

Hendry County Schools

Clewiston Middle School



2021-22 Schoolwide Improvement Plan

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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: 2/3/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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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)	2020-21 Title I School	2020-21 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	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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<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 Engage, Empower, and Educate EVERY student, EVERY day, in EVERY classroom to prepare them for success in college, career, and life.

Provide the school's vision statement.

CMS vision is to foster a literate student body focused on continuous growth & success in all aspects of life.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Kelley, Tina	Principal	Instructional leader responsible for all curriculum, instruction and assessment tasks as well as building operational responsibilities.
Barnes, Steven	Dean	Instructional coaching and support for social studies and elective teachers. Dean of Students, specializing in student discipline, school safety, and restorative practices. School site technology representative at the district level and school site technology lead
Perrera, Auria	Reading Coach	Support teachers by providing instructional coaching and professional development especially in ELA and Civics Management of the school website and assisting in school social media.
Perry, Sandra	Instructional Coach	Support teachers by providing instructional coaching and professional development.
Johnston, Samantha	Assistant Principal	Instructional coaching and support for 8th Grade Science Instructional coaching and support for math Evaluation of Math and 8th Grade Science Management of school social media
Berner, Maranda	Dean	Dean of Students specializing in student discipline Admin of ELA 6th and 7th Grade Science Coach
Marotti, Haili	Other	Resource Teacher. Instructional coaching and support for ELL and ESE student support services. Observation, and evaluation of paraprofessionals. Management of the school calendar and information organization. State testing coordinator.

Demographic Information

Principal start date

Monday 2/3/2020, Tina Kelley

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.*

3

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.*

4

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

706

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data**Early Warning Systems****2021-22****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	269	254	234	0	0	0	0	757	
Attendance below 90 percent	0	0	0	0	0	0	67	102	88	0	0	0	0	257	
One or more suspensions	0	0	0	0	0	0	14	66	50	0	0	0	0	130	
Course failure in ELA	0	0	0	0	0	0	8	12	31	0	0	0	0	51	
Course failure in Math	0	0	0	0	0	0	14	13	22	0	0	0	0	49	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	45	35	0	0	0	0	135	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	36	39	0	0	0	0	128	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	61	75	72	0	0	0	0	208	

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		
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4	

Date this data was collected or last updated

Monday 6/21/2021

2020-21 - 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	279	253	218	0	0	0	0	750
Attendance below 90 percent	0	0	0	0	0	0	31	43	39	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	26	73	65	0	0	0	0	164
Course failure in ELA	0	0	0	0	0	0	56	51	44	0	0	0	0	151
Course failure in Math	0	0	0	0	0	0	49	58	41	0	0	0	0	148
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	57	41	64	0	0	0	0	162
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	41	43	90	0	0	0	0	174

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	43	68	62	0	0	0	0	173

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	
Students retained two or more times	0	0	0	0	0	0	1	3	0	0	0	0	0	4

2020-21 - 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	279	253	218	0	0	0	0	750
Attendance below 90 percent	0	0	0	0	0	0	31	43	39	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	26	73	65	0	0	0	0	164
Course failure in ELA	0	0	0	0	0	0	56	51	44	0	0	0	0	151
Course failure in Math	0	0	0	0	0	0	49	58	41	0	0	0	0	148
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	57	41	64	0	0	0	0	162
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	41	43	90	0	0	0	0	174

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	43	68	62	0	0	0	0	173

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	
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	42%	54%	37%	39%	53%
ELA Learning Gains				44%	50%	54%	46%	45%	54%
ELA Lowest 25th Percentile				36%	40%	47%	51%	47%	47%
Math Achievement				34%	45%	58%	39%	43%	58%
Math Learning Gains				31%	46%	57%	43%	49%	57%
Math Lowest 25th Percentile				33%	41%	51%	42%	50%	51%
Science Achievement				34%	41%	51%	28%	35%	52%
Social Studies Achievement				53%	59%	72%	58%	59%	72%

Grade Level Data Review - State Assessments

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
06	2021					
	2019	38%	41%	-3%	54%	-16%
Cohort Comparison						
07	2021					
	2019	32%	38%	-6%	52%	-20%
Cohort Comparison		-38%				
08	2021					
	2019	40%	43%	-3%	56%	-16%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	32%	43%	-11%	55%	-23%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	30%	42%	-12%	54%	-24%
Cohort Comparison		-32%				
08	2021					
	2019	16%	30%	-14%	46%	-30%
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	31%	37%	-6%	48%	-17%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	56%	-7%	71%	-22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	38%	14%	61%	-9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	40%	39%	57%	22%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-Ready - ELA and Math

