

Labelle Elementary School



2014-15 School Improvement Plan

Labelle Elementary School

150 W COWBOY WAY, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=7&sc_id=1171294169

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	88%

Alternative/ESE Center	Charter School	Minority
No	No	84%

School Grades History

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

School Board Approval

This plan was approved by the Hendry County School Board on 11/18/2014.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At LaBelle Elementary School our mission is to provide a solid educational foundation for every child in a safe, caring environment and to instill within them a love of learning that will prepare them for continued success.

Provide the school's vision statement

It is our vision that students will be challenged, supported, and encouraged every day in every way possible! We will partner with parents and member of the community to meet the diverse needs of our student population using proven instructional practices and state approved curriculum.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At LaBelle Elementary, we make every effort to serve our students and build relationships with the families of our students. Some of the ways this happens is through parent involvement activities like participation in parent booster meetings, periodic conferences, and community outreach events. We serve a very diverse population and consequently it is necessary for us to provide translators at all events. Many times parents serve as translators for meetings to help boost the level of their involvement. We have personal headsets for individuals to use while one person translates the content of the meeting. 85% of the staff at LaBelle Elementary live in the community and participate fully in community activities. These relationships that are fostered as a result of staff members living in the community are extremely beneficial for our school, our students, our staff, and our community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At LaBelle Elementary, we create an environment where students feel safe and respected by the design of our campus, the members we have on staff, and programs we offer to students. Our campus is surrounded by chain link fence and our gates remain locked during school hours. Our staff members follow the policy that anyone on campus must have a visitor pass. Anyone found on campus without a visitor pass will be escorted to the front office. Our sidewalks are monitored daily by staff and Safety Patrol. Staff members are on duty from the time the first parent drop off arrives until the last bus pulls away from the school. We have a full time resource officer on campus. This deputy can be found in the classrooms, patrolling the sidewalks and helping out at any school event from Open House to Parent Pick Up. All LaBelle Elementary School students enjoy an atmosphere of safety where they can participate in activities that teach good choices (ex. DARE) to responsibility (ex. Safety Patrol).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At LaBelle Elementary, we follow the district code of conduct for student behavior and each individual team develops a plan that is able to be followed consistently throughout the grade level. The plans

are distributed to parents after approval by administration. Most minor infractions are handled by the teacher with parental contact/involvement if necessary. Habitual offenses and serious infractions are sent to the office to be handled by administration by applying the district code of conduct. Rules that are expected to be followed by all students throughout the school are: 1. Listen Carefully 2. Follow Directions 3. Work quietly (Do not disturb others) 4. Respect (Individuals, School and Personal Property) 5. Keep hands, feet and objects to yourself. Serious offenses are defined as physical violence, defiance of a reasonable request, or verbal disrespect to an adult

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A full-time school counselor is available to all the students if counseling is needed. Parents, teachers, or students themselves can request services at any time. Students can also participate in small group counseling to improve social and interpersonal skills. Additionally, teachers and school staff are available as mentors if the need arises. LaBelle Elementary School also receives assistance from outside resources to provide both family and individual counseling. These resources include, but are not limited to, Hope Hospice, the Bridges Program, Community Care Family Health Center, and Hendry Glades Mental Health. The staff at LaBelle Elementary School works to connect students and families with outside agencies when needed. Services are provided by licensed mental health counselors, licensed clinical social workers, and psychologists both inside and outside of school. In addition to the counseling services provided, the school-based support team meets weekly to discuss students with barriers to academic and social success. The team assesses the needs of students and identifies possible barriers to success, selects research-based interventions to remove barriers, evaluates the success of interventions based on student data, and modifies interventions to better address student needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning indicators are noted by teacher completion of student data sheets at the end of the first quarter. Data points that are considered are grades, test scores, and progress monitoring data. This year we will add attendance and discipline as a point to consider when targeting interventions.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	11	4	5	7	3	35
One or more suspensions	0	1	1	0	1	2	5
Course failure in ELA or Math	6	1	6	4	4	0	21
Level 1 on statewide assessment	0	0	0	20	21	26	67
FAIR AP3 < 54%	6	27	26	0	0	0	59
Discovery Education Math Level 1	30	16	11	0	0	0	57
Retention	4	9	4	3	0	0	20

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	10	8	17	12	18	69

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

High attendance is recognized and rewarded at LaBelle Elementary School in an effort to motivate and encourage students to come to school every day. Call outs are made to parents when students are absent and after several absences there is a letter that is sent home to notify parents that students are at risk of falling behind due to absences.

