

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Coronado Middle School
Address	550 F Avenue Coronado, CA 92118
County-District-School (CDS) Code	37 68031 6059570
Principal	Karin Mellina
District Name	Coronado Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile	3
Stakeholder Involvement	5
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	15
Overall Performance	16
Academic Performance	17
Academic Engagement.....	23
Conditions & Climate.....	26
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	35
Goal 3.....	38
Annual Review and Update	43
Goal 1.....	43
Goal 2.....	51
Goal 3.....	54
Budget Summary and Consolidation	61
Budget Summary	61
Allocations by Funding Source.....	61
School Site Council Membership	62

School Vision and Mission

CMS Vision for Student Centered Learning

Student Learning Outcomes (SLO's)

CMS strives to create a culture of invested and empowered learners who recognize and respect personal learning approaches.

Coronado Middle School prepares all students to be:

THINKERS who:

- Seek, interpret, and evaluate evidence to support and defend arguments
- Read, write, listen, and speak to effectively communicate ideas with real, authentic audiences
- Apply a variety of tools and media to publish their best, original work
- Continue to seek learning opportunities outside the walls of the classroom as 21st century learners
- Apply learning to real world connections
- Analyze and explain academic concepts
- Critically assess and problem solve
- Ask questions and take risks to deepen understanding of content

COMMUNITY TEAMmates who:

- Solve problems using multiple solutions and innovative approaches.
- Collaborate and cooperate with diverse learning teams on shared goals
- Foster integrity and respect so that all individuals may thrive
- Listen and communicate to provide kind, specific, and constructive feedback
- Motivate each other to persevere and develop growth mindsets
- Welcome multiple perspectives in order to learn from others
- Recognize the diverse talents of others and contribute their own to enrich the school community
- Uplift one another, show empathy and concern for fellow citizens

INVESTED LEARNERS who

- Demonstrate understanding of content
- Prioritize and manage tasks
- Reflect for continual growth by monitoring progress, determining when to adjust strategies or when to seek more resources for mastery of challenging concepts
- Embrace personal learning styles, strengths, and needs
- View mistakes as opportunities for growth
- Build confidence and independence to take risks when approaching new learning
- Develop a passion for lifelong learning.

School Profile

SITE SP/LCAP HIGHLIGHTS

Goal 1: Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Site Strategy: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

CMS staff will access a variety of professional learning opportunities throughout the year. We will continue to implement a personalized education plan that every student will be able to use throughout middle and high school and will provide students with personalized learning opportunities in all discipline areas. Additionally, we will use multiple measures of data to support students in setting goals for the academic year. We will continue to implement our new math curriculum, implement new Board approved ELA curriculum, implement new Board approved ELA curriculum, implement year 2 arts

integration program, and continue to integrate NGSS in science and vet state released and approved curriculum in February 2019.

Goal 2: Communication Communicate openly, freely, and accurately to engage and involve all shareholders.

Site Strategy: CMS seeks to ensure that communication systems among and between all shareholders are effective and valuable CMS administration will provide clear and timely information to staff. The CMS staff will provide students and families with information via website, InTouch, PowerSchool and other community venues. Additionally, CMS will provide educational parent nights and resources to support student success

Goal 3: Support: Maintain a safe and support school where students and staff can thrive

Site Strategy: CMS will provide a safe and supportive environment that values the whole child

CMS will provide a safe environment for students and staff, increase attendance rate, and research new behavior support systems to reduce referrals, continue the implementation of the 8 Keys of Excellence and pilot Triton Time (advisory period) two times a month. Additionally, CMS will provide intervention classes in math and ELA and provide supports for targeted student subgroups.

GREATEST PROGRESS

Goal 1: Learning

Site Strategy: Each student will develop a goal based on their own data gathered from the multiple measures of assessment and supported through student and teacher collaboration.

- Year 2 implementation of My Learning Plan (MLP)
- Year 2 implementation and use of student e-portfolio for archiving work and learning reflection
- Year 2 implementation of 8 Keys of Excellence
- Year 3 implementation of Board approved math curriculum- CPM
- Year 1 implementation of Board approved ELA curriculum - Amplify
- Year 1 implementation of Board approved history curriculum - Discovery Education
- Year 2 implementation of arts integration in ELA and history
- Continued integration and implementation of NGSS
- Successful use of co-teaching model in ELA and Math
- Continued Hybrid PE course for grades 7 and 8

CAASPP DATA

Overall growth in ELA CAASPP

- Maintained overall growth in Math CAASPP

ELA Overall: 84% - 2% increase

- ELA CAASPP 6th grade 84% - 3% increase
- ELA CAASPP 7th grade 85% - 5% increase
- ELA CAASPP 8th grade 84% - 3% decrease

Math Overall: 70% - maintained

- Math CAASPP 6th grade 65% - 1% increase
- Math CAASPP 7th grade 71% - maintained
- Math CAASPP 8th grade 75% - 2% decrease
- ELA CAASPP: English Learners - IFEP: 95% - 13% increase and RFEP: 69% - maintained
- ELA CAASPP: Socioeconomically disadvantaged - Very Significant overall increase: 77% - 5% increase
- ELA CAASPP: Students with disabilities - Significant overall increase: 53% - 8% increase

Math CAASPP: English Learners - IFEP: 76% - 2% decrease and RFEP: 57% - maintained

- Math CAASPP: Socioeconomically disadvantaged - Very Significant overall increase: 58% - 20% increase
- Math CAASPP: Students with disabilities - Significant overall increase: 35% - 3% increase
- Use of MAP and SBAC data to track student growth,

- All classes provide students with personalized learning choices
- Grade level, department common assessments
- Collaborative department team work and planning
- Continued sharing of best practices
- Strong and supportive leadership team that disseminates information to departments

Goal 2: Communication

Site Strategy: Staff and key shareholders (students, parents, other) will have the opportunity to utilize a standardized technology communication system in order to engage with reciprocate with each other.

- Clear and consistent communication to staff, parents and community
- Weekly parent updates via InTouch
- Updated CMS website and social media
- Staff Wave weekly updates
- Staff 'Things to Know' emails
- Daily KCMS broadcast
- Parent Coffee

Goal 3: Support:

Site Strategy: Provide meaningful, unique, learning and teaching opportunities for students and staff in order to support all students with their academic development and social / emotional well-being.

- Math Lab 6 intervention class
- Literacy Lab 6 intervention class
- Academic Lab 7/8 intervention class
- Decreased number of referrals from 16-17 to 17- 18
- Decreased suspension rate for students with disabilities and from two races
- Consistent safety drills and training

GREATEST NEEDS

- Although there was a significant performance increase for students with disabilities in math, the status level is low
- Although there was a significant performance increase for students with disabilities in ELA, the status level is low
- Decrease suspension rate for socioeconomically disadvantaged and Hispanic students
- Implement additional opportunities for social/emotional supports and programs
- Implement and train staff and students on new safety plan
- Continue developing MTSS plan for student support academically and social emotionally
- Provide curriculum for science pilot
- Professional learning opportunities for all disciplines

PERFORMANCE GAPS

- Increase percentage of socioeconomically disadvantaged student scores on Math CAASPP
- Math 8th grade 75% - 2% decrease
- ELA 8th grade 84% - 3% decrease
- Decrease number of suspensions for socioeconomically disadvantaged and Hispanic students

INCREASED OR IMPROVED SERVICES

We are improving services for English Learners, foster youth, and students from low-income families by providing a designated ELD class, intervention classes for math and ELA, and after school support with classwork/ homework completion and math tutoring. We will continue to also support students through the Student Success Team (SST) process. All students will have access to a computer at home to complete homework, assignments, and online program requirements.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

