Clermont Middle School

2019-20 Schoolwide Improvement Plan

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Clermont Middle School

301 EAST AVE, Clermont, FL 34711

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

Demographics

Principal: Scott Voytko

Start Date for this Principal: 8/12/2016

2019-20 Status (per MSID File)	Closed: 2021-09-02
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: B (56%) 2015-16: B (56%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

Vision- All CLMS Falcons will be equipped to SOAR into their limitless futures. It is the goal of Clermont Middle School to become a destination Middle school in South Lake County.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
McCue, Robert	Principal	Instructional Leader that supports the success of the school with quality teachers and instruction.
Gowan, Howard	Teacher, K-12	Department Chair for Social Studies: Monitor and maintains academic department for standards based curriculum.
Dotson, Joe	Teacher, Career/ Technical	Department Chair for Electives: Monitor and maintains academic department for standards based curriculum.
Herman, Amy	Teacher, K-12	Department Chair for Science: Monitor and maintains academic department for standards based curriculum.
Kovacsev, Jason	Teacher, K-12	Avid Coordinator: Monitor and maintains academic department for standards based curriculum.
Rodriguez, Anaceli	School Counselor	Interaction with students to identify, support and guide academic and personal success. MTSS coordinator.
Santuchi, Sophy	School Counselor	Interaction with students to identify, support and guide academic and personal success. MTSS facilitator.
Martin, Samantha	Teacher, ESE	Responsible for the implementation of support programs for ESE students. BPIE and MTSS facilitator.
Clonce, Lidia	Teacher, K-12	Department Chair for Math: Monitor and maintains academic department for standards based curriculum.
Gordon, Maryellen	Instructional Coach	Literacy Coach builds teacher capacity for improving student achievement. Supports all aspects of literacy in content area classrooms as well as the reading departments attention to struggling readers. MTSS facilitator. School Improvement Plan, MTSS (Achieve & IXL coordinator and data pulls-monthly) FAIR/PSAT Coordinator.
Culligan, Jennifer	Teacher, K-12	Department Chair for Language Arts: Monitor and maintains academic department for standards based curriculum.
Frana, Joe	Assistant Principal	Multi-tasked responsibilities in the day to day routine of students, teachers and community. Interacts with guidance for the academic and behavior success of the students.
Larkin, John	Teacher, K-12	Positive Alternative to Suspension School, Safety Committee.

Name	Title	Job Duties and Responsibilities
Escobar, Tiesh	Teacher, K-12	Monitor and maintains academic department for standards based curriculum.
Locuson, Amanda	Instructional Media	Encompasses the dissemination of a variety of materials to facilitate student achievement.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	150	159	213	0	0	0	0	522
Attendance below 90 percent	0	0	0	0	0	0	11	25	37	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	9	13	22	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	6	13	10	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	36	52	57	0	0	0	0	145

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	49	69	90	0	0	0	0	208

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	3	0	0	0	0	6

FTE units allocated to school (total number of teacher units)
42

Date this data was collected or last updated
Tuesday 8/20/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	13	36	18	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	10	31	14	0	0	0	0	55
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	32	55	55	0	0	0	0	142

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	72	137	126	0	0	0	0	335

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	13	36	18	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	10	31	14	0	0	0	0	55
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	32	55	55	0	0	0	0	142

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	72	137	126	0	0	0	0	335

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	50%	54%	49%	47%	52%
ELA Learning Gains	54%	52%	54%	49%	50%	54%
ELA Lowest 25th Percentile	48%	44%	47%	38%	39%	44%
Math Achievement	49%	56%	58%	56%	54%	56%
Math Learning Gains	52%	55%	57%	58%	56%	57%
Math Lowest 25th Percentile	48%	46%	51%	49%	45%	50%
Science Achievement	52%	49%	51%	53%	46%	50%
Social Studies Achievement	62%	70%	72%	73%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Number of students enrolled	150 (0)	159 (0)	213 (0)	522 (0)
Attendance below 90 percent	11 (13)	25 (36)	37 (18)	73 (67)
One or more suspensions	9 (10)	13 (31)	22 (14)	44 (55)
Course failure in ELA or Math	6 (0)	13 (0)	10 (0)	29 (0)
Level 1 on statewide assessment	36 (32)	52 (55)	57 (55)	145 (142)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	41%	52%	-11%	54%	-13%
	2018	35%	47%	-12%	52%	-17%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	44%	49%	-5%	52%	-8%
	2018	46%	48%	-2%	51%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		9%				
08	2019	49%	54%	-5%	56%	-7%
	2018	57%	55%	2%	58%	-1%
Same Grade Comparison		-8%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	53%	-16%	55%	-18%
	2018	36%	49%	-13%	52%	-16%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	48%	58%	-10%	54%	-6%
	2018	57%	59%	-2%	54%	3%
Same Grade Comparison		-9%				
Cohort Comparison		12%				
08	2019	21%	39%	-18%	46%	-25%
	2018	41%	39%	2%	45%	-4%
Same Grade Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison			-36%			