As far as academic factors that indicate that a student is at risk, there are several layers of intervention services that are provided in an effort to reverse the downward trend. Resource teachers identify and provide interventions to students whose data indicate significant gaps. Teachers also provide small group instruction in the classroom to address identified weaknesses.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182445>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At LaBelle Elementary, we have several partners in the community that provide support to our school and students throughout the year. Winn Dixie provides a variety of opportunities for our students including a night where students may bring their families to Winn Dixie and complete a grade level appropriate math questionnaire together. Students receive a prize and families receive a coupon towards a grocery purchase. The Women of the Moose provided a variety of school supplies for students to use at school this year. McDonald's provides cups, napkins, and drinks to LaBelle Elementary for a variety of events throughout the year to reward students for Reading Achievement. The Rotary Club provides a spaghetti dinner for our annual Open House and donates all proceeds back to the school to be used for the purpose of rewarding student achievement. Finally, the Operation Backpack ministry of LaBelle provides backpacks full of food for identified needy students each Friday for the weekend. Students and families look forward to his provision each week.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Taylor, Sandra	Principal
Talada, Richard	Assistant Principal
Moore, Melissa	SAC Member
Bass, Tammy	Instructional Coach
Lofton, Laura	Teacher, K-12
Kirby, Cathy	Teacher, K-12
Campo, Vanessa	Guidance Counselor
Mayo, Bret	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Sandra Taylor provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI.

Assistant Principal: Richard Talada conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation.

Guidance Counselor: Andrea Compo facilitates development of intervention plans; communicates with parents regarding school based RTI plans and meetings.

Academic Resource Teachers Reading/Math: Cathy Kirby and Laura Lofton facilitate and evaluate implementation for progress monitoring, aide in data collection and data analysis for students with tier 3 interventions.

Reading Coach: Tammy Bass facilitates guidance on K-5 reading plans, participates in RTI meetings, ensures adequate professional development to support RTI implementation, implements data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports implementation of Tier 1, Tier 2, Tier 3 intervention plans.

Math Coach- Bret Mayo facilitates guidance on K-5 math instructional plans, ensures adequate professional development to support DI and RTI implementation, implements data collection activities, assists in data analysis and intervention plans for all students.

Melissa Moore is the School Advisory Council Chairman and she plans and facilitates the SAC meetings. She participates in the problem solving process to develop the School Improvement Plan and assists as needed to support implementation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

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

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

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

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

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

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

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

Title VI Part B - N/A

Title I Part D - N/A

Housing Programs - N/A

Head Start - N/A

Adult Education - N/A

Career and Technical Education - N/A

Job Training - N/A

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Melissa Moore	Teacher
Sandra Taylor	Principal
Margie Puletti	Education Support Employee
Viki Alexander	Teacher
Mary Chang	Teacher
Marisa Chairez	Parent
Jennifer Sanchez	Parent
Letty Juarez	Parent
Yadira Espinosa	Parent
Maribel Gonzalez	Parent
Celia Sanchez	Parent
Maria Vila	Parent
Socorro Rodriguez	Parent
Maria Santillan	Parent
Gloria Soto	Parent
Nancy Bocanegra	Parent
Cecelia Venecia	Parent
Alisa Hernandez	Parent
Erica Moralas	Parent
Jennifer Price	Parent
Lynsee Dicks	Parent
Rhonda Burton	Parent
Aroma Taylor	Parent
Monica Gonzalez	Parent
Rocio Inga	Parent
Brad Haley	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC members evaluated the School Improvement Plan at the September meeting. After reviewing the data the members concluded that we did not reach the goals we set for last year. We determined our goals were too broad and we needed more narrow focus. We also determined that we had set our goals to high. We need to be more realistic when setting our goals.