The CMS Site consulted with our SSC (School Site Council) four times a year and (TLT) Triton Leadership Team (comprising department chairs and staff members) who met seven times over the course of school year 2017-18 to review our Site Strategic Plan and key actions and achievements. The CMS Strategic Planning committee, including a group of staff, student, family, and community shareholders, met on January 22, 2018 to review and develop specific goal areas for the site. Individual departments and interdisciplinary teams met throughout the year to provide feedback and updates

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2018-19 school year? Key actions and goals were conceived and developed through SSC and TLT meetings, with input from staff, students, and parents

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	0.3%	0.14%	5	2	1
African American	1.5%	2.0%	1.27%	11	14	9
Asian	3.7%	3.0%	2.54%	27	21	18
Filipino	1.5%	1.7%	1.84%	11	12	13
Hispanic/Latino	20.2%	19.6%	20.90%	147	139	148
Pacific Islander	0.7%	0.4%	0.56%	5	3	4
White	66.8%	67.8%	61.16%	487	481	433
Multiple/No Response	4.9%	%	4.10%	36		29
Total Enrollment				729	709	708

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	228	227	221
Grade 7	239	246	235
Grade 8	262	236	252
Total Enrollment	729	709	708

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	11	18	25	1.5%	2.5%	3.5%
Fluent English Proficient (FEP)	88	85	78	12.1%	12.0%	11.0%
Reclassified Fluent English Proficient (RFEP)	2	7	5	16.7%	63.6%	27.8%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	233	226	222	224	214	212	223	214	212	96.1	94.7	95.5
Grade 7	241	240	241	229	232	235	228	232	235	95	96.7	97.5
Grade 8	261	235	253	252	230	239	251	230	239	96.6	97.9	94.5
All Grades	735	701	716	705	676	686	702	676	686	95.9	96.4	95.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2573.	2592.	2608.	32	42.06	52.36	40	38.79	32.08	21	14.02	10.85	8	5.14	4.72
Grade 7	2618.	2615.	2619.	39	34.91	40.43	39	44.83	44.68	14	15.95	8.94	7	4.31	5.96
Grade 8	2628.	2648.	2629.	34	43.48	32.22	45	42.61	51.46	15	9.57	10.04	6	4.35	6.28
All Grades	N/A	N/A	N/A	35	40.09	41.25	42	42.16	43.15	17	13.17	9.91	7	4.59	5.69

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	30	42.06	44.81	45	46.73	45.28	25	11.21	9.91	
Grade 7	46	46.55	52.56	42	43.97	38.46	12	9.48	8.97	
Grade 8	45	54.35	47.28	47	39.13	43.51	9	6.52	9.21	
All Grades	41	47.78	48.32	45	43.20	42.34	15	9.02	9.34	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	44	50.47	60.19	45	41.12	33.65	10	8.41	6.16
Grade 7	56	54.31	55.36	36	39.66	36.48	8	6.03	8.15
Grade 8	48	57.83	47.48	44	37.83	46.22	8	4.35	6.30
All Grades	50	54.29	54.11	42	39.50	39.00	9	6.21	6.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	29	38.32	35.07	64	58.41	61.61	8	3.27	3.32
Grade 7	36	31.03	25.75	60	64.66	68.24	4	4.31	6.01
Grade 8	26	40.43	30.54	69	54.35	63.18	5	5.22	6.28
All Grades	30	36.54	30.31	64	59.17	64.42	6	4.29	5.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	43	50.93	65.88	51	42.99	31.75	6	6.07	2.37
Grade 7	55	48.28	58.80	39	46.98	36.05	7	4.74	5.15
Grade 8	49	55.22	53.36	45	39.57	41.18	6	5.22	5.46
All Grades	49	51.48	59.09	45	43.20	36.51	6	5.33	4.40

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	233	226	222	224	221	216	224	221	215	96.1	97.8	97.3
Grade 7	241	240	240	229	234	236	229	234	236	95	97.5	98.3
Grade 8	261	235	253	253	230	238	252	230	237	96.9	97.9	94.1
All Grades	735	701	715	706	685	690	705	685	688	96.1	97.7	96.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2567.	2578.	2586.	33	42.08	39.07	26	22.62	26.51	28	22.17	26.05	13	13.12	8.37
Grade 7	2617.	2610.	2605.	45	41.45	40.25	28	29.91	30.51	21	23.08	19.07	6	5.56	10.17
Grade 8	2616.	2655.	2634.	38	52.17	46.41	27	22.61	26.58	24	16.96	15.61	12	8.26	11.39
All Grades	N/A	N/A	N/A	39	45.26	42.01	27	25.11	27.91	24	20.73	20.06	10	8.91	10.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	38	45.70	45.79	38	33.48	40.19	24	20.81	14.02
Grade 7	54	51.28	53.85	32	35.90	30.34	14	12.82	15.81
Grade 8	41	55.22	55.70	39	31.30	28.69	20	13.48	15.61
All Grades	44	50.80	51.97	36	33.58	32.85	19	15.62	15.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	37	40.27	38.60	49	44.80	46.51	14	14.93	14.88
Grade 7	50	44.44	41.10	41	46.58	45.76	9	8.97	13.14
Grade 8	42	55.65	45.99	48	33.91	42.62	10	10.43	11.39
All Grades	43	46.86	42.01	46	41.75	44.91	11	11.39	13.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	41.18	42.33	55	43.89	41.86	13	14.93	15.81
Grade 7	49	39.74	43.16	44	56.84	47.86	7	3.42	8.97
Grade 8	43	52.17	47.26	47	39.57	42.62	9	8.26	10.13
All Grades	42	44.38	44.31	49	46.86	44.17	10	8.76	11.52

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				18

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*					*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*							*
All Grades	12	66.67	*	*	*	*			18

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*					*
Grade 7	*	*	*	*					*
Grade 8	*	*							*
All Grades	14	77.78	*	*					18

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*							*
All Grades	*	*	*	*	*	*	*	*	18

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	11	61.11	*	*			18

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	15	83.33	*	*			18

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*					*
All Grades	*	*	*	*	*	*	18

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	*	*	13	72.22			18

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
708	9.6%	3.5%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	3.5%
Homeless	1	0.1%
Socioeconomically Disadvantaged	68	9.6%
Students with Disabilities	83	11.7%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.3%
American Indian	1	0.1%
Asian	18	2.5%
Filipino	13	1.8%
Hispanic	148	20.9%
Two or More Races	53	7.5%
Pacific Islander	4	0.6%
White	433	61.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

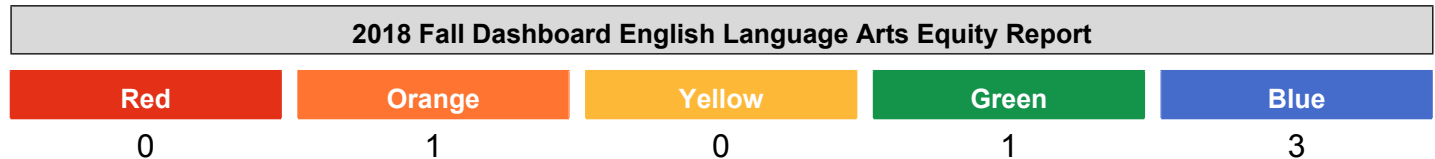
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue		 No Performance Color		 No Performance Color	
69.3 points above standard		9.9 points below standard		0 Students	
Maintained -0.7 points		Declined -19.5 points			
660 students		34 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Green		 Orange	
Less than 11 Students - Data Not Displayed for Privacy		39.8 points above standard		6.6 points below standard	
1 students		Increased 6.4 points		Declined -4.7 points	
		72 students		88 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color 72.8 points above standard Declined -20.7 points 16 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic  Blue 54.3 points above standard Maintained 2.7 points 147 students	Two or More Races  Blue 85.5 points above standard Increased 10.2 points 55 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	White  Blue 73.9 points above standard Maintained -1.3 points 410 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 68.1 points below standard 13 students	Reclassified English Learners 26.2 points above standard Declined -7.2 points 21 students	English Only 73.7 points above standard Maintained 0.1 points 569 students
---	---	--

Conclusions based on this data:

1.

