Clermont Middle School

2017-18 Schoolwide Improvement Plan

Clermont Middle School

301 EAST AVE, Clermont, FL 34711

https://clm.lake.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Clermont Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Clermont Middle School is to engage, educate, and motivate our students to prepare for their futures. We will do this by encouraging all stakeholders to be positive role models who inspire students to be responsible, productive citizens and future leaders of our global community.

b. Provide the school's vision statement.

All CLMS Falcons will be equipped to SOAR into their limitless futures.

2. School Environment

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

By rethinking the school culture with use of student inventories, review of school data, and input from stakeholders, the school establishes time for student support with "A" block. The "A" block is a designated time for continual professional development and on-going progress monitoring. In addition, academic support through Saturday Scholars tutoring and morning tutoring/computer time for ELA, Math, and other needed subject areas.

Teachers establish a classroom climate conducive to personal student concerns, safety and successful expectations. Various ethnic, racial and social groups are recognized for their contributions for opportunity to support a school culture of emotional safety. Student council, Literacy Leadership Team, District activities and Parent teacher Organization are a few of the groups that build relationship with students and teachers.

The school mission and vision leads to a collaborative goal of providing values and commitments that support student enrichment, engagement and diversity.

Continual professional development was used for subject area Teaming with Tuesday Professional Learning Communities, Classroom walk through of model classrooms and Wednesday Content Area and Grade Level articulation.

Student Council officers are an active part of our School Advisory Council, providing input and building relationships with parents and staff. Students are involved in community service such as "Empty Bowls" and "Pig on the Pond."

Throughout the school year, student success is celebrated both in and out of the classroom with Reading Awards Recognition, classroom walls of fame, and honor assemblies. Community partners support the silent sustained reading program with incentives; the Reading department holds a semester recognition assembly; Fine Arts displays and recognizes student accomplishments; National Junior Honor Society inducts academically successful students; and Athletics recognize student athletic performance.

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

Our school wide Positive Behavior Support system was selected as the middle school exemplar PBS system for the district in 2014-15. As of this date, the school continues to exemplify the best practices of this program. The PBS system rewards and promotes good choices and positive actions by students, assisting in cultivating a safe and positive school environment.

Implementation of the District " Bully-Proofing" curriculum is taught explicitly and consistently throughout the school year (awareness, strategies, culture, reporting steps, etc.). PLUS teams consist of non-load bearing teachers working on collaborative planning days so that students can receive lessons such as "Know the Law" through their content area classes. Training for school staff was conducted by our Guidance Department during the first month of the school year and also addressed Child Abuse and reporting.

Monthly Safety Committee meetings occur, followed by specific action steps for improvement. Students have a safe environment in early morning hours with additional education support and tutoring in our computer labs with certified teachers.

Monthly feedback from School Advisory Council members, as well as documented responses from the Stakeholder Surveys corrects or enhances areas of safety and well-being.

In both the fall and spring, students receive instruction during the "A" block on LEAPS lessons that teach and reinforce students' social and emotional learning.

Additional supplementary programs are in place to support students who arrive early to school and need a place of safety and study area. Athletics enhance students' personal growth as well as developing a sense of team and community. Saturday Scholar program provides another day in which student can receive academic support to repair assigned work or enrich their academic skills. Campus clubs and organizations meet the student's personal interests in academic, physical and intellectual growth.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

CLMS supports and follows the District Code of Conduct along with the school's Discipline Ladder matrix. A school Discipline Committee, comprised of teachers and administrators reviews behavioral system policies and shares information to school staff as part of the pre-planning agenda. Policies and procedures are consistently enforced by administration.

As part of the Discipline Ladder, the Agenda Comment system equips all staff members to be able to effectively address Level 1 discipline behaviors, while holding students accountable for their actions that detract from a positive learning environment.

Positive Behavior Support (PBS) strategies include incentives, rewards, and areas of focus through use of "Falcon Dollars" for good citizenship or improved behavior.

Discipline and PBS training for staff were conducted during Pre-Planning week and are reviewed periodically. Students were informed of the behavioral systems during the first week of school and teachers model the expectations. The PBS and behavioral systems will be reviewed and communicated to new transfer students and existing students by their assigned first period teacher on a weekly basis.

The school uses LEAP to support students needs and considers the social and emotional state of

students in making wise and prudent decisions in the best interest of the student. Supportive teacher direction, flexible timeline and modification of deadlines are appropriately applied for student success.

A school safety committee is made up of member stakeholders as well as a student representative. Facility concerns are addressed and regularly scheduled drills are implemented. Educational programs are presented collaboratively with content area departments, professional development and guidance that addresses issues of "Know the Law' and "Bullying Prevention."

d. 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.

Administration and teachers create open and accessible relationships with students, parents, District and contracted support staff members. Regularly scheduled meetings, timely information on websites and call-outs are examples of ways in which all stakeholders needs are met.

Training for counselors to look for warning signs and provide support to students demonstrating social-emotional needs occurs as needed. Teachers are informed of the process and methods to support students. A one hour professional development session was led by Guidance Counselors to address the social-emotional support students receive. Issues of child neglect or abuse are identified and procedures are in place to provide students support.

Guidance counselors lead the MTSS team which is comprised of teachers and administrators that advise and identify students in need of additional support. They monitor, support and determine actions based on collected data to determine target interventions. Students are assigned mentors and receive additional support with A block, morning supervision and Saturday Scholars.

Inclusion of counselors at grade level parent conferences in order to recommend support and services to the parents/guardians of the students will occur. Counselors monitor data from a variety of sources: LSA, FSA, EOC, FAIR, Achieve 3000, IXL on a monthly basis.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance below 90 percent - Excessive absence reports are compiled and reviewed by the administrators and guidance counselors, for use in parent contact, conferences with students, etc. Decision Ed. reports are accessed by the principal, to monitor the school-wide attendance rate and trends. District-provided Early Warning Systems data reports are accessed by the administration to include student attendance data, and shared at monthly grade level team, MTSS team and faculty meetings, as well as the SAC.

