



2017-20 LCAP Summary

Coronado Middle School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

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

Site Strategy: CMS staff will access a variety of professional learning opportunities throughout the year. We will develop 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, pilot ELA curriculum, dig into understanding the new history frameworks, implement our new arts integration program, and continue to integrate NGSS in science.

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, Haiku 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 and implement the 8 Keys of Excellence. Additionally, CMS will provide intervention classes in math and ELA and provide supports for targeted student subgroups.

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

- Implementation of Common Core curriculum across all departments and grade levels
- Year 1 implementation of math - CPM
- Continued integration and implementation of NGSS
- Successful implementation of co-teaching model
- Use of MAP and SBAC data to track student growth,
- Providing students with personalized learning choices
- Collaborative department team work and planning
- Weekly sharing of best practices
- Supportive leadership team
- Dissemination of information to staff
- Implementation of Hybrid PE
- implementation of CMS Vision and growth mindset
- Smarter Balanced data
 - ELA CAASPP 7th grade 78% - 2% increase
 - ELACAASPP 8th grade 79% - 2% increase
 - Math CAASPP 7th grade 73% - 9% increase
 - Math CAASPP 8th grade 65% - 10% increase
- consistent use of Haiku to provide students and parents with curriculum and information,
- weekly parent updates,
- Updated CMS website and social media sites
- Staff Wave weekly updates
- Provided 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.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- Increase performance of students with disabilities and socioeconomically disadvantaged in English language arts and math.
- Decrease suspension rate for students with disabilities, Hispanic and socioeconomically disadvantaged
- Increase performance of English Learners in ELA
- Increased parent involvement in parent events
- Implement additional character education opportunities and social/emotional supports and programs
- Professional development to support new standards, Social Science Frameworks, NGSS, Arts Integration

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

- Socioeconomically disadvantaged student scores on Math CAASPP
- ELA 6th grade 72% - 5% decline
- Math 6th grade 59% - 1% decline
- Increases in suspension rate for socioeconomically disadvantaged and Hispanic students, and students overall

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the site will increase or improve services for low-income students, English learners, and foster youth.

CMS is 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. 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 Engagement LCAP Year 2017-18

Annual Update/Involvement process for your site Strategic Plan/LCAP

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) and (TLT) Triton Leadership Team (comprising department chairs and staff members) met six times over the course of school year 2016-17 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 23, 2017 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 2017-18 school year?

Key actions and goals were conceived and developed through SSC and TLT meetings, with input from staff, students, and parents

Goals, Actions, & Services 2017-20

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

Identified Need:	<ul style="list-style-type: none"> • 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. • Increased support to students with disabilities and socioeconomically disadvantaged is needed in English language arts and math.
-------------------------	--

Goal 1/Learning: Key Actions and Services									
Goal/Step	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
1.1	<p>CMS will create a personalized education plan (PEP) template and pilot it with 50% of grade 7 students to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>PEP via e-portfolio feature in Haiku learning management system to include:</p> <ul style="list-style-type: none"> • SBAC, Lexile, MAP, PE data • Grades • Work samples • Interest survey/extra curriculars • Self-rating scales • Students and staff tracks progress 			<p>CMS will revise and update PEP template and implement it into grades 7 and 8 to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>PEP via e-portfolio feature in Haiku learning management system 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 • Self-rating scales • Students and staff tracks progress 			<p>All CMS students will utilize the PEP template to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>PEP via e-portfolio feature in Haiku learning management system to include 2019 feedback in addition to:</p> <ul style="list-style-type: none"> • SBAC, Lexile, MAP, PE data • Grades • Work samples • Interest survey/extra curriculars • Self-rating scales • Students and staff tracks progress • Student reflection on goals two times a year • Parent input and feedback 		

