



2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Labelle High School

4050 E COWBOY WAY

Labelle, FL 33935

863-674-4120

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



SIP Authority and Template

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

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

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 Environment

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

Students begin the year with grade level Orientation days prior to the first school day. Incoming 9th graders had the opportunity to participate in a special "Cowboys Day " orientation that reviewed school policies and procedures, as well as an opportunity to get their schedule, meet their teachers, and find their classrooms.

Students receive additional information all year on financial aid, scholarships, military, career, and college opportunities. Guest speakers from colleges and the military are invited to speak in various classrooms

College and Career fair provides the opportunity to explore various local as well as distant options for a student post secondary plan.

At risk students are identified and paired with a teacher-mentor via the "Check and Connect" program Student success is celebrated with announcements, and posting on the web page,

Communication is enhanced between parents and the school via call outs, parent newsletters, the high school web page, and information posted in the local newspaper.

New teachers participate in a district orientation, school orientation and are paired with mentors.

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

Clear rules, expectations and consequences are reviewed the first day and continue during the first week of school. Consequences are enforced according to the discipline plan.

LHS has a Zero tolerance policy for bullying, weapons, drugs, violence.

Administration and Guidance follow up on student and teacher reports.

The Cowboy Corral is utilized to help student re enter the regular school day using scaffolding procedures

Safety drills, including fire and severe weather drills are conducted, and the school has a lightning alert system. Bus Evacuations are conducted.

Safe school training course are complete by the staff in these areas: Conflict Management, Diversity awareness, Dealing with Disruptive behaviors, homeless students, Bullying and Cyber bullying

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

Clear discipline plan that outlines rules and consequences. Students sign a district code of conduct at the start of the school year . Teachers post 5 School wide emphasized rules in every class, Rules and expectations of the teacher listed on the syllabus. Teachers use classroom time from the bell to bell for instruction, engaging age appropriate curriculum is used, relevant and high interest materials are also used to augment classroom study. Teachers employ classroom management techniques to maintain order and deal with small infractions. Students that are disruptive can be sent to the RTC or Responsible Thinking Center for a time out during the class period. Students reflect and problem solve and then compose a written response to explain how their behavior will change. Severe disruptions and rule infractions are dealt with by the Administration.

Discipline plan, dress code, and attendance policy are posted for public access on the high school web page.

Safe school training course are complete by the staff in these areas: Conflict Management, Diversity Awareness, Dealing with Disruptive Behaviors, homeless students, Bullying and Cyber bullying

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

RTI/ MTSS process is in place. The current MTSS plan seeks to identify students and then review their academic, attendance, and discipline records for referral for additional services.

Check and Connect is used a mentoring program for exceptional and students who are at risk.

Students are referred to guidance for evaluation for outside testing and therapy services, and referrals to additional medical services

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Last year (2013-2014) the attendance rate was 94.28.

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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 | Students |
|---------------------------------|--------------|------------|
| Attendance below 90 percent | 9 | 106 |
| Attendance below 90 percent | 10 | 120 |
| Attendance below 90 percent | 11 | 115 |
| Attendance below 90 percent | 12 | 144 |
| | Total | 485 |
| One or more suspensions | 9 | 34 |
| One or more suspensions | 10 | 47 |
| One or more suspensions | 11 | 44 |
| One or more suspensions | 12 | 34 |
| | Total | 159 |
| Course failure in ELA or Math | 9 | 234 |
| Course failure in ELA or Math | 10 | 153 |
| Course failure in ELA or Math | 11 | 121 |
| Course failure in ELA or Math | 12 | 78 |
| | Total | 586 |
| Level 1 on statewide assessment | 9 | 92 |
| Level 1 on statewide assessment | 10 | 86 |
| Level 1 on statewide assessment | 11 | 64 |
| Level 1 on statewide assessment | 12 | 50 |
| | Total | 292 |

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

| Indicator | Grade | Students |
|--|--------------|-----------|
| Students exhibiting two or more indicators | 9 | 13 |
| Students exhibiting two or more indicators | 10 | 20 |
| Students exhibiting two or more indicators | 11 | 11 |
| Students exhibiting two or more indicators | 12 | 14 |
| | Total | 58 |

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

Students are referred to Check and Connect mentoring after 7 unexcused absences. Students missing 8 or more days in a course are required to take a comprehensive final exam, and pass, to earn credit.

