

Hendry County Schools

Clewiston Middle School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	19

Clewiston Middle School

601 W PASADENA AVE, Clewiston, FL 33440

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

Demographics

Principal: Tina Kelley

Start Date for this Principal: 4/3/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (45%) 2016-17: C (47%) 2015-16: C (48%) 2014-15: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	19

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 and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

School Board Approval

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

SIP Authority

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Clewiston Middle School is to focus the individual students 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.

Provide the school's vision statement.

The vision of Clewiston Middle School is to create an environment where our students are able to enter as learners and exit as leaders in a global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Brookins, Lisa	Principal	
Kelley, Tina	Dean	
Wills, Tina	Assistant Principal	
Johnston, Samantha	Dean	
Perry, Sandra	Instructional Coach	
Vasquez, Virginia	School Counselor	
Marotti, Haili	Other	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	272	280	280	0	0	0	0	832
Attendance below 90 percent	0	0	0	0	0	0	67	76	86	0	0	0	0	229
One or more suspensions	0	0	0	0	0	0	32	34	26	0	0	0	0	92
Course failure in ELA or Math	0	0	0	0	0	0	34	56	48	0	0	0	0	138
Level 1 on statewide assessment	0	0	0	0	0	0	114	130	124	0	0	0	0	368

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	73	70	76	0	0	0	0	219

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

49

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	133	130	144	0	0	0	0	407
One or more suspensions	0	0	0	0	0	0	24	22	18	0	0	0	0	64
Course failure in ELA or Math	0	0	0	0	0	0	60	22	22	0	0	0	0	104
Level 1 on statewide assessment	0	0	0	0	0	0	115	123	107	0	0	0	0	345

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	76	51	59	0	0	0	0	186

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	133	130	144	0	0	0	0	407
One or more suspensions	0	0	0	0	0	0	24	22	18	0	0	0	0	64
Course failure in ELA or Math	0	0	0	0	0	0	60	22	22	0	0	0	0	104
Level 1 on statewide assessment	0	0	0	0	0	0	115	123	107	0	0	0	0	345

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	76	51	59	0	0	0	0	186

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	42%	54%	39%	38%	52%
ELA Learning Gains	44%	50%	54%	47%	44%	54%
ELA Lowest 25th Percentile	36%	40%	47%	43%	37%	44%
Math Achievement	34%	45%	58%	45%	44%	56%
Math Learning Gains	31%	46%	57%	48%	47%	57%
Math Lowest 25th Percentile	33%	41%	51%	46%	45%	50%
Science Achievement	34%	41%	51%	34%	34%	50%
Social Studies Achievement	53%	59%	72%	50%	50%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	272 (0)	280 (0)	280 (0)	832 (0)
Attendance below 90 percent	67 (133)	76 (130)	86 (144)	229 (407)
One or more suspensions	32 (24)	34 (22)	26 (18)	92 (64)
Course failure in ELA or Math	34 (60)	56 (22)	48 (22)	138 (104)
Level 1 on statewide assessment	114 (115)	130 (123)	124 (107)	368 (345)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	41%	-3%	54%	-16%
	2018	32%	37%	-5%	52%	-20%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	32%	38%	-6%	52%	-20%
	2018	35%	35%	0%	51%	-16%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
08	2019	40%	43%	-3%	56%	-16%
	2018	38%	40%	-2%	58%	-20%
Same Grade Comparison		2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	43%	-11%	55%	-23%
	2018	42%	44%	-2%	52%	-10%
Same Grade Comparison		-10%				
Cohort Comparison						
07	2019	30%	42%	-12%	54%	-24%
	2018	16%	31%	-15%	54%	-38%
Same Grade Comparison		14%				
Cohort Comparison		-12%				
08	2019	16%	30%	-14%	46%	-30%
	2018	30%	25%	5%	45%	-15%
Same Grade Comparison		-14%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	31%	37%	-6%	48%	-17%
	2018	28%	34%	-6%	50%	-22%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	56%	-7%	71%	-22%
2018	54%	55%	-1%	71%	-17%
Compare		-5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	38%	14%	61%	-9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	78%	41%	37%	62%	16%
Compare		-26%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	40%	39%	57%	22%
2018	95%	42%	53%	56%	39%
Compare		-16%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	30	32	24	37	33	20	36			
ELL	19	33	31	21	27	31	15	40	50		
BLK	27	34	34	22	26	31	21	42	40		
HSP	41	46	35	37	32	34	37	55	63		
WHT	44	52	58	38	32	33	38	61	59		
FRL	34	41	34	30	31	33	29	49	57		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	36	35	20	28	14	8	39			
ELL	16	45	48	17	33	28	9	33	40		
BLK	29	44	54	27	42	46	28	39	48		
HSP	38	45	46	41	41	40	27	61	58		
WHT	41	51	58	49	50	35	35	66	57		
FRL	35	45	51	37	42	42	27	57	55		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	38	41	16	45	47	13	29			
ELL	18	43	50	31	45	53	13	42			
BLK	32	40	17	38	47	38	29	41	78		
HSP	41	49	50	48	48	53	34	53	69		
WHT	42	46	58	46	45	35	38	51	63		
FRL	37	46	39	45	48	46	34	48	70		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was learning gains in math in the bottom 25% of our student population. Our math scores have declined over the past three years. Our contributing factors were teacher capacity and a high turnover rate.