Development of this school improvement plan

Members of the SAC attended a meeting on September 29, 2014 where a discussion involving student data and specific target areas for improvement. As a result of the discussion, the school leadership will complete the problem solving process and present the results to the SAC for input and approval at its December 2, 2013 meeting.

Preparation of the school's annual budget and plan

The Leadership team and SAC committee will work together to make budgetary decisions as needs arise during planning.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

A portion of the funds will be used to purchase OnCourse Lesson planning for teachers to align the current standards to the curriculum being taught. This will allow the opportunity for teachers to collaborate much more easily while planning.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bass, Tammy	Instructional Coach
Lofton, Laura	Teacher, K-12
Kirby, Cathy	Teacher, K-12
Taylor, Sandra	Principal
Talada, Richard	Assistant Principal
Moore, Melissa	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted within the school through a variety of structures and strategies. Writing workshops have been implemented this year, which presents the opportunity for students to engage in literacy activities involving reading and writing. The Daily Five Reading Program offers extensive literacy activities in the form of read to self, read with a partner, and literacy centers. Text based writing has also been incorporated into daily plans. Students are engaging in informational text and using the text to write text-based answers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will participate in weekly Data Meetings as well as monthly collaborative planning sessions after school that will be supplemented by the Title I Budget. These meetings will be led and facilitated by administration. The outcome will be a Common Core Lesson Plan for ELA or Math that will focus on ensuring that the standards are being met and that the rigor is present. Teachers will attach the lesson plans using OnCourse to be shared with other members of their team. Student work will be examined to

determine the level of achievement reached by the specified lesson. Teachers will collaborate to create guidelines for future planning based on the lessons learned by this activity.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Hendry County Applitrack Program and Teachers-Teachers are used to identify potential candidates for vacancies. Local colleges and Universities are contacted when instructional positions are available. Interviews are set up for candidates who meet the qualifications of being highly qualified. Prospective candidates from out of state receive assistance through the Hendry County Economic Development Council to offset travel expenses when coming for a face-to-face interview. Upon offering a job, we assist new hires by helping to find housing opportunities within our community that will satisfy their needs. New hires complete a New Teacher Induction Program and are assigned a mentor to assist them with professional skill building and increase possibility of retention. Screening, Interviewing, and hiring are handled by the Principal and Assistant Principal. Teachers hired after July 1, 2014 were given a \$1750 recruitment bonus.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The School District selected new curriculum that has been purchased and was aligned to Common Core. Teachers are utilizing CMAPS with the Florida Standards to ensure that all standards are covered in English Language Arts and Mathematics. Teachers will work collaboratively to identify and plan for gaps created by the basal reading and math programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All students are given ELA screening assessments at the beginning of the school year. FAIR data will be used to group students for a common intervention time for all K-5 students. In addition to this Tier I intervention, students in need of more intensive help will be served in the classroom with small groups and/or by the resource teachers. i-Ready Diagnostic and Instructional Program will be used to plan and implement interventions for both reading and Math. My Virtual Reading Coach is used for critically low students and all ESE students. This year all students will be screened using the Symphony Math Program and teachers will provide small group interventions suggested by this program or i-Ready during computer lab time.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,400

Computer labs are open for 30 minutes each morning for students in need of additional time on the Symphony Math, Virtual Reading Coach and i-Ready Programs.

Strategy Rationale

Students who are below grade level will be provided additional instruction through specific computer programs to help to narrow the gap in their learning deficiencies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bass, Tammy, basst@hendry.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Instructional data from the symphony math and the virtual reading coach programs will be reviewed and analyzed monthly to determine the effectiveness of the extra time provided in the morning.

Strategy: After School Program

Minutes added to school year: 2,160

Collaborative Planning for grade alike teams provided throughout the school year.

Strategy Rationale

Teachers need to participate in lesson study to enhance the rigor of instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Talada, Richard, taladar@hendry.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student work samples will be examined.

Strategy: Weekend Program

Minutes added to school year: 420

Teachers will attend Kagan Workshops for Accelerating Learning and Critical Thinking.