USA Test Prep, FLVS Mock Test-Civics

J& J Educational Science Bootcamp Assessments

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	219/23	232/24	211/27
	Economically Disadvantaged	219/23	232/24	211/27
	Students With Disabilities	27/0	27/0	20/7
	English Language Learners	59/8	62/6	58/8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	219/28	237/36	216/45
	Economically Disadvantaged	219/28	237/36	216/45
	Students With Disabilities	26/4	28/7	25/11
	English Language Learners	48/12	61/18	57/26

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	182/34	205/35	193/35
	Economically Disadvantaged	182/34	205/35	193/35
	Students With Disabilities	20/2	20/4	20/1
	English Language Learners	36/8	40/15	36/19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	186/24	208/26	198/32
	Economically Disadvantaged	186/24	208/26	198/32
	Students With Disabilities	21/14	21/19	19/24
	English Language Learners	35/6	41/21	37/16
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	82/23	81/41	80/59
	Economically Disadvantaged	82/23	81/41	80/59
	Students With Disabilities	2/0	0/0	2/50
	English Language Learners	10/0	10/20	10/30

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	140/33	166/34	154/39
	Economically Disadvantaged	140/33	166/34	154/39
	Students With Disabilities	16/5	19/5	18/16
	English Language Learners	10/10	13/7	11/9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	142/18	170/18	157/25
	Economically Disadvantaged	142/18	170/18	157/25
	Students With Disabilities	19/10	20/10	19/5
	English Language Learners	12/0	12/0	8/25
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	184/26	187/36	184/39
	Economically Disadvantaged	184/26	187/36	184/39
	Students With Disabilities	20/0	20/20	20/25
	English Language Learners	15/20	15/26	15/20

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	38	31	25	31	21	14				
ELL	23	35	28	38	35	41	20	93			
BLK	32	41	44	42	44	35	33	95	100		
HSP	45	47	29	53	45	49	55	96	76		
WHT	44	53	43	54	50	25	40	86	54		
FRL	41	47	32	49	45	43	44	97	78		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
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	49
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	40
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	50
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The lowest area of performance was in ELA Learning Gains in the bottom quartile of our student population. Learning gains of the B25 have drastically declined since 2018.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in ELA Learning Gains in the bottom quartile. Gains declined from 36% to 35%. However, in 2018 the learning gains were at 51%. Overall that is a loss of 16%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This is due to failing to specifically provide Tier 3 interventions by a reading endorsed teacher. Also, there was not a focus on students meeting their individual reading goals and our ESSA students were not held to a high standard of rigor and expectation.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math proficiency, learning gains, and learning gains increased by 9+ points! Science increased 13 percentage points in proficiency. Civics increase 41 points and our acceleration increase 14 points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The math increase was due to dismissing our ineffective math teachers in 2019 and hiring effective teachers as well as effective coaching and progress monitoring. We also used Math 180 with our B25 students in math. Science was due to implementing a new curriculum, strategic coaching, progress monitoring and utilizing small group instruction. The civics increase was due to strategic use of the master schedule as well as small group instruction. Our acceleration gains were due to hiring effective teachers and small group instruction.

What strategies will need to be implemented in order to accelerate learning?

1. Our B25 students will be placed in reading/math intensives where they will receive small group instruction daily.
2. Our ESE students will be placed in a career ed class where they will be monitored and receive tutoring as needed.
3. After our PM in December, our coaches will begin small group instruction for our "bubble students" in civics and 8th grade science.
4. CMS will facilitate three Power Hours (after school program) strategically placed throughout the SY to focus on reading and math acceleration.
5. Our coaches will implement coaching cycles with our Tier 3 teachers to ensure that Tier I instruction is on point for all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our teachers that are working with the B25 in reading have received professional development in Achieve 3000 which is the program that we are using to help us accelerate learning in reading. Our teachers that are working with the B25 in math are receiving training and coaching in Math 180. Our entire staff has received training in I-Ready reading and math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our district is facilitating monthly 1/2 day professional development. During this time CMS will continue with data dives and aligning instruction accordingly. This will also be a time to realign and adjust our small group instruction and add/dismiss students.