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

The data component that showed the lowest performance was learning gains in ELA in the bottom 25% of our student population. Our contributing factors were teacher capacity and a high turnover rate.

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.

Our eighth grade math had a 16% pass rate which was 30% less than the state average. Consistently this group of students have declined since their 5th grade year. Some contributing factors are lack of progress monitoring and data based decision making.

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

Our sixth grade ELA increased 6% from 2018 to 2019. In 2018 our passing rate was 32% and in 2019 it increased to 38%. This team worked collaboratively together and used data in their weekly planning meetings to drive their instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Level one on state assessment
2. Attendance below 90%

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

1. Data based decision making- implementing 3-6-9 formative assessments
2. PBIS implementation in order to protect academic instruction
3. Implementation of differentiated instruction and small groups
4. Establishing a culture of collaboration and teamwork in order to build teacher capacity
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	CMS will utilize data to drive instruction, exam student progress, and provide MTSS support.
Rationale	Teachers need to use data on a daily basis to make informed decisions in instruction to help students succeed. Students need to be aware of their own data, including achievement levels and growth data.
State the measurable outcome the school plans to achieve	Data informs all decisions and is a focus of the entire school in order to improve student progress and test scores. The school grade will improve from an "D" to a "B" in 2020.
Person responsible for monitoring outcome	Lisa Brookins (brookinslisa@hendry-schools.net)
Evidence-based Strategy	Data based decision making
Rationale for Evidence-based Strategy	<p>It is important for us to shift from a teacher centered classroom to a student centered classroom. Data based decision making will allow us to determine whether or not students have learned the standard rather than just being taught the standard. The criteria used to make this decision are the following essential questions:</p> <ol style="list-style-type: none"> 1. What do we want our students to learn? 2. How do we know if our students learned the content? 3. What do we do if our students did not or have challenges learning the content? 4. How do we expand our students' world?
Action Step	
Description	<ol style="list-style-type: none"> 1. A school-wide data wall will be built in a secure area in order to give teachers a visual representation of data from the FSA reading and math tests, i-Ready ELA and math tests, and from other reading, math, science, and civics progress monitoring results. 2. The administrators and coaches will display data in common areas of the school (Cafeteria) and provide and publicize weekly awards for high achievement and growth of specific students. 3. Teachers will display progress monitoring data on their classroom data walls in the following areas: iReady math and reading, Accelerated Reader, and Study Island. Students and teachers will set personal goals on the CMS goal-setting sheets. Teachers/Admin will hold data chats with students before and after baseline assessments. 4. Weekly PLC meetings will help teachers examine their student progress, take ownership of student learning, and make changes to instruction by providing reteaching and remediation strategies or MTSS interventions to students in need. 5. Provide funds for monthly team data meetings outside of teacher contract hours. 6. The administrators and coaches will provide ongoing professional development to teachers on how to examine and utilize data.
Person Responsible	Lisa Brookins (brookinslisa@hendry-schools.net)

