



## Coronado Middle School

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Home of the Tritons

### **Coronado Unified School District Board Report Coronado Middle School October 18, 2018**

Number of Students		Identifiers
6th	246	Students currently enrolled
7th	246	
8th	240	
Total 732		
123		New students (17%)
23	47	English learners (3%)
42		Reclassified English Proficient (RFEP) (6%)
		Initial Fluent English Proficient (IFEP) (6%)
248		Military dependent (34%)
99		Special education (14%)
75		Inter-district (10%)

- Largest 6<sup>th</sup> grade in several years - 23 more than 17-18
- 2% increase in Reclassified English Proficient Learners
- 1% increase new students
- 5% increase of military dependents
- 2% increase in special education

### **CMS Staff**

TRITON STAFF	NEW 2018-2019	TOTAL
Certificated Teachers	2	33
Classified	9	18
Certificated Support Staff	0	6

## ASSESSMENT DATA

### CAASPP - Smarter Balanced Assessment (SBAC)

<b><u>CMS MATH DATA</u></b>				
<b>Percent of students Met/Exceeded Standards</b>				
<b>Grade</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17 CPM</b>	<b>2017/18 CPM</b>
5	56%	69%	56%	64%
6	60%	59%	64%	65%
7	64%	73%	71%	71%
8	55%	65%	75%	73%

<b><u>CMS ELA DATA</u></b>				
<b>Percent of students Met/Exceeded Standards</b>				
<b>Grade</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
	69%	80%	73%	71%
6	78%	72%	81%	84%
7	76%	79%	80%	85%
8	77%	79%	87%	84%

- Continued growth in cluster scores
- Mathematics: Significant continued growth since the implementation CPM
- English Language Arts: Significant continued growth – **Amplify** curriculum pilot in 17-18

### NWEA MAP

<b>MATH</b>			
<b><u>NATIONAL NORM</u> MEAN RIT SCORES</b>			
<b>GRADE</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
<b>6</b>	218	222	225
<b>7</b>	223	226	230
<b>8</b>	226	229	231

<b>MATH</b>						
<b>CMS RIT SCORES</b>						
<b>Grade</b>	<b>Fall 2015</b>	<b>Sp 2016</b>	<b>Fall 2016</b>	<b>Sp 2017</b>	<b>Fall 2017</b>	<b>Sp 2018</b>
6	224	232	224	234	224	235
7	236	243	233	243	233	243
8	*234	*238	*235	*243	243**	244**

\*\*Fall 2017 – **all** 8<sup>th</sup> grade students including Integrated Math 1Honors (approx. 80 students out of 250 total 8<sup>th</sup> graders)

\*Fall and Spring – **only** math 8 students tested (approx. 150-170 students out of approx. 250 total 8<sup>th</sup> graders)

#### Trends:

- Consistent growth across all grade levels from fall to winter/spring
- Significant and consistent growth since implementation of CPM in Fall 2016
- No regression over summer – consistent spring to fall

<b>READING:</b> <b><u>NATIONAL NORM</u> MEAN RIT SCORES</b>			
<b>GRADE</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
<b>6</b>	211	214	216
<b>7</b>	215	217	218
<b>8</b>	217	219	N/A

<b>READING:</b> <b>CMS RIT SCORES</b>						
<b>Grade</b>	<b>Fall 2015</b>	<b>Sp 2016</b>	<b>Fall 2016</b>	<b>Sp 2017</b>	<b>Fall 2017</b>	<b>Winter 2018</b>
6	220	223	220	225	221	224
7	226	228	224	229	226	228
8	229	W 230	231	W 233	230	232

- All students are tested in the Winter (February) rather than Spring (May) due to the number of assessments given in May.

<b>Text Complexity Grade Bands</b>	<b>National Lexile Ranges Aligned to CCR Expectations</b>		<b>CMS Grade</b>	<b>Mean Lexile 2016</b>	<b>Mean Lexile 2017</b>	<b>Mean Lexile 2018</b>
6-8	925L-1185L		6	925L	945L	935L
9-10	1050L-1335L		7	1050L	1080L	1050L
11-CCR	1185L-1385L		8	1120L	1140L	1130L

### **DoDEA Project M3 (Math, Mastery, and Mindset)**

#### Identification Criteria:

- Grades 6-8: MAP scores – below 50<sup>th</sup> percentile and CAASPP SBAC - not met (Level 1), nearly met (Level 2)

#### Exit criteria:

- Grades 6-8: MAP scores – above 50<sup>th</sup> percentile or CAASPP SBAC - met (Level 3), exceeded (Level 4)

<b>2017/2018 Grade</b>	<b># of students identified based on 16/17 data</b>	<b># of students identified based on 17/18 data</b>
6	62	46
7	46	40
8	35	37

**NOTE:** October MAP data is still being aggregated to determine whether or not some of the students scored above the 50<sup>th</sup> percentile on Fall 2018 Math MAP testing and may be exited