	<ul style="list-style-type: none"> • Student reflection on goals two times a year • Parent input and feedback 	<ul style="list-style-type: none"> • Student reflection on goals two times a year • Parent input and feedback 	
Students Served	All <input checked="" type="checkbox"/> Military ___ EL/RFEP ___ Homeless/Foster Youth ___ Low Income ___ SWD ___ Specific Student Group (xx) ___		
Budget Amount and Source	District budget for Haiku LMS	District budget for Haiku LMS	District budget for Haiku LMS
Expected Outcomes/Metrics Baseline: 100% of grade 6-8 students have a paper-based PEP.	50% of 7th grade students will have a completed PEP that they can add to over time - in 8th grade and beyond. <u>16-17:</u> Paper-based PEP for 100% of CMS students	All 7th and 8th grade students will have a completed PEP that they can add to over time - in 8th, 9th grade and beyond <u>17-18:</u> e-portfolio PEP for 100% of CMS 7th grade students	All students will have a completed PEP that they can add to over time <u>18-19:</u> e-portfolio PEP for 100% of CMS 7th and 8th grade students
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.2	Staff will use multiple measures of data to inform instruction and support all learners <ul style="list-style-type: none"> • Staff PD time to be trained on how to use data • Staff PD time to look at data and gather information about student needs 	Staff will continue to use multiple measures of data to inform instruction and support all learners, <ul style="list-style-type: none"> • Student goal setting with MAP data and Lexile scores • MAP data • SBAC data • Use of Achieve 3000 	Staff will continue to use multiple measures of data to inform instruction and support all learners, <ul style="list-style-type: none"> • Student goal setting with MAP data and Lexile scores • MAP data • SBAC data • Use of Achieve 3000

	<ul style="list-style-type: none"> • Student goal setting with MAP data and Lexile scores • MAP data • SBAC data • Use of Achieve 3000 		
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds for Wednesday PD time	District Funds for Wednesday PD time	District Funds for Wednesday PD time
Expected Outcomes/ Metrics Baseline 16-17: 100% of teachers assessed MAP and SBAC data at one staff mtg	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.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.3	<p>Mathematics: Continued implementation of CPM curriculum and maintain or increase number of students meeting or exceeding standards on CAASPP SBAC by targeting specific subgroups and skills areas of need</p>	<p>Mathematics: Full implementation of CPM curriculum and demonstrate growth in targeted areas</p> <ul style="list-style-type: none"> • CPM Professional development trainings • Math intervention class 	<p>Mathematics: Full implementation of CPM curriculum and demonstrate growth in targeted areas</p> <ul style="list-style-type: none"> • CPM Professional development trainings • Math intervention class

	<ul style="list-style-type: none"> • CPM Professional development trainings • Math intervention class • Track MAP data and use scores to set student growth goals • Continue implementation of NGSS • Explore new HSS framework. 	<ul style="list-style-type: none"> • Track MAP data and use scores to set student growth goals 	<ul style="list-style-type: none"> • Track MAP data and use scores to set student growth goals
Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds Site Funds	District Funds Site Funds	District Funds Site Funds
Expected Outcomes/Metrics Baseline: <u>15-16 SBAC:</u> % Met/Exceeded in Math Overall: 63% 6th grade: 59% 7th grade: 73% 8th grade: 65%	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
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

<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 develop a list of personalized learning opportunities that will allow for student choice • Use of available district tech resources such as Compass Learning, Achieve 3000, etc. 	<p>All departments will continue to provide personalized learning opportunities for all students based on strengths and needs, personal passions, and academic interests.</p> <ul style="list-style-type: none"> • Research and develop a grade level semester or yearlong project • All departments will maintain a list of personalized learning opportunities that will allow for student choice • Students with e-portfolio PEP will upload one piece of work from each class 	<p>All departments will continue to provide personalized learning opportunities for all students based on strengths and needs, personal passions, and academic interests.</p> <ul style="list-style-type: none"> • Implement a grade level semester or yearlong project • All departments will maintain a list of personalized learning opportunities that will allow for student choice • Students with e-portfolio PEP will upload one piece of work from each class
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>Professional Development monies Department/District Funds</p>	<p>Professional Development monies Department/District Funds</p>	<p>Professional Development monies Department/District Funds</p>