A new course (Introduction to Social Studies) was set up specifically for incoming 9th graders to reinforce personal responsibility and study skills needed for high school success. The instructor functions as a mentor and information source for students.

Cowboy Coral is used in lieu of suspension to keep students in school, and on academic progression. This program is also used for credit recovery for students failing academic core classes.

Students who fail English or math are rescheduled in place of electives. Students who have not passed their core classes, have a GPA lower than 2.0, or have not passed required state testing are

unable to take Teachers Assisting, or Executive internships.
Students at a level 1 or 2 in reading or math are given extra instruction 50 minutes a day.
Level 1-2 Reading students are identified and placed in a Reading class,
Level 1-2 math students are placed in additional math class. After school peer tutoring is available twice a week throughout the school year.
SAT/ACT interactive prep course was purchased for student check out (to assist students in achieving a concordant score in Reading and Math.) Waivers for the fee are available, and additional registration was paid for by donation
Students who failed the Algebra 1 EOC were allowed to take summer school and then retake the test.

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?

0

PIP Link

Description

LHS encourages Parent involvement by inviting parents to participate on school committees such as School Improvement, School Advisory, Project Graduation, STEM parent meetings, and AVID parent meetings. Parents are actively involved in all school athletic events including special cancer awareness games, senior nights, and the Quarterback Booster club.
Parents are kept informed of their child's progress via the Pinnacle system, where a parent can see a child's grades at any time, progress reports and report cards are also used. Parents are kept informed regarding school events via the School webpage and school newsletter, call outs, and the local newspaper.
Open house is conducted for 2 days prior to the school start, as well as 3 times during the school year. Parents can also email the teacher or make an appointment with the teacher or teachers as well as guidance.
School counselors hold five after school scholarship and financial aid workshops. One financial aid night, three college scholarship research and preparation workshops, and two FAFSA (Free Application For Student Aid assistant workshops).
Parents of exceptional students are invited to the IEP meetings as well as informed of the results.
Parents of English Language Learners are invited to attend an annual after school meeting to be informed of student progress and learn about graduation requirements and resources for student achievement.

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

The School Advisory Council (SAC) is utilized to assist the school in decision making. This team consists of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of this committee is data-driven decision making. The SAC reviews relevant data (which is much more than test scores), identifies problem areas, develops improvement strategies, monitors their implementation. Sponsors are featured via sports programs, T shirts information, and displayed in the athletic areas such

as the gym, and sports fields. Funds procured by the SAC and athletic boosters are used in a variety of school projects

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 | Email |
|----------------------------|---------------------|-----------------------------|
| Egley, Robert | Principal | egleyr@hendry.k12.fl.us |
| Kelley, David | Assistant Principal | kelleyd@hendry.k12.fl.us |
| Perkins, Lori | Dean | perkinsl@hendry.k12.fl.us |
| Marotti, Haili | Instructional Coach | marottih@hendry.k12.fl.us |
| Bridwell, Joy | Instructional Coach | bridwellj@hendry.k12.fl.us |
| Kosh, Rhonda | Guidance Counselor | koshr@hendry.k12.fl.us |
| Andrews, Kristina | Teacher, K-12 | andrewsk@hendry.k12.fl.us |
| Ross, Augusta | Teacher, ESE | rossa@hendry.k12.fl.us |
| harris, ryan | Dean | harrisr@hendry.k12.fl.us |
| Collins, Kelle | Teacher, K-12 | collinsk@hendry.k12.fl.us |
| Greenleaf, Megan | Instructional Media | greenleafm@hendry.k12.fl.us |
| Hendricks-Pickles, Jessica | Teacher, K-12 | hendricksj@hendry.k12.fl.us |
| Lederer, Heidi | Teacher, K-12 | ledererh@hendry.k12.fl.us |

Duties

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

Each team member has an area of specialization and/or expertise. Our Dean's are our discipline and attendance experts and our academic coaches and department heads are our best resources in their respective subject areas. The Guidance Department directs student services of all types.