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	49%	1%	48%	2%
	2018	55%	51%	4%	50%	5%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	71%	-12%	71%	-12%
2018	67%	70%	-3%	71%	-4%
Compare		-8%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	52%	28%	61%	19%
2018	85%	62%	23%	62%	23%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	50%	-50%	56%	-56%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	38	30	22	51	37	24	39	64		
ELL	14	49	50	19	57	56	7				
ASN	63	71		57	61				82		
BLK	32	43	41	25	39	36	27	39	69		
HSP	42	50	45	43	53	51	41	51	65		
MUL	41	57		46	43		69		64		
WHT	59	59	52	65	59	54	65	81	77		
FRL	37	48	45	37	49	49	35	49	67		

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	21	39	36	26	43	27	28	28			
ELL	19	31	33	31	38	24		40			
ASN	52	55		74	62		71		85		
BLK	30	40	39	35	43	27	43	54	67		
HSP	41	44	45	46	49	49	48	63	58		
MUL	52	47		63	71		60	77			
WHT	59	59	61	67	59	48	69	78	71		
FRL	38	44	44	46	48	42	49	63	60		

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	17	35	28	21	46	38	14	37			
ELL	11	23	23	28	50	29					
ASN	68	58		65	61		67	86	100		
BLK	35	43	41	42	57	50	38	66	70		
HSP	42	44	37	53	58	42	49	73	82		
MUL	50	56	40	46	64	70					
WHT	56	52	36	63	58	49	58	75	77		
FRL	38	45	38	46	55	48	41	64	82		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	543

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data that showed the lowest performance was located with the grade 6 ELA students and grade 8 Math students. The grade 6 performance in grade 6 ELA was at (-11%) and grade 8 Math at (-18%). Grade 6 performance of (-12%) from last year showed a 1% increase. Currently their is no trend as grade 6 cohorts performed by a 1% increase. This current data of low performing students is not part of a trend. The 2018-2019 school year had an unusual staff turnover, major schedule changes, and the death of 8th grade Math teacher contributed to the student's performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from last year was with 8th grade Math students who were at scored (-18) this year and at 2% last year. Major schedule changes due to staff turnover and the death of 8th grade Math teacher contributed to the decline with the 8th grade Math students.

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

Data has indicated that the grade 8 Math cohort, at 21%, had the biggest gap when compared to the state average. The state average was at 46% and the difference was 25%. This gap is not part of a

trend. Staff turnover , the death of 8th grade Math teacher and major schedule changes contributed to this gap between CLMS and the State average.

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

Most improved data indicated that ELA made a increase from 50% in 2018 to 54% in 2019 and Math Lowest 25th percentile increased from 43% in 2018 to 48% in 2019. While our data shows improvement in these two areas, the data fluctuates enough not to see a trend.

Several actions that lead to improvement in this area.
1. Highly qualified teachers were placed in the appropriate teaching assignment.
2. Common planning with teacher and support personnel identified sub-skills in need of improvement focused on specific standards in both Language Arts and Math on IXL.
3. Teachers and students continuously monitored data to address progress.
4. CIM 8 step process was consistently used. (data disaggregation, timeline, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring)
5. "A" block was utilized to provide consistency, additional support time with tutorials, and academic enrichment.
6. School wide instructional support monitored student progress with weekly data chats.
7. Morning tutorial time was offered with a qualified instructor.
8. School-wide commitment to 20 minutes per day of student "choice" reading shared in all content areas throughout the week.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The lowest performance was the 145 students that had a level one on the statewide assessment. One specific area of concern is that the needs of the three lowest performers, Black/African American Students, English Language Learners, and Students With Disabilities need to be addressed.

The lowest performance of these specific groups, are all under 41% this year, indicates that more concentrated interventions need to be in place to support these struggling students.