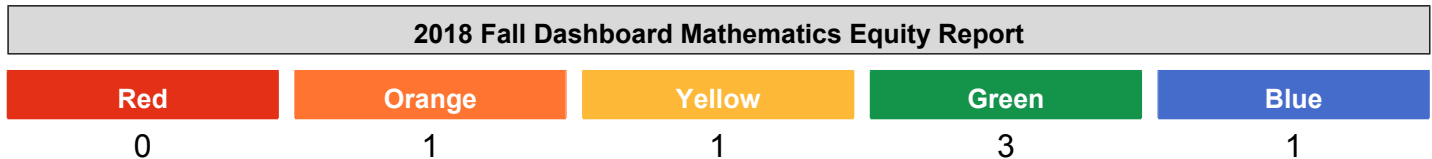
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 40.6 points above standard Declined -8.8 points 658 students	English Learners  Yellow 24.2 points below standard Declined -4 points 34 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Blue 7.9 points above standard Increased 18.3 points 72 students	Students with Disabilities  Orange 48 points below standard Declined -14.2 points 87 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color 73.8 points above standard Maintained 0.3 points 16 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic  Green 22.2 points above standard Increased 3.2 points 147 students	Two or More Races  Green 46.1 points above standard Declined -9.1 points 55 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	White  Green 47.2 points above standard Declined -11.1 points 408 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 77.5 points below standard 13 students	Reclassified English Learners 8.9 points above standard Increased 11.5 points 21 students	English Only 42.9 points above standard Declined -10 points 567 students
---	---	--

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
18	66.7%	27.8%	5.6%	

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

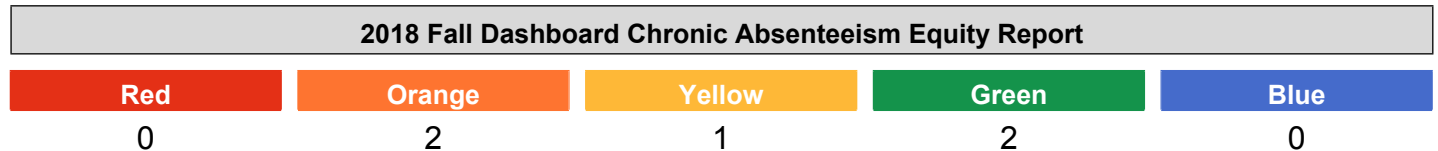
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 4.8% chronically absent Increased 1.1% 735 students	English Learners  No Performance Color 4% chronically absent Increased 4% 25 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Green 8.2% chronically absent Declined 6.4% 85 students	Students with Disabilities  Orange 10.9% chronically absent Increased 3.7% 101 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color 5.6% chronically absent Increased 5.6% 18 students	Filipino  No Performance Color 0% chronically absent Maintained 0% 13 students
Hispanic  Yellow 4.2% chronically absent Increased 2.2% 166 students	Two or More Races  Orange 11.8% chronically absent Increased 9.1% 76 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	White  Green 4% chronically absent Declined 0.7% 447 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

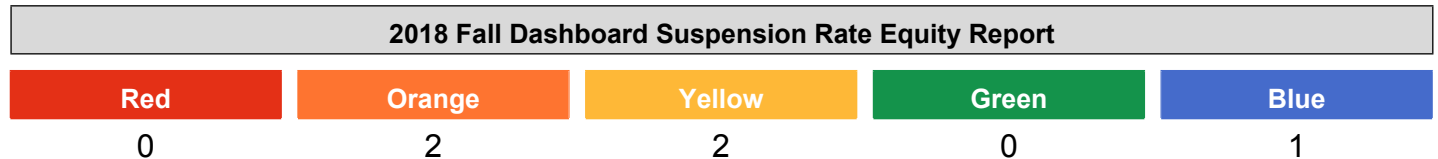
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2.5% suspended at least once Increased 0.3% 753 students	English Learners  No Performance Color 4% suspended at least once Increased 4% 25 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 1 students	Socioeconomically Disadvantaged  Orange 7% suspended at least once Increased 3% 86 students	Students with Disabilities  Yellow 3.9% suspended at least once Maintained -0.2% 103 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 9.1% suspended at least once Increased 9.1% 11 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  No Performance Color 11.1% suspended at least once Increased 7.4% 18 students	Filipino  No Performance Color 0% suspended at least once Maintained 0% 13 students
Hispanic  Orange 3% suspended at least once Increased 2.3% 167 students	Two or More Races  Blue 0% suspended at least once Declined -8.1% 79 students	Pacific Islander  No Performance Color Less than 11 Students - Data 4 students	White  Yellow 2.4% suspended at least once Maintained 0.2% 460 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3% suspended at least once	2.2% suspended at least once	2.5% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Learning: Key Actions and Services

Goal Statement

CMS will provide programs and structures that ensure every student experiences personalized learning opportunities that supports his/her academic strengths, needs, goals, interests, and curiosity.

LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Basis for this Goal

- Student Personalized Education plans (MAP - goal setting) have been paper-based to date and are not easily shared with parents and other teachers. Use of an electronic PEP will increase student ownership. Students will complete the My Learning Plan (MLP)
- Increased support to students with disabilities and socioeconomically disadvantaged is needed in math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
50% of 7th grade students will have a completed PEP that they can add to over time - in 8th grade and beyond. 16-17: Paper-based PEP for 100% of CMS students	All CMS students will have a completed MLP that they can add to over time - 9th grade and beyond 17-18: e-portfolio MLP for 100% of CMS students	All students will have a completed PEP that they can add to over time 18-19: e-portfolio PEP (MLP) for 100% of CMS students 19-20 -continue use of My Learning Plan (MLP) and use of e-portfolio for 100% of students
100% of teachers assessed MAP and SBAC data at least once a year. 100% of staff used data to inform instruction and support student needs	100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.	100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.
By June 2018: At least 60% of 6th grade students will meet or exceed standards on MATH SBAC At least 74% of 7th grade students will meet or exceed standards on MATH SBAC At least 66% of 8th grade students will meet or exceed standards on MATH SBAC	Increase number of students meeting or exceeding standards on CAASPP SBAC	Increase number of students meeting or exceeding standards on CAASPP SBAC
All departments maintain a list of personalized learning opportunities Each department will provide at least one student choice project or assessment Evidence will be based on student product	All departments continue maintain a list of personalized learning opportunities and assessment opportunities Each department will provide at least one student choice	Grade level project evidence All departments continue maintain a list of personalized learning opportunities and assessment opportunities Each department will provide at least one

