

Hendry County Schools

LABELLE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 6

 D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

 A. ESSA School, District, State Comparison 11

 B. ESSA School-Level Data Review 12

 C. ESSA Subgroup Data Review 13

 D. Accountability Components by Subgroup..... 14

 E. Grade Level Data Review 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment 24

V. Title I Requirements (optional)..... 28

VI. ATSI, TSI and CSI Resource Review 32

VII. Budget to Support Areas of Focus 33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At LaBelle Elementary School we are committed to providing a solid educational foundation for EVERY child in a safe and caring environment while instilling a love of learning to prepare students for continued success

Provide the school's vision statement

In order to meet the diverse needs of our student population, we use proven instructional practices to deliver standards-based curriculum. Students are challenged, encouraged, and supported daily to become critical thinkers through the use of a variety of positive reinforcement techniques and MultiTiered Systems of Support.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Amanda Howard

howarda@hendry-schools.net

Position Title

Principal

Job Duties and Responsibilities

- Head of Leadership Team
- Teacher/Staff Communication
- Instructional Guidance and Support
- Curriculum

- Planning Partner: 3-5 Math, ESE Pre-K, VE
- FAST 3-5 Coordinator
- Schedules
- Finance
- Classroom Guidance and Support
- Front Office Management
- Leadership Team
- Schedules
- School Improvement and Student Data
- Teacher Evaluations

Leadership Team Member #2

Employee's Name

Heather Ruiz

ruizh@hendry-schools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Planning Partner: 4th & 5th ELA & Science, Enrichment, Resource
- Calendar
- Classroom Guidance and Support
- Custodial Evaluations/Schedules
- Discipline
- FAST Coordinator
- IEP LEA
- School Improvement and Student Data
- School Safety
- Student Events
- Support Staff Evaluations
- Teacher Evaluations
- Title 1 Crate

Leadership Team Member #3

Employee's Name

Tabitha Snowden

snowdent@hendry-schools.net

Position Title

Reading Coach

Job Duties and Responsibilities

- Planning Partner: K-2 (ELA & UFLI), 3rd ELA & Math
- Accelerated Reading (AR)
- Classroom Guidance and Support
- Curriculum Support
- Modeling & Coaching
- New Teacher Program
- PL Planning
- School Improvement and Student Data

Leadership Team Member #4**Employee's Name**

Stephanie Falcone

falcones@hendry-schools.net

Position Title

VE Teacher

Job Duties and Responsibilities

Team Leader for ESE and Support Teachers

Leadership Team Member #5**Employee's Name**

Martha Cruz

cruzmn@hendry-schools.net

Position Title

School Counselor

Job Duties and Responsibilities

- 504 Plans
- Accommodations Lists
- Career Day
- Counseling
- Focus Codes for ELL & Reading Interventions
- Mental Health Screeners
- Resiliency Champion

- Rise & Shine Club (Attendance)
- Student Mental Health Concerns

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team disintegrates school data to develop the draft School Improvement Plan areas of focus and action steps. School data is shared with the Grade Level Leadership Team for input on chosen areas of focus and action steps, and input is added to the plan. Once submitted, the plan is presented to the School Advisory Council for parental and stakeholder input and final approval.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school improvement goals are kept at the forefront of topics with teachers throughout the school year during weekly planning meetings with administration, professional learning sessions, and quarterly district data meetings. Progress Monitoring Data is analyzed and tracked throughout the year to determine if revision to the plan is necessary. Individual Data for all students 3-5 is displayed in the Professional Learning Office and tracked after each Progress Monitoring to ensure goals are being met.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: D 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	67	65	69	77	77	71				426
Absent 10% or more school days	13	15	15	18	18	16				95
One or more suspensions	0	3	2	6	2	2				15
Course failure in English Language Arts (ELA)	6	12	7	6	13	1				45
Course failure in Math	2	1	1	4	8	1				17
Level 1 on statewide ELA assessment	0	0	0	8	16	12				36
Level 1 on statewide Math assessment	0	0	0	4	9	8				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	28	30	34	31						123
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	16	12	13	19	7				80

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	0	3	0	0				8
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment		69	69	79	65	71				353
Absent 10% or more school days	2	20	20	16	15	17				90
One or more suspensions		3	1		1					5
Course failure in English Language Arts (ELA)		9	17	10	5	8				49
Course failure in Math		3	4	3	4	3				17
Level 1 on statewide ELA assessment		19	25	30	9	16				99
Level 1 on statewide Math assessment		13	11	16	6	11				57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		19	23	15						57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		13	10	11	6					40