We are also continuing to develop the capacity of our guiding coalition through coaching from Solution Tree.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Increase Learning Gains for all students based on data-driven, aligned instructional systems All students deserve an equitable learning experience to demonstrate at least a years' worth of growth in all core content areas. Teachers must use data effectively to plan and implement rigorous, differentiated learning opportunities for whole group, small group, and individual instruction for all students to empower students to make a year's work of learning growth.
Measurable Outcome:	54% of all students will make a Learning Gain in Reading (2021-47%) 42% of all students identified in the LPQ will make a Learning Gain in Reading (2021 -35%) 57% all students will make a Learning Gain in Math (2021-46%) 51 % of all students identified in the LPQ will make a Learning Gain in Math (2021-42%) 54% of all students will achieve proficiency in Science (2021-47%) 94% of all students will achieve proficiency in Social Studies (2021-94%)
Monitoring:	This area will be monitored using progress monitoring in all core areas. Progress monitoring includes but is not limited to: Consistent classroom learning walks Common assessments in all cores quarterly Common formative assessments I-ready reading and math assessments USA Test Prep Speed bags
Person responsible for monitoring outcome:	Tina Kelley (kelleyt@hendry-schools.net)
Evidence-based Strategy:	Data based decision making and aligned instructional systems
Rationale for Evidence-based Strategy:	Data based decision making will empower our teachers to develop prescriptive, standards-based instruction to meet individual needs. Data needs to drive our choices for the curriculum, instruction, and assessment tools that must be aligned and intentional to achieve desired results.

Action Steps to Implement

Implement a data-driven, aligned system of instruction including standards, curriculum, instruction, assessments, and interventions in ELA, Math, Science, and Social Studies empowering teachers with a rigorous and intentional instructional pathway.

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Establish weekly PLC schedule of Professional Development for ELA, Math, and Science teachers to provide time for teachers to collaborate, plan and model lessons for instructional growth.

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Develop Power Hour intervention after-school program for remediation and acceleration of standards for students struggling to meet standards.

Person Responsible Sandra Perry (perrys@hendry-schools.net)

Develop 'Working On the Work' Professionals Development Plan for intensive lesson study around critical curriculum issues lead by Academic Coaches with on the clock release time for teachers. Once monthly during early release..

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Extended Hours for planning and MTSS once a month for 46 teachers/2 hours per month .

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Secure Tier 3 Math Intervention, Math 180 for B25 students to help move students to proficiency.

Person Responsible Samantha Johnston (ortizs@hendry-schools.net)

Secure Tier 3 reading Intervention, Achieve 3000 for B25 students to help move students to proficiency.

Person Responsible Auria Perrera (pereraa@hendry-schools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Our average daily attendance for 2020-2021 was 88%. Students must be present to learn at high levels.
Measurable Outcome:	Our targeted outcome for the 2021-2022 school year is 95% average daily attendance. Daily attendance reports will be ran after 1st period. Parents/guardians of students that are absent will be notified immediately.
Monitoring:	Students that absent without excuse for 5 consecutive days will be reported to the truancy office for additional support.
Person responsible for monitoring outcome:	Sandra Perry (perrys@hendry-schools.net)
Evidence-based Strategy:	Students that reach attendance goals each quarter will be given PBIS points and any rewards that go with the points. CMS has also started "houses" this year. Houses are cross-content and cross-content groups of students that work to achieve academic, social, and attendance goals within our school. Houses will be awarded points each week for high attendance percentages and extra points for perfect attendance.
Rationale for Evidence-based Strategy:	This specific strategy was chosen for two reasons: 1. We want to recognize students for being responsible for their attendance. 2. We created houses and planned strategic house meetings on days that we know have been trends for high absenteeism. Students feel accepted in their houses and enjoy our house meetings and therefore will not want to miss these important days and will also want to contribute to the overall success of their house.

Action Steps to Implement

Daily attendance reports will be ran after 1st period. Parents/guardians of students that are absent will be notified immediately.

Students that absent without excuse for 5 consecutive days will be reported to the truancy office for additional support.

Person Responsible Steven Barnes (barness@hendry-schools.net)

Students that reach attendance goals each quarter will be given PBIS points and any rewards that go with the points.

Person Responsible Sandra Perry (perrys@hendry-schools.net)

Houses will be awarded points each week for high attendance percentages and extra points for perfect attendance.

Person Responsible Sandra Perry (perrys@hendry-schools.net)

Check and Connect mentors will be utilized and students with attendance challenges will be assigned a mentor for monitoring, accountability, and encouragement.

Person Responsible	Steven Barnes (barness@hendry-schools.net)
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#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: CMS made tremendous growth last year with what I felt was a minimal understanding of a Professional learning Community and how it can affect instructional practices at our school. I chose this area of focus so that we could journey deeper into the purpose and practices of a PLC. I want our entire faculty to embrace collective ownership and responsibility for the learning of all of our students at high levels.