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

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

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

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Amanda Nesbitt | Business/Community |
| K.C. Lynn | Parent |
| Bianca Ross | Business/Community |
| Phil Stansley | Business/Community |
| Diane Raulerson | Education Support Employee |
| Euysther Mendoza | Teacher |
| Elizabeth Longwell | Teacher |
| David Tippet | Teacher |
| Jennifer Hood | Business/Community |
| Haili Marotti | Teacher |

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 meets to discuss the previous years academic data, review the SIP, and to discuss the effectiveness of the previous years fund allocations. The current needs of the school are presented and discussed in the first semester of school

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The current allocation for this year is 10,650
 The SAC committee will determine their budget in October 8, 2014

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

Available funds report for 2013-2014:

An Increase \$2,105.90 from Lead Cards was given to SAC for a total budget of 10,953.90

Expenditures were

\$1,000 for supply money for beginning of next year

\$5,000 for technology purchases.

Outstanding balance: \$ 4953.90

Proposal to rollover the remaining balance for technology for next year with a priority for laptops for existing carts for the English Dept. 9,953.90 total

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 | Email |
|--------------------|---------------------|-----------------------------|
| Marotti, Haili | Instructional Coach | marottih@hendry.k12.fl.us |
| Bridwell, Joy | Instructional Coach | bridwellj@hendry.k12.fl.us |
| Caldwell, Heather | Teacher, K-12 | caldwellh@hendry.k12.fl.us |
| Collins, Kelle | Teacher, K-12 | collinsk@hendry.k12.fl.us |
| Mendoza, Eusyther | Teacher, K-12 | mendozae@hendry.k12.fl.us |
| Henriquez, Giselle | Teacher, K-12 | henriquezg@hendry.k12.fl.us |
| Causeaux, Chelsa | Teacher, K-12 | causeauxc@hendry.k12.fl.us |

Duties

Describe how the LLT promotes literacy within the school

The Literacy team works to have a positive impact on student learning through transfer of teacher expertise in the classroom. The Literacy team functions as a catalyst to enhance the literacy environment; to build a literacy culture through collaboration; and simultaneously support learning and teaching for the entire community of students, teachers, and educational leaders. Major initiatives include school wide student literacy projects reflecting content reading as well as real world applications. School wide slogan and t shirt design contest is conducted. Department Contests are run to feature literacy student projects. Prizes are awarded to department winners and school wide winners. Projects are presented during Literacy Week Jan 28-31, 2014
Cornell note taking is emphasized.

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

LHS strives to give opportunities for common planning as the master schedule allows. Like courses meet together, or during a shared planning period. Instructional Coaches meet and plan with new teachers,

teachers who share like subjects and with departments. Classroom visits and peer feedback are given to the Math, Reading and English department teachers. Email is utilized for communication as well as shared subject area folders and a faculty folder on the LHS intranet. Lesson plans and syllabi are posted as well as pacing guides and standards. Currently LHS is moving from the Atlas system to CPalms curriculum mapping.

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

Our HR department posts vacancies on our county website. The potential applicants that might come across this posting is limited and so we also post vacancies on teachers-teachers.com. Any positive interaction with a teacher or a potential teacher might lead to their applying for an open position at your school so we try to always put our best foot forward. This includes college students needing/wanting to do observations. We also contact advisers from the local colleges and universities (Florida Southwestern State and Florida Gulf Coast) in regards to whether they have any applicants that might fit. The director of our county Economic Development Council has also begun a program in which the Council provides funding for us to put out-of-the area applicants up locally, show them around town, provide them with assistance finding a home, etc. We pick potential applicants up at the airport, loan them vehicles when necessary, etc. In addition, we actively seek out and check up with new teachers to find out if they are having any problems and if so, help them find solutions. We retain highly effective teachers first and foremost by creating a work environment where teachers feel supported and as stakeholders who have an impact on the working conditions in which they find themselves. Teacher and staff concerns are contemplated and when possible, acted upon. Suggestions are often implemented. Student discipline is also addressed so that teachers are able to teach and students able to learn. We have Academic Coaches and Department Heads who, along with the administration, work together to help address classroom issues. Training is also an important part of our retention efforts. As often as is possible and practicable, we train and send teachers to trainings so that they have the tools to best educate our students.

