

Polk County Public Schools

Crystal Lake Middle School



2018-19 Schoolwide Improvement Plan

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Crystal Lake Middle School

2410 CRYSTAL LAKE DR N, Lakeland, FL 33801

<http://www.polk-fl.net/clms>

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 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 | 66% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | C | D | D* |

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an atmosphere conducive to maximize each student's individual academic potential and positive self-esteem with support from parents, community, and business partners to help ensure a positive and safe culture.

Provide the school's vision statement.

Crystal Lake Middle School seeks to provide an educational program meeting the needs of each unique individual by creating an environment that provides the opportunity for intellectual, aesthetic, physical, social, moral and emotional development. This will be accomplished through a STEM program of interdisciplinary and cooperative learning supported by up-to-date technology and an integrated curriculum focus. We will work together with students, parents, and the community to maintain a safe and positive learning environment. The staff will continue to provide individual students with the support and guidance necessary for success.

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------------|
| Cotter, Ronda | Principal |
| Miller, Talley | Assistant Principal |
| Morris, Sheritta | Instructional Coach |
| ingram, stephanie | Teacher, K-12 |
| Brown, Mekeisha | Assistant Principal |
| Bermudez, Amy | Assistant Principal |

Duties

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

Ronda Cotter is responsible to make sure all PLCs are being held and reported out the leadership team. She will also oversee math.

Talley Miller is the instructional leader of social studies. She is responsible for reporting out any concerns or general information from the social studies. She is also in charge of scheduling and other curriculum changes.

Mekeisha Brown is the instructional leader for language arts and reading. She is also oversees all of discipline. She will report out to the leadership information about LSI and AVID.

Amy Bermudez is the instructional leader of science. She is also in charge of discipline and PBIS.

Sheritta Morris is the Reading Coach. She is responsible for all reading and ELA PLCs. She is the AVID lead for ELA and reading. She is also responsible for any coaching cycles for ELA and reading teachers.

Stephanie Ingram is responsible for small group instruction for bottom quartile and bubble students for reading.

She is also in charge of Title I parent events and information.

Early Warning Systems

Year 2017-18

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected

Thursday 7/5/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 18 | 0 | 0 | 0 | 0 | 40 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 38 | 28 | 0 | 0 | 0 | 0 | 111 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 16 | 0 | 0 | 0 | 0 | 29 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 144 | 132 | 109 | 0 | 0 | 0 | 0 | 385 |

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 | 61 | 60 | 58 | 0 | 0 | 0 | 0 | 179 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 18 | 0 | 0 | 0 | 0 | 40 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 38 | 28 | 0 | 0 | 0 | 0 | 111 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 16 | 0 | 0 | 0 | 0 | 29 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 144 | 132 | 109 | 0 | 0 | 0 | 0 | 385 | |

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 | 61 | 60 | 58 | 0 | 0 | 0 | 0 | 179 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math performance overall performed the lowest. This is not a trend for the school. Over the previous 2 years math had increased.

Which data component showed the greatest decline from prior year?

Math bottom quartile had the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

Math proficiency had the biggest gap compared to the state average.

Which data component showed the most improvement? Is this a trend?

Civics showed the most improvement. Yes, this is a trend over the past couple of years.

Describe the actions or changes that led to the improvement in this area.

The curriculum and ancillary materials that have been used for Civics are more targeted to the depth of the standards.

