring knowledge and understanding of particular area of responsibility. 12. Engage in continuing improvement of professional knowledge and skills. 13. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 14. Acts in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct. 15. Support school improvement initiatives by active participation in school activities, services, and programs. 16. Maintain student records according to established guidelines. 17. Establish an effective working relationship with outside services and make appropriate referrals for law enforcement and psychological, social work, health, or community services. 18. Keep abreast of school/student legal issues and follow established procedures. 19. Meet and deal effectively with the general public, staff members, students, parents, administrators and other contact persons using tact and good

Name	Position Title	Job Duties and Responsibilities
		<p>judgement.</p> <p>20. Maintain confidentiality regarding school/workplace matters.</p> <p>21. Demonstrate initiative in the performance of assigned responsibilities.</p> <p>22. Maintain expertise in assigned area to fulfill project goals and objectives.</p> <p>23. Participate successfully in the training programs offered to increase skill and proficiency related to assignment.</p> <p>24. Understand, support, and enforce the Hendry County School Board's Student Code of Conduct.</p> <p>25. Performs other incidental tasks consistent with the goals and objectives of this position.</p>

Demographic Information

Principal start date

Wednesday 12/9/2020, John Klinger

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

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.*

16

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

851

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

18

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

16

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	265	283	305	0	0	0	0	853
Attendance below 90 percent	0	0	0	0	0	0	93	94	102	0	0	0	0	289
One or more suspensions	0	0	0	0	0	0	22	30	26	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	19	73	98	0	0	0	0	190
Course failure in Math	0	0	0	0	0	0	18	62	72	0	0	0	0	152
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	66	90	106	0	0	0	0	262
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	81	71	75	0	0	0	0	227
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	61	104	122	0	0	0	0	287

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	9	0	0	0	0	9

Date this data was collected or last updated

Sunday 10/10/2021

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	115	148	139	0	0	0	0	402	

The number of students identified as retainees:

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	115	148	139	0	0	0	0	402	

The number of students identified as retainees:

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

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				46%	42%	54%	40%	39%	53%
ELA Learning Gains				56%	50%	54%	44%	45%	54%
ELA Lowest 25th Percentile				44%	40%	47%	42%	47%	47%
Math Achievement				56%	45%	58%	46%	43%	58%
Math Learning Gains				60%	46%	57%	54%	49%	57%
Math Lowest 25th Percentile				49%	41%	51%	57%	50%	51%
Science Achievement				47%	41%	51%	41%	35%	52%
Social Studies Achievement				65%	59%	72%	59%	59%	72%

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
06	2021					
	2019	42%	41%	1%	54%	-12%
Cohort Comparison						
07	2021					
	2019	43%	38%	5%	52%	-9%
Cohort Comparison		-42%				
08	2021					
	2019	48%	43%	5%	56%	-8%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	43%	10%	55%	-2%
Cohort Comparison						
07	2021					
	2019	53%	42%	11%	54%	-1%
Cohort Comparison		-53%				
08	2021					
	2019	41%	30%	11%	46%	-5%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	43%	37%	6%	48%	-5%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	56%	6%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	38%	57%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	40%	60%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

6th-8th Grade Reading progress monitoring tool= iReady

6th-8th Grade Math progress monitoring tool= iReady

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	24%	30%
	Economically Disadvantaged			
	Students With Disabilities	11%	18%	21%
	English Language Learners	16%	17%	23%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	30%	40%
	Economically Disadvantaged			
	Students With Disabilities	13%	16%	37%
	English Language Learners	15%	24%	38%
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	27%	32%
	Economically Disadvantaged			
	Students With Disabilities	25%	17%	26%
	English Language Learners	13%	17%	24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	11%	23%
	Economically Disadvantaged			
	Students With Disabilities	6%	9%	20%
	English Language Learners	7%	7%	16%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	4%	7%
	Economically Disadvantaged			
	Students With Disabilities	3%	6%	6%
	English Language Learners	0%	0%	0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	28%	16%
	Economically Disadvantaged			
	Students With Disabilities	25%	22%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	3%	6%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			