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

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

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 selects state adopted curriculum for all subjects. Reading, and Social studies delayed adoption until more materials were available and approved. Math and English are up for adoption this year.

Professional development was available in the Common Core, and CPalms

Instructional coaches review standards, curriculum and its implementation, Common Pacing Guides are in development.

State standards to be tested and test format was reviewed in a PLC.

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

Students scoring level 1 or 2 are in a Reading Class 50 min per day, or a high level 2 is placed with a NGCAR PD certified teacher.

Students scoring level 1 or 2 Math are placed in appropriate math level courses 50 minutes per day

Math peer tutoring program is offered after school program 3 times a week

AVID Students have 50 minutes per day, including two days of tutoring

The APEX computer courses are utilized for advanced students

ACT/ SAT prep materials were purchased for check out in the library for all students

Exceptional students are given a Learning Strategies class ,and inclusion classes.

Credit recovery program via NOVA Net is used to assist students who have had difficulty progressing and to get students back on track for graduation

RTI/MTSS model is used to identify students individual needs

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 type: Summer Program

Minutes added to school year: 4,500

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

Strategy Rationale

To provide review and practice in Intense remediation in critical standards just prior to taking the test

Person(s) responsible for monitoring implementation of the strategy

Kelley, David, kelleyd@hendry.k12.fl.us

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

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

Strategy type: After School Program

Minutes added to school year: 3,600

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

Strategy Rationale

Additional language development assists student in increasing their language skills, thereby leading to increased school achievement

Person(s) responsible for monitoring implementation of the strategy

Kosh, Rhonda, koshr@hendry.k12.fl.us

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

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

Strategy type: Extended School Day

Minutes added to school year: 4,800

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Kosh, Rhonda, koshr@hendry.k12.fl.us

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

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

Strategy type: Extended School Day

Minutes added to school year: 5,760

Strategy Purpose(s)

""

Strategy Description

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

Strategy Rationale

Students often need additional review and explanations of math concepts to maintain high levels of achievement

Person(s) responsible for monitoring implementation of the strategy

Bridwell, Joy, bridwellj@hendry.k12.fl.us

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

The math coach kept a log of who was tutored, for what subject, who the tutor was, and the time spent tutoring.

Analysis and effectiveness was determined anecdotally. Tutors indicated when students were still having difficulty and when the math coach should assist. Students would tell us how the tutors helped and how well they performed on tests and quizzes. Teachers would also report progress.

Strategy type: Extended School Day

Minutes added to school year: 960

Strategy Purpose(s)

""

Strategy Description

The math coach and some of the math teachers offered well advertised after school review sessions for weeks leading up to State Testing in Math Retakes (four days), the Spring 2014 Algebra 1 EOC (eight days), and the Spring 2014 Geometry EOC (four days) and Spring 2014 Algebra 2. EOC retakers and those who had not previously passed the Algebra 1 EOC were hand delivered personal invitations. Math teachers made announcements, flyers were displayed, and announcements made via intercom.

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Bridwell, Joy, bridwellj@hendry.k12.fl.us

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

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

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

Orientations: LHS conducts orientations prior to the school start that specifically targets the needs of grade level students. Incoming 9th graders participate in specific instruction outlining the rules and expectations of the school, grades 9-12th grade can also pick up their new course schedules, tour the school, and meet their teachers, as well as get their class picture taken and get their ID card. Seniors have a class meeting to pick up their senior calendar of events, and to review academic planning. 9th Grade orientation class was implemented (50 minutes per day) to specifically target transition skills into high school including: personal responsibility; time management, study habits, note taking, and test taking skills.

Vertical Alignment in reading and Math is used to increase student progression and to maintain continuity.

Check and Connect is used to intervene with at risk students by increasing credit recovery options and providing a mentor.

