



THE BULLDOG BULLETIN

Home of the 🐾 BULLDOGS 🐾

APRIL 2020

Volume 20
Issue 3

Principal's Message

Hello College Park Middle Families,

Spring is finally here and that also means the start of testing season for our students. Students have been learning and growing all school year and we are confident that many have taken advantage of the great learning opportunities offered by our teachers.

This year our students will be taking the Florida Standards Assessment (FSA) Test in Reading and Mathematics. Our teachers have worked tirelessly to ensure that your students have been taught the standards they will need to succeed. Please help us by ensuring that your child enjoys a healthy breakfast on testing days and gets a good night's sleep. Also, please make sure that your child makes it to school on time for testing. We have a limited testing window this year and every minute will count.

In addition, the close of the 3rd nine weeks was March 12th. Report cards will go home with students on Tuesday, March 31st. We are encouraging students

to maintain an academic focus for the remainder of the school year so they can finish strong. Constant communication with your child's teachers and guidance counselor will help to attain yearly goals of academic success.

Please feel free to contact our offices to inquire about support to assist you and your child in attaining their academic goals. We want to build strong and lasting relationships of mutual support. At College Park Middle School our students and families are loved and there's nothing they can do about it.

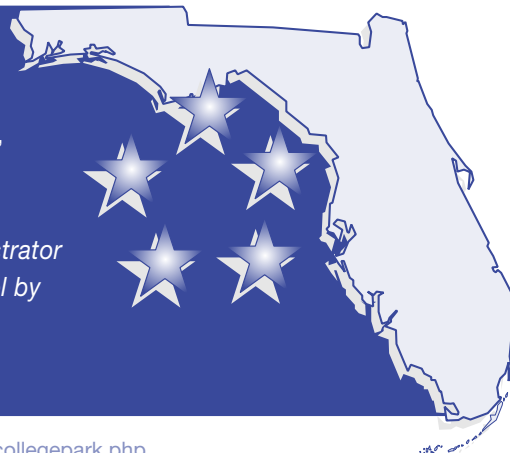
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Sincerely,
Mr. Sanjay Brown
Principal

College Park Middle School Vision

Our school is a positive learning environment that enables and inspires all to acquire the skills, knowledge, and attitudes necessary to succeed in a rapidly changing, multicultural world.

"Our goal is for students to learn and achieve. We invite you to give your input on our instructional program. You may request an Administrative Feedback Survey for any administrator who is assigned the responsibility for evaluating the performance of instructional personnel by contacting your principal."



PTSA®

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College Park Bulldogs,

Meetings: 4/9/2020, 5/14/2020

PTSA meetings are held on the second Thursday of each month at 6:00 pm in the Media Center. We serve a light dinner or snacks at each meeting. The PTSA is here to help support our school, teachers, students and their families. Our meetings generally last about 1 hour. Come meet other parents, teachers and school administrators. Ask questions, and find out about upcoming events. If you have time to volunteer, find out about volunteer opportunities.

PTSA Standing Committees:

- Teacher/Staff Appreciation
- Membership/Communication
- T-Shirt Fulfillment
- Achiever's Club
- Student Fun Activities
- Box Tops/ Ink Cartridge Recycling
- Fundraising/Community Outreach
- It Takes a Village
- 8th-Grade Party

We are looking forward to seeing you all.

Thank you,

Ki Frontario, President

collegeparkptsa@gmail.com

Wellness

Spring is cleaning time, don't forget to clean out the pantry or food cupboards. How often do you clean the pantry or cupboards of food that was never used or was used but it now past its expiration date? Every year the pantry should be checked for expired food, replenishing the spices and herbs, perhaps check the labels – are these foods the best for you? Replenish, restock, and revisit what you are eating and what you should replace it with. Healthy regards!

National Junior Honor Society

The Azalea Chapter of the National Junior Honor Society is getting things in gear to prepare for the next round of NJHS inductees. It is hard to believe that the school year has come to the point where it is time to look at a new class of members. Our induction ceremony will be held in May. Students selected for membership must have a 3.5 or higher grade point average (GPA) and demonstrate good moral character as well as citizenship.

