

Hendry County Schools

Clewiston High School



2020-21 Schoolwide Improvement Plan

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Clewiston High School

1501 S FRANCISCO ST, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=4&sc_id=1171294169

Demographics

Principal: Phillip Summers

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: C (48%) 2017-18: C (52%) 2016-17: C (46%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">87%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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. 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.

Clewiston High will ensure that all students make academic gains in a safe environment that encourages students to take on academic challenges with support in pursuit of them becoming well-rounded and productive citizens of society.

Provide the school's vision statement.

Engage, Inspire, and Challenge, every student, every day.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sanchez, Roberto	Principal	Phillip Summers - Assistant Principal (summersp@hendry-schools.net) Reko Parantha - Dean (paranthar@hendry-schools.net) Tori Roberts - Dean (robertst@hendry-schools.net) Jose Roquett - Administrator (roquettj@hendry-schools.net) Sherrie Llossas - Counselor (llossass@hendry-schools.net) Ian Stone - Counselor (stonei@hendry-schools.net) Technology Lead Veronica Roquett - Teacher (roquettv@hendry-schools.net) AP Lead Leslie Harn - Teacher (harnl@hendry-schools.net) *Science lead Carmelo Rindone - Teacher (rindonec@hendry-schools.net) *Social Studies lead Stephanie Robertson - AVID Coordinator/ESE Lead (robertsons@hendry-schools.net) Lauren Kinard- Teacher (kinardl@hendry-schools.net) *ELA lead Reina Margarito-Teacher (margaritor@hendry-schools.net) *Math lead Tammy Harn- Teacher (harnt@hendry-schools.net) Enrichment Lead Jennie Goffe-Teacher (goffej@hendry-schools.net) CTE Lead

Demographic Information

Principal start date

Wednesday 7/1/2015, Phillip Summers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

51

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
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SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	263	240	232	255	990
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	68	68	66	276
One or more suspensions	0	0	0	0	0	0	0	0	0	4	0	2	3	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	44	34	46	36	160
Course failure in Math	0	0	0	0	0	0	0	0	0	25	22	10	35	92
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	105	64	71	84	324
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	89	65	65	57	276

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	0	0	0	98	70	76	81	325

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	2	1	6	3	0	12

Date this data was collected or last updated

Sunday 10/11/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	263	225	241	211	940
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	37	38	51	159
One or more suspensions	0	0	0	0	0	0	0	0	0	4	8	6	8	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	43	41	53	56	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	105	90	99	83	377

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	0	0	0	47	41	60	56	204

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	0	0	0	0	0	0

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	263	225	241	211	940
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	37	38	51	159
One or more suspensions	0	0	0	0	0	0	0	0	0	4	8	6	8	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	43	41	53	56	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	105	90	99	83	377

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		
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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	0	0	0	0	0	0

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	42%	43%	56%	34%	35%	53%
ELA Learning Gains	45%	47%	51%	33%	39%	49%
ELA Lowest 25th Percentile	33%	35%	42%	26%	27%	41%
Math Achievement	27%	32%	51%	35%	39%	49%
Math Learning Gains	37%	49%	48%	54%	53%	44%
Math Lowest 25th Percentile	31%	47%	45%	55%	53%	39%
Science Achievement	57%	72%	68%	44%	45%	65%
Social Studies Achievement	71%	66%	73%	56%	56%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	42%	44%	-2%	55%	-13%
	2018	40%	40%	0%	53%	-13%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	37%	38%	-1%	53%	-16%
	2018	36%	40%	-4%	53%	-17%
Same Grade Comparison		1%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	65%	-11%	67%	-13%
2018	83%	59%	24%	65%	18%
Compare		-29%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	62%	6%	70%	-2%
2018	59%	55%	4%	68%	-9%
Compare		9%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	38%	-11%	61%	-34%
2018	24%	41%	-17%	62%	-38%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	40%	-17%	57%	-34%
2018	22%	42%	-20%	56%	-34%
Compare		1%			

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	37	22	22	50		36	39		84	19
ELL	23	30	28	32	50		50	64		33	
BLK	34	39	26	17	34	25	41	60		82	39
HSP	40	44	36	27	33	26	63	72		76	59
WHT	57	55	36	41	59		63	81		94	63
FRL	39	43	34	28	36	33	53	70		78	48