School Data

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

| School Grade Component | 2018 | | | 2017 | | |
|------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 31% | 46% | 53% | 32% | 48% | 52% |
| ELA Learning Gains | 39% | 47% | 54% | 39% | 51% | 53% |

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Lowest 25th Percentile | 33% | 42% | 47% | 36% | 46% | 45% |
| Math Achievement | 34% | 49% | 58% | 31% | 47% | 55% |
| Math Learning Gains | 38% | 51% | 57% | 47% | 49% | 55% |
| Math Lowest 25th Percentile | 34% | 51% | 51% | 44% | 45% | 47% |
| Science Achievement | 39% | 47% | 52% | 32% | 44% | 50% |
| Social Studies Achievement | 82% | 86% | 72% | 39% | 61% | 67% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 0 (10) | 0 (12) | 0 (18) | 0 (40) |
| One or more suspensions | 0 (45) | 0 (38) | 0 (28) | 0 (111) |
| Course failure in ELA or Math | 0 (5) | 0 (8) | 0 (16) | 0 (29) |
| Level 1 on statewide assessment | 0 (144) | 0 (132) | 0 (109) | 0 (385) |

Grade Level Data

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 28% | 41% | -13% | 52% | -24% |
| | 2017 | 33% | 45% | -12% | 52% | -19% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 25% | 42% | -17% | 51% | -26% |
| | 2017 | 30% | 45% | -15% | 52% | -22% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -8% | | | | |
| 08 | 2018 | 33% | 49% | -16% | 58% | -25% |
| | 2017 | 31% | 46% | -15% | 55% | -24% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 25% | 40% | -15% | 52% | -27% |
| | 2017 | 31% | 39% | -8% | 51% | -20% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 25% | 40% | -15% | 54% | -29% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2017 | 40% | 40% | 0% | 53% | -13% |
| Same Grade Comparison | | -15% | | | | |
| Cohort Comparison | | -6% | | | | |
| 08 | 2018 | 18% | 34% | -16% | 45% | -27% |
| | 2017 | 25% | 36% | -11% | 46% | -21% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | -22% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 37% | 42% | -5% | 50% | -13% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 84% | 84% | 0% | 71% | 13% |
| 2017 | 51% | 62% | -11% | 69% | -18% |
| Compare | | 33% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 94% | 60% | 34% | 62% | 32% |
| 2017 | 90% | 43% | 47% | 60% | 30% |
| Compare | | 4% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 41% | 59% | 56% | 44% |
| 2017 | 100% | 34% | 66% | 53% | 47% |
| Compare | | 0% | | | |

Subgroup Data

| 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 | 31 | 28 | 21 | 35 | 33 | 13 | 60 | | | |
| ELL | 12 | 32 | 30 | 17 | 26 | 26 | | | | | |
| ASN | 69 | 54 | | 92 | 62 | | | | | | |
| BLK | 17 | 27 | 27 | 20 | 30 | 31 | 16 | 83 | | | |
| HSP | 29 | 36 | 35 | 32 | 35 | 32 | 36 | 83 | 90 | | |
| MUL | 20 | 32 | | 32 | 40 | | | | | | |
| WHT | 42 | 50 | 35 | 42 | 45 | 38 | 57 | 83 | 87 | | |
| FRL | 27 | 38 | 33 | 31 | 37 | 32 | 34 | 81 | 85 | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 10 | 35 | 33 | 16 | 30 | 28 | 9 | 22 | | | |
| ELL | 13 | 36 | 36 | 25 | 56 | 54 | 11 | 41 | | | |
| BLK | 23 | 36 | 26 | 30 | 36 | 23 | 23 | 41 | 85 | | |
| HSP | 29 | 40 | 28 | 36 | 57 | 53 | 29 | 51 | 76 | | |
| MUL | 32 | 44 | | 56 | 58 | | | | | | |
| WHT | 44 | 44 | 45 | 51 | 60 | 37 | 50 | 70 | 80 | | |
| FRL | 28 | 36 | 27 | 36 | 48 | 39 | 28 | 48 | 85 | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------------|--|
| Title | Reading Proficiency |
| Rationale | Reading proficiency dropped by 3 percentage points from the 2016-2017 school year to the 2017-2018 school year. Cross content reading will be implemented throughout all subject areas to ensure all students receive additional reading support. |
| Intended Outcome | Reading proficiency will increase by 9 percentage points to reach a 40% proficiency rate. We will maintain our students who are proficient and provide support to ensure our non proficient students become proficient readers. |
| Point Person | Mekeisha Brown (mekeisha.brown@polk-fl.net) |
| Action Step | |
| Description | <p>All content areas will implement CUBES, a reading strategy, and RACE, a writing strategy, weekly with a content specific article to assist students with reading comprehension. Teachers will receive assistance from the academic coaches and administrators on how to implement these strategies.</p> <p>During PLCs, reading tasks will be identified based on content. Teachers will discuss the question(s) or tasks that will be assigned to ensure that they are at the appropriate depth of knowledge.</p> <p>Accelerated Reader will be implemented through language arts classes to provide students with additional practice.</p> <p>Reading interventionists will work with targeted bubble and bottom quartile students to assist them with achieving proficiency.</p> <p>Professional development and coaching cycles will be provided, as necessary, to the teachers by the reading coach and administrators .</p> |
| Person Responsible | Sheritta Morris (sheritta.morris@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | <p>Leadership team will review the weekly PLC agenda.</p> <p>Accelerated Reader and Achieve 3000 data will be discussed bimonthly.</p> <p>Administrators will conduct weekly formal and informal walkthroughs.</p> <p>Student work will be analyzed by administrators during PLCs.</p> |
| Person Responsible | Mekeisha Brown (mekeisha.brown@polk-fl.net) |