Metric/Indicator	Baseline	Expected Outcome
	project or assessment Evidence will be based on student product	student choice project and assessment
By June 2018: At least 73% of 6th grade students will meet or exceed standards on ELA SBAC At least 79% of 7th grade students will meet or exceed standards on ELA SBAC At least 80% of 8th grade students will meet or exceed standards on ELA SBAC	By June 2019: Maintain or Increase % of 6th grade students who will meet or exceed standards on ELA SBAC Maintain or Increase % of 7th grade students who will meet or exceed standards on ELA SBAC Maintain or increase % of 8th grade students who will meet or exceed standards on ELA SBAC	By June 2020: Increase % of 6th grade students who will meet or exceed standards on ELA SBAC Increase % of 7th grade students who will meet or exceed standards on ELA SBAC Increase % of 8th grade students who will meet or exceed standards on ELA SBAC
Evidence of PD agendas and notes Pilot outcomes 2 release days per year	Evidence of PL agendas and notes Pilot materials and outcomes 2 release days per year	Evidence of PD agendas and notes Pilot materials and outcomes 2 release days per year
Metrics related to grant	Metrics related to grant	Metrics related to grant
Increase ELA and Math subgroups by at least 1%	Increase Math subgroups by percentage based on previous data	Increase ELA and Math subgroups by %age based on previous data
Evidence of increased implementation and development of conceptual flow model and grade level story lines assessments and support materials for Next Generation Science Standards Implement CAST Science Assessment and set baseline	Evidence of Phenomena based lessons Evidence of growth in achievement on CAST assessment	Evidence of full implementation of Next Generation Science Standards instructional approaches and assessments Evidence of growth in achievement on CAST assessment
Evidence of awareness of CA State Framework and development of goals and unit plans	Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments	Evidence of alignment with CA State Framework through instructional approaches, unit plans, and assessments

Planned Strategies/Activities

Strategy/Activity 1

1.1

CMS will revise and update MLP, My Learning Plan, template and continue to implement it into all grades to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity. Students will complete this during T3 (advisory period)

- MLP will be placed in student e-portfolio in PowerSchool to include 2019 feedback in addition to:
- SBAC, Lexile, MAP, PE data
- Grades
- Work samples
- Interest survey/extra curriculars
- Students and staff tracks progress
- Student reflection on goals two times a year
- Parent input and feedback two times a year

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2020

Person(s) Responsible

Teachers, site administration, counselors

Proposed Expenditures for this Strategy/Activity

Description

District budget for PowerSchool LMS
All CMS students will have a completed MLP that they can add to over time - 9th grade and beyond

Strategy/Activity 2

1.2

Staff will continue to use multiple measures of data to inform instruction and support all learners.

- Staff will review SBAC and MAP data in Fall and MAP data after other testing times in winter and spring
- Student goal setting in MLP to include MAP data and Lexile scores
- Departments will track student assessments and use data to inform instruction
- MAP data
- SBAC data
- Read 180 data and intervention classes (math and literacy) and EL classes
- Research new assessments/ data collection

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2020

Person(s) Responsible

Teachers, site administration, counselors

Proposed Expenditures for this Strategy/Activity

Description

District Funds for Wednesday PL time

100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.

Strategy/Activity 3

1.3

Mathematics: Full implementation of CPM curriculum and demonstrate growth in targeted areas

- Continue to meet and collaborate with math team during department and PL meetings as well as release days
- Additional math intervention class - Math Lab 6 and Math Lab 7/8
- Use SBAC data to target student areas of need
- Track MAP data and use scores to set student growth goals and track growth
- Use MDTP assessment as placement test for incoming 6th graders and all new middle school students entering the district take

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2020

Person(s) Responsible

math teachers and admin

Proposed Expenditures for this Strategy/Activity

Description

District Funds Site Funds
DoDEA Funds for Math Lab intervention class

Strategy/Activity 4

1.4

Supporting academic interests ,choice opportunities, and integrated learning opportunities

- Develop an innovation lab to support STEM integrated learning
- All departments will provide students with choice activities which may be embedded into some of the chapters/units
- Continue to provide robust elective opportunities
- Students will upload two pieces of work from each class two times a year

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2020

Person(s) Responsible

all teachers and admin

Proposed Expenditures for this Strategy/Activity

Description

Professional Development monies Department/District Funds
DoDEA STEM grant

Strategy/Activity 5

1.5

All departments will continue to support student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC

- Continue Literacy Lab and open to grades 6-8 and Academic Lab for grades 7-8
- Provide professional learning on supporting literacy skills
- Provide professional learning on use of Lexile data and instructional practices
- Provide scaffolds in science, history, math and English, as needed

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

all teachers and admin

Proposed Expenditures for this Strategy/Activity

Description

Professional Development monies Department/District Funds
District Funds DoDEA Funds

Strategy/Activity 6

1.6

Continue to provide professional learning opportunities via Wednesday PL time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers

- Continue year 2 implementation of ELA adopted curriculum - Amplify
- Provide Amplify year 2 PL training and release time for ELA teachers
- Dedicate a PL or a late start to focus on meeting ELD student needs reflection/support time during
- Implement curriculum to focus on the English language domain of listening in ELD class.
- Continue PL and release time for math department
- Continued Arts integration - Year 3 - using feedback from year 2
- History/Social Sciences - continue year 2 implementation of Discovery Education curriculum
- Provide Discovery Education year 2 PL training and release time for ELA teachers
- Provide release time and training for piloting state approved Next generation Science Standards curriculum in science
- Continue Wednesday meetings rotation of staff, PL, grade level and department

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

all teachers admin

Proposed Expenditures for this Strategy/Activity

Description

Professional Development monies Department/District Funds
DoDEA A4L grant

Strategy/Activity 7

1.7

Implement Yr 3 of arts integration in grades 6-8 per DoDEA Arts for Learning grant.

- Continuation of program - teachers provide instruction to their students per last year's model.
- Recommendations for modifications from Yr 2 will be taken into account for year 3.

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

Arts for Learning ToSA, teachers, admin

Proposed Expenditures for this Strategy/Activity**Description**

DoDEA A4L grant

Strategy/Activity 8

1.8

Increase percentage of socioeconomic disadvantaged students and maintain percentage for students with disabilities meeting or exceeding standards in math.

- Continue co-teaching with SPED support at each grade level
- Hire additional educational specialist for special education
- Provide co-teaching PL for new staff
- Provide math intervention classes - Math Lab 6 and new additional class Math Lab 7/8
- Research incorporation of number talks in academic support classes
- Maintain co-taught section sizes at 30 or fewer students and 30% or fewer IEP/504 students
- Offer Math TA to interested 8th graders / peer tutor

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

CUSD Math ToSA, math teachers, admin

Proposed Expenditures for this Strategy/Activity**Description**

District Funds TIIG Funds DoDEA Funds

Strategy/Activity 9

1.9

Science: NGSS Pilot in science classes

- Meet with publishers to vet curriculum aligned with the Next Generation Science Standards
- Pilot two curricula during 19-20 instructional materials
- Examine CAST test results for areas of focus for instruction
- Continue department PL on NGSS integration
- Select a curriculum for 20-21

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

science teachers and admin

Proposed Expenditures for this Strategy/Activity

Description

District Funds

Strategy/Activity 10

1.10

Continued implementation and development of assessments and support materials aligned with CA State Framework for Social Studies

- Continued implementation of Discovery Education aligned with CA State Framework
- Attend Discovery Education PL trainings for year 2 of Discovery Education
- Vertically align literacy and historical thinking skills from 6th through 8th grade

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

history teachers and admin

Proposed Expenditures for this Strategy/Activity

Description

District Funds

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Communication

Goal Statement

CMS seeks to ensure that communication systems among and between all shareholders are effective and valuable.

LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

Basis for this Goal

- Increase parent involvement at parent events
- Increase parent awareness of site events and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff Haiku pages Principal parent coffee agendas	Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff PowerSchool pages	Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff Haiku pages Principal parent coffee agendas
Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes Survey data	Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes Survey data	Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes
Parent education Night agendas and feedback	Parent education Night agendas and feedback	Parent education Night agendas and feedback

Planned Strategies/Activities

Strategy/Activity 1

2.1

Continued communication between CMS staff to community will include:

- Weekly principals' newsletters to parents and weekly text messages through Smore and InTouch
- Updated website and social media pages. When needed - local news outlets (Coronado Times, Eagle Journal)
- KCMS news broadcast
- Required parent participation at SSC, and encourage parent participation in PTO.
- Classroom resources can be found on PowerSchool
- Parent information events

- Continued use of InTouch system for emergency communication

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

Admin and teachers

Proposed Expenditures for this Strategy/Activity

Description

District and Site Funds

Strategy/Activity 2

2.2

Communication between CMS administration and staff will include:

- CMS Leadership Team and School Site Council
- Weekly Wave Bulletin
- Weekly PL agendas and notes
- Principal "Things to Know" emails
- Gather staff feedback regarding school related topics
- End of year staff survey

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

admin

Proposed Expenditures for this Strategy/Activity

Description

District Funds

Strategy/Activity 3

2.3

Provide educational parent nights and resources to support student success

- Character Ed/8 Keys/T3
- Social/Emotional supports via counseling and resources
- Continue Partnership events with SAFE
- Continue to develop videos to post to website on "How to" topics (ex. access grades on PowerSchool)

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

admin and counselors

Proposed Expenditures for this Strategy/Activity

Description	District and Site Funds
-------------	-------------------------

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support

Goal Statement

CMS will provide a safe and supportive environment that values the whole child.

LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Basis for this Goal

- Students' reports of concerns related to safety, mental health, and motivation/connections.
- Improved tracking of targeted student subgroups academic growth over time
- More enrichment/acceleration opportunities for students
- Development of MTSS
- School wide culture expectations

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reduction of D/F List Documentation of goals in student PEP Increase of students achieving at standard Math/ELA support classes MAP data increases Development of documentation of MTSS used by Student Support Team	Documentation of goals in student MLP Increase of students achieving at standard Math/ELA support classes MAP data increases Implementation of MTSS process used by Student Support Team	Documentation of goals in student PEP Increase of students achieving at standard Math/ELA support classes MAP data increases Implementation of MTSS document used by Student Support Team
Entire staff training on 8 Keys of Excellence <ul style="list-style-type: none">• 2017 California Healthy Kids Survey data• Evidence on campus events and programs that support student health, connectedness and safety programs	Full staff implementation of 8 Keys of Excellence <ul style="list-style-type: none">• Evidence on campus events and programs that support student health, connectedness and safety programs• Track % of students without staff/student connection	<ul style="list-style-type: none">• Evidence on campus events and programs that support student health, connectedness and safety programs• % of students without staff/student connection

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> % of students without staff/student connection 		
<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>Documentation of feedback/input Site Council will approve following year plan by May 2018</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>All staff and students will be trained on run, hide, fight procedures Documentation of feedback/input Site Council will approve following year plan by May 2019</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>Documentation of feedback/input Site Council will approve following year plan by May 2020</p>
<p>MAP data</p> <p>SBAC data</p> <p>Achieve 3000 Lexile level data</p>	<p>ELPAC data</p> <p>MAP data</p> <p>SBAC data</p> <p>Achieve 3000 Lexile level data</p>	<p>ELPAC data</p> <p>MAP data</p> <p>SBAC data</p> <p>Achieve 3000 Lexile level data</p>
<p>Monthly communication reminders regarding importance of attendance via newsletter and website Increase attendance at P2 to 98.4% Decrease chronic absenteeism, by at least 1.0 to 13.2%.</p>	<p>Increase attendance at P2 to 97.5% Maintain or decrease chronic absenteeism</p>	<p>Maintain attendance Decrease chronic absenteeism by 1.0 based on 18-19v</p>
<p>Overall decreased referral rate for all students by 3% Decreased suspension rate percentage for socioeconomically disadvantaged students, students with disabilities and Hispanic students Decreased referrals</p>	<p>Metrics based on 17-18 data Continue to decrease overall referral rate for all students by 1% Decreased suspension rate percentage for socioeconomically disadvantaged students and students from two races</p>	<p>Metrics based on 18-19 data</p>

Planned Strategies/Activities

Strategy/Activity 1

3.1

Continue to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)

- Homework Club
- Intervention classes: Literacy Lab, Math Lab, Academic Lab for all grades
- SpEd Academic Support classes at each grade level
- SST and Beyond program implementation
- Implement year 1 MTSS process to support students in need of intervention
- Develop/plan after school classes for intervention and enrichment
- Implement best practices for providing student reflection and feedback opportunities
- clarify/educate on difference between accommodations and modifications

- Grade level student concerns list- consistent tracking, SST & Beyond

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

teachers and admin

Proposed Expenditures for this Strategy/Activity

Description

TIIG Funds DoDEA Funds SPED Funds
Coronado City Funds

Strategy/Activity 2

CMS will continue to provide a safe and supportive environment that values character education, inclusion, and student connectedness

- Review and utilize California Healthy Kids Survey given in Jan. 2019
- Continue implementation of 8 Keys of Excellence and mindset quote
- Implement 4 days of T3 (Triton Team Time) Advisory period 30 mins
- Develop specific planned activities for T3
- Collaborate with SAFE to provide programs about student safety and health
- Continued awareness of digital safety
- Continue use of student concerns report
- Implement new bell schedule to include t3 four days a week
- Student Success Team Process
- Continue and monitor staff/student connections list
- Consistent visuals campus wide of school culture expectations. Triton community
- Research and discussion Peer to Peer
- Mentoring- use of academic support TA
- Research social emotional curriculum
- Increase club opportunities to support passions

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

all staff

Proposed Expenditures for this Strategy/Activity

Description

District and Site Funds

Strategy/Activity 3

3.3

Continue to update CMS safety plan and hold appropriate safety drills annually

- Vet plan with School Site Council
- Implement practice drills in conjunction with community safety authorities to determine needs
- Implement feedback and outcome from previous years.
- Determine need for additional supports which may be helpful or necessary.
- Hold run, hide, fight trainings for staff and students
- Organize a staff safety team
- Develop out of class protocols ex. halls, bathroom passes, check out system- Kiosk
- Use of campus security assistant
- Consistent unified messaging

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

all staff

Proposed Expenditures for this Strategy/Activity

Description

District Funds

Strategy/Activity 4

English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continue to improve reading, writing, speaking, and listening skills in English to be college and career ready

- Increase ELA growth percentage of RFEP students
- Provide EL class and track MAP and Achieve 3000 data
- Share the plan/documentation to track RFEP students MAP and (Achieve 3000 data) or Read 180
- Professional Learning for best ELD teaching practices and use of ELPAC data
- Research ways to provide electives opportunities for ELD students
- Provide scaffolded or native-language documents if available
- Implement ELD Amplify resources

Students to be Served by this Strategy/Activity

EL/RFEP

Timeline

June 2020

Person(s) Responsible

admin and teachers

Proposed Expenditures for this Strategy/Activity

Description

District Funds

Strategy/Activity 5

3.5

Continue to monitor attendance daily and to provide reward incentives for positive attendance

- Key actions are dependent on feedback and outcome from previous years.
- Determine need for additional supports which may be helpful or necessary.
- Continue to provide Saturday School and Make – up Day opportunities
- Continue Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools)
- Provide attendance information in Spanish

