

Hendry County Schools

Clewiston Middle School



2015-16 School Improvement Plan

Clewiston Middle School

601 W PASADENA AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=6&sc_id=1171294169

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	60%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	F	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The vision of Clewiston Middle School is to create an environment where everyone thrives in a global society.

Provide the school's vision statement

The mission of Clewiston Middle School is to focus on the individual students through cohort learning communities, advanced classes, meaningful student/ teacher relationships, engaging academic work, and rigorous learning experiences resulting in high levels of achievement for students and faculty.

School Environment

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

Clewiston Middle School implements the following to promote and build relationships :

- At the beginning of the year each grade level will conduct parents meetings with the students and parents. Expectations, curriculum, discipline, and goal setting will be discussed at these meetings with translators available for parents who need them. Teachers and administrators will remain after the presentation to answer any questions that parents may have.
- There will be two different Open Houses for parents and students. This is an excellent opportunity to get to know each other and alleviate some of the anxiety students may have. The first night will be strictly for 6th grade and the Academy we are implementing. Explanation of how the Academy will work and how sixth grade students will have two academic teachers rather than a different teacher for each subject will be explained. We will also have a scavenger hunt to help familiarize the new students with the campus. The second night will be for our returning 7th and 8th grade students to meet their new teachers and go over some of the new expectations for the upcoming school year.
- Student expectation meetings will be conducted at the beginning of the year. Expectations regarding daily routines, academic expectations, and conduct will be discussed. We will also give a brief overview of all of the organizations, clubs, and sports that will be available for all students in order to become more involved at CMS.
- CMS will have a School Advisory Council. The voting membership will reflect the racial make-up of the school. However, invitations for all 4 meetings throughout the year will be sent to all parents who wish to be part of it. We will not only discuss the business aspect that is intended for the organization, but will we also update parents on the events that are taking place at Clewiston Middle School.
- The School Advisory Council will create and review climate surveys for our students, parents, teachers, and staff. Once the data is collected, the Council will brainstorm together, ideas to improve weak areas.
- One huge event that will take place is the Literacy Night. A committee will be formed to come up with the details but this will be a night where students, parents, and faculty will come together for a common purpose.
- Clewiston Middle School will be implementing several events and recognition programs to promote school spirit and self worth for students. This will include rallies, reward programs, recognition/s, etc.
- CMS has a Migrant Advocate on-site to build relationships with families. Two additional resource paraprofessionals will be going into classrooms to help ELL students.
- We have added an additional Guidance Counselor. One Counselor will be taking 7th and half of 6th

and the other will be taking 8th and the remainder of 6th. Each student will be meeting with the Guidance Counselors to begin to develop academic plans for their futures. Each Guidance Counselor will be connected to a Dean so that academic and behavior issues can be discussed together. We are promoting getting to know the "whole child" not just dealing with isolated incidents.

-A student handbook, in both English and Spanish, was created to explain all of the expectations of Clewiston Middle School.

-Administration and Coaches will be trained on coaching methods learned from the Commissioner's Leadership Academy to improve teaching. Through this, the 5 Dimensions will be discussed which will get students more actively engaged in lessons. Our two primary goals, purpose and student engagement, come directly from the 5 D Model.

-There will be a focus on AVID strategies implemented school wide. We now have a full time AVID teacher who will also one period a day monitor students in other academic classes. Several of our 6th grade teachers were trained during the summer and will be implementing strategies and goal setting for all of their students. A binder will be used by all students on campus and all teachers will follow the same format to increase student organization.

- Teachers will be meeting every Tuesday in Professional Learning Communities (PLCs) and bi-monthly for data meetings to discuss not only overall academic situations but also goal setting for individual students. The information delivered will reinforce gaps we see in teaching, engaging students, focusing on standards, behavior management, and other weak areas we need to improve. This will also give us an opportunity to celebrate small successes on a consistent basis.

- Several buildings have received remodeling/ painting, mural have been painted, bulletin boards displayed, and new landscaping put in.

- Binders will be created for every ESE teacher so that not only academic information is kept on each student, but anecdotal records will be kept.

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

-There is a presence of teachers and administrators before, during, and after school. Teachers and administrators are around campus, and visible, during breakfast, lunch, and between classes. Teachers are required to stand at classroom doors between class changes and greet each student as he/she enters the classroom. Additional supervision will be added this year especially during lunch periods and between classes. -We are changing some policies this year where teachers will walk students to and from lunch.

-CMS has a School Resource Officer who is visible throughout the school day.

-Motivational speakers are invited to come to CMS for assemblies. These motivational speakers not only motivate students, but help build morale among teachers as well.

-The campus has not only been updated but additional fencing has been added so that all areas of the campus are more protected.

-CMS has anti-bullying curriculums available for teachers to coordinate into their instructional lessons.

-There is at least one administrator at all extracurricular activities hosted by CMS.