The Guidance department conducts academic planning with individual students; presents student progressions options such as ACCEL, and Dual enrollment; and offers financial aid workshops to students and parents. The Guidance department also meets with students and parents to evaluate Individual Education student plans (IEP) .

Seniors students receive specific academic planning, guest speakers, financial aid planning, post secondary planning, College and Career Day, College visits

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

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

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

LaBelle High School is also proud to offer students the opportunity to participate in Career & Technical Education Academies (CTE academy). Career academies are small, personalized learning communities within our high school that select a subset of students and teachers for a two-, three-, or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Staff teams, who often share common planning time, work together to implement the key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers. This promotes a family-like atmosphere and results in close student-teacher ties.

A career academy includes the following essential elements:

- A small learning community
- A college-prep curriculum with a career theme
- Partnerships with employers, the community, and higher education

By design, these three central elements of a career academy lead to a school that is rigorous, relevant, and relational. As such, career academies are an excellent example of a reform model for Florida's policymakers and practitioners to consider in high school reform.

Students who participate in a Career Academy and complete the required courses will be given specific opportunities:

- Complete on-the-job internship programs
- Take an industry acknowledged certification test
- Transfer high school credits into a post-secondary program (at colleges, universities, or technical schools)

LaBelle High School currently offers the first certified CTE academy in Hendry County: Allied Health Assisting. Students who complete this program will take the CNA (Certified Nursing Assistant) exam. Students can also earn CMAA (Certified Medical Assistant), and HHA, (Home Health Aid.)

Our second academy is Building Trades and nationally recognized certification is available in a variety of areas for students.

Other academies under development at LHS include the following: Agri Technology, Bio Technology, Teacher Assisting, and Microsoft Office Certifications. Students may take all coursework necessary to complete these academies.

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

The master schedule is developed to reduce conflict between vocational and college prep curriculum. Students are encouraged to participate in rigorous course,

For example:

Anatomy and Physiology is offered for Medical Skills Students.

Biotechnology is equivalent to Chemistry honors.

Agri Science is equivalent to a science credit

Students achieving industry certification are awarded a math credit
Students are also given information in the ACCEL program. This allows student to complete their high school requirements and then seek additional training at a college or technical center

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

LHS Guidance Counselors work with students each year to complete and update their required course plans when registering for their classes for the next year. Counselors also meet individually with students for academic and post-secondary planning each year. Career and college days are held annually for all students. All LHS 11th graders are encouraged and provided an opportunity to take the College Placement Test (PERT) at no charge administered by Florida Southwestern State College. All 9th, 10th & 11th graders will take the PSAT during the 2014-2015 school year. LHS is also an ACT & SAT, PERT and ASVAB testing site and an on-going education campaign regarding taking these assessments is in place. Students are also encouraged to participate in dual enrollment and Advanced Placement courses to the degree appropriate for each student. Students have the opportunity to participate in college and I Tech field trips. Military speakers and Colleges are invited to make presentations at lunch and in classrooms. Post secondary planning is conducted with seniors.

School Improvement Goals

Goals Summary

- G1.** Research based instructional techniques will drive high quality instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives.

- G2.** Increase opportunities in all subject areas for students to engage in quality short response writing 1. Writing requires personal reflection and synthesis (higher order thinking). 2. Students will include support and evidence in their written and oral responses to addresses an important shift in the FLSS.

Goals Detail

G1. Research based instructional techniques will drive high quality instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives.