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		16	23	18	7	15				79

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2		12						15
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	58	57	62	50	53	59	34	48	57
Grade 3 ELA Achievement	56	57	61	47	52	59	42	53	58
ELA Learning Gains	65	62	63	61	61	60	50	58	60
ELA Lowest 25th Percentile	58	56	58	59	64	56	52	56	57
Math Achievement*	74	68	66	60	64	64	33	53	62
Math Learning Gains	66	69	64	63	68	63	34	50	62
Math Lowest 25th Percentile	50	55	50	67	57	51	41	43	52
Science Achievement	54	58	62	42	50	58	33	45	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					55	63		51	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	481
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	57%	41%	41%	46%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	49%	No		
Black/African American Students	60%	No		
Hispanic Students	56%	No		
White Students	67%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	58%	56%	65%	58%	74%	66%	50%	54%					
Students With Disabilities	34%	57%	62%	92%	55%	52%	47%	40%					
English Language Learners	45%	36%	63%	43%	66%	60%	43%	32%					
Black/African American Students	64%				55%								
Hispanic Students	54%	44%	67%	60%	72%	62%	44%	46%					
White Students	63%	75%	57%		80%	78%	60%	57%					
Economically Disadvantaged Students	59%	60%	66%	56%	74%	65%	48%	48%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	47%	61%	59%	60%	63%	67%	42%					60%
Students With Disabilities	13%	8%	29%	33%	31%	71%	58%						56%
English Language Learners	43%	36%	68%	60%	53%	58%	64%	60%					60%
Black/African American Students	27%				55%								
Hispanic Students	52%	47%	71%	62%	58%	61%	75%	43%					63%
White Students	48%	50%	46%		61%	59%	45%	47%					47%
Economically Disadvantaged Students	50%	43%	64%	60%	61%	61%	67%	40%					62%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%	42%	50%	52%	33%	34%	41%	33%					51%
Students With Disabilities	10%		30%		15%	30%							43%
English Language Learners	29%	33%	47%	60%	27%	33%	60%	28%					51%
Black/African American Students	8%		27%		8%	18%							
Hispanic Students	32%	40%	51%	57%	32%	38%	50%	34%					52%
White Students	48%	48%	57%		40%	32%		45%					44%
Economically Disadvantaged Students	32%	40%	48%	48%	33%	37%	39%	33%					48%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	52%	5%	60%	-3%
ELA	4	56%	53%	3%	60%	-4%
ELA	5	65%	55%	10%	61%	4%
Math	3	72%	54%	18%	66%	6%
Math	4	72%	58%	14%	65%	7%
Math	5	75%	56%	19%	62%	13%
Science	5	52%	50%	2%	60%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The Federal Index for Students with Disabilities showed the most improvement. By ensuring testing accommodations and student services were provided with fidelity and instruction was provided at the level of the standard the Federal Index increased from 37% to 55%.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics learning gains within the lowest 25% cohort represent the school's lowest area of academic growth.

Current achievement levels match the state average; however, this reflects a downward trend from the previous year. Historical data confirms that higher gains were achieved during the period of BSI status due to enhanced support structures.

A primary barrier was the inconsistent execution of daily small-group interventions across all grade levels.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Mathematics learning gains within the lowest 25% cohort represent the school's lowest area of academic growth.

Current achievement levels match the state average; however, this reflects a downward trend from the previous year. Historical data confirms that higher gains were achieved during the period of BSI status due to enhanced support structures.

A primary barrier was the inconsistent execution of daily small-group interventions across all grade levels.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average was Science. Though our percentage increased 12% from the previous year, we were still 8% below the state average. This stemmed primarily from teachers' limited knowledge of standards and the misalignment of Progress Monitoring assessments.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the Early Warning Systems data 95 out of the 426 students enrolled were absent 10% or more school days.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase Science Proficiency Rate in 5th grade with an emphasis on science standards based instruction and integrated vocabulary development throughout all grade levels.
2. Increase ELA proficiency through Instructional Practice by standardizing how we respond to student data, as our current use of exit tickets varies by classroom.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

FAST data for grades 3 through 5 shows that LaBelle Elementary School is 4% below the state average in ELA achievement. Raise data shows that more than 50% of students in grades 1 and 2 scored below a level 3. School observational walkthrough data showed that teacher response to exit ticket data is not consistent by all educators. In order to pinpoint instructional needs, exit ticket data should be:

- **Aligned to Reading Levels:** Formatted and evaluated using appropriate grade-level reading expectations.
- **Targeted for Intervention:** Reviewed daily and used to immediately address student misconceptions through whole-group or small-group reteaching.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Exit Ticket Alignment: 100% of weekly reading exit tickets will align with grade-level standards and text-complexity expectations, as verified by leadership during weekly lesson plan reviews and PLC planning sessions.