-Students are encouraged to voice concerns at all times. Once again, additional faculty will be in areas of high concern including the cafeteria and sidewalks.

-The additional Guidance Counselor will also assist in listening to the needs of students.

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

-CMS held a school-wide discipline plan training for all faculty and staff before students returned to school. Our goal is to keep students in the classroom more. A citation program will be put into place where small incidents such as tardies, dress code violations, and other small disruptions will be documented and dealt with without students having to remain in a Dean's office. Classrooms have

been rearranged so that each teacher is beside another teacher who is at the same grade level and course. This helps to promote a "buddy system" so that if a child is disruptive in one class but not to the extreme to warrant an office referral, they can have a "time out" in the adjoining classroom but still be hearing the same curriculum.

-Hendry County has a New Teacher Program in place and all new teachers have a mentor program along with meetings and workshops to support the success of new teachers. CMS will also have weekly PLC meetings to assist teachers with creating engaging lessons based on the 5 Dimensions from the Commissioner's Leadership Academy. Teachers will have coaches who will assist them with reflecting on their own lessons based on these 5 areas to help improve the student engagement within the classrooms.

-MTSS (multi-tiered support system) / RTI (response to intervention) procedures are in place for students who are struggling academically and/or socially.

-CMS has Saturday school and ISS (in school suspension) as alternatives for OSS (out of school suspension).

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

Clewiston Middle School has the following programs in place to help meet the needs of our students:

-An outside Psychologist comes in, and with parent permission, counsels with students who are having social/emotional problems. The counselor comes once or twice a week, depending on how many students need counseling, and counsels with the students.

-Advocates and Liaisons are available to counsel or assist with meetings to meet the needs of the students.

-Check and Connect has been implemented and is the only dropout prevention program nationally that has met the requirements of the What Works Clearinghouse as evidence based. It has been research proven to increase school completion by both special education and general education students. This program is being implemented across the country. Check and Connect requires that an adult mentor commits to a student for 2 years. The mentor is to conduct regular data checks of information readily available in schools such as attendance, academic performance, and behavioral referrals. The mentor is required to meet face to face, weekly, with the student. The focus of the meeting is determined by what the data indicates. The mentor should keep in close contact with the student's family. The relationship between mentor and student is key; mentors are taught to build student problem solving skills.

- The two Guidance Counselors will be meeting with each student individually to discuss not only academic needs of the student but also and emotional needs they may have.

-The AVID teacher will be monitoring students within their other academic classes.

- The Resource Teachers will be assisting with the creation of progress monitoring assessments which will then be reviewed and decisions based on these results will be implemented.

- Several new clubs and organizations have been added to CMS in order to try to meet the needs of more of our students to find a place where they can "fit in". Some of these clubs include:

Drama Club

Yearbook Club

Future Farmer's of America

Fellowship of Christian Athletes

GQ Men's Fraternity (Group of Young Men Preparing to be Successful Adults)

Leading Ladies (Group of Young Ladies Preparing to be Successful Adults)

Student Council

We are also continuing with several of our organizations/ clubs

Future Business Leaders of America

BETA (Middle School Honor Society)

CROP (College Reach Out Program)

AVID (College Readiness Program)

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

CMS struggles with the large number of students who have attendance below 90%. CMS utilizes the TIPS Program (truancy intervention program system), Check and Connect (the only dropout prevention program nationally that has met the requirements of the What Works Clearinghouse as evidence based), and Parent Connection to try to decrease the number of students with poor attendance records.

-CMS is working to have less suspensions by implementing a citation process to deal with minor situations such as tardies, dress code violations and small classroom disruptions so that they are addressed and hopefully will not become a situation that ends with a suspension. A "teacher buddy" system has also been put into place and each teacher is now located directly beside another teacher teaching the same subject so if the student needs a "time out" from the teacher and the situation, they are able to go directly next door where more likely than not, that teacher will be teaching the same content.

-Students who are below level will no longer be taking a double block of below level courses in their area of weakness. Instead, every student will take on level classes. Students who continue to struggle, especially in the areas of Reading and Math, will be assigned to an intervention class using the IReady program. While taking this course, students will be given goals, working in small groups on specific skills in which they struggle, and frequently monitored to determine the needs of the student. If the student meets the goal, they will be permitted to be taken out of the remediation class and attend an enriching elective.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	113	128	148	389
One or more suspensions	38	30	31	99
Course failure in ELA or Math	2	4	14	20
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	102	113	121	336

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

CMS coordinates parent / teacher conferences once per grading period after each progress report notice so that there is ample time to bring any low scores up before the end of the nine weeks. Each grade level also has a Title I parent night where all parents and students are invited to attend. All teachers, per grade level, are in attendance at their designated meeting to speak to parents and explain what a school day looks like for students.

Migrant and ESE programs offer after-school tutoring and summer school. Qualified teachers are hired to assist students in both programs.