Quick Keys: Goal: G037390

Targets Supported

| Indicator | Annual Target |
|---|---------------|
| % On-time graduates scoring “college ready” in reading on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C | 79.0 |
| AMO Targets Math - All Students | 49.0 |
| AMO Targets Reading - All Students | 57.0 |
| Biology I End-of-Course assessment passing rate | 67.0 |
| Attendance rate | 95.0 |
| Students in ninth grade with attendance below 90 percent | 25.0 |
| Students in tenth grade with attendance below 90 percent | 22.0 |
| Students in eleventh grade with attendance below 90 percent | 30.0 |
| Students in twelfth grade with attendance below 90 percent | 34.0 |

Resources Available to Support the Goal

- AVID techniques and peer tutoring.
- Mr. Copeland/evaluation instrument.
- After School Math tutoring program.
- Research based technique resources (books, articles, etc.)
- Academic coaches and Mentors.
- Professional development (academic coaches, administrators, Fiddler's, district new teacher team, HEC, Beacon, Safe Schools, our own master teachers, check and connect)
- New teacher monthly meetings.
- Continuing Education (masters degrees, online coursework, etc.) Heartland Consortium
- 9th grade required course: Introduction to Social Studies
- 7 period Day for continuity of teacher and course

Targeted Barriers to Achieving the Goal

- Lack of content area knowledge including a lack of information on new Reading and Writing Standards and a lack of information on standardized test formatting Administrators and instructional leaders do not have common language and/or understanding about effective research based instructional practices.

| Plan to Monitor Progress Toward the Goal | |
|---|--|
| Classroom visits by Academic Coaches | |
| Person Responsible | Haili Marotti |
| Schedule | Monthly, from 8/11/2014 to 5/27/2015 |
| Evidence of Completion | Teacher peer mentoring specifically for the Reading and English departments, as well as other teachers in content areas. Math coach will visit and meet with math teachers |

| Plan to Monitor Progress Toward the Goal | |
|---|--|
| NGCAR PD training | |
| Person Responsible | Haili Marotti |
| Schedule | Monthly, from 10/4/2014 to 1/10/2015 |
| Evidence of Completion | New FS standards and content area reading training to be conducted with 10 new teachers. |

G2. Increase opportunities in all subject areas for students to engage in quality short response writing 1. Writing requires personal reflection and synthesis (higher order thinking). 2. Students will include support and evidence in their written and oral responses to addresses an important shift in the FLSS.

Quick Keys: Goal: G037391

Targets Supported

| Indicator | Annual Target |
|--------------------------|----------------------|
| FAA Writing % Proficient | |

Resources Available to Support the Goal

- FAIR FS writing response. This test requires a written paragraph in response to a short reading. English teachers will grade using a common rubric Grades 9-11. Laptop carts were procured for the English department so more computer based writing could be used

Targeted Barriers to Achieving the Goal

- Lack of access to computers for computer based writing response practice Lack of test data
Lack of knowledge regarding how to implement writing in the content areas

| Plan to Monitor Progress Toward the Goal | |
|---|---|
| FAIR FS testing with writing samples | |
| Person Responsible | Haili Marotti |
| Schedule | Every 2 Months, from 9/8/2014 to 2/3/2015 |
| Evidence of Completion | Test scores and writing samples |

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Research based instructional techniques will drive high quality instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives.

G1.B1 Lack of content area knowledge including a lack of information on new Reading and Writing Standards and a lack of information on standardized test formatting Administrators and instructional leaders do not have common language and/or understanding about effective research based instructional practices.

G1.B1.S1 NG CAR PD Training will be offered to 10 teachers in the content area. Beacon online can be utilized for NGCAR PD or Reading Endorsement

Quick Keys: Goal: G037390, Barrier: B089822, Strategy: S119577

Strategy Rationale

Increased access to Professional Development, and an increase in instructional practices

| Action Step 1 | |
|---|--|
| NG CAR PD training will be offered to 10 teachers | |
| Person Responsible | Haili Marotti |
| Schedule | On 10/4/2014 |
| Evidence of Completion | Teachers will complete 90 hours, 30 hours instruction and 60 hours practicum |

| Plan to Monitor Fidelity of Implementation of G1.B1.S1 | |
|---|---|
| NG CARP PD | |
| Person Responsible | Haili Marotti |
| Schedule | On 10/4/2014 |
| Evidence of Completion | In service sing in sheet for 30 hours instruction, Checklist for 60 hours practicum |

| Plan to Monitor Effectiveness of Implementation of G1.B1.S1 | |
|--|---|
| NG CAR PD training | |
| Person Responsible | Haili Marotti |
| Schedule | On 10/4/2014 |
| Evidence of Completion | Reading Coach observation and student samples |