One or more suspensions - District-provided Early Warning Systems data reports are accessed by the administration to include suspension data, and shared at monthly grade level team meetings. The Positive Behavior Support (PBS) Coordinator and assistant principal compile monthly discipline data to share at faculty meetings. The guidance counselors hold follow-up meetings with any suspended student upon their return to school before they are granted admission to resume attending classes.

Course failure in English Language Arts or Mathematics - Beginning with the first 9 weeks grade reports, a list of all students failing ELA and/or mathematics courses will be compiled via Skyward for use in scheduling parent conferences, determining interventions, and monitoring. An intervention letter is sent to the parents of any student receiving a grade of "D" or "F" in any academic class during

the grading period, and a reminder of the grade level promotion criteria and tutoring/support assistance are listed. teachers monitor progress and contact parents for support and strategies for success. Students are supported to repair their academic grades by attending and completing necessary work. Timing of this occurs in A block, morning supervision in computer labs for ELA and Math, Saturday Scholars, and small group instructional support.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - The prior year(s) FCAT Score reports, FSA percentile reports, FAIR, and LSA benchmark data have been reviewed to determine appropriate course placements and as well as sources of EWS data to assist in monitoring/reviewing MTSS for students, providing targets for before/after school tutoring, and as information for collaboration within academic departments and grade levels. Student data analysis sheets have been created to identify ELA and Math subskills of which students did not meet 60% performance on assessments. Teachers provide remediation and support to those learners. In addition to instruction, academic computer assisted programs such as IXL, Achieve 3000 or Khan Academy are available.

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

1. 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	18	19	20	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	22	27	0	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	5	13	7	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	45	0	0	0	0	45

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	12	15	0	0	0	0	0	27

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

Parent Conferences
Before/After School Tutoring
MTSS
Appropriate course placement: Intensive Reading
A Block remediation and enrichment
Staff Mentoring
Differentiated Instruction
Saturday Scholars
Student agenda monitoring and teacher, student parent comments
Request to retake assessments for students who did not meet expectations in assessments
Collect and analyze data to make instructional decisions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

To increase the percentage of parents participating/volunteering in school activities by:
- Hosting a Parent Academy to educate parents on tools and strategies for supporting their students in higher academic achievement
- School Advisory Council monthly meetings
- School call out with weekly Falcon Planner
- Monitor volunteer tracking system/check-in process to determine the level of volunteer participation.
- Develop an inventory of teacher needs to utilize volunteers, via a survey.
-Online volunteer application
- working toward 5 Star School Status Florida Department of Education that recognizes exemplary community involvement.

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

Utilize the "Gofundme" and "Fuel my School" website, to aid in making the community aware of specific areas of need (resources). Business partnership support school fund raising.

The school continues to build upon the relationships and partnerships through parents and community members of the SAC and PTO. Partnerships for student achievement include community involvement and organizations that support student learning and development. Take Stock in Children, YMCA, and learning centers support academic growth.

School recognition using results from FSA/EOC reward barbecue for student progress.

Business partners who support Literacy activities are present and involved in campus reading programs, arts and college and career ready instruction. Career exploration is available from community members.

School leadership in attendance with South Lake Chamber of Commerce Educational Committee, Educational Foundation, and other community organizations as needed.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
McCue, Robert	Principal
Thompson, Kevin	Assistant Principal
Dupree, Susan	Instructional Coach
Gowan, Howard	Teacher, K-12
Dotson, Joe	Teacher, Career/Technical
Herman, Amy	Teacher, PreK
Kovacsev, Jason	Teacher, K-12
McConnell, Nethia	Teacher, PreK
Rodriguez, Anaceli	School Counselor
Seabrook, Chelsea	Teacher, K-12
Cohen, Carolyn	Teacher, K-12
Tremarco, Cherilynn	Assistant Principal
Cahill, Sara	Teacher, K-12
Vuini, Gina Marie	Instructional Media
Santuchi, Sophy	School Counselor
Martin, Samantha	Teacher, ESE
Emigh, Bridget	Teacher, K-12

b. Duties

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

Robert McCue, Principal
Cherilynn Tremarco, Assistant Principal
Kevin Thompson, Assistant Principal
Susan Dupree, Literacy Coach
Samantha Martin ESE School Specialist
Sophy Santuchi, Guidance Counselor Testing Coordinator
Anaceli Rodriguez, Guidance Counselor Testing Coordinator
6th grade Chair Sara Cahill
7th Grade Chair, Jason Kosascev
8th Grade Chair, Carolyn Cohen
Chelsea Seabrook, Math Dept. Chair
Amy Herman, Science Dept. Chair
Howard Gowan, Social Studies Dept. Chair
Nethia McConnell, Reading Dept. Chair
Joe Dotson, Enrichment Dept. Chair
Gina Marie Vuini, Media Specialist, Technology Coordinator

The Leadership Team members participate in regularly scheduled monthly collaborative sharing/ problem solving meetings. Additional meetings occur more frequently when specific topics require immediate response.

Each leadership team member is assigned the role of mentor for a new teacher/staff member. They serve as model instructional leaders in weekly PLC collaborative activities allowing their classrooms

to be sites for instructional classroom walk through (CWT) by other faculty. Leaders host model classroom observations for colleagues and new teachers. Professional Learning Communities are arranged so that skills learned and expertise gained from District trainings are shared with appropriate team colleagues.

ESE Specialist supports student with disabilities in numerous way: The organization and training of staff. The writing and execution of individual educational plans. Professional development for faculty and staff is updated regularly. Student led conferences with parents and teachers.

Literacy Coach supports all aspects of literacy in content area classrooms as well as the reading departments attention to struggling readers. Professional development is presented in small group, and through departmental PLC. Assessment are given for FAIR three times a year. Student academic schedules are reviewed and progress monitoring of student data occurs monthly.