Strategy Rationale

Teachers need additional training to increase student learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Taylor, Sandra, taylorsh@hendry.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will document the use of the strategies in their classrooms.

Strategy: After School Program

Minutes added to school year: 3,600

Computer labs are open for 20 minutes each afternoon for students in need of additional time on the Symphony Math, Virtual Reading Coach and i-Ready Programs.

Strategy Rationale

Students who are below grade level will be provided additional instruction through specific computer programs to help to narrow the gap in their learning deficiency(ies).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bass, Tammy, basst@hendry.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Instructional data from the symphony math and the virtual reading coach programs will be reviewed and analyzed monthly to determine the effectiveness of the extra time provided in the afternoon.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Teachers at the local RCMA Centers are invited to bring their students to LaBelle Elementary School in the spring. During the visit the pre-school students are taken on a tour of the school. They visit the

kindergarten classrooms and art, music, P.E., the library, where they may see how classes work at school. They also visit the lunchroom and the playground and are allowed to play with the kindergarten students.. Students are given a registration packet to take to their parents to complete and return to LES. Any questions the students or adults have are discussed.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Empowering teachers with research-based instructional strategies to increase student engagement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Empowering teachers with research-based instructional strategies to increase student engagement.

1a

G042869

Targets Supported 1b

Indicator	Annual Target
Math Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- Reading Instructional Coach, Math Instructional Coach
- Dedicated, experienced, and highly qualified staff
- DA Team and Title I Funding

Targeted Barriers to Achieving the Goal 3

- lack of understanding in using appropriate high-yield instructional strategies to increase student engagement

Plan to Monitor Progress Toward G1. 8

Compare baseline and midpoint I-Ready Assessments to determine student growth for reading and math. Use 3rd Performance Matters assessments (Grades 3-5) to determine percent of students on track for proficiency in Science.

Person Responsible

Richard Talada

Schedule

On 3/13/2015

Evidence of Completion

Data described above

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Empowering teachers with research-based instructional strategies to increase student engagement. **1**

 G042869

G1.B1 lack of understanding in using appropriate high-yield instructional strategies to increase student engagement **2**

 B104744

G1.B1.S1 Develop a universal framework that includes a common language for the selection and implementation of high-yield instructional strategies. **4**

 S116157

Strategy Rationale

Developing a common language and understanding of high-yield instructional strategies will enable teachers to implement them in the classroom.

Action Step 1 **5**

Administration will schedule and facilitate opportunities for collaborative planning to deepen understanding of the Florida Standards and content mastery.

Person Responsible

Sandra Taylor

Schedule

Weekly, from 9/15/2014 to 12/19/2014

Evidence of Completion

Sign In Sheets; Agendas; Minutes

Action Step 2 5

DA Region V Instructional Specialist will work collaboratively with Instructional Coaches to develop professional development on high-yield instructional strategies for teachers

Person Responsible

Tammy Bass

Schedule

Weekly, from 9/16/2014 to 10/24/2014

Evidence of Completion

DA Focus work; Sign In sheets

Action Step 3 5

Instructional Coach will provide professional development on Kagan structures to targeted teachers

Person Responsible

Tammy Bass

Schedule

Weekly, from 9/18/2014 to 12/19/2014

Evidence of Completion

Agendas; sign-ins

Action Step 4 5

Administration will develop documents that clearly outline expectations for the incorporation of high-yield instructional strategies in lesson plans

Person Responsible

Richard Talada

Schedule

Daily, from 9/18/2014 to 10/24/2014

Evidence of Completion

Expectations documents; classroom look-fors; checklist; lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attendance at all school improvement meetings

