

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Cara Dolnik

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Carmel Valley Middle School

(As it should appear in the official records)

School Mailing Address 3800 Mykonos Lane

(If address is P.O. Box, also include street address.)

San Diego CA 92130-3572
City State Zip Code+4 (9 digits total)

County San Diego

Telephone (858) 481-8221

Fax (858) 481-8256

Web site/URL http://cv.sduhsd.net

E-mail victoria.kim@sduhsd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Eric Dill

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail eric.dill@sduhsd.net

District Name San Dieguito Union High Tel. (760) 753-6491

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Beth Hergesheimer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	572	0	572
8	585	0	585
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	1157	0	1157

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 35 % Asian
 - 1 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 45 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 6%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	43
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	74
(4) Total number of students in the school as of October 1, 2016	1191
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 6%
67 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Farsi (Persian), French, German, Hebrew, Japanese, Korean, Mandarin (Putonghua), Polish, Portugese, Russian, Spanish, Turkish, Vietnamese

7. Students eligible for free/reduced-priced meals: 6%
Total number students who qualify: 69

8. Students receiving special education services: 7 %
82 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>12</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>25</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>30</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 30:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To educate our students in a safe and challenging learning environment to become life-long learners who will be resourceful, responsible, and compassionate community members.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Carmel Valley Middle School (CVMS) serves the north suburban neighborhood of San Diego called Carmel Valley. The master planned residency in this area is fairly new, with most housing developments built in the last 30 years and still expanding. Families are drawn to the area due to proximity to the coast, larger homes, top rated schools, and ease of access to corporations within the growing tech and biotech industries. There are many community resources in the area including sports and recreational centers, a city library, parks, and several different denominations of worship. Carmel Valley Middle School has a diverse population of learners with 45% White, 35% Asian, 11% Hispanic or Latino, 1% Black or African American, and 8% Two or More Races. The English Learner population of CVMS is 5.67% with fourteen languages represented. In addition we have over 35% of our overall student population who have at least one parent with a home language other than English and over thirty five languages represented from these families. This accurately represents the diversity of the area. Families move here from all around the world to work in the local industries creating a multi-cultural community.

CVMS opened in 1999 and celebrates 18 years of excellence in education. CVMS currently serves 1,157 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our school-wide theme, "Carmel Valley Connects", focuses on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 30 student-led clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. In 2003, 2009 and 2013 CVMS was named a California Distinguished School speaking to its history as a school dedicated to supporting student success. Many teachers at CVMS have been here since the school opened, carrying on the traditions, mission and values on which the school was founded. The majority of teachers on site have been at CVMS for 10 or more years and are dedicated to providing the best environment and education for student learning and success. CVMS has experienced a decline in enrollment (approximately -15% since 2015) and a slight shift in student demographics with the opening of an additional district middle school within CVMS boundaries.

The primary goal of Carmel Valley Middle School is to design and implement a school program that ensures each student's success in a standards-based core curriculum. Through the coordination of enrichment, support and intervention services, we have an increased ability to provide additional services to any student needing them, while continuing to meet the specific learning needs of identified students. Classroom teachers and support staff work together collaboratively to differentiate and integrate learning activities in order to address varied student-learning needs. In addition, we have frequent staff development opportunities to provide training for staff aligned with district and school priorities including: differentiating instruction, providing research based intervention strategies, supporting students with disabilities, scaffolding for teaching English Learners, and specific content area training to support the transition to the new California Content Standards which were implemented within the last several years. We are continually striving to improve and tailor teaching and learning to meet the individual needs of all of our students. This includes regular Professional Learning Community (PLC) meeting time to review Essential Learning Outcomes, develop common formative assessments, analyze student work and data, identify student intervention needs, develop reteach and intervention plans, prioritize needs, and set learning/performance goals.

All of the services provided at Carmel Valley Middle School are coordinated for students through an inclusive process of collaborative planning and program design. This ensures that all students acquire the knowledge and skills of the standards-based core curriculum. All students engage in a high-quality, well-balanced standards-based core curriculum within the required subjects of math, English, social studies, science and physical education; yet, teachers acknowledge that students are at different developmental stages and that some may take longer to succeed and respond to different approaches. Consequently, curriculum and instructional practices are varied in order to address the academic, social, and personal needs of each student, including students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, and/or receiving special education services. To support students at