2. 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 team meets monthly or as needed, to engage in the following activities:

-Review universal screening data and link to instructional decisions
-Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
-Review progress monitoring data to review behavioral deficiencies and identify effective interventions.
-Upon identifying at-risk students, the team will identify professional development and resources to meet the needs of the individual at-risk students.
-The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills to meet the needs of the individual at-risk students.
-The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of best practices to better meet the needs of at-risk students.

Teachers will meet monthly during grade level meetings to formally support MTSS for students. Student names that are being considered will be submitted, indicating if the student is being recommended for academics, behavioral, or attendance. Short discussions of interventions attempted will take place to examine effectiveness of the interventions. Teachers that do not have the student being discussed in their classroom are to provide intervention ideas to others. Early Warning Signs data is utilized during these meetings.

If the grade level team has attempted several interventions (including a parent conference) and the student is still not successful, an Anecdotal Form will be completed which provides a snapshot of the problem. Also, MTSS Student/Teacher Interaction Sheet will be completed for any students being recommended
for Tier 2.

Gifted and Talented course offerings have been increased by maximizing Supplemental Academic Instruction funding and teacher allocation formula.

As a non-Title I school, we will utilize Title I funding available for (FIT)homeless students in our school to provide tutoring. Through our Supplemental Academic Instruction (SAI) funds, we will provide

tutoring to all other students, to include economically disadvantaged and lower quartile students in Reading and Math. SAI funds will also be used to provide academic grade recovery to underperforming students. School discretionary funds will be utilized to support all students, to include underperforming subgroups, to enhance instructional technology equipment, classroom resources and materials, and programs that support the goals of the School Improvement Plan. IDEA funds will be utilized to provide student technology equipment and resources, as well as resources and materials that support specific deficiencies in the underperforming Students With Disabilities subgroup.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Robert McCue	Principal
Curlene Neverez	Education Support Employee
Judy DiBattisto	Parent
Nathalie Visscher	Parent
Cindy Davis	Parent
Anaceli Rodriguez	Teacher
Sara Cahill	Teacher
Chelsea Seabrook	Teacher
Emet Clarke	Education Support Employee
Carolyn Cohen	Teacher
Maggie Krieger	Parent
Kimberly Pineda	Parent
Donna Nazario	Parent
Jackie Schroer	Parent
Annalisa Dattoma	Business/Community
Dominique Gaspard	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Review of the previous year's SIP will serve as the launching point for developing the current 2018 plan.

b. Development of this school improvement plan

The SAC convenes to review the SIP, provide input, and recommend changes, additions, and/or deletions prior to submission of the final draft to the Florida Department of Education. the SAC responds to the shared interest of student, teacher, administration, District and community. SAC are vital stakeholders in the academic success of students and school facilitators. SAC membership

contributes with supportive parenting, communication, volunteering, decision making and collaboration.

c. Preparation of the school's annual budget and plan

The school's Discretionary, SAI, IDEA, and Collaborative budgets will be shared with SAC members, with time allotted for input and comment.

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

Funds from the SAC are used to meet teacher request of supplemental instructional materials. aligned to standard based instruction.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
McCue, Robert	Principal
Dupree, Susan	Instructional Coach
Thompson, Kevin	Assistant Principal
Pertell, Gwendolyn	Teacher, K-12
Vuini, Gina Marie	Instructional Media
Emigh, Bridget	Teacher, K-12
Hauser, Andrea	Teacher, K-12
Cahill, Sara	Teacher, K-12
McConnell, Nethia	Teacher, K-12
McCormick, Kimberly	Teacher, K-12
Lewis, William	Teacher, K-12
Freeman, Alicia	Teacher, K-12
Fracker, Wesley	Teacher, K-12
Grosz, Kaitlyn	Teacher, K-12
Culligan, Jennifer	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- Increased participation by students in the Superintendent's Reading Challenge program
- Providing incentives for students who participate in the Superintendent's Reading Challenge program;

- Planning "Celebrate Literacy" Week activities
- Increased content area literacy activities in content area classes
- School-wide (single school culture) expectations that students will have reading materials with them at all times, in all classes supporting school wide" 20 minutes of daily reading"
- Provide content area professional development focused on Authentic Literacy
-Business Partner: Voyage Retirement Solutions sponsors "Sail into Reading"

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Core academic department teachers have a common planning period within the master schedule. Every Tuesday, academic teachers meet in Professional Learning Communities to collaborate and plan. The 4th Wednesday of each month is designated to see model classrooms. Through the use of PLUS teams, full day collaborative opportunities have been scheduled for all core academic departments during the school day, at least three time during the year. The Leadership team routinely monitor, model and support PLC collaboration. Using the model of Total Quality Management of plan, do, check, act along with the Florida Continuous Improvement Model teachers meet throughout the year to collect and interpret data to determine appropriate instructional strategies for student achievement.

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

1. Advertise position openings online. (Robert McCue - Principal, June/July 2017 and ongoing)
2. Hold a New Teacher Orientation at the school site and hold a meeting during the first weeks of school to disseminate information to new teachers and allow for collaboration/support. (Conducted by Amy Herman- teacher July and August 2017)
3. Encourage collaboration among teachers through common planning periods. (Administration, August 2017 and ongoing).
4. Teacher Quality Retention designee to monitor new teacher support, assign mentors and buddies, etc. (Kevin Thompson - Assistant Principal, September 2017 and ongoing)
5. New Teacher coach to work one-on-one to support and coach new teachers. (Robert McCue- Principal, Susan Dupree, Literacy Coach, September 2017 and ongoing)
6. Retained teachers have moved into other areas of expertise and are highly qualified.
7. Leadership actively seek gifted and talented teachers, ESOL, Reading endorsed or certified teachers as needed.
8. On going teacher support and mentors are provided for year 2 and year 3 teachers to support successful completion for professional certification.