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

1.Intervention and Acceleration
2. Culture and Community
3. Academic and Authentic Literacy
4. Hello M.E.
5. vvvvvv

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Intervention and Acceleration: CLMS will maximize instructional opportunities to use best practices, strategies, and standards-based instruction in their content are to support multiple learning opportunities for learners to excel.
Rationale	CLMS will utilize the Lake County District Infrastructure of MTSS framework for the instructional delivery. Students who struggle academically will be provided with additional support and services in order to assist them to meet their educational goals. Academic interventions plans will focus on tracking student progress in all core subjects and particularly in ELA and math. Teachers will utilize data checks to assist in the development of intervention plans to promote academic success of all students. Restorative circles interventions, Mental Health Counselor, and PASS will be used to monitor behaviors that are detracting the students academically.
State the measurable outcome the school plans to achieve	CLMS continues to see higher level of academic achievement based on assessment which may include assessments such the LSA, teacher created standards based assessments, mid-year progress, FSA, and IXL. The students will be given multiple opportunities to meet expected performance indicators. The intended outcome is for all students to show gains in each of the following: 1. English Language Arts achievement, learning gains of the lowest 25% by 5% from 2019. 2. Math Achievement, learning gains and learning gains of the lowest 25% by 5% from 2019. 3. Ongoing monitoring to improve learning gains of the lowest performing subgroups African-American, ELL, ESE by 5% from 2019. 4. Ongoing monitoring to improve the learning gains of the lowest performing 8th grade math students by 5% from 2019. 5. Ongoing monitoring to improve the learning gains of the lowest performing 6th grade ELA & Math students by 5% from 2019. 6. Middle School Acceleration by 5% from 2018. 7. Focus standards for all State tested areas for 1st, 2nd, and 3rd nine weeks, based on 2019 FSA, and 2020 LSA, will be added using IXL during class and "A" Block to achieve a 5% increase from 2019.
Person responsible for monitoring outcome	Anaceli Rodriguez (rodrigueza@lake.k12.fl.us)
Evidence-based Strategy	The Interventions through MTSS focuses on problem solving and progress monitoring for all students with specific targeted intervention for our lowest quartile. The interventions provided focus on academic, behavior, and attendance. All students have opportunities to excel utilizing various supports including but not limited to morning tutoring program, peer mediation, restorative circles, positive behavior supports, attendance incentives and daily "A" block that is built into student bell schedule. The MTSS leadership team meets to problem solve and identify barriers in order to incorporate the most effective interventions for students needs. Teachers are trained on the process and provided with supports to meet the needs through our interventionists and school counselors. Avid strategies of focused note taking, organized binders, and WICOR strategies are utilized campus wide. Avid tutors will be active participants in the personal development, academic learning and growth, of students with the goal of preparing students to be successful academically.

| **Rationale for Evidence-based Strategy** | Explicit instruction provides data-driven strategies, identifies student learning gaps, prioritize needs of each student, identify evidence-based practices, and implement strategies to achieve successful outcomes for all students. |

Action Step

| **Description** | 1. English Language Arts achievement, learning gains and gains of the Lowest 25% action steps focus on reading comprehension with the use of the following strategies: background knowledge, vocabulary, setting a purpose, main idea, questioning and explaining by citing text evidence
2. Math achievement, learning gains and gains of the lowest 25% Deep understanding of content and process with solid fundamental math skills.
3. Science and Social Studies Achievement: action steps include reading, writing, thinking and listening across the curriculum. Increased level of text complexity and content specific vocabulary.
4. Middle School Acceleration: action steps include evidence of "I do" lesson plan with modeling. Student participation in the creation and presentation of projects.
5. Positive Behavior Support systems are embedded in the culture of the school and will continue to celebrate students success.
6. Students are able to make up and redo of insufficient student progress on assignments and teacher made assessments during "A" block four days a week.
7. Supplemental Academic Instruction (SAI) dollars will be used to support our ELL students and utilization of Chromebooks to ensure adequate time on Rosetta Stone, IXL, and Achieve 3000 programs.
8. SAI dollars will also be used to address students who earn below a 60 grade in core academic classes during each 9-weeks through a Grade Repair Program to assist in "real-time" intervention before state testing and prevent waiting on Summer School for closing learning gaps.
9. A-block is time built into our bell schedule 4 of 5 days per week to ensure student deficiencies are addressed in "real-time" to close learning gaps.
10. Mental Health counselor and a PASS classroom has been added to CLMS to help address behavioral issues.
11. AVID use of focus note taking, organized binders, and WICOR strategies are utilized campus wide.
12. Avid tutors will participants in the personal development, academic learning and growth, of students while preparing students to be successful.
12. Inclusive scheduling with built in supports from highly qualified teachers and paraprofessionals for all ESE students who qualify. BPIE goal of school-wide approach for planning and implementing a universal design for learning. |
| **Person Responsible** | Sophy Santuchi (santuchis@lake.k12.fl.us) |