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

admin

Proposed Expenditures for this Strategy/Activity

Description

District Funds

Strategy/Activity 6

3.6

Continue to monitor referrals and suspension rates

- Implement revised/new systems
- Develop and implement year 1 MTSS
- T3 activities
- Determine need for additional supports which may be helpful or necessary.
- Gather feedback on systems
- Develop a consistent and unified reflection for behavior concerns (ex. pass them a “yellow card”)
- Implement Key Card with reward system

Students to be Served by this Strategy/Activity

All

Timeline

June 2020

Person(s) Responsible

all staff

Proposed Expenditures for this Strategy/Activity

Description

District and Site Funds

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

CMS will provide programs and structures that ensure every student experiences personalized learning opportunities that supports his/her academic strengths, needs, goals, interests, and curiosity.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>50% of 7th grade students will have a completed PEP that they can add to over time - in 8th grade and beyond.</p> <p>16-17: Paper-based PEP for 100% of CMS students</p>	<p>All CMS students will have a completed MLP that they can add to over time - 9th grade and beyond</p> <p>17-18: e-portfolio MLP for 100% of CMS students</p>	<p>All CMS students will have a completed MLP (My Learning Plan) that they can add to over time - 9th grade and beyond</p> <p>All students added work to their e-portfolio at least twice this year.</p>
<p>100% of teachers assessed MAP and SBAC data at least once a year.</p> <p>100% of staff used data to inform instruction and support student needs</p>	<p>100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.</p>	<p>100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.</p>
<p>By June 2018: At least 60% of 6th grade students will meet or exceed standards on MATH SBAC At least 74% of 7th grade students will meet or exceed standards on MATH SBAC At least 66% of 8th grade students will meet or exceed standards on MATH SBAC</p>	<p>Increase number of students meeting or exceeding standards on CAASPP SBAC</p>	<p>Increased number of students meeting or exceeding standards on CAASPP SBAC</p>
<p>All departments maintain a list of personalized learning opportunities Each department will provide at least one student choice project or assessment Evidence will be based on student product</p>	<p>All departments continue maintain a list of personalized learning opportunities and assessment opportunities Each department will provide at least one student choice project or assessment Evidence will be based on student product</p>	<p>All departments continued to provide personalized learning opportunities and assessment opportunities to 100% of students. Each department will provided at least one student choice project and assessment</p>
<p>By June 2018:</p> <p>At least 73% of 6th grade students will meet or exceed standards on ELA SBAC</p> <p>At least 79% of 7th grade students will meet or exceed standards on ELA SBAC</p> <p>At least 80% of 8th grade students will meet or exceed standards on ELA SBAC</p>	<p>By June 2019:</p> <p>Maintain or Increase % of 6th grade students who will meet or exceed standards on ELA SBAC</p> <p>Maintain or Increase % of 7th grade students who will meet or exceed standards on ELA SBAC</p> <p>Maintain or increase % of 8th grade students who will meet or exceed standards on ELA SBAC</p>	<p>By June 2019:</p> <p>Increase % of 6th grade students who will meet or exceed standards on ELA SBAC</p> <p>Increase % of 7th grade students who will meet or exceed standards on ELA SBAC</p> <p>Increase % of 8th grade students who will meet or exceed standards on ELA SBAC</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Evidence of PD agendas and notes Pilot outcomes 2 release days per year	Evidence of PL agendas and notes Pilot materials and outcomes 2 release days per year	Evidence of PL agendas and notes. Implemented new ELA Amplify curriculum - year 1. Team had several release days for collaboration and training
Metrics related to grant	Metrics related to grant	Metrics related to grant
Increase ELA and Math subgroups by at least 1%	Increase Math subgroups by percentage based on previous data	Increase ELA and Math subgroups by %age based on previous data
Evidence of increased implementation and development of conceptual flow model and grade level story lines assessments and support materials for Next Generation Science Standards Implement CAST Science Assessment and set baseline	Evidence of Phenomena based lessons Evidence of growth in achievement on CAST assessment	Continued implementation of Next Generation Science Standards instructional approaches and assessments. Vetted state released curriculum for pilot in 19-20
Evidence of awareness of CA State Framework and development of goals and unit plans	Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments	Evidence of alignment with CA State Framework through instructional approaches, unit plans, and assessments. Implemented new curriculum, Discovery Education, year 1

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1.1</p> <p>CMS will revise and update MLP My Learning Plan template and implement it into all grades to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>MLP will be placed in student e-portfolio in PowerSchool to include 2018 feedback in addition to:</p> <ul style="list-style-type: none"> • SBAC, Lexile, MAP, PE data • Grades • Work samples • Interest survey/extra curriculars 	<p>CMS revised and updated MLP My Learning Plan template and implemented it into all grades to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>MLP was placed in student e-portfolio in PowerSchool to include 2018 feedback in addition to:</p> <ul style="list-style-type: none"> • SBAC, Lexile, MAP, PE data • Work samples • Personal Learning style • Interest survey/extra curriculars 	<p>District budget for PowerSchool LMS All CMS students will have a completed MLP that they can add to over time - 9th grade and beyond</p>	<p>District budget for PowerSchool LMS All CMS students will have a completed MLP that they can add to over time - 9th grade and beyond</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Students and staff tracks progress Student reflection on goals two times a year Parent input and feedback 	<ul style="list-style-type: none"> Students and staff tracked progress Student reflected on goals two times a year Self evaluation Parent input and feedback 		
<p>1.2</p> <p>Staff will continue to use multiple measures of data to inform instruction and support all learners,</p> <ul style="list-style-type: none"> Student goal setting to include MAP data and Lexile scores MAP data SBAC data Achieve 3000 for intervention and EL classes Use of MMARS data systems 	<p>Staff continued to use multiple measures of data to inform instruction and support all learners,</p> <ul style="list-style-type: none"> Students set goals which included MAP data and <p>Lexile scores</p> <ul style="list-style-type: none"> MAP data SBAC data ELPAC Achieve3000 for intervention and EL classes Edgenuity and My Path Curriculum based rubrics and assessments 	<p>District Funds for Wednesday PD time</p> <p>100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.</p>	<p>District Funds for Wednesday PD time</p> <p>100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.</p>
<p>1.3</p> <p>Mathematics: Full implementation of CPM curriculum and demonstrate growth in targeted areas</p> <ul style="list-style-type: none"> CPM Professional learning trainings/ year 3 summer training Math intervention class Track MAP data and use scores 	<p>Mathematics: Fully implemented CPM curriculum and demonstrated growth in targeted areas</p> <ul style="list-style-type: none"> CPM Professional learning trainings were completed Math intervention class Tracked MAP data and used 	<p>District Funds Site Funds</p> <p>DoDEA Funds for Math Lab intervention class</p>	<p>District Funds Site Funds</p> <p>DoDEA Funds for Math Lab intervention class</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
to set student growth goals	<p>scores to set student growth goals</p> <ul style="list-style-type: none"> Used interactive notebooks 		
<p>1.4</p> <p>All departments will provide personalized learning opportunities for all students based on strengths and needs, personal passions, and academic interests.</p> <ul style="list-style-type: none"> All departments will maintain a list of personalized learning opportunities that will allow for student choice Students will continue to upload one piece of work from each class two times a year Research and discuss potential student passion projects 	<p>All departments provided personalized learning opportunities for all students based on strengths and needs, personal passions, and academic interests.</p> <ul style="list-style-type: none"> All departments maintained personalized learning opportunities that allowed for student choice Students uploaded at least one piece of work from each class each semester Curriculum programs provided varying opportunities for personalized learning 	Professional Development monies Department/District Funds	Professional Development monies Department/District Funds
<p>1.5</p> <p>All departments will continue to support student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC</p> <ul style="list-style-type: none"> Provide professional learning on 	<p>All departments supported student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC</p> <ul style="list-style-type: none"> Provided professional 	District Funds DoDEA Funds	District Funds DoDEA Funds