<p>Expected Outcomes/Metrics</p> <p>Baseline 16-17:</p> <p>All departments have started a personalized list of opportunities.</p> <p>One department provided one student choice project or assessment</p>	<p>All departments maintain a list of personalized learning opportunities</p> <p>Each department will provide at least one student choice project or assessment</p> <p>Evidence will be based on student product</p>	<p>Documentation of grade level project ideas</p> <p>All departments continue maintain a list of personalized learning opportunities and assessment opportunities</p> <p>Each department will provide at least one student choice project or assessment</p> <p>Evidence will be based on student product</p>	<p>Grade level project evidence</p> <p>All departments continue maintain a list of personalized learning opportunities and assessment opportunities</p> <p>Each department will provide at least one student choice project and assessment</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>1.5</p>	<p>All departments will support student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC</p> <ul style="list-style-type: none"> • Increase the number of students with disabilities meeting or exceeding standards on CAASPP - SBAC • Provide professional development on supporting literacy skills across disciplines • Provide professional development on use of Lexile data and Achieve 3000 • Explore CCSS aligned ELA curricula. 	<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 development on supporting literacy skills • Provide professional development on use of Lexile data and Achieve 3000 	<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 development on supporting literacy skills • Provide professional development on use of Lexile data and Achieve 3000

	<ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level 		
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds DoDEA Funds	District Funds DoDEA Funds	District Funds DoDEA Funds
Expected Outcomes/Metrics Baseline Spring 2016: % Overall ELA Met/Exceeded: 77% 6th grade: 72% 7th grade: 78% 8th grade: 79%	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: Increase % of 6th grade students will meet or exceed standards on ELA SBAC Increase % of 7th grade students will meet or exceed standards on ELA SBAC Increase % of 8th grade students will meet or exceed standards on ELA SBAC	By June 2020: Increase % of 6th grade students will meet or exceed standards on ELA SBAC Increase % of 7th grade students will meet or exceed standards on ELA SBAC Increase % of 8th grade students will meet or exceed standards on ELA SBAC

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.6	<p>Provide professional learning opportunities via Wednesday PD time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers</p> <ul style="list-style-type: none"> • ELA/ELD Framework training • Pilot ELA curriculum • Continued math PD via CPM • Arts integration • History/Social Sciences frameworks • Next Generation Science Standards • Gather PD topics and themes for Wednesday PD time 	<p>Continue to provide professional learning opportunities via Wednesday PD time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers</p> <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 pilot • Next Generation Science Standards • Implement PD topics and themes for Wednesday PD time 	<p>Continue to provide professional learning opportunities via Wednesday PD time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers</p> <ul style="list-style-type: none"> • Full implementation of math CPM • Continued Arts integration • Implement History/Social Sciences curriculum • Pilot Next Generation Science Standards materials
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	DoDEA A4L grant	DoDEA A4L grant	DoDEA A4L grant
Expected Outcomes/ Metrics Baseline16-17: PD	Evidence of PD agendas and notes Pilot outcomes 2 release days per year	Evidence of PD 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

meetings are held 1 time per month, each teacher has at least 1 release day per year			
--	--	--	--

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.7	Implement Yr 1 of arts integration in grades 6-8 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> • Introduction of program where DODEA grant instructors engage in partner work with classroom teachers to introduce and implement curriculum. Year 1 of grant success noted and reported 	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. 	Implement Yr 3 of arts integration in grades 6-8 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> • Additions or modifications may be made to program based upon how the program was fully implemented during Year 2. • Recommendations for next steps and future success for program noted and next steps determined
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	DoDEA A4L grant	DoDEA A4L grant	DoDEA A4L grant
Expected Outcomes/ Metrics	Metrics related to grant	Metrics related to grant	Metrics related to grant

<p>Baseline: 59.84% of CUSD teachers report being unfamiliar with CA Visual and Performing Arts Standards (per fall 2015 survey). Teachers self-reported that they do not have a comfort level teaching neither discrete nor integrated arts (per fall 2015 survey).</p>			
---	--	--	--

	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>1.8</p>	<p>Increase percentage of socioeconomic disadvantaged students in math and students with disabilities in math and ELA</p> <ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level 	<p>Increase percentage of socioeconomic disadvantaged students in math and students with disabilities in math and ELA</p> <ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level 	<p>Increase percentage of socioeconomic disadvantaged students in math and students with disabilities in math and ELA</p> <ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level Provide math and ELA intervention classes