| Activity #2 | |
|-------------------------------|--|
| Title | Math Proficiency and Math Learning Gains |
| Rationale | Math proficiency decreased 7 percentage points and 15 percentage points in learning gains. |
| Intended Outcome | Math proficiency will increase to 44% and math learning gains will increase to 48%. |
| Point Person | Ronda Cotter (ronda.cotter@polk-fl.net) |
| Action Step | |
| Description | <p>Students will be assessed daily via exit tickets. These formative assessments will be used to create small groups and modify instruction.</p> <p>Teachers will be using CUBES to assist with word problems and focused note taking will be implemented.</p> <p>Cumulative assessments will spiral from each unit. Data from these assessments will be used by teachers and the math interventionist for small group instruction.</p> <p>Learning tasks will be examined in PLCs to ensure that proper strategies are in place and at the proper level of rigor.</p> |
| Person Responsible | Ronda Cotter (ronda.cotter@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | <p>Leadership team will review the weekly PLC agenda.</p> <p>Imagine Math data will be discussed bimonthly.</p> <p>Administrators will conduct weekly formal and informal walkthroughs.</p> <p>Student work will be analyzed by administrators during PLCs.</p> |
| Person Responsible | Ronda Cotter (ronda.cotter@polk-fl.net) |

| Activity #3 | |
|-------------------------------|---|
| Title | Attendance |
| Rationale | During the 2017- 2018 school year 42% of the students missed 18 or more days of school. |
| Intended Outcome | Decrease the percentage of students missing 18 or more days to 30%. |
| Point Person | Amy Bermudez (amy.bermudez@polk-fl.net) |
| Action Step | |
| Description | <p>Improve PBIS to motivate students to want to come to school. Incentives will be put in place for students who miss 2 days or less each quarter. Increase faculty participation in Check and Connect. Use the early warning system to identify high risk students during the first few weeks of school. These students will be assigned to a guidance counselor for consistent follow up. Guidance counselors will then follow up with a truancy officer as necessary. Teachers will provide rigorous and relevant instruction daily to increase student attendance. Team Attendance Leaders will pull the data for each team that will be discussed during weekly team meetings.</p> |
| Person Responsible | Mekeisha Brown (mekeisha.brown@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | <p>Early warning system data will be pulled weekly. Weekly attendance data will be discussed at Leadership Team meetings. Team agendas will be reviewed by administrators.</p> |
| Person Responsible | Mekeisha Brown (mekeisha.brown@polk-fl.net) |