#2	
Title	Culture and Community: CLMS will strive to promote a culture that includes individuals at all levels to build strong relationships with the family and community to support student academic success.
Rationale	The school creates a positive school culture that is conducive to professional satisfaction, morale, and effectiveness to fulfilling student learning and well-being. The school environment encompasses the physical and emotional safety of students as well as embracing racial, ethnic and cultural diversity. A positive culture is where all feel valued, safe and share the goal of self-improvement. Cultural perspectives influence critical thinking and problem solving. Habits of the mind are influenced by cultural circumstances.To make cultural changes problem based learning takes into account ways to resolve conflict and provide strategies for interpersonal problem solving. Positive Behavioral Supports helps to create an environment more conducive to learning and a more positive school culture with all stakeholders.
State the measurable outcome the school plans to achieve	For CLMS the expected outcome is to create a positive school culture. The school ensures dynamic learning experiences in every classroom. A belief in a culture of high expectations for learning and behavior which is a powerful predictor of student success more than socioeconomic status. The intended outcome includes data collection that uses early warning system, student referrals, and student participation to identify needs of our students in building community. Teacher attendance and participation in professional development along with committee membership in discipline, positive behavior, and safety reflect professional commitment to the organization. The intended outcome is to create an environment in which 90% or more of the student body is in attendance every day; that less than 5% of the student body has MTSS tier 3 support and student behavior referrals are less than the previous year. Teacher participation is based on attendance of professional learning sessions, data collection of student academic interventions and learning walk observations.
Person responsible for monitoring outcome	Robert McCue (mccuer@lake.k12.fl.us)
Evidence-based Strategy	Classroom management strategies using positive behavioral support is designed to assist teachers in understanding as to why challenging behavior occurs in the classroom. PBS addresses what motivates the students behavior, how to change the behaviors, and how to provide positive support and encouragement to obtain the desired behavior in the classroom. The use of restorative circles interventions will be used to develop relationships in the classroom and will help build communities. Restorative practice responds to problems and conflicts that arise in the classroom and gives all stakeholders and equal opportunity to speak and be heard. When the students are provided with explicit instruction in positive behavioral support strategies, a more positive school culture will thrive.
Rationale for Evidence-based Strategy	School-wide Positive Behavior Interventions and Supports is a system that establishes the culture and behavioral supports for students academic success. PBS defines core elements that can be achieved through a variety of strategies. The core elements of PBS is an integrated organizational system where teams, work with administrators and behavior specialists, to provide training in the initial implementation, active application, and the importance of consistent sustained use main elements of PBS. The MTSS program advocates for PBS and discipline and conduct to ensure support strategies are successful.
Action Step	

Description	1. The principal promotes a positive culture by building relationships with the family and community to support student academic success by providing call outs to all stakeholders in our school community weekly to ensure an "invitational" campus for parents and community members as well as students and staff. 2. The school website provides stakeholders with calendar of events at the school. 3. Teaching to the school community by describing ways for academic and personal success. Use of teacher handbook, code of student conduct, mission and vision of the school which supports the theme "All Students Matter Every Day!" 4. Positive Behavior Support system that rewards and recognizes students contributions to behavior success. 5. Use of A block for additional time for student task and successful completion. Monitored by quarterly grades. 6. Monitoring of student referrals and use of peer coaching, PASS and Mental Health Counselor. 7. School personnel model appropriate behaviors in which words matter. Systems and rewards are in place that support a positive cultural change. 8. Attendance Incentive Program will recognize students for having perfect attendance and help to ensure academic success. Student attendance is monitored and interventions are in place for struggling students. 9. Restorative Practices, PASS, and Mental Health Counselor will monitor student behavior. 10. Ambassador program and on-boarding of new students via AVID. 11. Ongoing PD for faculty, staff in Deescalation, MTSS, and Best Practices in Behavior Support and Exceptional Education. 12. Y i count parent and student presentations for character support and building Student Ambassadors for kindness and empathy.
Person Responsible	Robert McCue (mccuer@lake.k12.fl.us)

#3	
Title	Academic and Authentic Literacy: CLMS Teachers will plan and deliver standards based instruction. Students will be able to state what they are learning, why they are learning it, and how they will know they have learned it.
Rationale	Academic and Authentic Literacy ensures that students are fully engaged in reading, with a clear, purpose. Students will then be asked to use activities that encourage the students to think analytically and evaluate what they are reading so that they develop deeper understanding of the text. Students will be asked to communicate what they have learned in writing and orally. Teachers will use Authentic Literacy daily. The goal is to engage the students in reading, writing, thinking and talking through the use of modeling thinking, guided instruction, collaborative learning and independent learning. Teachers will be using grade appropriate, standards based assignments, strong instruction, deep engagement of all students by expressing and monitoring high expectations in the classroom. Students will learn strategies to interpret and make meaning from content specific material. Reading comprehension is addressed across the curriculum and will foster all aspects of literacy of reading, writing, thinking and talking.

