



And Still We RISE . .

Clewiston High ECTAC Presentation

By:

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Credit to Maya Angelou who inspired our title.

Where our journey began. What we had to RISE against?

- ▶ One of highest unemployment rates in the state
 - ▶ Rural community
 - ▶ F grade in 2008–2009
 - ▶ Teacher retention
 - ▶ Geographically challenged
 - ▶ Technology
 - ▶ Spirit of defeatism
 - ▶ Human resources (cut in budgets in 2008–2009)
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Demographics (current)

▶ 74 Staff

- 52 teachers
- 2 counselors
- 20 support

▶ Teacher Experiences

- 48% less than 5 years
- 30% between 6–14 year
- 22% more than 15 years
- 29% advanced degrees
- 82% of highly qualified
- 20% ESOL endorsed

▶ 847 Students

- 24% Black
- 49% Hispanic
- 24% White
- 76% Minority

▶ Diversity!

- Affluent to less affluent
- 66% on free or reduced
- 163 AP students
- 105 ESE students
- Urban and rural

2010–2011 FCAT Performance Points

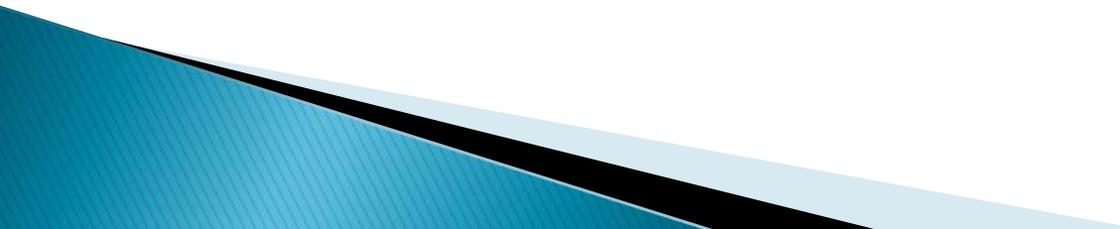
(Clewiston High School, Clewiston, FL)

READING	MATH	WRITING	SCIENCE
32 (-6)	76 (+6)	61 (-16)	26 (-1)
41 (-6)	83 (+4)	TOTAL POINTS: 447 800 Possible Points	
48 (+11)	80 (+3)		

Essential Question: As we reflect back, what are some items that directly contributed to the high academic achievement in 2010–11, particularly in math?

- ▶ Changing how students and teachers felt towards working and learning at Clewiston High.
 - ▶ Sustained professional development
 - ▶ Focus on instruction and data analysis
 - ▶ Effective use of federal grant money
 - ▶ Visionary leadership
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Changing the Mindset

- ▶ From compliance to commitment
 - ▶ Being positive, polite, and professional, every time, every where
 - ▶ Allow for voice of both staff and students to be heard
 - ▶ Increase level of autonomy for both teachers and students
 - ▶ Explicitly motivate students
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Sustained professional development

- ▶ Introduction of DA team
 - ▶ Identify areas of concentration
 - ▶ Inspect what you expect; reciprocal accountability
 - ▶ Leadership and coaches follow through
 - ▶ Once step at a time
 - ▶ Start small, scale up
 - ▶ Create knowledge from the inside out, versus from the outside in
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Focus on instruction and data analysis

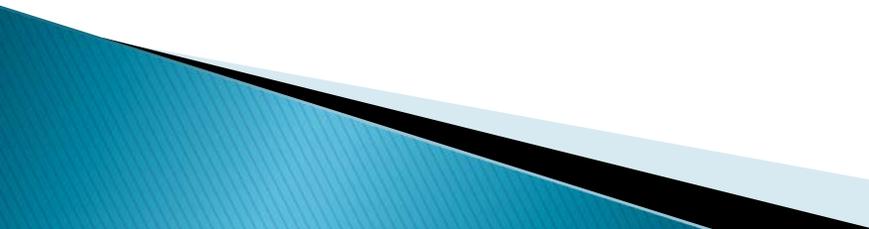
- ▶ Establish a culture of trust and respect, we are all in the same boat.
 - ▶ Lead teacher and PLC meetings = no simple distribution of information
 - ▶ Focus dialogue and discussion on instruction; sharing best practices
 - ▶ Data begins and drives the conversation forward; a lot of whys but group solutions
 - ▶ Reward and recognize good teaching
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Use of federal grant money

- ▶ Afterschool extended day - elasticity
 - ▶ More professional development - accountability is key
 - ▶ Additional positions
 - ▶ Increase of technology
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Visionary leadership

"The future is not some place we are going to, but one we are creating. The paths are not to be found but made, and the activity of making them changes both the maker and the destination."



Visionary leadership

- ▶ Engage, inspire, and challenge
 - ▶ Nothing you can do from your office can truly impact the school; visibility a high priority
 - ▶ Dream awareness
 - ▶ Building leadership capacity from within
 - ▶ High accountability but polite, positive, and professional
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Questions . . .