TIPS (truancy intervention program system) is in place at CMS for students with excessive tardies and absences.

MTSS (multi-tiered support system) / RTI (response to intervention) models are in place at CMS. These models are approaches to providing quality instructions to meet the individual needs of all students. Both models involve the use of data-based decision making. Typically, student's academic or behavior difficulties are the result of unknown barriers that can be overcome by MTSS.

IEP (Individualized Education Plans) are created to assist students who have academic struggles, and parents are involved in the decision making when it comes to creating an IEP for their child.

Non-English speakers are provided with an educational plan to assist in meeting their needs. Non-English speakers are provided with teachers who complete a specified number of ESOL hours and when needed a bi-lingual paraprofessional to assist in classes.

Small group push-in and pull-out instruction is provided for ESE students, ELL students, as well as other students who struggle with academics.

Parents are able to come into the school and attain a code which gives them access to a portal where they can view their child's grades.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24373>.

Description

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

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

There have been SEVERAL changes to update the look of CMS. Different businesses, organizations, and individuals have contributed to providing trees, shrubs, and sod in order to provide an inviting landscape. Teachers have donated endless hours to paint murals, decorate buildings and classrooms, and add spirit to the campus.

Title I parent meetings are scheduled for each grade level, and parents are encouraged to attend. CMS has added an Agriculture class. We have partnered with US Sugar to help build the program. Administration has attended the local Rotary meeting and other organizations within the community to promote the positive changes that will be taking place this year at CMS.

Literacy Week events will be organized with a culminating evening event where faculty, students, and parents have the opportunity to continue to build our partnership with fun activities for everyone.

A supplement has been created so there is one contact person for public relations including getting CMS information and pictures published in the local Clewiston News, uploading information to our new Facebook page, and adding more information to our school web-site. Teachers will also be given the opportunity to input personal information onto their section of the school web-site.

A call-out system is in place to provide phone calls out to parents about events or information pertaining to Clewiston Middle School. These messages will be send in both English and Spanish.

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:

Name	Title
Duckstein, Lori	Principal
Carter, Melissa	Assistant Principal

Duties

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

Principal: Lori Duckstein - Team Leader

Assistant Principal: Melissa Carter - Co-Leader

Dean: David Bustamante

Dean: Jeremy Greaves

Reading Coach: Catisia Williams

Resource Teacher: Sandra Perry

Resource Teacher: Aurea Perera

Math Resource: Danielle Jean

Classroom Teacher: Dena Weekley

Classroom Teacher: Adriana Alston

Classroom Teacher: Ansley Cockram

We meet bi-monthly and bring to the table any concerns that we have and make the decisions together.

The Deans and Coaches/ Resource Teachers are each assigned a group of classroom teachers.

They each Coach this group by:

- Visiting classrooms and giving non-judgemental feedback through post conferencing
- Attending all planning sessions providing guidance and direction
- Review data and help make decisions
- Ensure that objectives are clear and based on the Florida State Standards
- Remain in contact with administration if there is any concerns
- Assist struggling teachers by modeling and team teaching

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

The school leadership team meets twice a month. Members of the leadership team represent different grade levels and different disciplines. Thoughts, ideas, and concerns are shared with leadership team members from other teachers, and those thoughts, ideas, and concerns are discussed during leadership team meetings. As a team, we address issues for continual improvement. The leadership team is aware of the funding available to us, such as Title 1, general funds, SAC funds, etc. It is the goal of the leadership team to work together to be sure all teachers

have a voice, and resources are made available for teachers to have to attain student success. Our motto for this year is ONE TEAM; ONE GOAL

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Aurea Perera	Teacher
Lori Duckstein	Principal
Graciela Luna	Business/Community
Latonya Pass	Parent
Angela Small	Parent
Adriana Alston	Teacher
Christine Howell	Parent
Eneyda Rios	Parent
Felicia Johnson	Parent
Jeremy Greaves	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

Clewiston Middle School
 2014-15 Adequate Progress

Goal # 1: If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated

Adequate Progress: Student Growth
 Criteria for Adequate Progress: Student Growth

Data Analysis:

The only data that we have received back from the state have been for Science and Civics.

Science:

% of students proficient for 13-14 school year 30%

% of students proficient for 14-15 school year 31%

Increase of 1%

Civics:

It was difficult to determine growth because 13-14 was a baseline. The data was delivered in statewide comparison by thirds, not the different achievement levels.

13-14 Data 14-15 Data

Statewide Comparison by Thirds Achievement Levels

1=102 students= 43% Level 1=43 students

2= 85 students=36% Level 2=61 students

3=49 students 21% Level 3=66 students

Level 4=29 students

Level 5=21 students

116/220= 53% of students proficient

Development of this school improvement plan

The overall goals for the year were discussed during a Leadership Team meeting over the summer. It was determined that we would focus on two areas of the 5 D Model from the state; Purpose and Student Engagement. The team went through each process of the root cause analysis. The rough draft will be taken to the School Advisory Council where each area will be reviewed and the CIM will be updated with any of the changes/ additions/ deletions.