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

Assign "mentors" to new teachers to our school that are new to the education profession. Assign "buddies" to new teachers to our school that are experienced educators. New teachers will be assigned buddies/mentors within their own academic department that are experienced and considered to be "capacity builders" at our school. A monthly meeting will be conducted on the first Thursday of the month to provide support, answer questions, and complete any necessary training activities. additionally, mentors/buddies meet weekly to support new personnel.

New Teachers (by department):

Elective/Career Tech:
Taylor Peters (mentor- Joe Dotson)
Muriel Burt (mentor-Joe Dotson)

English/ Language Arts:
Wesley Fracker (mentor - Bridget Emigh)
Kaitlyn Grosz (mentor - Bridget Emigh)
Jennifer Cullligan (mentor-Bridget Emigh)
Kimberly McCormick (mentor-Bridget Emigh) placed in new position

ESE:
Scott Dinkel (mentor- Samantha Martin) Math placed in new position
Annalisa Dattoma (mentor- Samantha Martin) Support Facilitator
Chelsea Byerly (mentor-Samantha Martin) Speech/language
Philip Timothy (mentor-Samantha martin) Gifted social studies

Math:
Brittni Dell (mentor-Chelsea Seabrook) Gifted Math placed in new position

Reading:
Alicia Freeman (mentor- Nethia McConnell)

Science:
William Toth (mentor- Amy Herman)
Kathleen Weber (mentor- Amy Herman) placed in new position
Jodi Hoadley (mentor-Amy Herman) placed in new position

All mentors are members of the school's site based leadership team, and are instructional leaders in the school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Training for teachers in relation to the FL Standards (Scope & Sequence, Curriculum Blueprints, Test Item Specs., etc.), Webb's Depth of Knowledge, and WICOR strategies to enhance their understanding of Florida standards and improve their instruction for increased academic performance.

Collaborative lesson planning (common planning periods, weekly PLCs, unit learning goal and daily objective focus).

Collaborative Planning days (PLUS) to plan units, deconstruct standards, create mini tasks, assess student work, and make necessary adjustments as part of the lesson study cycle.

Consistent classroom walkthroughs with timely feedback, focused on complex talk, complex text, and complex tasks as they relate to the FL Standards and DOK levels.

Monthly Learning walks/classroom walk through of model classroom that display the 6 elements of Domain 1 based on Marzano TEAM School leadership along with instructional staff participate as part of the LEADS process.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Academic and behavioral data is provided by Skyward, Eduphoria, Early Warning Signs, and Decision Ed. These sources of data are reviewed monthly in leadership, administrative, faculty, and grade level meetings to inform practice in helping teachers design instructional strategies to meet the needs of each student. Teachers review specific data for the students in their classes, utilize the data to design effective classroom strategies, and for reference during parent conferences, MTSS meetings, etc.

Monitoring of sources of data assists the teachers in providing enriching activities for proficient students, and remediation lessons/activities for students having difficulty achieving proficiency. A system of quickly identifying students in need as well as providing support and and targeted strategies for low achievers.

Sources of data include:
Lake Standards Assessment Baseline & Midyear data
FAIR,
FSA/FCAT/EOC data
Classroom summative and formative assessments
Achieve 3000 TeenBiz(L1)
IXL for reading and math (L1-L2)
Khan Academy

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,500

To provided multiple educational opportunities for student success. This is done with variable timings; additional enrichment and intervention blocks; clearly identifying students for MTSS; providing teacher instructional strategies and resource materials; using the strengths of teachers instructional styles to meet a diverse student population.

Strategy Rationale

The rationale is that CLMS ensures that all students have access to prevention and intervention to meet academic success.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thompson, Kevin, thompsonc@lake.k12.fl.us

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

This will be measured throughout the year with analysis of Baseline and midyear data for Reading, Math, Civics & Science. Results will also be measured by comparing the retention rate with that of the previous school year. Attendance logs are kept by the teachers serving as tutors, to track the frequency of students utilizing the learning opportunities, and for which subjects/skills they are seeking assistance with. Student attendance and discipline referral data will also be monitored. Data collection from computer instructed programs.

Strategy: Weekend Program

Minutes added to school year: 27,000

Our Saturday Scholars program allows student to come on campus every Saturday from 9-12 and have access to computers as well as teachers for one on one tutoring. Students may work on missed work, remediation programs, or even acceleration programs.

Strategy Rationale

The rationale is that CLMS ensures that all students have access to prevention and intervention to meet academic success.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thompson, Kevin, thompsonc@lake.k12.fl.us

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

This will be measured throughout the year with analysis of Baseline and midyear data for Reading, Math, Civics & Science. Results will also be measured by comparing the retention rate with that of the previous school year. Attendance logs are kept by the teachers serving as tutors, to track the frequency of students utilizing the learning opportunities, and for which subjects/skills they are seeking assistance with. Student attendance and discipline referral data will also be monitored. Data collection from computer instructed programs.
Programs utilized
NewsELA for gifted or enrichment
Khan Academy
Algebra Nation
IXL
Achieve 3000

Strategy: Summer Program

Minutes added to school year: 5,400

Use of Egenuity to remediate students in non-mastered standards in order to meet promotion requirements.

Strategy Rationale

School is a safe and caring environment in which students can find stability. CLMS faculty is committed to create an environment and to build systems that prevent failure and enhance likelihood of success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Thompson, Kevin, thompsonc@lake.k12.fl.us

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

Students must show mastery of grade level standards within the Egenuity program.