#2	
Title	Teachers will acquire a deeper understanding of standards-based instruction and implement this in reading, math, science, and social studies lessons.
Rationale	Many teachers do not have a clear understanding of the shifts required by the new Florida Standards in reading and math or of the science and civics NGSSS standards.
State the measurable outcome the school plans to achieve	Teachers will teach the reading, math, science, and social studies standards with fidelity in a student-centered classroom.
Person responsible for monitoring outcome	Lisa Brookins (brookinslisa@hendry-schools.net)
Evidence-based Strategy	Standards based instruction
Rationale for Evidence-based Strategy	Observations, student work, and assessment data have shown that standards are not being taught to the level of rigor that is required by Florida State Standards and NGSSS. Setting objectives and providing feedback is one of Marzano's 9 Essential Instructional Strategies. The criteria used to make this decision are the following essential questions: 1. What do we want our students to learn? 2. How do we know if our students learned the content? 3. What do we do if our students did not or have challenges learning the content? 4. How do we expand our students' world?
Action Step	
Description	1. Provide professional development on creating standards-based lessons via coaches and other professional services. 2. Provide funds for bi-monthly team planning outside of teacher contract hours. 3. Review teacher lesson plans on Google Drive and observe teacher lessons to ensure fidelity. 4. Use iObservation walk-through and observation data to help teachers set goals and improve instruction of standards. Teachers will set one individual S.M.A.R.T. goal and one team S.M.A.R.T. goal. 5. Teachers will use curriculum / pacing maps in reading, math, science, and social studies to help guide instruction.
Person Responsible	Lisa Brookins (brookinslisa@hendry-schools.net)

#3	
Title	CMS staff will provide students in lowest 25th percentile in math and reading additional support in all core subjects throughout the 2019-20 school year
Rationale	<p>Students scoring in the lowest 25% need additional support in all core subjects. CMS did not meet expected growth or proficiency targets on the FSA in all subjects.</p> <p>Our lowest 25% showed 36% growth in ELA and 33% in math.</p>
State the measurable outcome the school plans to achieve	By differentiating instruction and providing additional support for our lowest 25%, CMS will show growth in all subjects on all state tests thereby raising our school grade from a D.
Person responsible for monitoring outcome	Lisa Brookins (brookinslisa@hendry-schools.net)
Evidence-based Strategy	Differentiated Instruction
Rationale for Evidence-based Strategy	<p>It is important for us to shift from a "one-size fits all" model of instruction to a more differentiated approach. Teachers will focus on all subgroups when preparing lessons, differentiating the method and mode of instruction.</p> <p>Our FSA data shows that the majority of our students did not master standards in core subjects.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will build and update our school data wall. 2. Administrators will meet with assigned content areas to review 3-6-9 assessment data and plan for remediation and small group instruction. 3. ELL teacher will work with the ELL paras to provide support and MTSS interventions to ELL students, communicate with parents of ELL students, plan parent involvement activities and oversee WIDA testing. 4. Non-English speaking ELL students will be assigned to an ESOL class to receive differentiated instruction in ELA. 5. School Counselors will concentrate on IEP's, MTSS, students exhibiting early warning indicators, and crisis intervention and counseling. 6. Begin the CMS Before/After School Program in September; offer the program 2 days per week through April, providing additional instruction and remediation in reading, math, science, and social studies to students. 7. Hold weekly data analysis PLC's with grade levels. 8. Order additional resources for in- and before/after-school practice in reading, math, science, and social studies. 9. CMS will hire a Math Coach to provide job embedded coaching to teachers and also provide small group push in support.
Person Responsible	Lisa Brookins (brookinslisa@hendry-schools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The school plans to increase positive communication with all stakeholders. Increase opportunities for feedback and participation in school activities and school programs. Hold parent information nights so parents and guardians can increase knowledge about educational decisions and opportunities important to this child.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

The school plans to implement social emotional learning on citizenship and conflict resolution to provide students with opportunities for goal setting and positive .

We are have a full time guidance counselor and a full time mental health counselor.

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. We organize a "student led" day where students are providing information to incoming 5th graders, touring them around the campus, and explaining the clubs and organizations within Clewiston Middle School. On the first day of school there is a 6th grade meeting to help students with any last concerns they have before the school year starts.