	<ul style="list-style-type: none"> • Provide math and ELA intervention classes • Research afterschool intervention support 	<ul style="list-style-type: none"> • Provide math and ELA intervention classes <p>Research afterschool intervention support</p>	Research afterschool intervention support
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds TIIG Funds DoDEA Funds	District Funds TIIG Funds DoDEA Funds	District Funds TIIG Funds DoDEA Funds
Expected Outcomes/ Metrics Baseline Spring 2016 SBAC: ELA Students with Disability All grades 34% Math Students with Disability All grades 29% Math Socio economically disadvantaged Students All grades 49%	Increase ELA and Math subgroups by at least 1%	Increase ELA and Math subgroups by %age based on previous data	Increase ELA and Math subgroups by %age based on previous data

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
--	-------------------------------	------------------------	------------------------

<p>1.9</p>	<p>Science: Integrate and implement and develop conceptual flow model and grade level story lines, assessment and support materials for Next Generation Science Standards.</p>	<p>Science: Continued implementation and development of conceptual flow model and grade level story lines, 3 dimensional assessments and support materials for Next Generation Science Standards with supports/modifications to provide access to the curriculum for all learners. Examine pilot test results for areas of focus of instruction</p>	<p>Full implementation of NGSS instructional approaches and assessments</p>
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>District Funds</p>	<p>District Funds</p>	<p>District Funds</p>
<p>Expected Outcomes/ Metrics Baseline: CMS has been teaching integrating NGSS lessons since 2012-13</p>	<p>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</p>	<p>Evidence of 3 dimensional assessments aligning with grade level story lines Evidence of Phenomena based lessons Evidence of growth in achievement on CAST assessment</p>	<p>Evidence of full implementation of Next Generation Science Standards instructional approaches and assessments Evidence of growth in achievement on CAST assessment</p>

	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
--	--	--	--

<p>1.10</p>	<p>Social Science: Explore first stages of alignment with CA State Framework for Social Studies through development of goals and unit plans</p> <ul style="list-style-type: none"> • Research social sciences curriculum 	<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"> • Pilot social sciences curriculum 	<p>Implementation of curriculum aligned with CA State Framework</p>
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>District Funds</p>	<p>District Funds</p>	<p>District Funds</p>
<p>Expected Outcomes/ Metrics Baseline 16/17: New frameworks have been read and teachers have begun discussing. Team Mtg with SDCOE history coordinator</p>	<p>Evidence of awareness of CA State Framework and development of goals and unit plans</p>	<p>Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments</p>	<p>Evidence of alignment with CA State Framework through instructional approaches, unit plans, and assessments</p>

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
Identified Need:	<ul style="list-style-type: none"> • Increase parent involvement at parent events • Increase parent awareness of site events and resources

Goal 2/Communication: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
2.1	Communication between CMS staff to community will include: <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 (eCoronado, Eagle Journal) • Implement a CMS ASB Instagram page • KCMS news broadcast 			Continued communication between CMS staff to community will include: <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 (eCoronado, Eagle Journal) • Continue CMS ASB Instagram page • KCMS news broadcast 			Continued communication between CMS staff to community will include: <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 (eCoronado, Eagle Journal) • Continue CMS ASB Instagram page • KCMS news broadcast • Required parent participation at SSC, and encourage parent participation in PTO. • Classroom resources can be found on Haiku 		

	<ul style="list-style-type: none"> Required parent participation at SSC, and encourage parent participation in PTO. Classroom resources can be found on Haiku Parent information events Implement Principal coffee 3 times a year Use of InTouch system for emergency communication Work with district to provide new families with a buddy family 	<ul style="list-style-type: none"> Required parent participation at SSC, and encourage parent participation in PTO. Classroom resources can be found on Haiku Parent information events Continue Principal coffee 3 times a year Continued use of InTouch system for emergency communication 	<ul style="list-style-type: none"> Parent information events Continue Principal coffee 3 times a year Continued use of InTouch system for emergency communication
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District and Site Funds	District and Site Funds	District and Site Funds
Expected Outcome s/Metrics <u>Baseline</u> 16-17: Weekly parent updates and Facebook postings	<p>Updated Website with streamlined guides to programs, resources, and events</p> <p>Updates of social media page and posting of KCMS broadcast</p> <p>Updated staff Haiku pages</p> <p>Principal parent coffee agendas</p>	<p>Updated Website with streamlined guides to programs, resources, and events</p> <p>Updates of social media page and posting of KCMS broadcast</p> <p>Updated staff Haiku pages</p> <p>Principal parent coffee agendas</p>	<p>Updated Website with streamlined guides to programs, resources, and events</p> <p>Updates of social media page and posting of KCMS broadcast</p> <p>Updated staff Haiku pages</p> <p>Principal parent coffee agendas</p>