Analysis is based on students meeting standards based on data scores.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

- Principal and guidance counselor visit elementary schools and speak with incoming 6th grade students
- 6th grade orientation day to further acclimate students and parents to the middle school life (Fall)
- Advice on course selections through Spring student schedule selection forms with course descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation. EXPO night sponsored by Student Council (Spring)
- AVID College Visits
- Parent Academy informative sessions for parents related to resources, support, and school strategies/expectations for student success
- Feeder pattern principal cohorts - South Lake HS (Benson), Gray MS (Chateauneuf), Clermont MS (McCue)
- Feeder pattern core academic cohorts - 5th grade teachers from Clermont Elem., Groveland Elem., Minneola Charter Elem., and 6th grade ELA, Math, Science, and World History teachers.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

- Utilization of EPEPs for each student to assist with career planning through Social studies classes
- Advise on course selections through Spring student schedule selection forms with course descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation
- School presentation of NJROTC
- Assist with Lake Sumter State College Talent Search
- Assist with Duke Talent Search
- AVID College Visits
- PSAT 8/9 Testing (8th gr.) for student readiness for HS AP classes and advanced course selection through the FL Partnership
-College Board Big Future Website with Stephanie Tate
- Local business people share expertise
- Achieve 3000 provides career and college planning

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

- Agriculture
- CTE CAP Academies (Intro to IT, Cullinary)
- Digital Information Technology Certification in Business Education courses
- Culinary NRFSP Industry Certification
- Computer usage in all academic classes
- Career planning in Social Studies classes through a S.S. career lesson/activity

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

District staff from the Career & Technical Education department visit each Spring to speak with 8th graders about high school course selection

Agriculture and Science integration

Health Science Academy

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

- AVID
- CTE Courses
- Advanced courses for high school credit

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

Based on data school will focus on growth in ELA focus on special sub skills such as integration of knowledge and ideas.

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Intervention and Acceleration: CLMS will maximize instructional opportunities to use best practices, strategies and standards based instruction in their content area to support multiple opportunity for learners to excel.

G2.   Culture and community: CLMS will strive to promote a culture that includes individuals at all levels to build strong relationships with family and community to support student academic success.

G3.   Academic and Authentic Literacy: CLMS teachers will plan and deliver standards based instruction and authentic literacy in all content areas for all students.

Strategic Goals Detail

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

G1. Intervention and Acceleration: CLMS will maximize instructional opportunities to use best practices, strategies and standards based instruction in their content area to support multiple opportunity for learners to excel. 1a

🔑 G097840

Targets Supported 1b

Indicator	Annual Target
Students Exiting ELL Status	50.0
CTE Industry Certification Exam Participation	100.0
CTE Industry Certification Exam Passing Rate	70.0
Effective+ Administrators	100.0
School Climate Survey - Parent	50.0

Targeted Barriers to Achieving the Goal 3

- Creating a "one chance" policy to complete and learn from tasks, assignments, assessments

- Averaging zeros into semester grades

- Teacher directs all learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Create improvement plans for all students using data from numerous sources

- Computer assisted learning programs: IXL, Achieve3000, Khan Academy, NewsELA

- MTSS for student progress

- Level 1 and L2 ELA students progress monitoring

Plan to Monitor Progress Toward G1. 8

We will use data from Student academic record; early warning system; Lake County Benchmark; FAIR; Achieve3000; IXL

Person Responsible

Kevin Thompson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Teachers will monitor Monthly data reports from computer assisted learning programs; Early Warning system; 9 week grades

Plan to Monitor Progress Toward G1. `8`

Saturday School

Person Responsible

Robert McCue

Schedule

Weekly, from 9/23/2017 to 5/11/2018

Evidence of Completion

Teacher and computer assited programs support Student grade repair to meet standards. Increased academic performance with additional instructional support; Egenuity supports standards based instruction for students to meet grade promotion

Plan to Monitor Progress Toward G1. `8`

Leadership walk through monitors authentic student engagement

Person Responsible

Kevin Thompson

Schedule

Weekly, from 9/16/2017 to 5/11/2018

Evidence of Completion

Use of AVID strategies, Kagan Cooperative Learning and Collaborative learning by students

G2. Culture and community: CLMS will strive to promote a culture that includes individuals at all levels to build strong relationships with family and community to support student academic success. `1a`

🔍 G097841

Targets Supported `1b`

Indicator	Annual Target
District Parent Survey	50.0
Attendance rate	95.0
Students in seventh grade exhibiting two or more EWS indicators	10.0
Students in eighth grade exhibiting two or more EWS indicators	10.0
Students in sixth grade exhibiting two or more EWS indicators	10.0

Targeted Barriers to Achieving the Goal `3`

- Lack of recognizing that many obstacles for student learning are caused by family or community breakdown.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Family in Transition; Social Worker; ELL support;

- Bullying Prevention Program Know the Law

- School Advisory Council Parent Teacher Organization

- Guidance counselors

Plan to Monitor Progress Toward G2. `8`

Developing partnerships with community using membership list of PTO , SAC and school volunteers.

Person Responsible
Robert McCue

Schedule
Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion
SAC and PTO membership; Volunteers from community; Business partners

Plan to Monitor Progress Toward G2. `8`

Communication between home and school

Person Responsible
Robert McCue

Schedule
Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion
Callouts; teacher website; Remind APP;

G3. Academic and Authentic Literacy: CLMS teachers will plan and deliver standards based instruction and authentic literacy in all content areas for all students. `1a`

🔍 G097842

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	70.0
Civics EOC Pass	80.0
Science Achievement District Assessment	70.0
CTE Teachers Holding Industry Certifications	100.0

Targeted Barriers to Achieving the Goal `3`

- Teacher lack knowledge and skill set for differentiated instruction.
- Authentic literacy is not fully embedded in curriculum integration of the various disciplines.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional development by District and school.
- Teacher knowledge, skill and understanding of their content area.
- Instruction is possible due to adequate resources: texts, computer access, collaboration of learner
- LSA baseline and midline data
- FAIR assessment 1,2,3 monitor progress
- TeenBiz level set and 40 activity progress

Plan to Monitor Progress Toward G3. `8`

Student engaged instruction in which students are actively learning and conversing to construct knowledge.