Preparation of the school's annual budget and plan

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

School Advisory Budget for 2015-2016 School Year

Total Budget: \$7,190

Planners \$1,200

Student Incentives/ Supplies 600

Technology 5,390

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:

Name	Title
Duckstein, Lori	Principal
Carter, Melissa	Assistant Principal
Perry, Sandra	Instructional Coach
Perrera, Aurea	Instructional Coach
Williams, Catisia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our two main goals will continue to be: Purpose and Student Engagement.

Several activities will help to promote literacy at CMS:

- School-wide AR Reading time during 5th period. Each student will be placed at a level and given goals in order to increase reading comprehension. Rallies, rewards, and incentives are in place to encourage students to read more. This also promotes school wide literacy because the monitoring of this program is coming from teachers from different subject areas.
- Teachers will continue to be given workshops on NG-CAR PD in order to teach literacy through the content areas.
- Weekly PLC meetings will be conducted to develop quality lessons and units that incorporate literacy elements.
- Organizations have been added that promote higher grades expecting students to achieve and maintain higher GPAs.
- Every student in 6th grade will be using iReady and small groups will be created on a weekly basis to focus on weak areas of each student.
- Students in 7th and 8th grade who continue to struggle in Reading and Math will be given on-grade

level instruction during with an additional Critical Thinking class that will use iReady and small groups to differentiate the instruction.

- The Engage NY Language Arts will be used in 6th, 7th, and 8th grade. This program follows the curriculum standards pacing guide provided from our county. The benefits of Engage NY is that it encompasses both the Reading and the Language Arts classes so that students receive instruction twice daily based on the same standards and incorporates a great deal of higher order questioning activities.
- We are implementing more AVID strategies throughout the school including; binders, Cornell notes, and tutorials to help promote literacy.
- We have added the GPA to each students' report card.

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

CMS' master schedule allows for common planning for teachers at each grade level teaching the same subject. Professional Learning Communities will be conducted every Tuesday with additional meeting times for planning that will be under the direction of the coaches.

All disciplines incorporate reading strategies into daily lessons. We are continuing to provide NG-CAR PD to more teachers from content areas.

CMS is transitioning to school-wide writing across the curriculum. We are providing writing workshops through Ms. Livingston, our state support, focusing on the writing rubrics and anchor papers. We will continue the process with all content teachers so that writing rubrics can be incorporated into all subject areas.

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

This year was a very unique situation.

-The principal was transferred from a local elementary school and several faculty members decided to transfer with her along with a few from other schools in the area.

-A 6th Grade Academy was created to help students with the transition from elementary school to middle school.

- The administration took each teacher and placed him/ her in their correct certification area.

As for recruiting qualified teachers, the county provides a website where interested applicants can apply. The administration also focuses on trying to get quality members of the community who were wanting to make a career change to share their talents at CMS.

In order to retain these qualified teachers, the administration is:

Providing opportunities for collaborative planning so that teachers do not feel isolated

Create opportunities for teacher to socialize in order to create bonds where teachers feel needed and appreciated

Send words of encouragement through e-mails and personal notes

Provide activities such as luncheons, pep-rallies, tailgating events, sunshine committee and other such events to help teachers feel appreciated.

Beginning Teacher Program

Providing each teacher with a coach in order to improve his/her skills

Creating planning times where all teachers from the subject/ grade level are planning together

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

All mentors are part of the Leadership Team and the majority of the mentors are actually one of the Resource Teachers so their time to assist teachers can be a little more flexible. Mentors are assigned on a few different rationales:

- The content area in which they teach
- Their background
- Special interests
- If they already know someone and feel comfortable with that mentor

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

Teachers and students work together to unpack standards to align instruction to the standards, and this enables students to learn while knowing what is expected of them. Students work with the end in mind.

All instruction is standards based and data driven.

Teachers coordinate curriculum with standards and standard based data.

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

CMS uses the iReady Program. Each student is given a benchmark test and data from this assessment clearly shows the strengths and weaknesses of each student.

Every student in 6th grade will continue to use the iReady Program throughout the year. During this time several additional resources will push into the 6th grade classes so that there will be at least 1 or 2 additional people in each classroom at this time. Small groups will be conducted while the remaining group will work independently on the program. The data will be assessed and the small groups will be based on the needs of each student.

Students in 7th and 8th grade who score below expectations will be assigned to an iReady Lab and be part of a Critical Thinking Class. Each student will be given an individual goal. Students will continue to be monitored on the iReady Program along with additional differentiated small group instruction. Once the student makes his/ her goal, they will then be taken out of the Critical Thinking Class and placed in an Elective Class of their choice. We believe that this will give the students a goal to work towards and expediate their progress rather than just have them remain in the class just going through the motions. After each progress monitoring assessment, each students' data will be reviewed and determined if they need to be re-assigned back into the Critical Thinking Class or remain in the Elective.