various levels, English language arts and mathematics classes are offered at multiple levels including fundamental curriculum, grade level curriculum, and honors curriculum. Carmel Valley Middle School also offers targeted intervention and support classes for struggling students to provide intense, individualized skill remediation in order to increase student's academic success. These classes include college readiness, math skills, study skills, and academic support. There are other support mechanisms in place for all students including designated time during the school day for students to work on assignments and ask teachers questions called Productive Academic Work (PAW) time, Academic Power Hour hosted for one hour after school two days a week where both teachers and high school tutors provide tutoring in all subjects, and Bobcat Connections hosted by counselors to provide specific strategies to help struggling students improve in all classes. There is a vast intervention and support system in place at Carmel Valley Middle School that ensures all students have options to find academic and social success in middle school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students are required to complete four core classes and a physical education class each year. The mathematics and English departments offer varied levels of courses which include remediation, grade level and honors courses. The social studies and science departments offer one grade level course with a focus on differentiating instruction and assessment to meet each student's learning needs.

Students have the option of choosing to enroll in either grade level English or honors level English for both seventh and eighth grade. The curriculum for these classes is similar in scope and sequence and meets all state content standard requirements. The honors level English courses include more rigorous reading and writing opportunities, move at a faster pace, and include more in-depth critical analysis of stories or novels. All courses integrate both fiction and non-fiction reading to explore literary content and culture. Themes of readings are discussed in relation to literary elements and historical context as well as how it applies to current society and events. Students who are performing below grade level receive interventions within the English 8 class and can access additional support or reteach through tutoring times during or after school. These students can also be a part of one of the general education support classes on campus. Students who are below grade level and on an IEP may take an English Fundamental class. All English teachers meet regularly to: review course curriculum, revise the scope and sequence of course content as well as select core novels, stories and themes which address state content standards for each grade. The collaboration of the English teachers in the last three years has led to improved vertical alignment across grade levels as well as more consistency within grade level courses, and allows for more intervention and reteach opportunities to support students.

For mathematics, students also have the option of choosing to enroll in either grade level or honors level Integrated Math A (Grade 7) and Integrated Math B (Grade 8). Students and families are able to choose course levels based on information regarding the curriculum, pace and structure of the classes. Seventh grade students can qualify to move into Integrated Math B Honors - the 8th grade level course - through assessment taken before entering 7th grade. Eighth grade students who successfully complete Integrated Math B Honors can take Integrated Math 1 Honors, a high school level course, on campus. Students who are struggling at grade level are recommended for math essentials classes, math skills support classes, or study skills classes to build their knowledge and skills to grade level. The curriculum for the Integrated Math sequence was adapted from the Utah Math Project and written by math teachers in our district to meet the needs of our specific communities of learners. District math teachers provided feedback and input on curriculum development, created common assessments for student learning, and incorporated strategies to support struggling students within each course.

In 2013 the state of California adopted the Next Generation Science Standards (NGSS). Carmel Valley Science teachers have participated in district professional development as well as team collaboration time to learn about the instructional shifts required to implement California's new NGSS. The new NGSS aligned integrated science courses will incorporate elements of life science, earth and space science, physical science and engineering practices and applications. The district has been a regional leader in supporting the implementation of the NGSS by providing professional development for teachers and administrators, supporting the transition through collaborative efforts with teachers, encouraging pilots of new NGSS aligned materials, making an informed and collaborative decision about new science course models and curriculum for both middle and high schools, as well as collaborating with the five feeder districts to ensure vertical alignment of NGSS courses from elementary to middle school. Teachers are also receiving professional development in the new methods of teaching science content standards and practices, which includes more inquiry based learning models, explanations of scientific phenomenon, and more labs for discovery of learning.

The social studies classes offered include World History for seventh graders and United States History for eighth graders. World History examines the political, social, cultural and economic developments around the world from approximately 500 A.D. through the 1700's, and discuss how it shaped the current structure of

world politics and cultures. Students examine the history and cultures of Africa, the Middle East, Asia, the Americas, and medieval Europe through the Age of Enlightenment. US History examines the political, economic and social developments from colonial times through 1914. Particular emphasis is placed on examining the political values on which our nation was based, as well as issues and events that affected their continued development. Both of these courses incorporate differentiated learning strategies to support students at all levels.