Person Responsible
Kevin Thompson

Schedule
Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion
Class room walk through; Student project work; Student demonstrations and research; Rigor in learning

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Intervention and Acceleration: CLMS will maximize instructional opportunities to use best practices, strategies and standards based instruction in their content area to support multiple opportunity for learners to excel. 1

🔑 G097840

G1.B1 Creating a "one chance" policy to complete and learn from tasks, assignments, assessments 2

🔑 B263096

G1.B1.S1 Allowing for make up work and demanding mastery of the work 4

🔑 S278566

Strategy Rationale

CLMS provides opportunity for struggling students and makes clear to them that they may not fail.

Action Step 1 5

CLMS provides a continuum of support targeting strategies for intervention and enrichment.

Person Responsible

Kevin Thompson

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Collection of data notebooks, calendar of scheduled Saturday remediation and enrichment, Student products

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

Regularly scheduled PLC content area meetings addressing plan, do, check, act

Person Responsible

Kevin Thompson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

PLC agenda and minutes; Teacher records; Early warning system; Saturday School and Scholars

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

Classroom walkthrough; student data; content area academic records; teacher lesson plans

Person Responsible

Kevin Thompson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Student data: academic records, Lake Benchmark assessments; FAIR; Achieve3000; IXL

G1.B2 Averaging zeros into semester grades 2

🔑 B263097

G1.B2.S1 Intervention strategy so that learners have opportunity to meet levels of expected performance. 4

🔑 S278568

Strategy Rationale

Teachers develop competence by identifying and supporting student strengths.

Action Step 1 5

Teachers allow for grade repair by providing choice and voice.

Person Responsible

Kevin Thompson

Schedule

Biweekly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Student progress reports and academic record

Action Step 2 5

Saturday Scholars

Person Responsible

Kevin Thompson

Schedule

Weekly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Attendance records; meeting minimum class requirements

G1.B3 Teacher directs all learning 2

🔑 B263098

G1.B3.S1 Teachers encourage cooperative learning. 4

🔑 S278569

Strategy Rationale

CLMs uses early warning system and timely identification to provide programs already in place to support all stfdents.

Action Step 1 5

PLC meet and review student performance on a regular schedule time.

Person Responsible

Kevin Thompson

Schedule

Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Meeting agendas and minutes

Action Step 2 5

ESOL training District 3

Person Responsible

Wayne Cockcroft

Schedule

On 10/11/2017

Evidence of Completion

Lesson plans, Rosetta Stone data

G2. Culture and community: CLMS will strive to promote a culture that includes individuals at all levels to build strong relationships with family and community to support student academic success. [1]

🔍 G097841

G2.B1 Lack of recognizing that many obstacles for student learning are caused by family or community breakdown. [2]

🔍 B263100

G2.B1.S1 Communication between home and school is regular. [4]

🔍 S278570

Strategy Rationale

Using a variety of communications facilitates a two way interaction with school and community

Action Step 1 [5]

School/teacher provides clear information regarding course expectations, school culture and school activities.

Person Responsible

Robert McCue

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Log and message of call out system; PTO and SAC agenda and minutes: South lake Chamber of Commerce participation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Continuous and timely dissemination of information concerning school policies, assessment tools, and school goals.

Person Responsible

Robert McCue

Schedule

On 5/18/2018

Evidence of Completion

Updated school website; school marquee; agenda and minute sof SAC and PTO

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Communication is encouraging immediate contact between parents and teachers when concerns arise.

Person Responsible

Robert McCue

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

agenda/minutes of SAC and PTO; climate survey; appointment schedules

G2.B1.S2 Developing partnerships with local business and service groups to support adult participation in students' education. `4`

🔑 S278571

Strategy Rationale

Community becomes part of the school environment with supportive, positive, and knowledgeable participation.

Action Step 1 `5`

Complete requirements for 5 Star School status

Person Responsible

Cherilynn Tremarco

Schedule

Monthly, from 8/11/2017 to 5/11/2018

Evidence of Completion

Community and Business partner agreements, Family Involvement Data, Sac minutes and schedules, Student evidence of community service projects, volunteer information

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Monitor attendance and discipline progress for students who need additional educational support.

Person Responsible

Cherilynn Tremarco

Schedule

Weekly, from 9/23/2017 to 5/12/2018

Evidence of Completion

EWS but also student observations, counseling and any additional programs student may be eligible.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Regularly scheduled MTSS meetings to monitor student data; administrative team meetings and grade level team meetings.

Person Responsible

Cherilynn Tremarco

Schedule

Monthly, from 9/23/2017 to 5/12/2018

Evidence of Completion

EWS; D/F academic list; monitoring L1-L2 students

G3. Academic and Authentic Literacy: CLMS teachers will plan and deliver standards based instruction and authentic literacy in all content areas for all students. [1]

🔍 G097842

G3.B1 Teacher lack knowledge and skill set for differentiated instruction. [2]

🔍 B263101

G3.B1.S1 Interdisciplinary (grade) level teams share common students. [4]

🔍 S278573

Strategy Rationale

Differenitation is relevant and enhances instruction in all content areas.

Action Step 1 [5]

Teachers provide multiple avenues of learning with texts, computer access and collaboration.

Person Responsible

Kevin Thompson

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Class room walk through

Action Step 2 [5]

PLC

Person Responsible

Susan Dupree

Schedule

Quarterly, from 8/11/2017 to 5/11/2018

Evidence of Completion

Agendas and minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Teachers given time to plan and collaborate with routine collaboration and planning across teams.

Person Responsible

Kevin Thompson

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

teacher website; teacher lesson plans; student products; data collection from computer assisted programs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Instructional practices focus on student engagement and active authentic conversations.