Measurable Outcome: One outcome of the instructional practice relating to PLC would be increased Reading proficiency and learning gains in ELA. Specifically, our goal of 54% of all students will make a Learning Gain in Reading (2021-47%)
42% of all students identified in the LPQ will make a Learning Gain in Reading (2021 -35%)

Another outcome would be 57% all students will make a Learning Gain in Math (2021-46%) and 51 % of all students identified in the LPQ will make a Learning Gain in Math (2021-42%)

Monitoring: Teachers and coaches engage in weekly PLC meetings where collaborative planning takes place. Planning is data driven and goal oriented.

Person responsible for monitoring outcome: Tina Kelley (kelleyt@hendry-schools.net)

Evidence-based Strategy: Professional Learning Communities are ongoing learning processes whereby educators collaborate on recurring cycles of collective inquiry to determine the how we can take action to increase the learning for all students.

Rationale for Evidence-based Strategy: I selected this strategy so that CMS can produce sustainable and increasing levels of growth for our teachers and students.

Action Steps to Implement

Every teacher has a Tiger Time period where students engage in I-ready reading and math and Accelerated Reader. Weekly reports are ran to monitor student growth proficiency in math and reading.

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Departments established norms, set proficiency and growth goals and determined collective responsibilities in instruction to ensure equity and high levels of rigor for all students.

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Teachers will use common assessments for monthly progress monitoring in all cores to determine mastery of essential skills.

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Teachers will use planning protocols to plan effectively.

Person Responsible Tina Kelley (kelleyt@hendry-schools.net)

Teachers will utilize SIM strategies for effective instruction.

Person Responsible Samantha Johnston (ortizs@hendry-schools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	58% of our students scored less than a level 3 on FSA Reading this year. While CMS is headed in the right direction, Literacy remains a critical need on our campus.
Measurable Outcome:	50% of our students will score a level 3 or higher on FSA or Progress Monitoring in 2022. (2021 - 42%) 54% of all students will make a Learning Gain in Reading (2021-47%) 42% of all students identified in the LPQ will make a Learning Gain in Reading (2021 -35%)
Monitoring:	This area will be monitored using progress monitoring. Progress monitoring includes but is not limited to: Consistent classroom learning walks Common assessments in all cores quarterly Common formative assessments I-ready reading
Person responsible for monitoring outcome:	Tina Kelley (kelleyt@hendry-schools.net)
Evidence-based Strategy:	Data based decision making and aligned instructional systems
Rationale for Evidence-based Strategy:	Data based decision making will empower our teachers to develop prescriptive, standards-based instruction to meet individual needs. Data needs to drive our choices for the curriculum, instruction, and assessment tools that must be aligned and intentional to achieve desired results.

Action Steps to Implement

Planning and implementing student engagement structures.

Person Responsible Auria Perrera (pereraa@hendry-schools.net)

Planning for Target/Task alignment

Person Responsible Auria Perrera (pereraa@hendry-schools.net)

Implementing teacher systems for monitoring student progress during instruction.

Person Responsible Auria Perrera (pereraa@hendry-schools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Per the data from the above website, CMS is rank low in overall incidents. However, we are very high in the suspension information. It goes without saying that we will be closely monitoring the consequences assigned to our students and focus to keep them in school and in class.

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.

Teachers and students have been scheduled into cohorts to build a team identity and a more personal relationship with a common group of students and teachers. Students and teachers have been placed into cross-department and cross- grade level "houses" that will facilitate and encourage a family environment at CMS.

A weekly newsletter (Tiger Talk) is shared internally of Fridays that will set the tone for the following week and make sure that our team is moving in the same direction.

Parent & Student Orientation nights at the beginning of the year will allow educational opportunities for our parents and students to become acclimated to CMS procedures and programs. A new digital parent newsletter will be launched providing timely information to parents on a variety of devices including their cell phones.

To better engage our parents in the academic needs of their students, CMS will offer in person and digital parent/teacher conferences.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students - Students must realize that even though we have various cultures that come together in our school, for the sake of a safe and academically successful school, we must come together under the established culture of CMS.

Parents - Parents promote a positive role by partnering with teachers for the education of their children. Parents also help by giving feedback to help improve the atmosphere at CMS.

Staff - The staff promotes a positive culture by coming into a consensus for the vision, collective

responsibilities, and ownership for the safety and high levels of learning for all students.

Administrators - Administrators provide oversight and leadership for the mission and vision of the school and make sure that teachers and students have the tools necessary to be successful.

School Board Members - School Board Members are responsible for overseeing and holding the schools accountable for results. They also make sure that necessary funding is available for priorities. They establish the strategic policies of the school division.