Small mini assessments are going to be created at the county level in order to monitor our students more closely. We are also collaborating with LaBelle Middle School and combining our resources to create mini assessments that will be used at both schools.

Data is used to develop push-in and pull-out programs for struggling students.

Small group instruction is provided in classrooms to allow students to work with peers and teachers in a smaller setting.

ELL paraprofessionals are provided to help non-English speaking students with classroom instruction. Inclusion teachers and paraprofessionals go into classrooms to assist with instruction.

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: Extended School Day

Minutes added to school year: 7,200

Title 1 funds an after-school program for migrant students. Certified teachers work the after-school program to assist students with homework and reinforce skills taught in the classroom. Title VI provides targeted funding for AVID extended programs, as well as Algebra I assistance in after school programs.

Strategy Rationale

Many migrant students are unable to receive homework help at home due to parents working late hours and the language barrier many of them possess.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mundy, Barbara, mundyb@hendry-schools.net

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

After-school teachers will communicate with classroom teachers to inquire about student growth and achievement. After-school teachers will work closely with classroom teachers to ensure deficient skills are being addressed in the after-school program.

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

Administration coordinates a time for 8th graders going to high school to visit the high school campus. Administration, teachers, and counselors from the high school come to CMS to talk to 8th graders about the high school and registering for classes. Counselors from the high school come to CMS to help 8th grade students register for high school classes.

Administration arranges orientation activities for 5th graders coming to middle school and discusses expectations, procedures, academics, and organizations. A separate Open House for these 6th grade students is conducted so that they have the opportunity to locate different buildings within the campus through a scavenger hunt.

The 6th Grade Academy was also implemented this year. This model provides a partnership between two teachers where one teaches Science and Math while the other teaches Reading and Language Arts with both teaching Social Studies. This allows the student to transition into switching classes because they only have two academic teachers during the day, providing more of a connection between the teacher and the student.

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

CMS is an AVID school and is continually promoting College and Career Awareness:

- All students will be using several of the AVID strategies
- We currently are offering 3 high school courses and working on providing a fourth
- Each teacher has a sign outside his/her classroom promoting his/her alma mater
- College pennants are throughout the campus
- Cross road signs with the mileage and direction of several colleges is the center focus on the campus
- A Career Day will be conducted at the end of the year inviting several different businesses, industries, and community organizations to expose our students to different professions
- Both our AVID and CROP organizations will be visiting local colleges
- Guidance Counselors will be meeting with students both in groups and individually discussing interests and options to begin promoting education

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

AVID strategies are beginning to be part of our culture. Each student is carrying an organizational binder, taking Cornell notes, building both academic and professional goals with both Teachers and Guidance Counselors, building their self esteem, and calculating their GPA

We are also in the process of certifying students in Microsoft Office. We are beginning the program this year but will not have all of the finances and paperwork into place until next year.

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

We are currently offering several high school credits:

Algebra I

Algebra II

Foundations of Agriculture

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The Principal and Assistant Principal are both new to Clewiston Middle School for the 2015-2016 school year. At the end of last year, we attended the last walk through for the 2014-2015 school year with the DA Team. We visited three classrooms and collected data using the methods learned from the Commissioner's Leadership Academy. A list of "notices" and "wonderings" was created and two overall factors of improvement were quite evident; focus and student engagement.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

At the end of the 2014-2015 school year, the county provided us with three days for the Leadership Team for the 2015-2016 school year to get together and go through the 8 step process determining the barriers that were impeding growth and proficiency at Clewiston Middle School. We took the problems and continued to ask "why", "why", "why" and the factors matched the same ideas that were discussed by the DA Team on the last walkthrough. Charts were created with all of the barriers listed. We then determined which factors we could begin to control and which factors were not. We took the factors that could be controlled and began to brainstorm ideas for improvement. This was all done as a collaborative team effort.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers understand, plan, and implement instruction for authentic, purposeful, and substantive intellectual student engagement, the culture of Clewiston Middle School will improve leading to increased student academic and behavior success. The SMART goals data will come from the i-Ready Assessment given to all students in Reading and all students in general Math classes (does not include Algebra classes) These goals reflect a 15% gain in both areas from the first benchmark.
- G2.** If teachers clearly articulate and implement purposeful, rigorous, standards-based instruction based on grade-level learning targets aligned to students' academic needs, then students will better understand the purposes for learning and student academic achievement will increase.