Language and Literature

8th Grade:

Get ready for blitzes and benchmarks! In this last quarter of the year we will be reviewing the standards that we've worked on all year to get ready for FSA Reading. We will review test-taking strategies while exploring concepts of censorship, hate, and humanity.

As we get ready to say goodbye to our 8th graders, this will be an exciting but quick quarter. Let's keep them focused on the challenges we still have to face in this quarter.

Thanks so much for sharing your children with us and we wish them well on their next challenge: high school.

7th Grade:

In addition to preparing for the FSA exam, the 7th grade Language and Literature students will compare and contrast authors' presentations of texts to an audio, video or multimedia version. This will aid in forming and defending arguments in writing and speaking as well as creating class projects for presentations.

It is important that our students are able to evaluate and identify whether evidence used in any form is sound and if the information presented is reasonable and sufficient to support the claims being asserted. As the thinkers and leaders of tomorrow, it is imperative that we arm them with the tools beginning today. Visionaries must sometimes be shown that it is okay to question what is placed before them and that evaluating information is necessary to ensure what is presented is indeed valid.

6th Grade:

In the 4th quarter this year, 6th Grade ELA with Ms. Green, Ms. Roy, and Mrs. Hodgman will be doing so by reading and analyzing texts such as Ann Gregory, the woman who shattered racist and sexist barriers in golf, Marley Dias: the 13-year-old Activist and Author, and A Lifeline for Lions by Pamela S. Turner. These texts are insightful and inspiring. Students will be reading and annotating texts. They will participate in stimulating discussions. They will be organizing their thoughts and presenting their work in their Interactive Notebooks. They will increase their vocabulary and improve their reading and comprehension skills by analyzing in detail how key individuals, events, or ideas are introduced. We will be analyzing how a particular sentence, paragraph, chapter, or section fits into overall structure. We will determine an author's point of view or purpose and practice explaining how it is conveyed in a text.

Sciences

- 6th grade Comp. 1 Science - Human body systems, immune system and infectious agents, interaction of body systems and homeostasis, human sexuality
- 6th grade Life Science - human body systems and homeostasis, infectious agents, human sexuality
- 7th grade Comp. 2 Science - Development of scientific knowledge, evidence of evolution, Sex health education
- 7th grade Earth/Space Science - The hydrosphere, weather and climate, severe weather, interactions of Earth's systems, human sexuality
- 8th grade Comp. 3 Science - Statewide Science Assessment Review. *The test is on May 11, 2020. Human sexuality
- 8th grade Physical Science - Statewide Science Assessment Review. *The test is on May 11, 2020. Gases, electricity, sexual health education

*End of course exams are scheduled for May 13th and 14th 2020. Join the SAC Team!



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Mathematics

6th grade (Dietz, Nicholas, Seaver, Slater)

Sixth graders will continue work on Data and Statistics, working to answer and graph statistical data. I-Ready work will continue as students work to close the gaps in their math knowledge as well as daily review and preparation for FSA. After FSA, sixth graders will delve into the world of Integers, learning to add, subtract, multiply and divide positive and negative numbers. This will be a foundation for their math moving into 7th grade. Students will also complete a project in class that be a culminating activity and allow them to "show what they know".

7th grade (Carillo, Seaver, Piersall)

Seventh graders will start the last nine weeks studying Statistics and Probability. After FSA review and prep, 7th graders will begin the pre-algebra standards and work on laying a solid foundation for algebra.

Pre-Algebra (Tatum, Logsdon, Touil) is quickly winding down the year! We will be finishing strong with the Volume Unit and Scientific Notation. Once these are complete we will be spiraling back to review for the FSA Test.

Geometry (Piersall) - We will start out covering our last unit on Modeling in Geometry, then we will be reviewing for the Geometry EOC, and finally spend the rest of the year preparing for Algebra 2 next year.

Algebra (Carr, Logsdon) will cover Comparing Linear, Exponential, and Quadratic Models, then Sequences. Afterwards we will review for the Algebra EOC, and finally we will introduce the students to Geometry.

Individuals and Societies

6th Grade- World History

During Fourth Quarter, Ms. Bocko, Mrs. Hodgman and Mrs. Gonzalez's students will begin their journey into Ancient Rome!

We will be covering Roman architecture, gladiators, Roman life, and learning about the rise and fall of the Roman Republic and Empire. Students will have a chance to participate in a CSI investigation into Julius Caesar's death, among other hands on activities.