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. 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 student success.

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 Readiness:

- All students will be using several of the AVID strategies;
- We are currently offering 2 high school courses;
- AVID students will be visiting local colleges;
- Speakers from the community will lead classroom discussions on preparing for the workplace;
- Guidance Counselors will be meeting with students both in groups and individually discussing interests and options to begin promoting education.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: CMS will utilize data to drive instruction, exam student progress, and provide MTSS support.				\$29,431.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	0061 - Clewiston Middle School	UniSIG	0.5	\$20,000.00
			<i>Notes: Classroom teachers - teacher salaries for time for teachers to participate in data meetings and curriculum planning outside of the regular school day. Approximately 12 teachers per week for two hours after school (outside of their contracted day) to be paid their individual hourly rate - approximate hourly average of \$28. This will be on a rotating basis. 12 teachers x 2hours x \$28 for approximately 30 weeks.</i>			
	6300	210-Retirement	0061 - Clewiston Middle School	UniSIG	0.0	\$1,694.00
			<i>Notes: Retirement Benefits for teachers participating in data and curriculum planning meetings. (.0847%)</i>			
	6300	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$1,240.00
			<i>Notes: Social Security Benefits for teachers participating in data and curriculum planning meetings. (.0620%)</i>			
	6300	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$290.00
			<i>Notes: Medicare benefits for teachers participating in data and curriculum planning meetings. (.0145%)</i>			
	6300	330-Travel	0061 - Clewiston Middle School	UniSIG	0.0	\$4,207.00
			<i>Notes: Travel for school administrators to attend professional development opportunities outside the LEA that is connected to the school improvement plan - to increase knowledge in reading, math, writing, and science teaching methods and data leadership models. Travel to include registration for state, national, and local conferences, per diem, mileage, hotels and airfare. Administrative team of 3 to attend a conference through Solution Tree - \$2007.00 for registration, estimated \$900.00 for airline tickets, and \$900.00 for hotel, and \$400 per diem.</i>			
	6400	120-Classroom Teachers	0061 - Clewiston Middle School	UniSIG	0.0	\$2,000.00

			<p><i>Notes: Stipends for teachers attending professional development activities outside of their contracted day/year. Saturday professional development provided by the district coaches. 16 teachers to attend a Saturday training on proficiency scales. This training will be provided by the district coaches. Coaches will be paid from other district funds for providing the training. 8 ELA teachers and 8 Math teachers will receive six hours of training.</i></p>			
2	III.A.	Areas of Focus: Teachers will acquire a deeper understanding of standards-based instruction and implement this in reading, math, science, and social studies lessons.				\$109,060.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0061 - Clewiston Middle School	UniSIG	1.0	\$50,000.00
			<p><i>Notes: Academic Coach to provide professional development activities during the day and outside of their contracted day/year. This coach will be supplemental to personnel already at CMS. The coach will embed professional development and mentor teachers struggling with standards based instruction, student engagement, rigor of the standards and lesson planning that will be driven by data from iready and other assessments.</i></p>			
	6400	210-Retirement	0061 - Clewiston Middle School	UniSIG	0.0	\$4,235.00
			<p><i>Notes: Retirement Benefits for academic coach. (.0847%)</i></p>			
	6400	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$3,100.00
			<p><i>Notes: Social Security Benefits for academic coach. (.0620%)</i></p>			
	6400	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$725.00
			<p><i>Notes: Medicare benefits for academic coach. (.0145)</i></p>			
	6400	230-Group Insurance	0061 - Clewiston Middle School	UniSIG	0.0	\$9,000.00
			<p><i>Notes: Group insurance for academic coach.</i></p>			
	6400	330-Travel	0061 - Clewiston Middle School	UniSIG	0.0	\$5,000.00
			<p><i>Notes: Travel for teachers to attend professional development opportunities outside the LEA that is connected to the school improvement plan - to increase knowledge in reading, math, writing, and science teaching methods and data leadership models to focus on student achievement. Travel to include registration for state conferences and academies, per diem, mileage, hotels and airfare. This is an estimate - there will be a team of 8 teacher leaders going to exceeding expectations. This will cover registration, hotel, per diem and travel.</i></p>			
	6400	510-Supplies	0061 - Clewiston Middle School	UniSIG	0.0	\$5,000.00
			<p><i>Notes: Supplies for professional development opportunities at school sites that will include participant manuals, books, chart tablets, markers, post it notes, pens, and highlighters.</i></p>			
	6400	750-Other Personal Services	0061 - Clewiston Middle School	UniSIG	0.0	\$5,000.00
			<p><i>Notes: Other Personal Services - substitute teacher to release teachers to participate in high quality job embedded professional development opportunities held during the school day. Substitutes are paid approximately \$85.00 a day. This will allow each teacher at the school to receive one day of PD.</i></p>			
	6400	310-Professional and Technical Services	0061 - Clewiston Middle School	UniSIG	0.0	\$27,000.00
			<p><i>Notes: Instructional Partners will embed PD and work with teachers directly. Customized to the needs of the school. Working with Math teachers to increase standards based instruction as well as student engagement and rigor in instruction. They will observe classroom instruction, debrief with leaders to identify content specific trends while building teacher</i></p>			