2. Other Curriculum Areas:

All students are required to take a physical education class in both seventh and eighth grade, which can be fulfilled in one of three ways - Physical Education (PE) classes, Adaptive PE class, or Independent Study PE classes. The core physical education program stresses development of skills through a wide variety of activities. The course is part of a continuous process to meet the goals of physical education: physical activity and fitness, movement skills and knowledge, social development and interaction, self-image and self-realization, individual excellence, lifelong fitness, healthy habits, and social-emotional well-being. Students can meet PE requirements through the Adaptive PE (APE) program as a participant or a peer tutor. APE class strives to meet the same core goals of the general education PE classes while also giving students a better understanding of community and empathy by working with students with disabilities. Students may also take Independent Study PE (ISPE) if they are exceptionally gifted athletes or for students who have an impacted schedule. Students in ISPE are responsible for fulfilling the requirements of ISPE which includes a minimum number of minutes of physical activity, set personal goals to achieve throughout the year, and passing the state physical fitness test in seventh grade.

Students in seventh and eighth grade take one elective each year. CVMS has a wide variety of elective courses for students to choose from to support interest and aptitude exploration. The Visual and Performing Arts (VPA) program offers students courses in art, drama and music. CVMS offers students the option of taking a one semester or year-long art course. Both courses expose students to basic elements of art, varied art forms, media, and techniques creating a common core of knowledge about art strategies while developing their sensibilities toward the arts. The year-long art course expands on student learning with more complex works of art and allowing for self-guided projects.

The drama program offers three levels of courses, a one semester course, a year-long course, and an advanced acting course. Drama courses teach theater appreciation, improvisational activities, basic acting, directing, stage terminology, and lighting and set design. Both courses build student confidence, creative expression, communication and collaboration skills. The Advanced Acting course takes student learning further by participation in lengthier projects including full length plays and musicals that are produced for student and community audiences.

The award-winning CVMS Music Program offers students band and orchestra classes at beginning, intermediate or advanced levels. Students learn to play music including arrangements of popular and classical compositions. The Music Program's mission is to provide an opportunity for learners to develop techniques in individual performance, ensemble playing, historical relevance, aesthetic valuing, and basic theory. These serve as a vehicle to promote musicianship, critical thinking, creativity, expression, discipline, responsibility, good citizenship, personal growth, and a cooperative team effort.

World Languages offered at CVMS are Spanish and French. Both courses are high school level courses which fulfill the college entrance requirements for a second language. Students can take Spanish 1 beginning in seventh or eighth grade. Spanish 2 and French 1 are offered to eighth graders only. Curriculum is based on the California World Languages Framework. At the end of each course, students will be able to understand, speak, read, and write expressions and phrases and have basic conversational skills.

Technology and media arts courses include Digital Arts, Video/Film, Yearbook and Engineering. Video/Film introduces students to video production through a theory based hands-on approach. Emphasis is placed on storytelling and the production process as students plan, produce, and edit a variety of short films often working in production teams. Students can expand on their video/film learning by taking the TV Broadcasting class which incorporates skills from video making with journalism style reporting. The class

produces a short announcement film each week shown to the entire school. In Digital Media Arts, students learn the principles of photography and image creation in a project-based class which includes works in composition, lighting, camera controls and post production techniques for still photography and animation.

Yearbook students create the annual yearbook learning photography, design spread, organization and journalistic skills. Engineering is a beginning level course for students interested in such topics as automation, robotics, design and modeling. Students envision, design and test their ideas in advanced modeling. They study mechanical and computer control systems, and innovative energy sources.

One other course of study students can choose is a leadership class, which is the Associated Student Body (ASB). Students are provided learning experiences in areas of planning, implementation and evaluation of programs, goal setting, communication and organization.

3. Instructional Methods, Interventions, and Assessments:

Instructional settings and practices are rich in activities, experiences, technology, and materials to enhance and differentiate the standards-based core curriculum. Students use technology across all content areas with the use of about 500 school provided chromebooks and the use of personal electronic devices, allowing for more access to technology while affording the opportunity for digital citizenship lessons on an on-going basis.

Struggling learners are provided opportunities allowing learning time to be extended. CVMS has before, during and after school programs tailored to address individual learning needs as determined by a variety of both formative and summative assessments. These opportunities include: a) Productive Academic Work (PAW) time - 30 minutes three days a week during the school day, b) Homework Intervention Reteach Enrichment (HIRE) time - 15 minutes attached to classes two days a week, c) Academic Power Hour - after school tutoring offered two days a week, d) counseling programs to facilitate readiness to learn, and e) math and general academic support electives. These programs play a large part in the overall academic success of all students.