Strategic Goals Detail

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

G1. If all teachers understand, plan, and implement instruction for authentic, purposeful, and substantive intellectual student engagement, the culture of Clewiston Middle School will improve leading to increased student academic and behavior success. The SMART goals data will come from the i-Ready Assessment given to all students in Reading and all students in general Math classes (does not include Algebra classes) These goals reflect a 15% gain in both areas from the first benchmark. 1a

G073740

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	34.0
Math Achievement District Assessment	24.0

Resources Available to Support the Goal 2

- Administration, Coaches, and Resource Teachers will provide opportunities for teachers to know and understand what true student engagement is and be able to implement it into their delivery using different methods. This will be accomplished through professional development opportunities, collaboratively planning lessons and discussing delivery of information, a school-wide implementation of a Coaching Model, and opportunities to observe lessons of other teachers where student engagement is evident.

Targeted Barriers to Achieving the Goal 3

- *Understand and apply rigorous instructional practices that maximize student engagement

Plan to Monitor Progress Toward G1. 8

The data collected will be the individual comments on each teacher.

Person Responsible

Lori Duckstein

Schedule

Evidence of Completion

The data binder will contain individual information on each teacher and the progress / or lack thereof will be documented.

G2. If teachers clearly articulate and implement purposeful, rigorous, standards-based instruction based on grade-level learning targets aligned to students' academic needs, then students will better understand the purposes for learning and student academic achievement will increase. 1a

G073741

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	34.0
Math Achievement District Assessment	24.0

Resources Available to Support the Goal 2

- Administration
- PLC Learning Groups conducted on Tuesdays
- Coaches and Resource Teachers
- Peers
- Collaborative Planning

Targeted Barriers to Achieving the Goal 3

- Teachers teaching to the depth and complexity that is stated in the standard

Plan to Monitor Progress Toward G2. 8

A binder with a tab for each teacher will be kept by Administration with this data and any interventions that take place with follow-up by both the Administration but also personal coaching from the assigned Coach or Resource Teacher.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/25/2014 to 5/26/2015

Evidence of Completion

Expectations of objectives, "I Can" statements, effective lessons and units will in turn increase the scores of students which will be monitored through progress monitoring using the iReady program and additional subject area testing created by the county or school.

Plan to Monitor Progress Toward G2. 8

Data on each student will be kept and monitored throughout the year for progress. Administration, Coaches, and Resource Teachers will meet personally with teachers when students are not progressing and a plan will be created.

Person Responsible

Melissa Carter

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Binder with all student information will be kept in the front office.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers understand, plan, and implement instruction for authentic, purposeful, and substantive intellectual student engagement, the culture of Clewiston Middle School will improve leading to increased student academic and behavior success. The SMART goals data will come from the i-Ready Assessment given to all students in Reading and all students in general Math classes (does not include Algebra classes) These goals reflect a 15% gain in both areas from the first benchmark. **1**

 G073740

G1.B1 *Understand and apply rigorous instructional practices that maximize student engagement **2**

 B192539

G1.B1.S1 Professional Development opportunities will be conducted during weekly PLC meetings. **4**

 S204030

Strategy Rationale

This will give our teachers an opportunity to be provided with professional development in order to increase their knowledge on student engagement and provide quality discussions based on the implementation of strategies that will increase student engagement.

Action Step 1 **5**

Professional Development opportunities will be provided to teachers. These opportunities will include but not be limited to watching videos and discussing the student engagement activities, using the current evaluation system to evaluate videos, actual classroom observations and introducing new ideas that involve engaging activities.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/25/2015 to 5/31/2016

Evidence of Completion

The data will be collected by the observations from Administration and the lesson plans.

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

Professional Development opportunities along with coaching and collaborative planning will increase the student engagement during classes.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Coaches and Resource Teachers will continually assist teachers within the classroom. A checklist of the days will be kept so that Administration can keep track of the amount of assistance each teacher is receiving. Administration will meet with Coaches and Resource Teachers continually to communicate any concerns. Coaches will not break the confidentiality of the mentor partnership but will notify Administration that there is just a concern and the Administration will spend more time in that particular classroom. Administration will also assist the teacher with coaching in addition to evaluating. All of this data will be collected and kept in a binder based on each individual teacher with continual notes and checklists. Additional professional development opportunities will be given on a needs basis for these teachers.

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

Ongoing professional development along with continuing coaching will be conducted throughout the year. The binder will be kept with all of the information on each teacher.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/25/2015 to 5/31/2016

Evidence of Completion

The data binder with individual teacher information will demonstrate the progress or lack of progress for each teacher. This same type of binder will also be kept by each Coach or Resource Teacher. Coaches and Resource Teachers will turn in weekly schedules to administration.