Data-Driven Response: 100% of teachers will maintain an exit ticket data tracker, using the results to provide targeted, corrective feedback or small-group instruction within 24 hours to students scoring below mastery.

Administrative Monitoring: Administration and instructional coaches will conduct biweekly walkthrough observations, with a target of 90% of classrooms demonstrating proficient execution of the "Teacher Response to Exit Ticket Data" component within the Gradual Release Model.

By the end of the 2026/2027 school year, our school will achieve the following goal(s):

- ELA proficiency will increase from 58% to 63% in grades 3-5.
- Kindergarten proficiency will increase from 64% to 69%
- 1st and 2nd grade will increase proficiency to a minimum of 50%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PLC collaborative planning logs and administrative lesson plan approval.

Documented data trackers.

Walkthrough feedback forms (e.g., eWalk, Formative Observation Tool) indicating "Proficient" or higher.

Progress will be monitored via biweekly administrative walkthroughs focusing on the 'Teacher Response to Data' phase of the Gradual Release Model, with the goal of sustaining a 90% implementation proficiency rate and reducing student misconceptions within 24 hours of assessment.

Person responsible for monitoring outcome

Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

LES will implement weekly Professional Learning Communities to ensure Tier 1 instruction is being delivered at the level of the standard and to align Exit Tickets with grade level standards.

Rationale:

Implementing weekly Professional Learning Communities (PLCs) provides dedicated structure for teachers to unpack standards, calibrate instruction to the required cognitive depth, and design tightly aligned Exit Tickets. This collaborative focus leverages collective teacher efficacy to create real-time formative feedback loops, ensuring Tier 1 instruction directly targets standard mastery and addresses learning gaps at the point of instruction

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Professional Learning Session to review and clarify the Gradual Release Process and Standards Based Planning Protocols.

Person Monitoring:

Principal

By When/Frequency:

August 10, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will participate in Professional Learning to review and refine:

1. Standards Based Planning - LES Planning Protocols
2. Gradual Release of Instruction - Planning for all phases of instructional lesson, including the teacher's response to Exit Ticket data.

Action Step #2

Weekly Professional Learning Community

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly Professional Learning Community (PLC) collaborative sessions will be conducted in coordination with Lead Teachers and School Administration. During these meetings, educators will design standards-aligned lesson plans structured around the gradual release of instruction framework. All finalized lesson plans must be submitted weekly for administrative review and approval.

Action Step #3

Administration Observation of Lessons

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

bi-Weekly, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Administration will conduct a minimum of two monthly walkthrough observations to evaluate lesson implementation fidelity and provide actionable, ongoing feedback to support continuous instructional growth.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Although LaBelle Elementary School's Science data increased 12% from the previous year, we were

still 8% below the state average. This stemmed primarily from teachers' limited knowledge of standards and the misalignment of Progress Monitoring assessments.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the first semester, 100% of items on science progress monitoring assessments will match both the content and the cognitive complexity (Depth of Knowledge) of current state science standards, as evidenced by PLC planning logs and leadership review.

By the end of the 2026/2027 school year, our school will achieve the following goal:

- Science proficiency will increase from 54% to 59%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Assistant Principal will plan with 5th grade science teachers to audit and calibrate first-semester progress monitoring assessments against district pacing expectations to ensure alignment.

Following each assessment, teachers will engage in collaborative data analysis to identify student learning gaps and implement immediate, intervention strategies for students demonstrating sub-mastery.

Person responsible for monitoring outcome

Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

LES will implement weekly Professional Learning Communities to ensure Tier 1 instruction is being delivered at the level of the standard and to align Exit Tickets with grade level standards.