General education academic support classes include Math Skills and Study Skills. Students in these classes are not meeting grade level standards in core academic classes. These classes are taught by teachers who have training in intervention strategies and who teach appropriate study skills for student success in middle and high school. Students who are performing at grade level but needing additional support with organizational skills, study skills, or time management strategies can enroll in College Readiness.

CVMS incorporates the tiered model of intervention, assessing student support needs through academic performance, behavior concerns and social/emotional needs. The Intervention team (I-team) is comprised of an administrator, counselors, school psychologist, special education staff, and general education teacher. I-team meets weekly to discuss students who may need more supports by reviewing a comprehensive student profile including assessment data, grades, discipline and teacher input. As needed, a Student Study Team meeting is held with the I-team, parents and teachers of the student. Intervention strategies are then implemented per team determination. These intervention strategies may include in-class interventions, support classes, and/or a recommendation for additional support through counselor or social worker programs.

CVMS teachers regularly give formative assessments to check for student understanding. They meet in PLCs by course-alike group every two weeks to discuss student learning, share best practices and instructional strategies, and determine intervention and reteach strategies.

The California Assessment of Student Performance and Progress (CAASPP) is given each year to all students in grades 7 and 8 in math and English language arts. The results are analyzed in early fall to determine areas of strength and needs for improvement. Overall, students at CVMS score well above the state average with 86% scoring as Met or Exceeded Standards in ELA and 84% scoring Met or Exceeded Standards in math. CAASPP results indicate an achievement gap in ELA and math for the specific student groups: English learners (EL), students with disabilities and economically disadvantaged students. CVMS is

committed to maintaining a high level of academic achievement for all students and closing the achievement gap for target student groups by providing innovative, standards aligned, and appropriately differentiated content instruction.

Teachers respond to the linguistic needs and cultural backgrounds of EL by providing Specially Designed Academic Instruction in English (SDAIE) in designated sheltered and English Language Development (ELD) courses, and through implementation of integrated ELD instruction in core content classes. Sheltered and ELD courses provide all EL students with the district's standards-based core curriculum. California is transitioning from the California English Language Development Test (CELDT) given in the fall to the English Language Proficiency Assessment for California (ELPAC) given in the spring to assess student progress toward English language proficiency. results from the fall 2017 release of the California School Dashboard, which includes multiple measures, shows an EL progress indicator rate of 93.4% representing a "Very High" performance according to the state. This indicates that EL students at Carmel Valley continue to demonstrate sufficient progress towards English language proficiency.

Students with exceptional needs are served by 504 Education Plans or Individual Education Plans. CVMS offers support for students with disabilities in the standards-based core curriculum in several ways. Ed Specialists collaborate with all general education teachers regularly to provide direct support for students with disabilities in the least restrictive environment. Students with disabilities not performing at grade level are placed in Fundamental classes in Math and/or English or reading and math intervention programs incorporated in academic support classes. A school psychologist and speech therapist provide Designated Instructional Services to students with disabilities as specified in their IEP. In addition, all teachers on campus receive on-going training in strategies to assist students with disabilities. Students with moderate to severe disabilities are enrolled in our Transitional Alternative Program (TAP) which focuses on functional academics and life skills.

Socioeconomically disadvantaged students performing below standards are discussed in the intervention team meetings to determine best mechanisms of support. They are provided additional social/emotional support by a social worker with monthly to quarterly check-ins. The counselors provide both academic and social/emotional support to these students as needed.

CVMS students have consistently scored above the state and county average on state assessments for many years. To maintain high levels of achievement, teachers collaborate often to analyze student learning based on formative assessments. Teachers discuss areas of strength which may require additional enrichment opportunities for students and areas of growth for students. For areas of growth, teachers adjust the curriculum and instruction and they may implement intervention and reteach strategies. Due to the high number of students who are performing above grade level, CVMS also offers honors courses in both math and English.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students participate in many school sponsored activities scheduled during the school day throughout the year; such as Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week and the Talent Show. There are over 30 student-led clubs on campus that met during lunch or after school giving opportunities for students to participate in a broad range of extra-curricular activities. Students can start a club any time of the year with approval from ASB and the principal. Through the local Boys & Girls Club, students also have an opportunity to participate in athletics playing against students from other local middle schools. There are six assemblies for students each year focused on topics to support student health and well-being including anti-drug and/or alcohol speakers, anti-bullying, guest speakers encouraging empathy and kindness, a performance to rouse school spirit, and a speaker focused on stress management and life skills. Students also receive lessons in PE class on healthy lifestyle and wellness throughout the year. Counselors push in to classes to directly address students about topics such as career interest and inventory, high school preparedness, and planning for your future.