Person Responsible

Sandra Taylor

Schedule

Weekly, from 9/15/2014 to 12/19/2014

Evidence of Completion

Sample lesson plan feedback; Universal framework

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Exit slip

Person Responsible

Sandra Taylor

Schedule

Evidence of Completion

Increase in number of lessons observed that are tied to Florida Standards

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

classroom observations; lesson plans; coaching logs

Person Responsible

Sandra Taylor

Schedule

Weekly, from 9/16/2014 to 10/24/2014

Evidence of Completion

Instructional Coaches will own and deliver professional development as experts

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations; lesson plans

Person Responsible

Sandra Taylor

Schedule

Daily, from 10/15/2014 to 12/19/2014

Evidence of Completion

Observe an increased use of high-yield instructional strategies in the classroom

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations; lesson plans

Person Responsible

Sandra Taylor

Schedule

Daily, from 10/27/2014 to 12/19/2014

Evidence of Completion

Observe an increased use of high-yield instructional strategies in the classroom

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Instructional Coaching Calendar; Resource teacher schedule; classroom observations

Person Responsible

Sandra Taylor

Schedule

Daily, from 10/27/2014 to 12/19/2014

Evidence of Completion

Observe an increased use of high-yield instructional strategies in the classroom

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Administration will schedule and facilitate opportunities for collaborative planning to deepen understanding of the Florida Standards and content mastery.	Taylor, Sandra	9/15/2014	Sign In Sheets; Agendas; Minutes	12/19/2014 weekly
G1.B1.S1.A2	DA Region V Instructional Specialist will work collaboratively with Instructional Coaches to develop professional development on high-yield instructional strategies for teachers	Bass, Tammy	9/16/2014	DA Focus work; Sign In sheets	10/24/2014 weekly
G1.B1.S1.A3	Instructional Coach will provide professional development on Kagan structures to targeted teachers	Bass, Tammy	9/18/2014	Agendas; sign-ins	12/19/2014 weekly
G1.B1.S1.A4	Administration will develop documents that clearly outline expectations for the incorporation of high-yield instructional strategies in lesson plans	Talada, Richard	9/18/2014	Expectations documents; classroom look-fors; checklist; lesson plans	10/24/2014 daily
G1.MA1	Compare baseline and midpoint I-Ready Assessments to determine student growth for reading and math. Use 3rd Performance Matters assessments (Grades 3-5) to determine percent of students on track for proficiency in Science.	Talada, Richard	1/16/2015	Data described above	3/13/2015 one-time
G1.B1.S1.MA1	Exit slip	Taylor, Sandra	10/24/2014	Increase in number of lessons observed that are tied to Florida Standards	one-time
G1.B1.S1.MA3	classroom observations; lesson plans; coaching logs	Taylor, Sandra	9/16/2014	Instructional Coaches will own and deliver professional development as experts	10/24/2014 weekly
G1.B1.S1.MA4	Classroom observations; lesson plans	Taylor, Sandra	10/15/2014	Observe an increased use of high-yield instructional strategies in the classroom	12/19/2014 daily
G1.B1.S1.MA5	Classroom observations; lesson plans	Taylor, Sandra	10/27/2014	Observe an increased use of high-yield instructional strategies in the classroom	12/19/2014 daily
G1.B1.S1.MA6	Instructional Coaching Calendar; Resource teacher schedule; classroom observations	Taylor, Sandra	10/27/2014	Observe an increased use of high-yield instructional strategies in the classroom	12/19/2014 daily
G1.B1.S1.MA1	Attendance at all school improvement meetings	Taylor, Sandra	9/15/2014	Sample lesson plan feedback; Universal framework	12/19/2014 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Empowering teachers with research-based instructional strategies to increase student engagement.

G1.B1 lack of understanding in using appropriate high-yield instructional strategies to increase student engagement

G1.B1.S1 Develop a universal framework that includes a common language for the selection and implementation of high-yield instructional strategies.

PD Opportunity 1

Instructional Coach will provide professional development on Kagan structures to targeted teachers

Facilitator

Kagan Coach

Participants

Teachers

Schedule

Weekly, from 9/18/2014 to 12/19/2014

Budget Rollup

Summary	
Description	Total
Goal 1: Empowering teachers with research-based instructional strategies to increase student engagement.	6,500
Grand Total	6,500

Goal 1: Empowering teachers with research-based instructional strategies to increase student engagement.		
Description	Source	Total
B1.S1.A1 - Pay teachers for 2 hours of planning	Title I Part A	1,500
B1.S1.A3 - Kagan Coaching	Title I Part A	5,000
Total Goal 1		6,500