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.2	<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 • Survey staff regarding effectiveness of communication 	<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 • Gather staff feedback regarding PD topics • 	<p>Communication between CMS administration and staff will include:</p> <ul style="list-style-type: none"> • Implement staff feedback regarding PD topics • CMS Leadership Team, Strategic Planning Committee, School Site Council • Weekly Wave Bulletin • Weekly PD agendas and notes
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcome s/Metrics <u>Baseline</u> 16-17: Weekly Wave and Leadership agendas and notes	<p>Leadership team agendas and notes</p> <p>Evidence of Wave and weekly PD agendas and notes</p> <p>Survey data</p>	<p>Leadership team agendas and notes</p> <p>Evidence of Wave and weekly PD agendas and notes</p>	<p>Leadership team agendas and notes</p> <p>Evidence of Wave and weekly PD agendas and notes</p>

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.3	Provide educational parent nights and resources to support student success <ul style="list-style-type: none"> • Math Night • Character Education • Social/Emotional supports • Partnership events with SAFE • Develop videos to post to website on How to access Haiku and Synergy 	Provide educational parent nights and resources to support student success <ul style="list-style-type: none"> • Science / NGSS Night • Character Education • Social/Emotional supports • Continue Partnership events with SAFE 	Provide educational parent nights and resources to support student success <ul style="list-style-type: none"> • ELA and History Night • Character Education • Social/Emotional supports • Continue Partnership events with SAFE
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District and Site Funds	District and Site Funds	District and Site Funds
Expected Outcome s/Metrics <u>Baseline</u> <u>16-17:</u> 3 educational parent night events	Parent education Night agendas and feedback	Parent education Night agendas and feedback	Parent education Night agendas and feedback

Goal 3: Support	Maintain safe and supportive schools where students and staff thrive.
Site Strategy:	CMS will provide a safe and supportive environment that values the whole child
Identified Need:	<ul style="list-style-type: none"> • 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

Goal 3/Support: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
3.1	CMS will provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents) <ul style="list-style-type: none"> • Homework Club • Intervention classes: Literacy Lab, Academic Lab, Math Lab • Academic Support classes at each grade level 			Continue to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents) <ul style="list-style-type: none"> • Homework Club • Intervention classes: Literacy Lab, Academic Lab, Math Lab • Academic Support classes at each grade level 			Continue to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents) <ul style="list-style-type: none"> • Homework Club • Evaluate Intervention classes: Literacy Lab, Academic Lab, Math Lab • Academic Support classes at each grade level • Implement MTSS document to track students in intervention course 		

	<ul style="list-style-type: none"> Develop an MTSS document to track students in intervention course Research best practices for providing student reflection and feedback opportunities 	<ul style="list-style-type: none"> Implement MTSS document to track students in intervention course Develop a plan after school classes for intervention and enrichment Implement best practices for providing student reflection and feedback opportunities 	<ul style="list-style-type: none"> Implement a plan after school classes for intervention and enrichment Refine and implement best practices for providing student reflection and feedback opportunities
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	TIIG Funds DoDEA Funds SPED Funds Coronado City Funds	TIIG Funds DoDEA Funds SPED Funds Coronado City Funds	TIIG Funds DoDEA Funds SPED Funds Coronado City Funds
Expected Outcome s/Metrics <u>Baseline 16-17:</u> 3 sections of intervention on master schedule	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 PEP Increase of students achieving at standard Math/ELA support classes MAP data increases Implementation of MTSS document 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
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