| Activity #4 | |
|-------------------------------|---|
| Title | Civics Proficiency |
| Rationale | Civics proficiency was 82% for the 2017-2018 school year and 56% in the 2016-2017 school year. This year we are expecting a drop because more students will be taking the test. If our proficiency rate falls below a 56%, our overall school grade could be impacted. |
| Intended Outcome | Our Civics proficiency will be a 61%. |
| Point Person | Talley Miller (talley.miller@polk-fl.net) |
| Action Step | |
| Description | During PLCs teachers will develop rigorous lesson plans that align with item specifications. Teachers will use targeted entrance slips to increase depth of knowledge to ensure student have a proper understand of the standards. Teachers will give weekly formative assessments that will be used to determine small groups. Intensive reading teachers will implement civics articles to help support civics standards. |
| Person Responsible | Talley Miller (talley.miller@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | Leadership team will review the weekly PLC agenda. Administrators will conduct weekly formal and informal walkthroughs. Student work will be analyzed by administrators during PLCs. |
| Person Responsible | Ronda Cotter (ronda.cotter@polk-fl.net) |

Part IV: Title I Requirements

Additional Title I Requirements

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

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

CLMS communicates daily, weekly, and monthly with parents through School Messenger calls, the school website, staff webpages, a Facebook page, printed daily announcements, a monthly newsletter, and informational flyers. Some staff members also utilize web based programs such as Remind 101 and Dojo to inform parents of academic and behavior progress. Staff members also utilize a communication log where they document all communication between parents whether via phone, text, or email. Parent portal is also a tool parents can use to track attendance and grades. The students also complete grade logs in class in case the parents are not able to view Parent Portal. Students also write down their weekly in-class and homework in the school provided agenda in case they are absent. CLMS also invites parents in to the school as approved volunteers. There are also monthly parent nights which focus on a specific content area where families can learn more about the content area as well as meet other families in a fun, academic setting. Before these parent nights, there are PTO meetings

where parents can take on a more active role in activities taking place at our school. There are also monthly SAC meetings where parents are invited to participate in discussions regarding school data, events, and student progress.

In order to provide more directed instruction, CLMS offers tutoring before school and on Saturdays in the Spring semester.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school also utilizes the use of our 2 guidance counselors who provide counseling to students on bullying issues and mentoring for future careers. Our school psychologist works closely with our Ps/Rtl team to provide multi-tier support services. The guidance counselors lead the parent-teacher conferences to ensure that the focus is on grades, social needs, and school and home needs. The administrative team has an open door policy which ensures that concerns are quickly addressed.

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

We host 2 orientations to welcome the new students. Guidance counselors go to our feeder schools to introduce them to the programs that are offered. Elective teachers attend a Saturday recruitment fair to share information about the school.

The 8th graders are visited by the guidance counselors of their zoned schools to assist them in completing their schedules.

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 Leadership Team meets once a week. During this time data, lesson plans, item specs, up coming tests and critical needs are discussed. Each member is responsible for reporting out about their areas to the team during our weekly meetings.

The ESOL department representatives attend staffing meetings to ensure that all ESOL students are in the proper place at school.

The ESE department provides strategies and training to assist with our at-risk population. They also assist students with coordinating outside resources to make sure all of our ESE students are successful.

FDLRS provides constant training to teachers to assist them when working with ESE students.

HEARTH program funded by Title IX, provides assistance to our homeless students in the form of transportation and clothing. They will also assist families with finding shelter and assist them with enrolling at schools.

The Title I funds provide supplemental instructional resources and interventions for students with academic needs. This program supports after-school and Saturday programs, supplemental instructional materials, reading and math interventionists, technology for students, professional development for the staff, and resources for parents.

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

Students are provided the opportunity to take advanced classes for high school credit such as Algebra, Geometry, Physical Science, and Spanish.

We also partner with local fish farms to breed and raise fish in our aquaculture program. This partnership gives our students real-world experience with supply and demand and helps sustain our programs. We invite community members to speak to our students every year during our Great American Teach In about their prospective careers. Our 8th grade students attended the WE3 Expo to assist with student transitions and interests for high school.

Part V: Budget

Total:

\$0.00