To wrap up the year, we have built in a comprehensive cumulative review before our CFE. Students are encouraged to begin preparing for this, and use their notebooks as a study tool.

7th Grade Civics classes- Mrs. Bilbao, Mrs. Thomas, Mrs. Fletcher

We finally made it to the 4th 9 weeks. The last nine weeks will include finishing up on US Court System, and introducing Foreign Policy and Economics. We will be focusing a lot of time on reviewing for the End of Course Exam that will take place around May 3rd. Please remember to study every night your flash cards and notebook. Also, please check out icivics.org, <http://civics360.org/signup> (This site has videos and handouts that will help you with your practice. Signing up is free. Use your student email.) and <http://www.cpalms.org/Public/Search/CriteriaSearch?search=Standards&subjectId=32&gradeId=12> (Click on Resources, then original tutorial. It will walk you through standards that you may be having issues with.) Good luck to all our seventh graders as they finish out the year.

8th Grade - U. S. History

Mrs. Shackelford, Mr. Berger, and Mrs. Thomas

As we end the school-year, we will be focusing on the U. S. Civil War and Reconstruction. During the 4th Quarter our focus will be on:

- The Causes of the Civil War
- Abraham Lincoln's Presidency
- The Course and Consequences of the Civil War
- Reconstruction

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Join the School Advisory Committee (SAC) Team

As a parent or guardian, you are an important part of the College Park Middle School community and we want to know your opinions about our school and its plans for the future. We hope you will consider becoming a member of our School Advisory Council (SAC).

The School Advisory Council is a team of people that represents various segments of the community – parents, teachers, students, administrators, support staff, business/industry people, and other interested community members. They meet to discuss our school's academic plan and progress, and help create the School Improvement Plan (goals and objectives for the school). The purpose of the School Improvement Plan is to increase student performance.

Parents and families are the heart of the education process. You can make a difference by becoming a SAC member. By working together, we can provide a positive educational experience for every student. SAC meets on the second Tuesday of every month. We hope to see you there!

Volunteers

Our volunteers and chaperones are a valuable commodity to College Park Middle School. The instructions below will walk you through the volunteer application process.

- ADDitions: An application must be submitted/updated EVERY year.
 - Please list every school where you would like to volunteer.
- Chaperone: This application must be submitted for EVERY field trip.
 - (An ADDitions application must also have been completed)
- For ADDitions: To become a school volunteer simply
 1. Go to the Community Resources web site: <http://volunteer.ocps.net>
 2. Click on ADDitions Online Application.
 3. Enter your information into the online application; remember you must fill in the highlighted red boxes to have your form accepted. Move from box to box using the tab key.
 4. Make sure to indicate College Park Middle School as your choice for volunteering. One application can include up to four schools if you need to register for other schools.
 5. When the application is completed, please review all information for accuracy.
 6. Click on the "send" button to submit.
- For Chaperone: To become a field trip volunteer:
 1. Fill out the online ADDitions application (if you have not already done so)
 2. Go to the Chaperone Volunteer form: <http://volunteer.ocps.net>. Then click on Chaperone Application.
 3. Print the application, fill it out and send to your child's teacher.

Thank you for all of your time and commitment to College Park Middle School. It is truly appreciated. If you have any questions please feel free to contact the ADDitions Coordinator Karen Reid or 407-245-1800 Ext. 5132238.

Student Services Department

Scheduling for the 2020-21 School Year

It is hard to believe that we are approaching the end of the year here at College Park Middle School. As we make this approach, our sixth, seventh, and eighth graders are preparing for the 2020-21 school year, counselors will be scheduling students based on their academic needs and course request forms. We continue to be available to you should you have any questions about next year's curriculum for your student.

High School counselors will continue visits and scheduling your rising ninth graders. If you have any questions, please send an email to your student's high school guidance department to assist with this transition.