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
supporting literacy skills <ul style="list-style-type: none"> • Provide professional learning on use of Lexile data and instructional practices • Staff will implement one new literacy strategy provided by district leadership team from 2017-2018 	learning on supporting literacy skills <ul style="list-style-type: none"> • Provided professional learning on use of data and instructional practices • Staff implemented one new literacy strategy provided by district leadership team from 2017-2018-2019 		
1.6 Continue to provide professional learning opportunities via Wednesday PL time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers <ul style="list-style-type: none"> • ELA/ELD Framework training • Implement ELA/ELD curriculum • Continued math PD via CPM • Continued Arts integration • History/Social Sciences • Next Generation Science Standards • Implement PL topics and themes for 	Provided professional learning opportunities via Wednesday PL time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers <ul style="list-style-type: none"> • ELA/ELD Framework training • Implemented Amplify newly adopted Board approved curriculum ELA/ELD curriculum • Completed year 3 math PD via CPM • Continued Arts integration -year 2 • Implemented Discovery Education newly adopted Board approved curriculum 	Professional Development monies Department/District Funds DoDEA A4L grant	DoDEA A4L grant

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Wednesday PL time	History/Social Sciences <ul style="list-style-type: none"> Next Generation Science Standards - attended newly released curriculum materials PL and met with publishers All departments had at least two release days for collaboration 		
1.7 Implement Yr 2 of arts integration in grades 6-8 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> Continuation of program - teachers provide instruction to their students per last year's model. Recommendations for modifications needed noted Yr 2 of success of grant reported. 	Implemented Yr 2 of arts integration in grades 6-8 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> Continued program - teachers provided instruction to their students per last year's model. Recommended modifications were implemented successfully in Yr 2 of grant 	DoDEA A4L grant	DoDEA A4L grant
1.8 Increase percentage of socioeconomic disadvantaged students and maintain percentage for students with disabilities meeting or exceeding standards in math. <ul style="list-style-type: none"> Continue co-teaching with SPED support 	Increased percentage of socioeconomic disadvantaged students and maintain percentage for students with disabilities meeting or exceeding standards in math. <ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level 	District Funds TIIG Funds DoDEA Funds	District Funds TIIG Funds DoDEA Funds

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>at each grade level</p> <ul style="list-style-type: none"> • Provide co-teaching PL for new staff • Provide math intervention classes • Provide afterschool math intervention support/tutoring 	<ul style="list-style-type: none"> • Provided co-teaching PL for new staff • Provided math intervention class, Math Lab, and academic support classes for students with IEPs and 504s as well as general education students • provided lunch time support, as needed 		
<p>1.9</p> <p>Science: Continued implementation and development of conceptual flow model and Next Generation Science Standards integrated grade level story lines.</p> <ul style="list-style-type: none"> • Examine pilot test results for areas of focus of instruction. • Examine available instructional materials aligned with the Next Generation Science Standards. • Potential pilot of vetted curriculum. 	<p>Science: Continued implementation and development of conceptual flow model and Next Generation Science Standards integrated grade level story lines.</p> <ul style="list-style-type: none"> • Examined available instructional materials aligned with the Next Generation Science Standards. • department and grade level release days • Met with curriculum publisher to decide on pilot materials for 19-20 	District Funds	District Funds
<p>1.10</p> <p>Continued implementation and development of assessments and support materials aligned with CA State Framework for Social Studies</p>	<p>Continued implementation and development of assessments and support materials aligned with CA State Framework for Social Studies</p> <ul style="list-style-type: none"> • Implement newly adopted 	District Funds	District Funds

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Pilot social sciences curriculum • Materials have been piloted and are ready to be adopted. • Implement newly adopted curriculum throughout the 2018-19 school year • Continued implementation of curriculum aligned with CA State Framework 	<ul style="list-style-type: none"> • curriculum throughout the 2018-19 school year - Discovery Education History • Discovery Education professional learning implementation and follow up trainings • Continued implementation of curriculum aligned with CA State Framework 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

CMS seeks to ensure that communication systems among and between all shareholders are effective and valuable.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff Haiku pages Principal parent coffee agendas	Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff PowerSchool pages	Updated Website with streamlined guides to programs, resources, and events. Updates of social media page and posting of KCMS broadcast. Updated staff PowerSchool pages. Weekly Principal updates to parents a(Triton News) and staff (Wave)
Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes Survey data	Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes Survey data	Leadership team agendas and notes. Evidence of Wave and weekly Wednesday meeting agendas and notes
Parent education Night agendas and feedback	Parent education Night agendas and feedback	Parent education night agendas and feedback

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>2.1</p> <p>Continued communication between CMS staff to community will include:</p> <ul style="list-style-type: none"> Weekly principals' newsletters to parents and weekly text messages Updated website and social media pages. When needed - local news outlets (Coronado Times, Eagle Journal) Continue CMS ASB Instagram page 	<p>Continued communication between CMS staff to community will include:</p> <ul style="list-style-type: none"> Weekly principals' newsletters to parents and weekly text messages Updated website and social media pages. When needed - local news outlets (Coronado Times, Eagle Journal) PTO meetings KCMS streamed news broadcast Required parent participation at 	District and Site Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> KCMS news broadcast Required parent participation at SSC, and encourage parent participation in PTO. Classroom resources can be found on PowerSchool Parent information events Continued use of InTouch system for emergency communication 	<ul style="list-style-type: none"> SSC, and encourage parent participation in PTO. Classroom resources can be found on PowerSchool Parent information events Continued use of InTouch system for weekly information and emergency communication Continue CMS ASB Instagram page 		
<p>2.2</p> <p>Communication between CMS administration and staff will include:</p> <ul style="list-style-type: none"> CMS Leadership Team, Strategic Planning Committee, School Site Council Weekly Wave Bulletin Weekly PD agendas and notes Principal weekly "Things to Know" emails Gather staff feedback regarding PD topics End of year staff survey 	<p>Communication between CMS administration and staff will include:</p> <ul style="list-style-type: none"> CMS Leadership Team, School Site Council, other various committees Weekly Wave Bulletin Weekly PL agendas and notes Principal "Things to Know" emails Surveyed and gathered staff feedback regarding PL, bell schedules, Triton Time, school climate topics End of year staff survey 	District Funds	
<p>2.3</p> <p>Provide educational parent nights and</p>	<p>Provide educational parent nights and resources to support student success</p>	District and Site Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
resources to support student success <ul style="list-style-type: none"> • Science / NGSS Night • Character Ed/8 Keys • Social/Emotional supports • Continue Partnership events with SAFE • Develop videos to post to website on How to access PowerSchool and Synergy 	<ul style="list-style-type: none"> • Social/Emotional supports • Continue Partnership events with SAFE • Principal Coffee • Sexual Health Information • Develop videos to post to website on "How to access and use "PowerSchool and Synergy 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