		<i>capacity. They will create an action plan with content specific goals to support leaders and teachers. Provide content specific PD, support PLCs and planning using lesson internalization protocols. Provide leaders and teachers through coaching cycles.</i>				
3	III.A.	Areas of Focus: CMS staff will provide students in lowest 25th percentile in math and reading additional support in all core subjects throughout the 2019-20 school year				\$222,203.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0061 - Clewiston Middle School	UniSIG	2.0	\$80,000.00
		<i>Notes: Classroom teachers - teacher salaries to provide supplemental tutorial services to students attending CMS. These teachers would be paid their hourly rate. Salary ranges between \$40,000 and 63,000, so an estimated rate of \$28 - \$33 an hour. This will be for about 20-30 teachers dependent upon student enrollment which amounts to about 2 FTE. These teachers are teaching in an after school program where all students with needs will be invited. hoping that about 300 will attend. The students will receive instruction based on skill deficiency by effect teachers</i>				
	5100	150-Aides	0061 - Clewiston Middle School	UniSIG	1.0	\$15,000.00
		<i>Notes: Salaries for highly qualified paraprofessionals to provide support to teachers and tutoring for students under the direction of a highly qualified teacher for students in need for during regular hours and extended extended day/year programs. Candidates to fill these positions will be paras currently working at CMS. They would apply for available positions. To be paid their hourly rate at approximately \$15 an hour. Salaries range between \$15,000 and 23,000.00. Paras will be working with small groups of students directly under the supervision of a state certified teacher.</i>				
	5100	210-Retirement	0061 - Clewiston Middle School	UniSIG	0.0	\$8,047.00
		<i>Notes: Retirement Benefits for 2 FTE teachers and 1 FTE paraprofessionals for extended day/year tutoring.</i>				
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$6,840.00
		<i>Notes: Medicare benefits for 2FTE teachers and 1 FTE paraprofessionals for extended day/year tutoring.</i>				
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$1,374.00
		<i>Notes: Medicare benefits for 2FTE teachers and 1 FTE paraprofessionals for extended day/year tutoring.</i>				
	5100	369-Technology-Related Rentals	0061 - Clewiston Middle School	UniSIG	0.0	\$13,088.00
		<i>Notes: Rentals - Rental agreements for supplemental computer programs. Annual fee charge for support and maintenance agreements for supplemental software programs. IXL, Nearpod, Flocabulary, and edmentum.</i>				
	5100	510-Supplies	0061 - Clewiston Middle School	UniSIG	0.0	\$9,839.00
		<i>Notes: Supplemental supplies. These supplies will supplement regular supply allocations and will be used for interventions utilized in order to close the achievement gap and increase proficiency of students. Includes books, chart paper, post its, index cards, USA test prep, binders for students for working in small groups and receiving instruction based on individual needs of the students.</i>				
	5100	519-Technology-Related Supplies	0061 - Clewiston Middle School	UniSIG	0.0	\$4,500.00
		<i>Notes: Technology related supplies to include headphones. Headphones for a projected number of students receiving small group instruction in the after school program. 300 x \$15.00.</i>				