Community - Schools prepare students to be future leaders and employees in the community. A community should work with the school to create a safe environment for students to learn.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$165,849.22
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0061 - Clewiston Middle School	UniSIG	1.2	\$52,800.00
			Notes: Teacher salaries for after school tutoring and remediation. Approximately 20 teachers x 16 weeks X 5 hours per week x \$33.			
	5100	150-Aides	0061 - Clewiston Middle School	UniSIG	1.8	\$45,000.00
			Notes: Interventionists (3) Paras to support small group instruction in ELA and Math. Projected salaries at \$15,000 per paraprofessional.			
	5100	510-Supplies	0061 - Clewiston Middle School	UniSIG		\$4,041.32
			Notes: Performance Coach Test Prep for ELA will be provided for Tier 1 ELA instruction and Test Prep. Other supplies to include paper, notebooks, pencils, and highlighters.			
	5100	369-Technology-Related Rentals	0061 - Clewiston Middle School	UniSIG		\$48,279.90
			Notes: Math 180 Digital Licenses for 250 students for Tier 3 intervention.			
	5100	510-Supplies	0061 - Clewiston Middle School	UniSIG		\$3,484.00
			Notes: Breakout EDU Kits for student engagement and critical thinking development			
	5100	210-Retirement	0061 - Clewiston Middle School	UniSIG		\$3,354.00
			Notes: FL retirement benefits for teachers			
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$2,288.00
			Notes: Social Security for teachers			
	5100	210-Retirement	0061 - Clewiston Middle School	UniSIG		\$3,812.00
			Notes: FL Retirement for 3 aides			
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$2,790.00
			Notes: Social Security for 3 aides			

2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$67,853.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0061 - Clewiston Middle School	UniSIG		\$12,935.00
			<i>Notes: Professional Development @ RCA for guiding coalition to reflect on student and staff culture as well strategic planning to adjust and further our goal of building culture. 13 x \$995 \$12935.00</i>			
	6400	510-Supplies	0061 - Clewiston Middle School	UniSIG		\$5,168.00
			<i>Notes: Supplemental supplies for printing data and promoting positive culture at CMS.</i>			
	6400	310-Professional and Technical Services	0061 - Clewiston Middle School	UniSIG		\$30,000.00
			<i>Notes: Capturing Kids' Hearts Professional Development - 10 days of professional development for the entire CMS staff to strengthen student connectedness to others by enhancing healthy bonds with teachers.</i>			
	6400	510-Supplies	0061 - Clewiston Middle School	UniSIG		\$12,000.00
			<i>Notes: Digital and printed resources for 10 days of professional development from Capturing Kids' Hearts.</i>			
	5100	160-Other Support Personnel	0061 - Clewiston Middle School	UniSIG	0.2	\$6,600.00
			<i>Notes: Salaries for support personnel for after school tutoring and remediation for students that struggle with attendance.</i>			
	5100	210-Retirement	0061 - Clewiston Middle School	UniSIG		\$660.00
			<i>Notes: Retirement for other support personnel.</i>			
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$400.00
			<i>Notes: Social Security for other support personnel.</i>			
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$90.00
			<i>Notes: Medicare for other support personnel.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$49,582.96
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0061 - Clewiston Middle School	UniSIG		\$8,268.00
			<i>Notes: Guiding Coalition professional development for sustaining strong and collaborative culture. 12 x \$689 = \$8268.00.</i>			
	6400	750-Other Personal Services	0061 - Clewiston Middle School	UniSIG	0.25	\$5,400.00
			<i>Notes: Substitutes daily rate of pay to cover classes for teachers to participate in learning walks throughout our campus and the district. This will allow us to have one full day per quarter for teachers to do classroom learning walks. 18 subs x 4 full days =72 x \$75/day = \$5400</i>			
	6300	510-Supplies	0061 - Clewiston Middle School	UniSIG		\$28,512.00

			Notes: Extended day planning for teachers 1 day/month for 9 months: 32 teachers x 3 hours x 9 x \$33			
	6400	510-Supplies	0061 - Clewiston Middle School	UniSIG		\$3,093.96
			Notes: Books, manuals, and subscriptions for our guiding coalition to access as they deepen their knowledge and guidance of our professional learning community.			
	5100	210-Retirement	0061 - Clewiston Middle School	UniSIG		\$540.00
			Notes: Retirement for substitute teachers.			
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$335.00
			Notes: Social Security for substitute teachers			
	5100	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$78.00
			Notes: Medicare for substitute teachers.			
	6300	210-Retirement	0061 - Clewiston Middle School	UniSIG		\$1,901.00
			Notes: Retirement for teachers.			
	6300	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$1,179.00
			Notes: Social Security for teachers.			
	6300	220-Social Security	0061 - Clewiston Middle School	UniSIG		\$276.00
			Notes: Medicare for teachers.			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$294,666.25