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	17	36	28	22	40	43	22	39	33		
ELL	24	36	29	25	41	51	11	41	19		
BLK	24	30	20	23	26	43	29				
HSP	37	40	33	37	38	53	38	52	45		
WHT	43	37	19	43	35	42	41	71	56		
FRL	34	36	27	35	37	54	38	52	46		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	47	34	31	54	48	31	31			
ELL	28	50	47	38	51	46	30	38	30		
BLK	48	59	50	42	49	27	36	57			
HSP	44	55	45	54	59	48	43	63	54		

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
WHT	54	61	38	65	69	63	64	76	74		
FRL	44	55	42	53	58	44	37	60	63		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	43	35	20	50	51	22	37			
ELL	10	40	49	21	51	62		31			
BLK	27	36	38	23	38	30	18	50			
HSP	37	42	43	44	52	58	38	56	79		
WHT	54	53	42	60	63	61	57	71	84		
FRL	38	43	42	43	52	57	38	57	79		

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
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	43
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	41
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?

Students across grade levels, subgroups and core content areas tended to perform at higher levels in Mathematics than in English Language Arts. Progress monitoring data demonstrates the impact of the pandemic on student academic achievement. Student outcomes were more greatly affected in math than in English Language Arts. In both Mathematics and English Language Arts, outcomes were more significantly impacted in the areas of learning gains and learning gains for the lowest 25%.

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

ELA 6th Grade 42% Proficiency
SWD Subgroup ELA Achievement is below the Federal Index Threshold

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

Based on progress monitoring data, there was a significant disparity across domains in English Language Arts. Student outcomes were significantly lower in the domains of Vocabulary, Comprehension: Literature and Comprehension: Informational Text.

To address this issue, we will provide support in a number of areas. We will assign the students with the greatest need to an additional class period for reading support. The xtreme reading program will be utilized. Students performing below grade level will be provided additional support in reading with an additional class period. Reading teachers will use Acheive3000, i-Ready and MaxScholar to support these students. Campus wide, we will focus on providing support in the domain of vocabulary.

In regard to students with disabilities, Labelle Middle School transitioned to a push-in model. Due to the impacts of the pandemic, implementation issues have continued to be a concern. Turn over of staff continues to impact push-in support services. We will provide professional development to push-in staff to ensure the fidelity of support to students with disabilities.

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

Across grade levels, students did very well in the English Language Arts domains of Phonological Awareness, Phonics and High-Frequency Words.

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

In the past, we have focused the use of i-Ready to students in reading support classrooms. Last year, we encouraged teachers to utilize i-Ready in the English Language Arts classrooms assist students in closing learning gaps.

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

To continue to support students in English Language Arts, we have transitioned to the BEST standards. We have implemented the Amplify curriculum to better support student academic achievement. We will continue to use i-Ready for all students to augment the core curriculum. We will focus across content areas to support vocabulary. Specifically, we will implement close reading strategies to accelerate learning.

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.

To ensure fidelity of implementation across content areas, teachers in Mathematics, Science and Social Studies will be provided support in implementing strategies to promote literacy in through their content areas. Teachers will need strategies to support students in vocabulary and close reading techniques.

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

The school district has made a change to the school calendar to provide a monthly half day schedule for students. This provides a half day for teacher professional development. We will leverage this time to assist staff in strategies that promote literacy.

We have allocated one of our lead teacher positions for new teacher support. This lead teacher meets monthly with new teachers to provided ongoing professional development.

In addition, the school district IT department has created a professional development Google classroom as a repository for recorded training sessions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Instructional practice relating to ELA instruction was identified as a school wide area of focus due to the declining data in all three ELA categories in our 2020-2021 (COVID school year) FSA data. Specifically, we will focus on literacy and vocabulary.

Measurable Outcome: The measurable outcome will be to raise FSA data ELA Achievement to 47%, ELA Learning Gains to 57%, and ELA Learning Gains of the Lowest 25% to 45%.