G1.B1.S2 A school-wide Coaching-Model will be implemented. 4

S204031

Strategy Rationale

This will provide each teacher with a Coach or Resource that will assist them in improving their skills including implementation of student engagement in a non-threatening manner. The coach will also assist with the weekly planning of lessons to ensure that engaging activities are evident and are focused to an objective

Action Step 1 5

A school-wide Coaching Model will be implemented. Each Coach, Resource Teacher, and Dean will be assigned to a group of teachers. These Coaches will continually provide support to their designated teachers through observations and providing feedback using the Coaching Model used by the Commissioner's Leadership Academy with the non-judgmental observations.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/26/2015 to 5/31/2016

Evidence of Completion

Each coach will keep a binder with a section for each teacher they are responsible for. The will conduct observations, provide non-judgmental feedback, and assist the teacher in improving his/her teaching.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Coaches will meet with individual teachers and monitor his/her progress. Administration will meet with coaches and look at data provided on how many times the coaches have visited the classrooms and had one-on-one feedback with the teacher. Coaches will then let Administration know of any teachers who might need additional coaching from the administration without breaking the trust/bond created between the Coach and the teacher. Administration will then visit the classroom additional times than the other teachers and provide the same coaching a bit more in depth. Additional professional development opportunities will be provided on a needs basis.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/26/2015 to 5/31/2016

Evidence of Completion

Data logs in individual teachers will be collected

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will support the coaches with professional development on the process of using the Coaching Model used by the Commissioner's Leadership Team. Continual monitoring with Administration on observations will be conducted throughout the year to make sure that the Coaches are identifying the five areas of a lesson and providing non-judgmental feedback and assisting the teacher in increasing his/her skills.

Person Responsible

Lori Duckstein

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Logs of when Administration checked on fidelity of observations and feedback will be kept.

G2. If teachers clearly articulate and implement purposeful, rigorous, standards-based instruction based on grade-level learning targets aligned to students' academic needs, then students will better understand the purposes for learning and student academic achievement will increase. 1

G073741

G2.B3 Teachers teaching to the depth and complexity that is stated in the standard 2

B192543

G2.B3.S1 Different inservice opportunities such as; a book study, PLC inservices and outside inservices will be provided to the teachers. 4

S204032

Strategy Rationale

This will help teachers to:

- * Understand the standards at his/her grade level
- * Understand how they connect to ELA standards
- * Understand prior standards and the standards that will follow
- * Understand the depth of what the standard is asking the student to master
- * Be able to create objectives and "I can" statements for the standards
- * Be able to create and deliver activities that connect with the standard
- * Understand how the standards will be assessed

Action Step 1 5

Continual In-service opportunities throughout the year

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Teacher lesson plans and PLC discussions

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Continual review of lesson plans and classroom observations

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Lesson plans and objectives/ "I can" statements posted on the board

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration attend collaborative planning sessions

Person Responsible

Lori Duckstein

Schedule

Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Minutes from collaborative planning