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	14	20	15	16	30		64	45		88	13
ELL	22	23	10	41	55					39	
BLK	30	39	47	15	25		70	47		96	11
HSP	39	40	31	31	44	64	85	68		81	61
WHT	53	45		31	42		97	64		94	59
FRL	37	41	37	25	39	55	83	60		87	43

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	23	15	19	36		12	25		57	6
ELL	21	19	15	21						25	
BLK	25	24	16	17	37	53	29	47		78	28

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
HSP	36	35	26	35	55	46	41	54		70	59
WHT	44	38	47	55	72	100	68	72		80	63
FRL	29	33	26	30	52	57	39	53		70	51

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)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	540
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Our overall math performance showed the lowest performance. We attribute the lack of performance to several factors. We had a change in personnel where we moved the previous year's math coach to an administrative role. We struggled to find quality assessments that could accurately measure student learning in Algebra and Geometry. We did not have a strong enough system where we could conduct progress monitoring at an appropriate level and at a consistent level year round.

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 greatest decline was our biology scores . We attribute this to developing greater access to a course like biology to younger students and in addition, not providing enough instructional support to our science teachers. We need a stronger more robust progress monitoring system in biology and we need to give greater access to 9th graders to Foundations of Agriscience which is a course that aligns to the Biology EOC by 70%.

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

The greatest gap for our school came in the math achievement level. Our performance was 24 points below the state average. The factors that contributed to this gap lie in the insufficient progress monitoring assessment tools and resources last year. Also, a lack of a math coach that could have provided direct support was also a contributing factor to the poor performance.

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

Our overall social studies achievement score improved by eight points in 2019 from 2018. Our school had a clear curriculum map for this subject and the teachers both did an excellent job in teaching the standards. We also had a strong progress monitoring system in place. Both teachers also held an extensive amount of study and review sessions both after school and on certain Saturdays. We will and must continue to give students extended learning opportunities in US History.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Graduation rate among ELL students
African American students proficient in ELA.

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

1. 1. Continue to improve school-wide culture.
2. Improve proficiency in math (geometry and algebra).
3. Improve school use of data and improvement adjustments in core tested subjects.
4. Formative assessment systems.
5. Implement an increased amount of AVID instructional strategies in all classrooms.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: We need to address making instructional shifts in math based on progress monitoring data. In the area of math (algebra and geometry) we need to develop lessons that will drive student learning based on data. Our math scores for 2019 were low and need to be improved.

Measurable Outcome: We would like to our school increase our math point component of our school grade by at least 30 points in 2021 compared to 2019.

Person responsible for monitoring outcome: Phillip Summers (summersp@hendry-schools.net)

Evidence-based Strategy: Data based decision making has long been proven to help schools make good decisions that will impact student learning.

Rationale for Evidence-based Strategy: After analyzing the factors that contributed to our low performance in math in 2019, we determined that the weak progress monitoring system was the most important item to enhance this school year.

Action Steps to Implement

Identify a strong system for progress monitoring in geometry and algebra.

Person Responsible Roberto Sanchez (sanchezr@hendry-schools.net)

Ensure teachers in math collect the data related to their progress monitoring assessments and report it during the Tiger Eye data review process.

Person Responsible Phillip Summers (summersp@hendry-schools.net)

#2. Other specifically relating to Progress Monitoring in State Assessed Areas

Area of Focus Description and Rationale: Analyzing data on a regular basis in order to modify instruction has been proven to raise student performance. We will review the data in all state assessed areas (ELA in 9th/10th grade, algebra, geometry, biology, US History, CTE and AP exam pass rates) on a monthly basis as part of our leadership team meetings.

Measurable Outcome: Ensure that we meet 45% of all students making proficiency in reading and making learning gains in ELA and that all other areas that are state assessed increase by at least 5% points.

Person responsible for monitoring outcome: Roberto Sanchez (sanchezr@hendry-schools.net)

Evidence-based Strategy: Data analysis

Rationale for Evidence-based Strategy: Research proves that the more effective job a school does to identify their data and make instructional decisions based on the data analysis, the school retains the ability to move forward academically.