Person Responsible

Kevin Thompson

Schedule

On 5/18/2018

Evidence of Completion

MTSS; Literacy strategies used in classroom read, write, think, speak. Lesson plans

G3.B2 Authentic literacy is not fully embedded in curriculum integration of the various disciplines. 2

🔑 B263102

G3.B2.S1 Monitor the process, procedures and structures created to ensure literacy strategies and skills are taught or used across content areas. PD with NGCAR-PD; IXL; Achieve 3000 4

🔑 S278574

Strategy Rationale

Content instruction takes into consideration specific literacy strategies and skills unique to a particular content area.

Action Step 1 5

A school wide Literacy plan is in place that addresses students' identified needs supporting literacy for all.

Person Responsible

Susan Dupree

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

PLC agenda/minutes; FAIR results; Student products: Student engaged interaction of reading, writing, thinking and speaking.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

A systematic assessment in reading and writing is conducted for students using Lake Benchmark Assessments, IXL and Achieve 3000.

Person Responsible

Kevin Thompson

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

FSA 2017 results; FAIR; LBA; IXL; Achieve3000

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Data collection monthly to monitor progress and plan for remediation and enrichment.

Person Responsible

Kevin Thompson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Teacher lesson plans; students academic performance; Early warning system; LBA baseline and mid-year; Achieve 3000 Level Set and monthly review; IXL data for reading and mathematics

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.A2 A375332	ESOL training District 3	Cockcroft, Wayne	10/11/2017	Lesson plans, Rosetta Stone data	10/11/2017 one-time
G1.MA2 M405433	Saturday School	McCue, Robert	9/23/2017	Teacher and computer assited programs support Student grade repair to meet standards. Increased academic performance with additional instructional support; Egenuity supports standards based instruction for students to meet grade promotion	5/11/2018 weekly
G1.MA3 M405434	Leadership walk through monitors authentic student engagement	Thompson, Kevin	9/16/2017	Use of AVID strategies, Kagan Cooperative Learning and Collaborative learning by students	5/11/2018 weekly
G1.B2.S1.A1 A375329	Teachers allow for grade repair by providing choice and voice.	Thompson, Kevin	8/14/2017	Student progress reports and academic record	5/11/2018 biweekly
G1.B2.S1.A2 A375330	Saturday Scholars	Thompson, Kevin	8/14/2017	Attendance records; meeting minimum class requirements	5/11/2018 weekly
G1.B3.S1.A1 A375331	PLC meet and review student performance on a regular schedule time.	Thompson, Kevin	8/14/2017	Meeting agendas and minutes	5/11/2018 monthly
G3.B1.S1.A2 A375336	PLC	Dupree, Susan	8/11/2017	Agendas and minutes	5/11/2018 quarterly
G2.B1.S2.A1 A375334	Complete requirements for 5 Star School status	Tremarco, Cherilynn	8/11/2017	Community and Business partner agreements, Family Involvement Data, Sac minutes and schedules, Student evidence of community service projects, volunteer information	5/11/2018 monthly
G2.B1.S2.MA1 M405437	Regularly scheduled MTSS meetings to monitor student data; administrative team meetings and grade...	Tremarco, Cherilynn	9/23/2017	EWS; D/F academic list; monitoring L1-L2 students	5/12/2018 monthly
G2.B1.S2.MA1 M405438	Monitor attendance and discipline progress for students who need additional educational support.	Tremarco, Cherilynn	9/23/2017	EWS but also student observations, counseling and any additional programs student may be eligible.	5/12/2018 weekly
G1.MA1 M405432	We will use data from Student academic record; early warning system; Lake County Benchmark; FAIR;...	Thompson, Kevin	8/28/2017	Teachers will monitor Monthly data reports from computer assisted learning programs; Early Warning system; 9 week grades	5/18/2018 monthly
G2.MA1 M405439	Developing partnerships with community using membership list of PTO , SAC and school volunteers.	McCue, Robert	8/28/2017	SAC and PTO membership; Volunteers from community; Business partners	5/18/2018 monthly
G3.MA1 M405445	Student engaged instruction in which students are actively learning and conversing to construct...	Thompson, Kevin	8/28/2017	Class room walk through; Student project work; Student demonstrations and research; Rigor in learning	5/18/2018 monthly
G1.B1.S1.MA1 M405430	Classroom walkthrough; student data; content area academic records; teacher lesson plans	Thompson, Kevin	8/28/2017	Student data: academic records, Lake Benchmark assessments; FAIR; Achieve3000; IXL	5/18/2018 monthly
G1.B1.S1.MA1 M405431	Regularly scheduled PLC content area meetings addressing plan, do, check, act	Thompson, Kevin	8/28/2017	PLC agenda and minutes; Teacher records; Early warning system; Saturday School and Scholars	5/18/2018 monthly
G1.B1.S1.A1 A375328	CLMS provides a continuum of support targeting strategies for intervention and enrichment.	Thompson, Kevin	8/28/2017	Collection of data notebooks, calendar of scheduled Saturday remediation and enrichment, Student products	5/18/2018 weekly
G2.B1.S1.MA1 M405435	Communication is encouraging immediate contact between parents and teachers when concerns arise.	McCue, Robert	8/28/2017	agenda/minutes of SAC and PTO; climate survey; appointment schedules	5/18/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 🔍 M405436	Continuous and timely dissemination of information concerning school policies, assessment tools,...	McCue, Robert	8/28/2017	Updated school website; school marquee; agenda and minute sof SAC and PTO	5/18/2018 one-time
G2.B1.S1.A1 🔍 A375333	School/teacher provides clear information regarding course expectations, school culture and school...	McCue, Robert	8/28/2017	Log and message of call out system; PTO and SAC agenda and minutes: South lake Chamber of Commerce participation	5/18/2018 weekly
G3.B1.S1.MA1 🔍 M405441	Instructional practices focus on student engagement and active authentic conversations.	Thompson, Kevin	8/28/2017	MTSS; Literacy strategies used in classroom read, write, think, speak. Lesson plans	5/18/2018 one-time
G3.B1.S1.MA1 🔍 M405442	Teachers given time to plan and collaborate with routine collaboration and planning across teams.	Thompson, Kevin	8/28/2017	teacher website; teacher lesson plans; student products; data collection from computer assisted programs	5/18/2018 weekly
G3.B1.S1.A1 🔍 A375335	Teachers provide multiple avenues of learning with texts, computer access and collaboration.	Thompson, Kevin	8/28/2017	Class room walk through	5/18/2018 weekly
G3.B2.S1.MA1 🔍 M405443	Data collection monthly to monitor progress and plan for remediation and enrichment.	Thompson, Kevin	8/28/2017	Teacher lesson plans; students academic performance; Early warning system; LBA baseline and mid-year; Achieve 3000 Level Set and monthly review; IXL data for reading and mathematics	5/18/2018 monthly
G3.B2.S1.MA1 🔍 M405444	A systematic assessment in reading and writing is conducted for students using Lake Benchmark...	Thompson, Kevin	8/28/2017	FSA 2017 results; FAIR; LBA; IXL; Achieve3000	5/18/2018 weekly
G3.B2.S1.A1 🔍 A375337	A school wide Literacy plan is in place that addresses students' identified needs supporting...	Dupree, Susan	8/28/2017	PLC agenda/minutes; FAIR results; Student products: Student engaged interaction of reading, writing, thinking and speaking.	5/18/2018 biweekly
G2.MA2 🔍 M405440	Communication between home and school	McCue, Robert	8/21/2017	Callouts; teacher website; Remind APP;	5/21/2018 weekly