#### Next Steps based on Data:

- Teachers have access to student specific data, and professional learning time has been designated for looking at data and trends
- Grade level and department meetings
  - Looking closely at special populations data EL, SPED, RFEP, IFEP, military dependent
  - Using data to inform instruction and student needs

- Teacher training on My Path – individualized, prescriptive program linked to MAP data
- ELD class – 21 students period 1 – using Achieve 3000 and ELA Amplify curriculum – ELD Amplify curriculum
  - ELPAC Assessment – New for English Learners
- SPED –teacher collaboration regarding students
- Math Lab (intervention class – double dose of math) – primarily made up of 6<sup>th</sup> grade students, but students in 7<sup>th</sup> and 8<sup>th</sup> grade are placed, as needed
- Looking forward to seeing the data from CAST– new Science Assessment 2018
- Closely tracking attendance rates and Saturday School/ Makeup day attendance

### **Data Celebrations:**

- CAASPP scores - grade level cluster growth in all grades in math and ELA
  - Consistent increases in ELA - Amplify
  - Significant increase in 5<sup>th</sup> to 6<sup>th</sup> and 6<sup>th</sup> to 7<sup>th</sup> grade math scores
  - Significant increase in 5<sup>th</sup> to 6<sup>th</sup> , 6<sup>th</sup> to 7<sup>th</sup> and 7<sup>th</sup> to 8<sup>th</sup> grade and ELA scores
  - All teachers are literacy teachers!!!
- MAP scores - consistent grade level cluster growth in math and reading (reading now fall to winter)
  - Growth in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math scores
  - Maintaining high overall Lexile levels in all grades
- Literacy Lab and Math Lab - 6<sup>th</sup> grade intervention classes (include some 7<sup>th</sup> and 8<sup>th</sup> graders)
- Academic Lab 7<sup>th</sup> and 8<sup>th</sup> grade intervention class
- Amplify pilot in ELA provided rich writing and reading opportunities
- Increased supports with English Learners
- Department and cross department collaboration
- Place students in/out of math and ELA intervention classes, as needed, based on assessment data, grades, and need
- Review records and assessments of new students arriving throughout the year in order to place appropriately
- Staff collaboration meetings - assessed CAASPP and MAP data – drilled down to individual students and cluster data. Team compiles data to inform instruction and student needs

### **LCAP Goals – CMS is on track in meeting our 2018-2019 goals**

- Implementation of new ELA curriculum – Amplify
- Implementation of new history curriculum – Discovery Education
- Continued implementation of CPM ( held a Math Night – February 2018)
- Science - NGSS – will be looking at new curriculum which will be released in February 2019
- Co –Teaching in order to provide appropriate inclusion and differentiation
- Arts Integration year 2 – Year 1 was successful
- PEP– MLP My Learning Plan – year 2 - students will complete initial phase in October 2018 following MAP testing
- Intervention supports and classes
- Triton Time – 16 calendared dates for the year – extended period 1 (30 minutes)
  - Connect and respect activities
  - Restorative practices – Triton Leadership Team was trained - continued trainings for all staff throughout the year
  - Collaboration lunch time activities with Coronado SAFE
  - Continued implementation of 8 Keys of Excellence – monthly themes and activities
- Robotics Club is back – we have three teams competing this year
- Attendance interventions – Saturday School and Makeup Day opportunities
- Continued sharing of best practices, professional learning opportunities, release days to work with team, visit each other's classrooms to observe teaching and learning strategies
- Consistent communication to staff, students, parents, community

### **Challenges and Next Steps:**

- Beginning stages of MTSS – Multi Tiered Systems of Support
- Science curriculum
- Future need for Integrated Math 2H
- Increase attendance percentage
- Teacher wellness
- Continued staff trainings for Triton Time

### **CMS Celebrations:**

- MLP (My Learning Plan) – CMS PEP for every student (attached) – year 2
  - Goal setting and interests
  - MLP is in student's eportfolio on PowerSchool- year 2 they will continue to make additions
  - Written in fall and student reflection and update in winter and spring
  - Parent input/reflection in winter and spring
  - Teacher use for tracking growth, grades, reflections etc.
  - Work from each class placed into eportfolio
  - Additional section to drive goal setting meetings with students who are on Choices (below 2.0 at 9 weeks) meetings are divvied up between counselors and administration
- Continued implementation of 8 Keys of Excellence
  - continued focus on mindset
  - Implementation of Triton Time
- ELA Amplify curriculum
- History – Discovery Education curriculum
- CPM – Year 3 implementation
- PL and release time for teachers has been critical and invaluable
- TOSA's - they're integral in supporting staff and students
  - Math and EL/ELA support
  - TRT access at anytime
- SST and student needed intervention via grade level shared communication re students
- Co-Teaching model and training
- Triton Leadership Team
- Student support – new students, access to social/emotional support
  - Anonymous concerns report accessible to all students via PowerSchool
- Intervention classes for below grade level students in ELA and Math
- Robust electives program –Coding classes (thank you CSF)
- New STEAM lab (thank you CSF)
- Robotics is back! (thank you CSF)
- More lunch supervisor support
- Continued shared best practices
- Triton Spirit