Action Steps to Implement

1. Ensure that all students in 9th grade and 10th grade have access to rigorous grade appropriate curriculum and instruction in their ELA/reading and math course.
2. Conduct progress monitoring and benchmark assessments after instruction in state assessed subjects.
3. Analyze data and modify instruction based on the results of the data analysis.
4. Use results to modify instruction in ELA and math courses.
5. Monitor via formative assessments and benchmark assessments if modifications had an impact.

Person Responsible Roberto Sanchez (sanchezr@hendry-schools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Culture energies the work that must be done in order for our school to continue to improve, As such, administration will continue to work on the development of a strong, student focused, positive school culture where both teachers and students enjoy working and learning.

Measurable Outcome: Improve student attendance to above 90%.
Decrease discipline referrals by at least 10% in each grade level from 2019 data.

Person responsible for monitoring outcome: Roberto Sanchez (sanchezr@hendry-schools.net)

Evidence-based Strategy: The Lead Now Model by Tim Kight.
Provide feedback to staff and students within a strong system of accountability.

Rationale for Evidence-based Strategy: In order for our staff and our students to perform and work effectively, we must have a positive encouraging school culture. There is a mountain of research that indicates that when organizations or schools have a strong team-oriented school culture, it allows teachers to have an increased amount of learning take place in their room. This culture both supports and encourages the instructional work that must take place to raise student achievement. This leads to the creation of a place/environment where both students and staff feel connected and happy, thereby making it more likely students will come to school more often and not engage in negative behaviors.

Action Steps to Implement

1. Share the Lead Now model with admin and leadership team.
2. Create a plan with specific ways that our administration will thank and observe our staff and students and give positive feedback, and develop a strong trusting relationship with our staff and students.
3. Empower more staff and students to take on a leadership roles and have a positive affect on our school.
4. Establish and communicate core values and align all the work we do to the core values and vision of the organization.

Person Responsible Roberto Sanchez (sanchezr@hendry-schools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School administration will conduct more classroom walkthroughs specifically looking for items listed in our school improvement priorities to ensure teachers are making progress in closing achievement gaps and teaching to a high level of rigor. Much of the room for growth that our school has is related to looking at data and creating more opportunities for our staff and administrators to collaborate more and engage in discussions related to best instructional practices that will improve the probability of students learning better, especially in state assessed areas./subjects.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Clewiston High School addresses building a positive culture and environment by focusing on investing in people/ building relationships, having a shared vision, setting the tone and praising and celebrating both students and teachers.

Clewiston High School believes relationships are the most important part of establishing a school culture that is perceived as and breeds caring. When people feel valued, staff and students, they are more likely to work harder, stay focused on the journey, and enjoy coming to school. It's the goal of all staff in a school to foster and forward positive relationships with students and among peers. Our school culture doesn't exist because of a program. It exists because of the people within the building. That includes aides, secretary, teachers, administrators, and most importantly students.

Creating and sustaining a positive school culture is having a consistent, shared vision for your school. Our staff and students feel that they are being treated the same as everyone else, regardless of their differences. School leaders has done a good job generating school and classroom rules and expectations. Administrative leaders will follow through consistently with discipline and consequences creating a sense of trust and support; staff feels as though they are supported to do their jobs well, and trust among all school constituents that the rules are followed and enforced consistently.

Clewiston High School administrators do a good job modeling how to be role models. We show students how to be kind, caring, and that we value them. As is best practice in instruction, modeling is key to understanding with anything in school buildings. So, it is important to model these behaviors.

At CHS we praise appropriately and celebrate victories; large and small. We understand recognition is one way in which people feel valued. Our administrators have given teachers hand written notes, "Zingers", teacher of the month, made trips to their houses to hand deliver a goodie bag. We recognize two students of the month, which is voted on by teachers. We have a thriving PBIS program, which focus and acknowledges positive, infectious behaviors. During walk thrus admin acknowledge and reward entire classrooms where students are in compliance with doing the "little" thing correctly. The foundation is set for students to learn and achieve their best when they feel safe, supported, respected, and valued in their environment,

Parent Family and Engagement Plan (PFEP) Link

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