5100	530-Periodicals	0061 - Clewiston Middle School	UniSIG	0.0	\$7,673.00
		<i>Notes: Periodicals - supplemental periodicals for student use and non fiction reading purposes to be used during supplemental instruction. News articles to use during small group instruction.</i>			
5100	622-Audio Visual Materials Non-Capitalized	0061 - Clewiston Middle School	UniSIG	0.0	\$2,609.00
		<i>Notes: Audio Visual Materials non-capitalized - supplemental document cameras to be used with text passages, and language acquisition that can be used with supplemental computer programs.</i>			
5100	644-Computer Hardware Non-Capitalized	0061 - Clewiston Middle School	UniSIG	0.0	\$4,820.00
		<i>Notes: Computer hardware technology related non capitalized - supplemental computer hardware for use in supplemental instructional activities. Chromebooks to use for small group skill instruction for iredy, study island, plato to be used by students receiving extra instruction from resource teachers.</i>			
6150	120-Classroom Teachers	0061 - Clewiston Middle School	UniSIG	0.13	\$5,376.00
		<i>Notes: Classroom teachers - teacher salaries to provide parent and family engagement activities to parents and families of students attending CMS in order to assist with raising achievement. Teachers will be paid their hourly rate to hold STEM nights, reading nights, and math nights. including algebra and civics. Hourly rate average is \$28. For each 3 hour event, 6-8 teachers will facilitate. 8 nights x 8 teachers x 3 hours.</i>			
6150	150-Aides	0061 - Clewiston Middle School	UniSIG	0.14	\$2,016.00
		<i>Notes: Aides' salaries to assist teachers with providing parent and family engagement activities to parents and families of students attending CMS. Paras will receive their hourly rate at \$15. 8 nights x 3 hours x 6 paras each night.</i>			
6150	210-Retirement	0061 - Clewiston Middle School	UniSIG	0.0	\$630.00
		<i>Notes: Retirement Benefits for teachers and paraprofessionals to provide parent and family engagement activities to families of students attending CMS.</i>			
6150	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$586.00
		<i>Notes: Social Security benefits for teachers and paraprofessionals to provide parent and family engagement activities to families of students attending CMS.</i>			
6150	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$110.00
		<i>Notes: Medicare benefits for teachers and paraprofessionals to provide parent and family engagement activities to families of students attending CMS.</i>			
6150	510-Supplies	0061 - Clewiston Middle School	UniSIG	0.0	\$5,830.00
		<i>Notes: Supplemental supplies. These supplies will supplement regular supply allocations and will be used for parent and family engagement activities for students and families attending CMS to assist with closing the achievement gap and increase proficiency of students.</i>			
6200	610-Library Books	0061 - Clewiston Middle School	UniSIG	0.0	\$22,459.00
		<i>Notes: Library books - funds to supplement the library with supplemental library books to include non fiction to be used with interventions.</i>			
7800	160-Other Support Personnel	0061 - Clewiston Middle School	UniSIG	0.5	\$10,000.00

			<i>Notes: Salaries for bus drivers for extended day/year programs. bus drivers will be paid their hourly rate (approx. \$15 an hour) for transporting students. 5 drivers x 3 hours a day for 3 days a week for at least 14 weeks. Approximately 300 students will attend. All 750 students will be invited with a hope that at least 300 will attend. Each bus holds about 60 students.</i>			
	7800	210-Retirement	0061 - Clewiston Middle School	UniSIG	0.0	\$847.00
			<i>Notes: Retirement (.0847) Benefits for bus drivers.</i>			
	7800	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$620.00
			<i>Notes: Social Security Benefits (.0620) for bus drivers.</i>			
	7800	220-Social Security	0061 - Clewiston Middle School	UniSIG	0.0	\$145.00
			<i>Notes: Medicare Benefits (.0145) for bus drivers.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0061 - Clewiston Middle School	UniSIG	0.0	\$19,794.00
			<i>Notes: Computer hardware - supplemental capitalized computer hardware for use in supplemental instructional activities: promethian boards to increase student engagement.</i>			
					Total:	\$380,719.63