College and Career Planning

Ms. Jay will be continuing to work with eighth grade students to complete their Naviance tasks. Students are able to access the Naviance College and Career Program from their Launchpad site to complete tasks and explore several areas including:

- Researching careers, colleges, and majors
- Finding local and national scholarships and enrichment programs
- Exploring students' career interests, learning styles, personality types, and multiple intelligences
- Building resumes and holistic portfolios for job and college applications
- Setting goals and developing personalized plans for success

Student Support

School counselors will continue work with students individually, run groups and visit classrooms for whole group lessons. We will again be delivering the Teen Safety Matters Program to all grade levels. Your support is appreciated as we educate our students on mature topics to help identify potential societal risks and learn how to best keep themselves and others safe!

Conferences

If you ever need to schedule a **parent/teacher** conference, please call extension 5132273 and Mrs. Covington will be happy to schedule an appointment for you. On a final note, the student services department hopes everyone had a safe and restful spring break and we would like to continue to encourage our students to strive towards academic excellence during this last nine weeks.

Sincerely,

Ms. Jay, Ms. McEwen and Ms. Whitman

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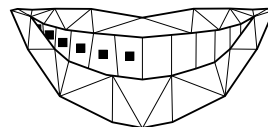
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Study Strategies that Work

Whether it's for a unit assessment, an AP test, or a final exam, knowing and using effective study techniques can make a huge difference in your performance and confidence. Test anxiety is generated from a number of factors, but one of the biggest is the lack of study skills and time devoted to studying. The following strategies will not only help you get a better grade on the test, but you will retain more of the information you're learning as well. Keep the following tips in mind the next time you have a big exam:

- **FREQUENCY** - Cramming all of your studying into a short period of time is bad practice. Studying should happen in 20-40 minute increments with short breaks in between. Walk around, do some pushups, stretch, and then get back to work.
- **SLEEP** - All-nighters are still a thing for some students, but research has clearly found them to be detrimental. If your body cannot sink into a deep sleep and achieve R.E.M., the result will be a drop in retention, focus, and reasoning - the exact opposite of what you're shooting for.
- **TIMING** - On that note, scientists have found that reviewing difficult material right before bed will help in retention. Skip the social media and review some notes before flipping the lights off.
- **MIX IT UP** - Games, flashcards, rhymes, pictures, and practice tests all contribute to the retention of material. Don't just re-read your notes or texts, but rather challenge yourself to take good notes, create visual cues, and use flashcards to quickly review important topics and vocabulary.
- **DIET** - Avoiding junk food and choosing healthy proteins (nuts), fruits, and vegetables can help feed your body and brain. Eating a filling breakfast is important as well as having healthy snacks on hand. Your brain consumes glucose as you study and perform hard tasks, so make sure you're feeding it!
- **DISTRACTIONS** - Studying with music has proven to be distracting at the subconscious level, so finding a quiet space is important. Other distractions like cell phones, TV, and conversations with friends are even more of a deterrent.
- **ANXIETY** - If you are stressed out, your brain cannot perform well on difficult tasks. Working on stress relief techniques, taking study breaks, and avoiding the temptation to cram will allow you to approach exams with more confidence and less stress.

6 Effective Tips

Here are 6 effective tips to getting your sleep-deprived teen to sleep better.

1. Make your teen's bedroom a dark and quiet place. Make sure they turn off their computer before they get in bed. Also make sure to urge your teen to shut off all headphones and music electronics. Contrary to what they believe, heavy metal isn't helping them get quality sleep. If your house is loud at night recommend earplugs for your teen. Advise your teen to keep their door shut when they go to bed. Turn their clock to face the wall so they don't make it a habit to check the time while they're in bed. You can also buy them a lightweight and comfortable sleep mask that prevents light entry.
2. Recommend a hot soak before bed. Try to keep your teen's room cool (about 68 F). A study found that sleep occurs faster when the body cools down. It's common for us to wake up when the room gets hotter.
3. Get them in the habit of bringing light in when they wake. Tell your teen to open the shades or turn on the lights when they wake. The early light of the day helps them "reset" their brain to push their bedtime to an earlier hour.
4. Get your teen to "chill out" before bedtime. If your teen is frequently stressed out, recommend that they do yoga or meditation to help them ease their racing thoughts. Going to bed worried decreases the quality of their sleep, so recommend relaxation techniques for your teen. If they have a problem relaxing, then the issue should be checked out by a doctor.
5. Consider giving them high-carb snacks if they have trouble falling asleep. In their book *Smart Cookies Don't Get Stale*, dietitians Catherine Christie, PhD, and Susan Mitchell, PhD, recommend that eating high-carb snacks before bed does the trick. These snacks make you warm and sleepy. Consider trying these snacks out: pretzels, cereal, graham crackers, fresh fruit, dried fruit, fruit juice, vanilla wafers, saltines, popcorn, or toast with jam or jelly. (Christie and Mitchell also recommend aromatherapy to boost sleep. Orange blossom, marjoram, chamomile, and lavender scents are some examples of soothing smells for bedtime.)
6. Set rules of no caffeine a couple of hours before bedtime. This one might seem like a no-brainer, but sometimes teens forget that caffeine can be hidden in some of their favorite sodas and snacks. Make sure to get your teen into the habit of monitoring caffeine intake throughout the day. If they're craving something hot to drink, then recommend a warm cup of herbal tea. One or two strong cups of tea can help them mellow out.