State the measurable outcome the school plans to achieve	1. Intended outcome is for the lowest 25% of students to meet performance goals of 70% or better on State tests with a focus on monitoring student improvement throughout the school year. 2. 70% increase on academic performance. 3. 70% overall increase in FSA for Language Arts and Math. 4. An increase in students learning gains in all areas of academics. 5. Data monitoring seeks to improved scores for student who participate in IXL, PMRN-FAIR; Achieve 3000-Teenbiz Boost, and measured Lexile growth. 6. The school will increase the number of students completing Industry certification.
Person responsible for monitoring outcome	Maryellen Gordon (gordonm@lake.k12.fl.us)
Evidence-based Strategy	One strategic method CLMS has adapted is the Paths to College and Career English Language Arts for the sixth grade. The curriculum will set the purpose for high-quality academic experiences for students that are consistent opportunities to work on grade-appropriate assignments, focus lessons, productive group work, independent learning skills, strong instruction that encourages students do most of the thinking in the lesson, a sense of deep engagement in what they are learning, and teachers hold high expectations for students with the expectation of students meeting grade-level standards. Evidence with this curriculum has shown that classrooms that are consistent with instructional strategies of Authentic Literacy (Reading, Writing, Talking, Thinking) and Instructional Framework of use model thinking, guided instruction, collaborative and independent learning, consistent, Standard Operating Procedures, Data Chats and Goal Setting, are learning with a purpose that meets the needs of all students.
Rationale for Evidence-based Strategy	Authentic literacy activities in the classroom replicate and reflect literacy activities that occur in people's lives outside of school and instructional contexts. A growing body of research supports use of such activities in teaching and learning. One definition of authentic literacy, describes supporting research and theory, and give examples of authentic literacy activities documented in a research study. They identify strategies teachers can use to implement these activities for reading and writing, focusing particularly on science instruction.
Action Step	

	1. Review student performance data.
	2. Set standard performance goals.
	3. Establish literacy needs and expectations in all academic classes.
	4. Build capacity to support literacy development.
	5. Model teaching practices in Academic and Authentic Literacy.
	6. Students and teachers use AVID Focus notes across the curriculum which includes note taking skills, revision, recite, reflect and review.
	7. Teachers support student learning AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies are implemented school wide.
	8. Leadership team will conduct weekly LWTs to measure impact of common planning, AVID strategies and offer instructional feedback.
Description	9. Constructive feedback that aligns with clearly defined expected behaviors and guidance for achieving goals will be implemented.
	10. Establish rules, routines and strategies in classroom instruction for improved academic achievement. Monitor with classroom learning walk and teacher lesson plans.
	11. Instruct school wide teacher professional development that uses AVID strategies. Monitor professional development training with teacher signatures and learning walks.
	12. Establish weekly tutorial program with tutors who provide support with deep content knowledge for student success. Monitor with attendance and tutorial logs.
	13. Weekly monitoring of student organization, notebooks, notes, and academic assignments in period 5 "A" block.
	14. Weekly monitoring of the lowest performing subgroups African-American, ELL, ESE with additional support to build capacity and support literacy development.
Person Responsible	Maryellen Gordon (gordonm@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

NA

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.

NA

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

NA

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.

NA

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

NA

Part V: Budget

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

1	III.A.	Areas of Focus: Intervention and Acceleration: CLMS will maximize instructional opportunities to use best practices, strategies, and standards-based instruction in their content are to support multiple learning opportunities for learners to excel.	$0.00
2	III.A.	Areas of Focus: Culture and Community: CLMS will strive to promote a culture that includes individuals at all levels to build strong relationships with the family and community to support student academic success.	$0.00
3	III.A.	Areas of Focus: Academic and Authentic Literacy: CLMS Teachers will plan and deliver standards based instruction. Students will be able to state what they are learning, why they are learning it, and how they will know they have learned it.	$0.00
		Total:	$0.00