Teachers work collaboratively on a regular basis in their PLC groups and also participate in cross-curricular collaboration with colleagues. The collaborative nature of the teachers has increased teacher connectedness over the last three years as teachers report feeling more supported and engaged in student learning discussions in annual surveys. All staff meetings are held quarterly and the Principal sends out a staff bulletin weekly, with information from administration, counselors, front office staff, and ASB. This has increased participation in events for staff and allows for better connectedness with all groups on campus. There is a Wellness Committee to support staff, students, and community. This group has organized specific staff activities such as luncheons, weekend picnics, and other gatherings to encourage camaraderie among staff outside the classroom. A Wellness Week has been organized this year with education and activities for students and staff each day. The Parent Teacher Student Association (PTSA) sponsors breakfast and lunches multiple times a year for staff, as well as celebrates staff through Staff Appreciation Week. They also provide multiple ways of supporting teachers in the classrooms with funds for supplies and materials above and beyond what is supplied by the school budget. The administrators visit classrooms regularly to observe classes and to allow for check-ins with staff and students. Both administrators employ an open door policy to foster a communicative and collaborative working environment.

2. Engaging Families and Community:

The CVMS administration and staff work closely with the PTSA to bring supports for students, staff and parents to the school. Parents have a variety of ways to be meaningfully involved in the school. These include summer Parent Orientation, monthly Coffee with the Principal meetings, PTSA parent organization membership or board participation, School Site Council, School Site Safety Committee, English Learner Advisory Committee, and a wide variety of volunteering opportunities. In collaboration with the PTSA, parent information nights are planned throughout the year to address topics of concern for parents. Recent topics include how to help their children transition to and thrive in middle school, cyber safety, “Raising a Teenager in a Digital World”, vape pen education, “High School and Beyond” presentation, and dealing with stress and anxiety. Presentations are done by parents, staff and consultants. There are multiple opportunities for parent volunteers from weekly opportunities in the office and at lunch to school events such as Spirit Week, Red Ribbon Week, school dances, and promotion. Each year the school holds a Career Day inviting local community members to share their career with students. This allows students the opportunity for career exploration, and includes an activity which encourages students to converse with various members of the community about their occupation. Communication is an important piece of the school to home relationship. Parents receive a Weekly News Bulletin which gives general information, events and updates from the school and in the community. The school maintains an up-to-date website with student and parent resources. Parents and community can also find out information and exciting news from the school on the CVMS Facebook page.

The school district utilizes an online student information system to inform parents about student's academic progress, attendance and behavior infractions. Each teacher on campus maintains a website with general information about the courses, calendars for assignments and assessments, and tips for students to be successful in their classes. Parents are encouraged to have their child reach out to teachers with questions or for support, and are also encouraged to communicate with staff with any concerns via email or phone. Counselors work in collaboration with teachers and administrators to inform parents of concerns if students are struggling in multiple classes. Students are often highlighted on Facebook and in the local paper for outstanding achievement and/or community service, and a scrapbook of all highlighted achievements for the year are kept in the front office for visitors to view.

3. Professional Development:

District-wide departments and/or subject areas meet 3-4 times a year for professional development (PD) related to the state content standards. These days are planned by department chairs, school leaders, and Teachers on Special Assignment who tailor the agenda and activities to state content standards implementation and teachers' needs. The focus for each subject area is aligned to the annual agreed upon department goals. All district PD includes training in certain topics including collaboration through the formative process to increase student learning, how to use data to analyze student learning, best practices and instruction for EL support, strategies and interventions for struggling learners and students with disabilities, and specific technology applications useful for each subject. Administrators take part in these collaborative groups to build capacity and knowledge as instructional leaders across all subjects.

For example, district-wide the math department developed math curriculum, supports and interventions based on these collaborative professional development days. They were able to give direct feedback to the writers to align the curriculum with state content standards and expected learning outcomes for specific populations at each school. Another example is how the science departments are using all professional development days to learn teaching methods, practices and applications for the NGSS. The PD time for these teachers have been essential in beginning a smooth transition to new standards and practices. Over the last two years, the social studies teachers developed agreed upon units of study for their courses and incorporated document based questions to support the literacy standards. These are just a few examples of how these days improved teaching and learning and supported student achievement.