Monitoring: All students will be commonly assessed through 3 iReady benchmarks which align to our FSA ELA standards. These standards-based assessments will identify student achievement, student learning gains, and students in the lowest 25% quartile which are ELA's three declining categories.

Person responsible for monitoring outcome: John Klinger (klingerj@hendry-schools.net)

Evidence-based Strategy: Close reading strategies and building academic vocabulary strategies will be implemented across content areas to support literacy and vocabulary. (Close reading strategies will be implemented in ELA, social studies, science and electives.)

Rationale for Evidence-based Strategy: The techniques of close reading includes the instructional strategies of: helping students process content in texts, helping students elaborate on content, helping students record and represent content. These strategies are based on the research of Marzano. The techniques of building academic vocabulary strategies will be used which are based on the research of Marzano.

Action Steps to Implement

Close Reading templates will be used in ELA, social studies, science and electives classes. Teachers/ subject area teams will have the support of the reading coach to select and implement close reading strategies appropriate for their content areas. Close reading strategies will be a focus during teacher planning/PLCs in these subjects.

Person Responsible John Klinger (klingerj@hendry-schools.net)

Building Academic Vocabulary templates will be used in all content areas.

Person Responsible John Klinger (klingerj@hendry-schools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Our violent incidents data is as follows:

Statewide Rank: #337 / 553

County Rank: #2 / 2

Per 100 Students: 2.36

We will decrease VIOLENT INCIDENTS (fighting, bullying, sexual offenses, threat/intimidation) by implementing several preventative measures. We will have class assemblies at the beginning of the school year to set expectations, build school culture and encourage teamwork by promoting growth mindset. We will increase administrator supervision of students during class transitions. We have revamped procedures for consequences and interventions to ensure consistency. We have also gone to a staggered class transition bell schedule to reduce the number of students on the sidewalks at one time.

Our Drug/Public Order Incidents data is as follows:

Statewide Rank: #393 / 553

County Rank: #2 / 2

Per 100 Students: 1.77

We will reduce DRUG/PUBLIC ORDER INCIDENTS (tobacco, drug use or possession except alcohol, disruption on campus, and other major offenses) through a several preventative measures. We will continue to promoting our HendrySafe.Org website through which students can report incidents. This supports the concept of "If you see something, say something." This concept will be reinforced throughout the campus throughout the year by using the morning announcements, placing posters around campus and through posts to the school's social media platforms. In addition, students will be informed of expectations during class assemblies at the beginning of the year. We also have a SWAT club to help promote the concepts of preventing substance abuse. We are planning to use a new program, Navigate 360, to present substance abuse prevention lessons.

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.

We will implement a school wide PBIS system that revolves around building school culture. This year, instituted a school theme: "Saddle Up". We will use this to help build motivation and school spirit.

In addition, we are emphasizing Growth Mindset. We will continue to promote this concept with staff and students to help promote teamwork and engagement.

Our school wide PRIDE expectation sets the tone for our students and staff.

Punctual

Respectful

Inclusive

Dependable

Engaged in Learning

These expectations are posted in every classroom and throughout the campus. Students are rewarded periodically when they meet these expectations through a variety of events. Some examples of events are as follows:

dances

sports day

game/activity day

snack giveaway

other Prize giveaways

In addition to these efforts, we also hold monthly student, staff and teacher of the month nominations and voting.

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

Students-Number one stakeholder. Our goal is for students to make learning gains during the 2021-2022 school year. We are encouraging students to promote a positive culture through the use of Bronco PRIDE expectations and growth mindset.

Teachers- Are at the forefront, teaching our students lifelong skills that they can apply in their future. We support teachers in promoting a positive culture through growth mindset. We provide ongoing professional development to assist them in creating a classroom culture that is positive but firm in expectations and standards of performance.

Staff-All staff play a vital role in supporting students and teachers, to ensure a safe learning environment.

Parents- The foundation of student learning, parents contribute to student learning gains by supporting teachers and staff. They make sure their child is at school and prepared. We support parents through constant communication. We utilize Facebook, Instagram and the Remind App to keep information flowing and keep parents up to date on what is going on at our school.