G1.B1.S2 PLC to be conducted to decode the Reading Standards to all faculty

Quick Keys: Goal: G037390, Barrier: B089822, Strategy: S121022

Strategy Rationale

Increases knowledge and awareness of Florida Standards and test formatting is necessary to provide students the tools they need to be successful on standard tests

| Action Step 1 | |
|---|--|
| PLC to decode new standards, test formatting and progress monitoring data | |
| Person Responsible | Haili Marotti |
| Schedule | Monthly, from 8/24/2014 to 3/13/2015 |
| Evidence of Completion | All teachers will participate in PLC's review data and instructional practices |

| Plan to Monitor Fidelity of Implementation of G1.B1.S2 | |
|---|--|
| Monthly Walk Through in classrooms, meet with lead teachers | |
| Person Responsible | David Kelley |
| Schedule | Every 6 Weeks, from 10/20/2014 to 6/5/2015 |
| Evidence of Completion | Observation and student samples |

| Plan to Monitor Effectiveness of Implementation of G1.B1.S2 | |
|--|--|
| Meet with Lead Teachers | |
| Person Responsible | David Kelley |
| Schedule | Quarterly, from 10/20/2014 to 6/5/2015 |
| Evidence of Completion | Department goal statements and data, student samples |

G1.B1.S3 Identify critical needs of the lowest 25% students' in math, science and reading

Quick Keys: Goal: G037390, Barrier: B089822, Strategy: S135466

Strategy Rationale

Using test data results, instructional practices will focus on lowest performing areas

| Action Step 1 | |
|---|---|
| Course and Department meetings to evaluate student data and instructional practices | |
| Person Responsible | David Kelley |
| Schedule | Monthly, from 8/25/2014 to 6/5/2015 |
| Evidence of Completion | Progress Monitoring Data, and State Assessments |

| Action Step 2 | |
|--|--|
| Algebra Sequence adjusted: Extend Intensive Algebra 1- A and Algebra 1-B over two years, followed by regular Algebra 2 and Geometry. | |
| Person Responsible | Joy Bridwell |
| Schedule | Annually, from 8/25/2014 to 6/8/2015 |
| Evidence of Completion | EOC Assessments and Performance Matters Baseline testing |

| Plan to Monitor Fidelity of Implementation of G1.B1.S3 | |
|---|---|
| Academic Coaches and Lead teachers will review data with teachers and administrations | |
| Person Responsible | David Kelley |
| Schedule | Quarterly, from 8/18/2014 to 6/5/2015 |
| Evidence of Completion | Department Data Summaries on progress monitoring data and State assessments |

| Plan to Monitor Effectiveness of Implementation of G1.B1.S3 | |
|--|---|
| Lead teacher meetings | |
| Person Responsible | David Kelley |
| Schedule | Quarterly, from 9/8/2014 to 6/5/2015 |
| Evidence of Completion | Review Department Goals, test data and student samples. Classroom walk through |

G2. Increase opportunities in all subject areas for students to engage in quality short response writing 1. Writing requires personal reflection and synthesis (higher order thinking). 2. Students will include support and evidence in their written and oral responses to addresses an important shift in the FLSS.

G2.B1 Lack of access to computers for computer based writing response practice Lack of test data Lack of knowledge regarding how to implement writing in the content areas

G2.B1.S1 Professional development in assessment and implementation of writing in the content areas Implementing common rubrics throughout departments Implementing a common language for our writing instruction Practice tests for FSA assessment, test specifications and test percentages of standards coverage will be reviewed

