

CEDAR MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2010

Re-Designated in 2016

Community Size - Rural

School Enrollment - 1120

Grade Levels - 6-8

School Calendar - Traditional

Free & Reduced Lunch - 39%

English Learners - 3%

Students with Disabilities - 9%

Iron County School District

2077 W Royal Hunte Dr

Tel 4355862810

Principal - Bylynda Murray

www.cms.ironk12.org

2018-2019 School Demographics

- **African American - 1%**
- **Asian - 1%**
- **Caucasian - 83%**
- **Filipino - 0%**
- **Hispanic - 10%**
- **Native American - 3%**
- **Pacific Islander - 1%**
- **Other - 0%**
- **Two or More - 1%**

School Characteristics and Replicable Practices

Academic Excellence

We hand schedule each student based upon their individual academic, social, and emotional needs. This scheduling process is completed as a team, which includes special education teachers, counselors, social worker, administrators, classroom teachers, and parents.

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The 6th and 7th grade is structured with teaming in place. These teams of teachers share a common prep, and common students. They meet and discuss academic achievement almost on a daily basis and can integrate curriculum as needed for projects and field trips.

Late start days are set aside for school level professional development (with a focus on the PLC process - guaranteed viable curriculum, common assessments, and looking at student data to improved instructional practice), time for school level teams to meet, and MTSS time (to meet as teams and discuss students of concern with the support of admin, sped, and counselors/social workers).

There are a variety of support systems/interventions available for our students. These include: co-taught classes in math, a school wide MTSS system that includes tiered reading and math instruction in the form of supplemental reading and math classes, Title VI Mentoring, a community 4-H program available after school each day with a focus on academics, and after school tutoring partnership with SUU/Cedar High School/ETS

Standards based grading has been implemented in our 7th and 8th grade math classrooms, 7th grade health classroom, and 8th grade history classroom.

Dual Immersion was implemented in the 2016/2017 school year. We are currently in our second full year of offering these courses to our students.

Online classes are offered in the areas of health and PE and we will be offering history in the upcoming school year for our students. These classes, developed and taught by our own teachers, allow students to participate in both intervention and enrichment while still accessing elective classes.

Developmental Responsiveness

CMS utilizes an advisory program to ensure that every student has an advocate. Each advisor meets with parents and students during parent teacher conferences.

Student leadership programs help support our students in many areas and allow students a voice. These include Student Ambassadors, Student Council, Honor Society, GYC, and Hope Squad.

Our school social worker works in partnership with our counselors, multiple community agencies, and our district psychologist to provide social thinking, anxiety, grief and loss, self regulation, and DBT groups. We also use these resources to provide a strong support/wrap-around system for our students and parents. These groups provide vital services to our students struggling with social and emotional concerns.

Faculty and staff provide opportunities for students to explore talents and skills through a variety of elective courses available as well as our clubs program that takes place during the school day.

Cedar Middle School prides themselves on their relationship with our community partners and the opportunities this relationship brings to our students. These partnerships, including SUU, provide presenters each year at our career day, serve as guest speakers in our classrooms, and share their expertise in their profession during field trips.

CMS served as a pilot school for Trauma Informed Education in our district. This included receiving professional development in trauma informed practices and implementation of programs to help all students, especially those that have experienced trauma.

Last year we implemented a CHAMPS room to support our students emotionally/socially. This room is a sensory and self regulation room that is available as a Tier One intervention for all students when needed.

Social Equity

We have an active ESL and Title VI program. Through a partnership with the local Native American Paiute tribe we employ a Title VI Native American aide to meet the needs of those particular subgroups in our population and collaborate to provide monthly cultural and academic family and community activities that take place at the tribal building.

Providing students with non-tracked classes in all academic areas has been a focus for our school the last few years. All students, with the exception of some of our more profound special needs students, are taking core classes with the option of adding a supplemental LA or math support class, taught by a highly qualified special education teacher, or additional elective classes. These classes are available to ALL students as needed.

Teachers at CMS work closely together to differentiate instruction through small group interventions, hands on learning, and reinforcing learning taking place through collaboration/social learning.

We honor teams of students from each grade through our Warrior of the Month who are announced and celebrated.

We are fortunate to have an active PTSA that is deeply involved at CMS. We have a school website for parents, students and teachers to make connections and to answer questions.

Five of our staff members are fluent in Spanish (with two being international teachers from Spain), one is fluent in American Sign Language, two fluent in Chinese, and one fluent in Russian, and one is fluent in Navajo. Several have served their church in a foreign country. These faculty members bring a great opportunity for cultural awareness and foreign language ability to our school community.

We have recently implemented a school wide expectation and reward system (PBIS) to help motivate our students and faculty/staff to continue to be/show Proactive, Respect, Integrity, Dedication, and Excellence. School-wide expectations are taught to all students at the beginning of the year and reviewed periodically and students are given Warrior Pride cards for going above and beyond these expectations.

CMS has incorporated a school wide citizenship rubric. The rubric is incorporated by every teacher and is shared in our handbook with students and parents. This rubric ties directly back into our PBIS program.

Organizational Support

The administration works with the School Leadership Team and the PBIS Team, twice monthly, to make decisions and promote positive school improvement and keep our mission and vision in the forefront for student success as well focus on behavioral/social/emotional learning and interventions.

The administrative team consists of a principal, two assistant principals, our counselors/social worker, our resource officer, an administrative assistant, head custodian and kitchen manager. This team meets weekly to facilitate communication and ensure that the school runs smoothly and that changes made for school improvement are communicated to all faculty and staff.

Regular meetings are held with the Community Council and the PTSA to seek their input and suggestions as we constantly strive to improve. We recognize that every person working under our roof has an impact on our middle level students.

Most decisions affecting our school are discussed in collaborative settings. We are allowed flexibility to make decisions on the grade and team level. Data is constantly pursued to establish goals for individual teachers, departments as well as school wide programs. Each teacher is expected to form individual professional improvement goals in addition to their teacher evaluations and observations and team goals. These help us keep both professional and student growth in the forefront of our minds.

This year we have focused our professional development on the PLC process and pulling together as a school community. Our district focus for the coming years will be on Trauma Informed Education and Standards Based Reporting. We are excited to be a pilot school for both these areas this year and work with the district as they move forward.

Cedar Middle School maintains positive relationships with our local elementary feeder schools. Our band and orchestra travel to these schools to do recruiting tours and our counselors visit each spring to talk about middle school and the registration process. Also, in the spring we personally invite all 5th grade classes to come take a tour of the school, led by Student Ambassadors, Student Council, and administrator or counselor. These same students are then invited to our spring open house to pick up their schedules and meet their teachers for the upcoming year.

Each Spring 8th grade students tour Cedar High and Southwest Tech to prepare for the upcoming year and receive their schedules. In addition to this our counselors hold individual 8th grade meetings to help schedule each student with their parents and answer questions.