<p>3.2</p>	<p>CMS will provide a safe and supportive environment that values character education, inclusion, and student connectedness</p> <ul style="list-style-type: none"> • Student character education assemblies • Collaborate with SAFE to provide programs about student safety and health • Increase awareness of digital safety • Implement 8 Keys of Excellence • Review Ca. Healthy Kids Survey data • Develop plan for students to easily report concerns • Student Success Team • Continue and monitor staff/student connections list 	<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"> • California Healthy Kids Survey in grade 7 • Full staff implementation of 8 Keys of Excellence 	<p>CMS will continue to provide a safe and supportive environment that values character education, inclusion, and student connectedness</p>
<p>Students Served</p>	<p>All__X_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___</p>		
<p>Budget Amount and Source</p>	<p>District and Site Funds</p>	<p>District and Site Funds</p>	<p>District and Site Funds</p>
<p>Expected Outcome s/Metrics</p>	<p>Entire staff training on 8 Keys of Excellence</p> <ul style="list-style-type: none"> • 2017 California Healthy Kids Survey data 	<p>Full staff implementation of 8 Keys of Excellence</p>	

<p>Baseline 15/16: 2 character education assemblies 90% of students with a staff connection, 1 Challenge Day, 5 lunchtime character education events</p>	<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 		
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.3</p>	<p>CMS will update its safety plan using new template 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 what's working and what needs to be refined Develop a plan for staff and/or community feedback Make needed changes to plan 	<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. Determine need for additional supports which may be helpful or necessary. 	<p>Continue to fully develop CMS Safety Plan</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.

Students Served	All ___X___ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___					
Budget Amount and Source	District Funds		District Funds		District Funds	
Expected Outcome s/Metrics Baseline 16-17: 5 drills held this year	Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year Documentation of feedback/input Site Council will approve following year plan by May 2018		Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year Documentation of feedback/input Site Council will approve following year plan by May 2019		Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year Documentation of feedback/input Site Council will approve following year plan by May 2020	
	New Modified Unchanged		New Modified Unchanged		New Modified Unchanged	
3.4	English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking, and listening skills in English to be college and career ready <ul style="list-style-type: none"> ● Provide EL class and track MAP and Achieve 3000 data ● Develop a plan/documentation to track RFEP students MAP and Achieve 3000 data 		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		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	

Students Served	All___ Military___ EL/RFEP_X___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcome s/Metrics Baseline 16-17: EL students making at least 1 yr growth per CELDT: 100% RFEP rate: 63.6%	MAP data SBAC data Achieve 3000 Lexile level data	ELPAC data MAP data SBAC data Achieve 3000 Lexile level data	ELPAC data MAP data SBAC data Achieve 3000 Lexile level data

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	Continue to monitor daily attendance and implement interventions and increase communication and awareness regarding impact and importance of attendance	Continue to monitor attendance daily and to provide reward incentives for positive attendance	Continue to monitor attendance daily and to provide reward incentives for positive attendance <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years.

	<ul style="list-style-type: none"> • Revise current supports that are in place and develop additional supports • Update ISC documentation regarding attendance • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) 	<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. 	<ul style="list-style-type: none"> • Determine need for additional supports which may be helpful or necessary.
Students Served	All <u>X</u> Military ___ EL/RFEP ___ Homeless/Foster Youth ___ Low Income ___ SWD ___ Specific Student Group (xx) ___		
Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcome s/Metrics <u>Baseline</u> 15-16: P2 at attendance: 97.9% Chronic Absenteeism: 14.2%	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%. Karin, you need to set metrics for the % you will improve your attendance and chronic absenteeism. For attendance, about .5% per year is enough, and for 19-20 you might just say "maintain".	Maintain attendance Decrease chronic absenteeism by 1.0 based on 17-18	Maintain attendance Decrease chronic absenteeism by 1.0 based on 18-19

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	<p>Research behavior systems to support students and reduce referrals and suspensions</p> <ul style="list-style-type: none"> Review current systems Attend restorative justice training Provide resources for teachers Research alternative behavioral consequences Decrease number of students on citizenship ineligibility list 	<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>Continue to monitor referrals and suspension rates</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.
Students Served	All_X__ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income_X__SWD___ Specific Student Group (xx)_X__		
Budget Amount and Source	District and Site Funds	District and Site Funds	District and Site Funds
Expected Outcomes/ Metrics Baseline 15-16: # of referrals Total =292 6 th – 68 7 th – 83 8 th - 141	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	Metrics based on 18-19 data