At the site level, teachers meet in collaborative PLCs bi-weekly and are allowed release days for collaboration in each subject area. During these meetings, teachers of course-like groups develop expected learning outcomes, common formative assessments, and timelines for implementation. Teachers employ methods to analyze student data to check for student learning. Teachers are able to focus on areas of improvement in their teaching and curriculum, and support students who are not meeting the learning objectives with reteach and intervention opportunities. These collaborative efforts have allowed for positive and productive conversations on curriculum and instruction as well as intervention and support strategies. Administrators visit with each of the PLC groups to help facilitate or participate in discussions. Teachers in surveys have reported they are collaborating on lessons and instruction more often and incorporating more meaningful technology use into their lessons as they share their ideas due to both the district and site collaboration times.

4. School Leadership:

Leadership values are built on the idea "all students can learn, some just learn a little different". Building relationships and establishing strong communication are essential to being a successful educational leader

since a school is all about the people. The site administrator's major roles are to facilitate student learning, build a positive school culture, and to be a role model for professionalism and integrity. The site administrator serves as an inspirational leader who must involve all stakeholders in planning supports for all student populations, integrating current educational research and trends, and creating a vision for the type of school she wants to lead.

The principal is the lead educator who is also responsible for creating a safe, conducive learning environment across the school. This means creating a single plan for student achievement, overseeing staffing, professional development, budget, facilities, evaluations, departments, special programs, parent communication and outreach, and supervision of students to name a few important roles. The assistant principal works with the principal and staff to support the learning environment, while also overseeing daily student supervision, day-to-day operations of the site, student support and intervention programs, and student discipline. There are multiple leadership groups involving stakeholders who give feedback and input into the school plan. These include department chairs, school site council, school safety committee, the ASB class of student leaders, Intervention Team and the cabinet comprised of administrators, counselors and the ASB adviser. The principal meets with the PTSA president and board monthly to collaborate on activities and supports for the school community.

The Single Plan for Student Achievement is the guiding document for how to implement policies, programs, and resources focused on student achievement. To develop the plan, the principal collaborates with the school site council comprised of certificated staff, classified staff, parents and students. Based on data analysis, feedback from stakeholders, and current programs, the principal then takes ideas to the various groups listed above to share the plan. In each of these groups, stakeholders give feedback and suggestions on how student achievement and success can be improved. Using the feedback, the principal drafts goals and an action plan to support students in the areas identified from the groups. She then returns to the school site council with the Single Plan draft to for final feedback, review and adoption. The principal is then responsible for assuring the goals and action plan are implemented for the school with support from the leadership groups, teachers, and staff. All stakeholders and leadership groups are involved in the development and implementation of the Single Plan for Student Achievement with the sole focus of ensuring the policies, programs, relationships, and resources are focused on student learning and achievement.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most instrumental strategy in Carmel Valley Middle School's success over the last four years has been the implementation of consistent collaboration opportunities for teachers, staff, parents and students. Here are just a few of the examples of positive and productive collaboration.

Three years ago, designated collaboration time through PLC was established in the yearly schedule with course-alike groups meeting on sixteen Late Start Mondays for 90 minutes. As previously explained, teachers work in these groups to establish professional and respectful relationships with one another, then to meet the goals of the formative process. These meetings have been instrumental in establishing better communication and relationships within each department, which has translated to better relationships across campus. The special education department developed a plan to schedule students for each case manager with a specific teacher group streamlining collaboration, communication and support for students. The English Learner team meets regularly to discuss supports for EL students across subjects and includes a counselor for socio-emotional supports. The Intervention Team was established with a purpose and procedure to identify students who need more support and to implement specific strategies for these students. They collaborate weekly to develop discuss progress and develop appropriate intervention strategies for students. The principal began collaborating with the PTSA leadership on parent concerns and created Parent Information nights throughout the year to address these concerns with guest speakers.

There is a culture of collaboration among students across campus as well. In every classroom, teachers implemented the state content standards and common core teaching philosophies which have a focus on student collaboration and communication. The ASB Leadership class collaborates to develop student activities during the school day and outside of school to entice all students to participate. Students and parents are part of the school site council and safety committee and give input into both for success and safety of all students.

As collaboration increased in all areas, staff morale was more positive and meaningful connections increased across campus. Over the last two years, student achievement has been outstanding across the school, and teachers are able to focus on students who need additional support through collaborative efforts. Student discipline infractions have decreased significantly over the last two years, a testament to how teachers are working together to support students instead of moving immediately to consequences. Overall, Carmel Valley Middle School is a model for what a positive and collaborative culture can do to increase student learning and student well-being.