Rationale:

Implementing weekly Professional Learning Communities (PLCs) provides dedicated structure for teachers to unpack standards, calibrate instruction to the required cognitive depth, and design tightly aligned Exit Tickets. This collaborative focus leverages collective teacher efficacy to create real-time formative feedback loops, ensuring Tier 1 instruction directly targets standard mastery and addresses learning gaps at the point of instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Session to review and clarify the Gradual Release Process and Standards Based Planning Protocols.

Person Monitoring:

Assistant Principal

By When/Frequency:

August 10, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All 5th grade science teachers will participate in Professional Learning to review and refine:

1. Standards Based Planning - LES Planning Protocols
2. Gradual Release of Instruction - Planning for all phases of instructional lesson, including the teacher's response to Exit Ticket data.

Action Step #2

Weekly Professional Learning Community

Person Monitoring:

Principal/Assistant Principal

By When/Frequency:

Weekly/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly Professional Learning Community (PLC) collaborative sessions will be conducted in coordination with Lead Teachers and School Administration. During these meetings, educators will design standards-aligned lesson plans structured around the gradual release of instruction framework focusing on aligning instruction to district assessments. . All finalized lesson plans must be submitted weekly for administrative review and approval

Action Step #3

Administration Observation of Lessons

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

biweekly/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Administration will conduct a minimum of two monthly walkthrough observations to evaluate lesson implementation fidelity and provide actionable, ongoing feedback to support continuous instructional growth.

IV. Positive Learning Environment**Area of Focus #1**

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A primary focus for LES remains improving attendance among chronically absent students, grounded in our belief that consistent attendance is vital to student achievement. While we are proud to have achieved the highest Average Daily Attendance rate in the district, our goal is to systematically reduce chronic absenteeism. Our ongoing efforts will center on targeted strategies and engagement initiatives that encourage daily attendance and support every student's success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 26/27 school year, the students who have been flagged as having chronic absenteeism will be reduced from 22% to 18%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

LES Attendance Monitoring Plan

Tier 1

- Parent/Guardian Letter to all students in the Open House packet, post on Facebook, Apptegy
- Goal is for student to have no more than four absences within each Quarter.
- Attendance lesson SEL—>September 2026
- Children will track their own attendance in their school data folder - form on drive
- PBIS Incentives- Water Day, earn \$10 Dolphin Dollars each Qu for perfect attendance
- Teachers will report attendance concerns to the counselor and registrar
- Counselor, MTSS coordinator, and registrar will monitor general attendance weekly
- Parent phone calls- after 2nd consecutive absence, classroom teacher calls parent, see what's going on and what's causing absences- Document in Focus

- Tips for teachers to help with attendance

Tier 2 (Missing 10%-19% days)-Rise And Shine

- Check-ins with mentor (Rise And Shine)
- Mentor meets with them during the week
- Friday, students will show their data to the mentor

- Collect weekly data
 - Students will bring their own data folder and will collect data daily. They will mark if they are here with a sticker on their chart and an X for absence.
 - Friday, they will present their data to their mentor in the morning.
 - The mentor will be responsible for collecting weekly data as well - check Focus
 - If they are here every day of the week, they will receive a dolphin dollar on Friday, and if they are here on time every day, they will receive another dolphin dollar.
 - Mentor will monitor their student data .
 - Parent phone calls- after 2nd absence within each Quarter, Mentor calls parent, see what's going on and what's causing absences.
 - Pull the student aside and check on them—>look at the question guide for ideas
 - If attendance is good, you can maybe randomize a small incentive, such as helping set up for PE one morning or stacking books in the library
 - Quarterly Incentives-if student misses 4 days or less per quarter, they will earn lunch with mentors —>small treat, music.
 - Mentors will meet weekly with the Attendance Team to go over student attendance data during enrichment planning on Thursdays in the conference room.
- Tier 3 (Missing 20% or more)
- TIPS
 - Community resources

Person responsible for monitoring outcome

School Counselor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

A "Rise and Shine Club" will be implemented to address tier 2 and tier 3 attendance students.

Rationale:

The need for students with poor attendance to connect with an adult on campus has been evident through data. Because of the high number of students, a team has been assembled to assist the School Counselor and Registrar in mentoring students and contacting parents.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Tier Students and Assign Mentor

Person Monitoring:

School Counselor

By When/Frequency:

August 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The School Counselor will assemble a team of mentors consisting of Resource and Enrichment Staff that will be trained on mentoring best practices. Students will be tiered and assigned a mentor who will check in with them throughout the year.