CMS will provide a safe and supportive environment that values the whole child.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Reduction of D/F List</p> <p>Documentation of goals in student PEP</p> <p>Increase of students achieving at standard</p> <p>Math/ELA support classes MAP data increases</p> <p>Development of documentation of MTSS used by Student Support Team</p>	<p>Documentation of goals in student MLP Increase of students achieving at standard</p> <p>Math/ELA support classes MAP data increases</p> <p>Implementation of MTSS process used by Student Support Team</p>	<p>Documentation of goals in student PEP (MLP) Increase of students achieving at standard</p> <p>Math/ELA support classes MAP data increases</p> <p>Implementation of MTSS document used by Student Support Team</p> <p>Use of SST and Beyond</p>
<p>Entire staff training on 8 Keys of Excellence</p> <ul style="list-style-type: none"> 2017 California Healthy Kids Survey data Evidence on campus events and programs that support student health, connectedness and safety programs % of students without staff/student connection 	<p>Full staff implementation of 8 Keys of Excellence</p> <ul style="list-style-type: none"> Evidence on campus events and programs that support student health, connectedness and safety programs Track % of students without staff/student connection 	<ul style="list-style-type: none"> On campus events and programs during lunch and after school that support student health, connectedness and safety 90- 100 % of students with staff/student connection as measure on the shared connections document Lunch time clubs and collaboration with Coronado SAFE
<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>Documentation of feedback/input Site Council will approve following year plan by May 2018</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>All staff and students will be trained on run, hide, fight procedures</p> <p>Documentation of feedback/input</p> <p>Site Council will approve following year plan by May 2019</p>	<p>Site held 3 fire drills, 2 lockdown drills and 1 earthquake drill</p> <p>Staff provided with information and opportunity for feedback/input on emergency procedures</p> <p>Site Council approved following year safety plan by May 2019</p>
MAP data	ELPAC data	ELPAC data documented and reviewed

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC data Achieve 3000 Lexile level data	MAP data SBAC data Achieve 3000 Lexile level data	MAP data documented and reviewed SBAC data documented and reviewed Achieve 3000 Lexile level data documented and reviewed
Monthly communication reminders regarding importance of attendance via newsletter and website Increase attendance at P2 to 98.4% Decrease chronic absenteeism, by at least 1.0 to 13.2%.	Increase attendance at P2 to 97.5% Maintain or decrease chronic absenteeism	Attendance increased by .1 at 97.6%
Overall decreased referral rate for all students by 3% Decreased suspension rate percentage for socioeconomically disadvantaged students, students with disabilities and Hispanic students Decreased referrals	Metrics based on 17-18 data Continue to decrease overall referral rate for all students by 1% Decreased suspension rate percentage for socioeconomically disadvantaged students and students from two races	Metrics based on end of year 18-19 data

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>3.1</p> <p>Continue to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)</p> <ul style="list-style-type: none"> Homework Club Intervention classes: Literacy Lab, Math Lab, Academic Lab for all grades SpEd Academic Support classes at each grade level SST and Beyond program implementation Implement MTSS process to support 	<p>Continued to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)</p> <ul style="list-style-type: none"> Homework Club Intervention classes: Literacy Lab, Math Lab, Academic Lab for all grades tracked students and moved to intervention supports, as needed Used SBAC, MAP, grades data regularly SpEd Academic Support classes at each grade level 	<p>TIIG Funds DoDEA Funds SPED Funds Coronado City Funds</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students in need of intervention</p> <ul style="list-style-type: none"> Develop/plan after school classes for intervention and enrichment Implement best practices for providing student reflection and feedback opportunities 	<ul style="list-style-type: none"> SST and Beyond program implemented Developing MTSS process to support students in need of intervention. Beginning steps Tracked M3 grant students Implemented best practices for providing student reflection and feedback opportunities 		
<p>CMS will continue to provide a safe and supportive environment that values character education, inclusion, and student connectedness</p> <ul style="list-style-type: none"> Administer California Healthy Kids Survey in grade 7 Full staff implementation of 8 Keys of Excellence Student character education assemblies Collaborate with SAFE to provide programs about student safety and health Continued awareness of digital safety Revise implementation for students to easily report concerns 	<p>CMS continued to provide a safe and supportive environment that values character education, inclusion, and student connectedness</p> <ul style="list-style-type: none"> Administered California Healthy Kids Survey in grade 7 Full staff implementation of 8 Keys of Excellence Implemented advisory (Triton Time) twice a month Student character education assemblies Collaborated with SAFE to provide programs about student safety and health - twice a month lunch activities celebrated screen free 	District and Site Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Student Success Team • Continue and monitor staff/student connections list • Implement advisory time • Increase club opportunities to support passions 	<ul style="list-style-type: none"> • week, mental health wee, kindness week, and other annual events with lunch activities and messages via KCMS broadcast • Continued awareness of digital safety • Utilized anonymous reported student concerns form • Student Success Team • Continued documenting staff/student connections • Increased club opportunities to support interests and need • full time clinical counselor 		
<p>3.3</p> <p>Continue to update CMS safety plan and hold appropriate safety drills annually</p> <ul style="list-style-type: none"> • Vet plan with School Site Council • Implement practice drills in conjunction with community safety authorities to determine needs • Implement feedback and outcome from previous years. 	<p>Continued to update CMS safety plan and hold appropriate safety drills annually</p> <ul style="list-style-type: none"> • Vetted plan with School Site Council • Implemented practice drills in conjunction with community safety authorities to determine needs • Implemented feedback and outcome from previous years. • Determined need for additional 	District Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Determine need for additional supports which may be helpful or necessary. Hold run, hide, fight trainings for staff and students Organize a staff safety team 	<ul style="list-style-type: none"> supports which may be helpful or necessary. Held safety information trainings for staff and students Hired a campus security assistant 		
<p>English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continue to improve reading, writing, speaking, and listening skills in English to be college and career ready</p> <ul style="list-style-type: none"> Increase ELA growth percentage of RFEP students Provide EL class and track MAP and Achieve 3000 data Share the plan/documentation to track RFEP students MAP and Achieve 3000 data Professional Learning for best ELL teaching practices Research ways to provide electives opportunities for EL students Provide scaffolded or native-language documents if available 	<p>English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continued to improve reading, writing, speaking, and listening skills in English to be college and career ready</p> <ul style="list-style-type: none"> Increased ELA growth percentage of RFEP students Provided EL class and track MAP and Achieve 3000 data Shared the plan/documentation to track RFEP students MAP and Achieve 3000 data Professional Learning for best ELD teaching practices Provide scaffolded or native-language documents when available 	District Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>3.5</p> <p>Continue to monitor attendance daily and to provide reward incentives for positive attendance</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. • Continue to provide Saturday School and Make – up Day opportunities • Continue Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) 	<p>Continued to monitor attendance daily</p> <ul style="list-style-type: none"> • Determined need for additional supports which may be helpful or necessary. • Continue to provide Saturday School and Make – up Day opportunities • Continued to educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) • Formed an attendance action team • Implemented tardy tracking system - site wide 	District Funds	
<p>3.6</p> <p>Continue to monitor referrals and suspension rates</p> <ul style="list-style-type: none"> • Implement revised/new systems • Implement restorative justice training • Determine need for additional supports which may be helpful or necessary. • Gather feedback on systems 	<p>Continued to monitor referrals and suspension rates</p> <ul style="list-style-type: none"> • Implemented revised/new systems - SIP Student Intervention Plan • Beginning steps in implementing restorative practices • Attended district MTSS workshops and began initial steps for CMS plan 	District and Site Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • Determined need for additional supports which may be helpful or necessary. • Gathered feedback on systems 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
General Fund	\$97,842.00	97,842.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- Karin Mellina School Principal
- Ananda Dejarnette, Alison Keehan, Elizabeth Wetz,Kristina Byrd, Jennifer Landry Classroom Teachers
- Dollyanne Hutchins Other School Staff
- Amy Youngblood, Rachael Rosenbloom, Alejandra Cortez, Roelof Roos Parent or Community Members
- Jack Frances,Sienna Fragale, Andreana Frangos,Sophie Allen Secondary Students

Name of Members	Role
-----------------	------

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.