Parents, Get Involved!

The positive effects of parent involvement does not just benefit the students. Parents, teachers, and schools come out ahead, too. Children with parents who are involved in their education are more likely to:

- Earn better grades.
- Score higher on tests.
- Attend school regularly.
- Have better social skills.
- Show improved behavior.
- Be more positive in their attitude toward school.
- Complete homework assignments.
- Graduate and continue their education.


Parents who are involved in their children's education are more likely to:

- Be more confident at school.
- Be more confident in themselves as parents and in their abilities to help their children learn.
- Be held in higher esteem by teachers.
- Continue their own education.

Schools with highly involved parents are more likely to have:

- Better morale among teachers.
- Higher ratings of teachers by parents.
- More support from families.
- A better reputation in the community.

Two major studies by Anne Henderson in the 1990s and 2000s showed that parent involvement has a hugely positive effect on student achievement and other indicators of success. These studies were so influential that researchers today are still referencing them. More recently, a study published in 2012 by researchers at North Carolina State University, Brigham Young University, and the University of California, Irvine, reinforced Henderson's earlier findings—and also found that family involvement has an even bigger effect on positive academic performance than the quality of the school building.



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Finishing Strong

We are rapidly approaching the conclusion of this school year. Right now, the focus of your student should be on maintaining and improving school life and you can help. Your attention and involvement in this effort will reinforce the importance you place on your child's school experience and have a tremendous positive effect on his/her school life.

1. Talk to your student about his/her social, extra-curricular, and academic realities. High school can be stressful and these conversations will help you both by providing insight and new perspectives. Academics are important, but few of us have memories of those challenges. Instead, we tend to remember high school relationships and social experiences, but life was better during this time if we were confident about grades.
2. Reinforce positive and successful school habits. Attention in class, homework, test preparation, and attendance are key factors.
3. Access and review your student's class progress, attendance, and testing schedules on Parent Portal.
4. Talk to your student about ways to improve school life. You've 'been there/done that', and probably know how you might have improved your experience.
5. Identify and encourage tutoring and study assistance classes available at the school.
6. Help your student to increase focus and effort. 'Coasting' is a natural, but deadly tendency at the conclusion of the school year.

Your involvement is a tremendous positive factor for a successful high school experience. Your interest, willingness, and dedication to helping your child succeed provides an unmistakable message. Your child will thank you for it - someday.

Approaches to Learning Skills

A unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom. There are 5 ATL skills categories and 10 skills clusters that teachers are working on developing with students in the classroom.

IB ATL skill categories	MYP skill clusters
Communication	I Communication
Social	II Collaboration
Self Management	III Organisation
	IV Affective
	V Reflection
Research	VI Information Literacy
	VII Media Literacy
Thinking	VIII Critical Thinking
	IX Creativity and Innovation
	X Transfer

Below are some of the skills that fall under the category of Self-Management:

Managing time and tasks effectively

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively



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Riding the School Bus is a Privilege

Transportation safety guidelines are established to help ensure the safest ride possible for your student on the school bus. Riding the school bus is a privilege. Each student extended this privilege has a right to a safe, non-coercive environment on the school bus while riding to and from school or related events. Each student has the responsibility to follow the direction of the driver and established safety guidelines. Failure to do so adversely affects the safety of all other passengers and will result in action being taken. This action may include but is not limited to assigned seats, detention, and/or suspension of riding privileges. Printed below are the safety guidelines and consequences:

At the bus stop:

- Get to the bus stop five minutes before your scheduled pick-up time. The school bus driver usually cannot wait for late students.
- Respect the property of others while waiting at your stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway while waiting for the bus. Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal before you cross the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

On the bus:

- Immediately follow the direction of the driver.
- Sit in your own seat, facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body in the bus.
- Keep your arms, legs, and belongings to yourself.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any objects. •No eating, drinking, or use of tobacco or drugs.
- Do not bring any weapons, cigarette lighters, or other dangerous objects on the bus
- Do not damage the bus.