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development opportunities will be provided to teachers. These opportunities will include but not be limited to watching videos and discussing the student engagement activities, using the current evaluation system to evaluate videos, actual classroom observations and introducing new ideas that involve engaging activities.	Duckstein, Lori	8/25/2015	The data will be collected by the observations from Administration and the lesson plans.	5/31/2016 weekly
G1.B1.S2.A1	A school-wide Coaching Model will be implemented. Each Coach, Resource Teacher, and Dean will be assigned to a group of teachers. These Coaches will continually provide support to their designated teachers through observations and providing feedback using the Coaching Model used by the Commissioner's Leadership Academy with the non-judgmental observations.	Duckstein, Lori	8/26/2015	Each coach will keep a binder with a section for each teacher they are responsible for. The will conduct observations, provide non-judgmental feedback, and assist the teacher in improving his/her teaching.	5/31/2016 weekly
G2.B3.S1.A1	Continual In-service opportunities throughout the year	Duckstein, Lori	8/24/2015	Teacher lesson plans and PLC discussions	5/20/2016 weekly
G1.MA1	The data collected will be the individual comments on each teacher.	Duckstein, Lori	The data binder will contain individual information on each teacher and the progress / or lack thereof will be documented.	one-time	
G1.B1.S1.MA1	Ongoing professional development along with continuing coaching will be conducted throughout the year. The	Duckstein, Lori	8/25/2015	The data binder with individual teacher information will demonstrate the progress or lack of progress for each	5/31/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	binder will be kept with all of the information on each teacher.			teacher. This same type of binder will also be kept by each Coach or Resource Teacher. Coaches and Resource Teachers will turn in weekly schedules to administration.	
G1.B1.S1.MA1	Professional Development opportunities along with coaching and collaborative planning will increase the student engagement during classes.	Duckstein, Lori	8/31/2015	Coaches and Resource Teachers will continually assist teachers within the classroom. A checklist of the days will be kept so that Administration can keep track of the amount of assistance each teacher is receiving. Administration will meet with Coaches and Resource Teachers continually to communicate any concerns. Coaches will not break the confidentiality of the mentor partnership but will notify Administration that there is just a concern and the Administration will spend more time in that particular classroom. Administration will also assist the teacher with coaching in addition to evaluating. All of this data will be collected and kept in a binder based on each individual teacher with continual notes and checklists. Additional professional development opportunities will be given on a needs basis for these teachers.	5/31/2016 weekly
G1.B1.S2.MA1	Administration will support the coaches with professional development on the process of using the Coaching Model used by the Commissioner's Leadership Team. Continual monitoring with Administration on observations will be conducted throughout the year to make sure that the Coaches are identifying the five areas of a lesson and providing non-judgmental feedback and assisting the teacher in increasing his/her skills.	Duckstein, Lori	9/1/2015	Logs of when Administration checked on fidelity of observations and feedback will be kept.	5/31/2016 monthly
G1.B1.S2.MA1	Coaches will meet with individual teachers and monitor his/her progress. Administration will meet with coaches and look at data provided on how many times the coaches have visited the classrooms and had one-on-one feedback with the teacher. Coaches will then let Administration know of any teachers who might need additional coaching from the administration without breaking the trust/bond created between the Coach and the teacher. Administration will then visit the classroom additional times than the other teachers and provide the same coaching a bit more in depth. Additional professional development opportunities will be provided on a needs basis.	Duckstein, Lori	8/26/2015	Data logs in individual teachers will be collected	5/31/2016 weekly
G2.MA1	A binder with a tab for each teacher will be kept by Administration with this data and any interventions that take place with follow-up by both the Administration but also personal coaching from the assigned Coach or Resource Teacher.	Duckstein, Lori	8/25/2014	Expectations of objectives, "I Can" statements, effective lessons and units will in turn increase the scores of students which will be monitored through progress monitoring using the iReady program and additional subject area testing created by the county or school.	5/26/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA2	Data on each student will be kept and monitored throughout the year for progress. Administration, Coaches, and Resource Teachers will meet personally with teachers when students are not progressing and a plan will be created.	Carter, Melissa	9/1/2015	Binder with all student information will be kept in the front office.	5/31/2016 monthly
G2.B3.S1.MA1	Administration attend collaborative planning sessions	Duckstein, Lori	8/24/2015	Minutes from collaborative planning	5/20/2016 monthly
G2.B3.S1.MA1	Continual review of lesson plans and classroom observations	Duckstein, Lori	8/24/2015	Lesson plans and objectives/ "I can" statements posted on the board	5/20/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers understand, plan, and implement instruction for authentic, purposeful, and substantive intellectual student engagement, the culture of Clewiston Middle School will improve leading to increased student academic and behavior success. The SMART goals data will come from the i-Ready Assessment given to all students in Reading and all students in general Math classes (does not include Algebra classes) These goals reflect a 15% gain in both areas from the first benchmark.

G1.B1 *Understand and apply rigorous instructional practices that maximize student engagement

G1.B1.S1 Professional Development opportunities will be conducted during weekly PLC meetings.

PD Opportunity 1

Professional Development opportunities will be provided to teachers. These opportunities will include but not be limited to watching videos and discussing the student engagement activities, using the current evaluation system to evaluate videos, actual classroom observations and introducing new ideas that involve engaging activities.

Facilitator

Administration, Coaches, and Resource Teachers

Participants

All Teachers/ All Grade Levels/ All Subject Areas

Schedule

Weekly, from 8/25/2015 to 5/31/2016

G1.B1.S2 A school-wide Coaching-Model will be implemented.

PD Opportunity 1

A school-wide Coaching Model will be implemented. Each Coach, Resource Teacher, and Dean will be assigned to a group of teachers. These Coaches will continually provide support to their designated teachers through observations and providing feedback using the Coaching Model used by the Commissioner's Leadership Academy with the non-judgmental observations.

Facilitator

Lori Duckstein

Participants

All Coaches, Resource Teachers, and Deans

Schedule

Weekly, from 8/26/2015 to 5/31/2016

G2. If teachers clearly articulate and implement purposeful, rigorous, standards-based instruction based on grade-level learning targets aligned to students' academic needs, then students will better understand the purposes for learning and student academic achievement will increase.

G2.B3 Teachers teaching to the depth and complexity that is stated in the standard

G2.B3.S1 Different inservice opportunities such as; a book study, PLC inservices and outside inservices will be provided to the teachers.

PD Opportunity 1

Continual In-service opportunities throughout the year

Facilitator

George Duckstein- Unpacking the standards Lori Duckstein- PLC inservice Coaches- Collaborative Planning

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Professional Development opportunities will be provided to teachers. These opportunities will include but not be limited to watching videos and discussing the student engagement activities, using the current evaluation system to evaluate videos, actual classroom observations and introducing new ideas that involve engaging activities.	\$0.00
2	G1.B1.S2.A1	A school-wide Coaching Model will be implemented. Each Coach, Resource Teacher, and Dean will be assigned to a group of teachers. These Coaches will continually provide support to their designated teachers through observations and providing feedback using the Coaching Model used by the Commissioner's Leadership Academy with the non-judgmental observations.	\$0.00
3	G2.B3.S1.A1	Continual In-service opportunities throughout the year	\$0.00
			Total: \$0.00