V. Professional Development Opportunities

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

G1. Intervention and Acceleration: CLMS will maximize instructional opportunities to use best practices, strategies and standards based instruction in their content area to support multiple opportunity for learners to excel.

G1.B1 Creating a "one chance" policy to complete and learn from tasks, assignments, assessments

G1.B1.S1 Allowing for make up work and demanding mastery of the work

PD Opportunity 1

CLMS provides a continuum of support targeting strategies for intervention and enrichment.

Facilitator

District and school professional development

Participants

All instructional personnel

Schedule

Weekly, from 8/28/2017 to 5/18/2018

G1.B2 Averaging zeros into semester grades

G1.B2.S1 Intervention strategy so that learners have opportunity to meet levels of expected performance.

PD Opportunity 1

Teachers allow for grade repair by providing choice and voice.

Facilitator

Susan Dupree

Participants

NGCAR-PD participants

Schedule

Biweekly, from 8/14/2017 to 5/11/2018

G1.B3 Teacher directs all learning

G1.B3.S1 Teachers encourage cooperative learning.

PD Opportunity 1

PLC meet and review student performance on a regular schedule time.

Facilitator

Department Chairs

Participants

subject department members

Schedule

Monthly, from 8/14/2017 to 5/11/2018

PD Opportunity 2

ESOL training District 3

Facilitator

Anaceli Rodriguez

Participants

faculty

Schedule

On 10/11/2017

G3. Academic and Authentic Literacy: CLMS teachers will plan and deliver standards based instruction and authentic literacy in all content areas for all students.

G3.B1 Teacher lack knowledge and skill set for differentiated instruction.

G3.B1.S1 Interdisciplinary (grade) level teams share common students.

PD Opportunity 1

Teachers provide multiple avenues of learning with texts, computer access and collaboration.

Facilitator

District and school professional development

Participants

All instructional staff

Schedule

Weekly, from 8/28/2017 to 5/18/2018

G3.B2 Authentic literacy is not fully embedded in curriculum integration of the various disciplines.

G3.B2.S1 Monitor the process, procedures and structures created to ensure literacy strategies and skills are taught or used across content areas. PD with NGCAR-PD; IXL; Achieve 3000

PD Opportunity 1

A school wide Literacy plan is in place that addresses students' identified needs supporting literacy for all.

Facilitator

District and school professional development

Participants

All instructional staff and teaching assistants

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	CLMS provides a continuum of support targeting strategies for intervention and enrichment.				$6,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0401 - Clermont Middle School	General Fund		$3,200.00
			Notes: SAI funding for AVID Tutors			
	5100	150-Aides	0401 - Clermont Middle School	General Fund		$3,200.00
			Notes: SAI funding for AVID Tutors			
2	G1.B2.S1.A1	Teachers allow for grade repair by providing choice and voice.				$0.00
3	G1.B2.S1.A2	Saturday Scholars				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0401 - Clermont Middle School	Other		$4,000.00
			Notes: Tutoring Pay for Saturday Scholars from SAI Budget			
4	G1.B3.S1.A1	PLC meet and review student performance on a regular schedule time.				$3,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0401 - Clermont Middle School	Other		$3,100.00
			Notes: Collaborative Funds for substitutes to provide full day planning for all core academic teachers. ELA & Math- 3 times, SS & Science- 2 times.			
5	G1.B3.S1.A2	ESOL training District 3				$0.00
6	G2.B1.S1.A1	School/teacher provides clear information regarding course expectations, school culture and school activities.				$0.00
7	G2.B1.S2.A1	Complete requirements for 5 Star School status				$0.00
8	G3.B1.S1.A1	Teachers provide multiple avenues of learning with texts, computer access and collaboration.				$5,213.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0401 - Clermont Middle School	General Fund		$2,400.00
			Notes: SAI funds for Summer School program to ensure students get a chance to repair grades and be promoted.			
	5100	500-Materials and Supplies	0401 - Clermont Middle School	General Fund		$2,813.00

		Notes: SAI funds for purchase of IXL Learning Subscriptions to use with students in MTSS, morning tutoring, Saturday Scholars, and during ELA and Math classes in computer lab times.	
9	G3.B1.S1.A2	PLC	$0.00
10	G3.B2.S1.A1	**A school wide Literacy plan is in place that addresses students' identified needs supporting literacy for all.**	$0.00
		Total:	**$18,713.00**