Action Step #2

Plan Implementation for Tier 2

Person Monitoring:

School Counselor

By When/Frequency:

Ongoing throughout the Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Tier 2 (Missing 10%-19% days)-Rise And Shine Check-ins with mentor (Rise And Shine) Mentor meets with them during the week Friday, students will show their data to the mentor Collect weekly data Students will bring their own data folder and will collect data daily. They will mark if they are here with a sticker on their chart and an X for absence. Friday, they will present their data to their mentor in the morning. The mentor will be responsible for collecting weekly data as well - check Focus If they are here every day of the week, they will receive a dolphin dollar on Friday, and if they are here on time every day, they will receive another dolphin dollar. Mentor will monitor their student data . Parent phone calls- after 2nd absence within each Quarter, Mentor calls parent, see what's going on and what's causing absences. Pull the student aside and check on them—>look at the question guide for ideas If attendance is good, you can maybe randomize a small incentive, such as helping set up for PE one morning or stacking books in the library Quarterly Incentives-if student misses 4 days or less per quarter, they will earn lunch with mentors —>small treat, music. Mentors will meet weekly with the Attendance Team to go over student attendance data during enrichment planning on Thursdays in the conference room.

Action Step #3

Conduct Monthly Data Reviews

Person Monitoring:

School Counselor

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from weekly mentor meetings will be evaluated by the Assistant Principal with the School Counselor each month to check for fidelity of implementation, trends, and plan for next steps.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Dissemination of the SIP's and the Schoolwide Plan is done by: Posting on the school website, through SAC meetings and the annual Title I Parent Meeting. A summary of the SIP in English and Spanish is provided at the annual Title I meeting for parents. SIPS are also discussed at other Parent meetings such as PTO meetings. All SIPS are finalized and board approved and are then published on the state website. <https://www.hendry-schools.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://les.hendry-schools.org/>

Parent and family engagement plans are created by all stakeholders at each school. Parents, teachers, leaders and community members collaborate and provide input on the implementation of the parent and family engagement plan based on the comprehensive needs assessment and surveys. These plans are also a topic on the SAC agendas and approved by the SAC committee. Goals are designed to build positive relationships between school personnel and parents. Best practices and strategies are shared with families during literary nights, or math and science nights to create a culture of engagement and improved student achievement. These best practices directly align with the district strategic plan and the schoolwide improvement plan goals. The Parent and

Family Engagement plan will be posted in English and Spanish.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic programs of mathematics and ELA through Title 1 Resource Teachers and Paras along with iReady, iXL, and Renaissance as supplemental interventions. Our Reading Coach and administration will provide professional development on standards based planning and using data to drive small group instruction.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Title I provides reading resource teachers, paraprofessionals, supplemental programs and supplies, and prek programs. Title III provides a district resource teacher, dictionaries and other supplies, elevation platform. Title II provides reading coaches, professional development - AVID, UFLI, etc., funding for standards based planning and data planning. Title V provides LIM PD and supplies. Title IX provides funding for the homeless after school program. Title I Part C (migrant) provides advocates for recruitment and advocacy, supplies for migrant students and after school tutoring for migrant students. SAI funds (now called education enrichment funds) provide after school tutoring and supplemental intervention supplies. Food service provides snacks for after school programs. School safety funds are utilized for implementation of safety teams and hardening of schools to keep all students and staff safe for the most conducive learning environment.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

All students receive bi-weekly Tier 1 Social Emotional instruction from the School Counselor and Enrichment teachers during their Enrichment time. Counseling and school-based mental health services are provided on an as needed basis, with followup sessions supported by data collection. Mentoring services are planned through Big Brother/Big Sister to assist high needs students to help improved skills outside of the academic subject areas.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

LES hosts a "Career Day" event where members from the community present to the students and share awareness of postsecondary opportunities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Teachers are trained on the MTSS process and coached on implementation processes to address behavior issues.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers are in a continuous professional learning cycle with both administration and the Reading

Coach through weekly PLC meetings, observations, modeling, and feedback. Data diving sessions are provided quarterly with documents to help plan and organizing small group interventions.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Parent meetings are held for inclusion students and VPK students. School visits are coordinated for daycare students between the school and local daycare facilities. Kindergarten Roundup happens yearly to inform parents of transition strategies and best practices to help acclimate students to the demands of Kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00