Quick Keys: Goal: G037391, Barrier: B089830, Strategy: S100515

Strategy Rationale

Teacher increase awareness of common expectations, and instructional practices for FSA assessments, Awareness and practice with test formatting

| Action Step 1 | |
|--|--|
| Department specific meetings on instruction and assessing writing. State rubric Calibration of writing assessment Incorporating writing in the content area classroom | |
| Person Responsible | David Kelley |
| Schedule | Quarterly, from 9/2/2014 to 3/16/2015 |
| Evidence of Completion | In-service sign in sheets, copies of common departmental rubrics, and walk through/observation |

| Action Step 2 | |
|--------------------------------------|---|
| FAIR FS testing with writing samples | |
| Person Responsible | Haili Marotti |
| Schedule | On 9/8/2014 |
| Evidence of Completion | Test scores via FAIR, writing samples scores with a common rubric for grades 9-11 |

| Plan to Monitor Fidelity of Implementation of G2.B1.S1 | |
|---|--|
| Attend and facilitate LEAD teacher and department meetings where writing will be discussed Plan and guide pd | |
| Person Responsible | David Kelley |
| Schedule | Every 6 Weeks, from 10/22/2014 to 6/5/2015 |
| Evidence of Completion | Observations |

| Plan to Monitor Effectiveness of Implementation of G2.B1.S1 | |
|--|---|
| Teachers meeting their school-wide writing IPDP student goals -English department progress monitoring of response writing using FAIR FS Content areas are using short response writing | |
| Person Responsible | David Kelley |
| Schedule | On 10/13/2014 |
| Evidence of Completion | Increase in student data collection and increase of short response items in courses |

Professional Development

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

G1. Research based instructional techniques will drive high quality instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives.

G1.B1 Lack of content area knowledge including a lack of information on new Reading and Writing Standards and a lack of information on standardized test formatting Administrators and instructional leaders do not have common language and/or understanding about effective research based instructional practices.

G1.B1.S1 NG CAR PD Training will be offered to 10 teachers in the content area. Beacon online can be utilized for NGCAR PD or Reading Endorsement

PD Opportunity 1

NG CAR PD training will be offered to 10 teachers

Facilitator

Haili Marotti

Participants

10 Language Arts, Social Studies, and Science Students

Schedule

On 10/4/2014

Evidence of Completion

Teachers will complete 90 hours, 30 hours instruction and 60 hours practicum

G1.B1.S2 PLC to be conducted to decode the Reading Standards to all faculty

PD Opportunity 1

PLC to decode new standards, test formatting and progress monitoring data

Facilitator

Haili Marotti and Joy Bridwell

Participants

All faculty

Schedule

Monthly, from 8/24/2014 to 3/13/2015

Evidence of Completion

All teachers will participate in PLC's review data and instructional practices

G1.B1.S3 Identify critical needs of the lowest 25% students' in math, science and reading

PD Opportunity 1

Course and Department meetings to evaluate student data and instructional practices

Facilitator

Academic Coaches and Lead Teachers

Participants

All teachers

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Progress Monitoring Data, and State Assessments

G2. Increase opportunities in all subject areas for students to engage in quality short response writing 1. Writing requires personal reflection and synthesis (higher order thinking). 2. Students will include support and evidence in their written and oral responses to addresses an important shift in the FLSS.

G2.B1 Lack of access to computers for computer based writing response practice Lack of test data Lack of knowledge regarding how to implement writing in the content areas

G2.B1.S1 Professional development in assessment and implementation of writing in the content areas Implementing common rubrics throughout departments Implementing a common language for our writing instruction Practice tests for FSA assessment, test specifications and test percentages of standards coverage will be reviewed

PD Opportunity 1

Department specific meetings on instruction and assessing writing. State rubric Calibration of writing assessment Incorporating writing in the content area classroom

Facilitator

Haili Marotti

Participants

All Teachers

Schedule

Quarterly, from 9/2/2014 to 3/16/2015

Evidence of Completion

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

Technical Assistance

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

Budget Rollup

| Summary | |
|---|--------------|
| Description | Total |
| Goal 1: Research based instructional techniques will drive high quality instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives. | 3,000 |
| Grand Total | 3,000 |

| Goal 1: Research based instructional techniques will drive high quality instruction in every content area including core subjects (Language Arts, Social Studies, Math, and Science) as well as electives. | | |
|--|----------|--------------|
| Description | Source | Total |
| B1.S1.A1 - Funds will be used to pay teacher stipends, instructor fees, and supplies. | Title VI | 3,000 |
| Total Goal 1 | | 3,000 |