Consequences:

- Verbal warning, seat re-assignment.
- First referral: Conduct report issued, parent notified, possible detention.
- Second referral: Conduct report issued, parent notified, possible detention and/or one to five (1-5) day suspension from bus.
- Third referral: Conduct report issued, parent notified, possible suspension of riding privileges for up to full school year. Conferences may be scheduled with parent, administrative representative, and transportation representative.

Community Service

Students in the IB Magnet Program should be participating in Community Service activities. 6th grade students should participate in a minimum of 2 activities while 7th grade students should participate in a minimum of 4.

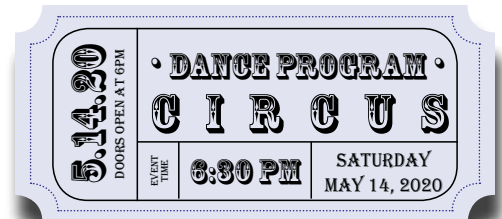
Eighth grade students should be completing their Community Projects.

Available Community Service Opportunities:

1. **Breakfast help:** Assistance is needed during breakfast to assist with the snack shack and the share table.
2. **Afterschool All-stars:** On Tuesdays during Afterschool All-stars from 4:15-5:15 students can participate in various projects.

Dance

The Dance Program invites you to attend this year's recital, CIRCUS! Thursday, May 14th at the Edgewater High School Auditorium. Doors open at 6PM; Showtime at 6:30. Tickets are \$5.00 per person prior to the day of the show; \$7.00 at the door. This is a MUST-SEE show! Hope to see everyone there!



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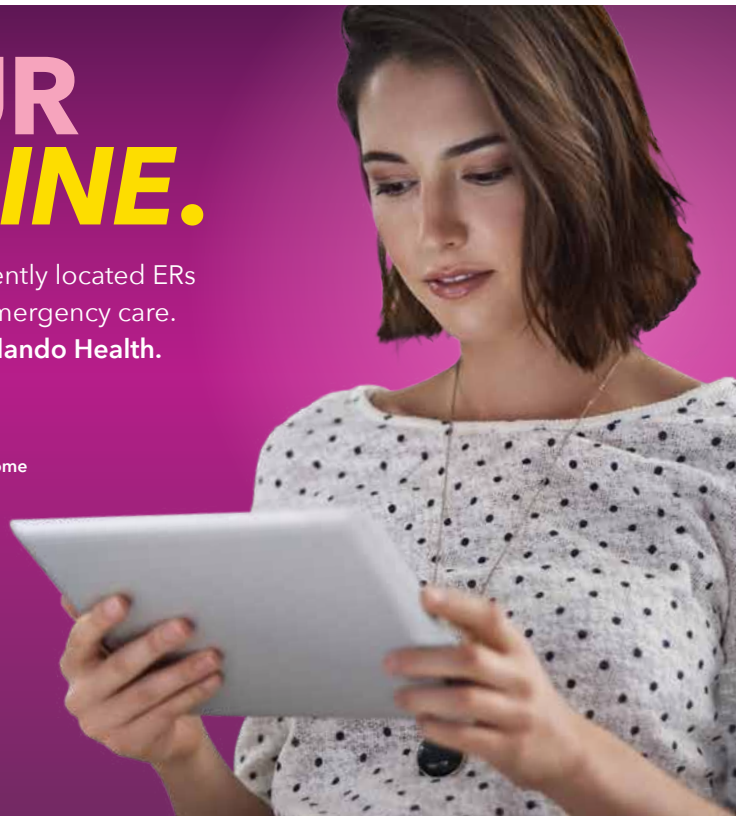
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