

Carmel Middle School's School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carmel Middle School	27659876026033	9.8.20	9.30.20

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to set schoolwide goals to improve the effectiveness of meeting the needs of students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Based on data and stakeholder input we have designed this year's SPSA to align with LCAP, federal, state and local programs to ensure that all students are prepared for the rigors of high school, college, career, and global citizenship.

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

Teachers, counselors, parents, and the evaluation of student data and alignment with district goals were all used as part of the process for identifying goals for this year's SPSA.

Meeting groups/dates include:

School Reopening Mtgs: 6/15 - 6/18 - School Site and District Leadership Teams
 CUSD Administrative Town Hall: 6/25 - Mtg. to discuss reopening plans with CUSD parents
 Master Schedule Staff Mtg: 7/16 - Staff input on Master Schedule and Goals for 2020-21
 PTO Executive Board and Parent Input Mtg: 7/27
 CMS Town Hall Mtg: 7/29
 CMS Leadership Team Mtg: 8/5 - Final input and approval of goals
 CMS PTO/SSC Meeting: 9/8 - Approval of SPSA

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students engage in challenging, innovative, and relevant learning experiences in the online/distance learning environment that prepare them for high school, college, career, and global citizenship.

Identified Need

Provide a rigorous, meaningful, engaging educational experience in the online, distance learning platform that ensures continuity of learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased person to person engagement in online teaching platform.	2019-20 distance learning featured minimal person to person teaching with approximately 40% of all sessions featuring live instruction.	100% of classes will include person to person live instruction for a designated minimum number of instructional minutes.
Increased live instructional minutes for the 2020-21 online platform.	2019-20 distance learning had no requirement for live instructional minutes.	Each class will meet a minimum requirement of 30% live instructional minutes or 15 minutes per session. An expected outcome is that teachers will likely exceed minimum requirements.
Provide opportunities for student choice and flexibility embedded within 2020-21 master schedule.	In previous years students were required to maintain a 7 period day.	Students will be provided with multiple options to create their own schedule including an academic course only track, an academic plus one elective track, or an academic plus two elective track. Students were also offered opportunities to engage in PE through a variety of programs including a zero period option, independent

		study option, or regularly scheduled online classes.
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development time will be dedicated to the development and improvement of online learning with a focus of live engagement and student/teacher interaction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1.6 Instructional Coaching	C&I/General Fund

Goal 2

All students engage in social emotional learning opportunities to address their social emotional and mental health during distance learning.

Identified Need

Students need opportunities for social emotional interaction and connection with teachers, counselors, and peers especially in light of restrictions caused by COVID pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey	We were unable to complete a survey at the end of last year, but heard from numerous	90% of students will report a drop in levels of depression and anxiety.

	parents about the number of students with high levels of anxiety and depression due to the pandemic.	90% of students will report a feeling of connection to a minimum of one adult on campus.
Parent survey	We were unable to complete a survey at the end of last year, but heard from numerous parents about the number of students with high levels of anxiety and depression due to the pandemic.	90% of parents will report a drop in levels of depression and anxiety in their student(s).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development time will be dedicated to the continued implementation of Character Strong curriculum, an advisory curriculum designed to address the social emotional needs of all middle school students. Implementation for the 2020-21 school year will focus on embedding elements of CS curriculum into regular lessons. If the school transitions to a hybrid model an pilot program for 6th grade students will be implemented with lessons occurring once each week at a minimum. Opportunities for implementation at the upper grade levels will be examined as scheduling allows.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$20,000	Professional Development, training, and curriculum costs funded through C&I and CMS Site Funds

Goal 3

Provide enhanced, personal services to students with special needs and EL population.

Identified Need

Based on achievement data, CMS continues to work to address the achievement gap between EL students and students with special needs (students with an IEP) and the general population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual School Achievement & GPA analysis	Significant gaps between EL/SpEd achievement and general population	Reduction in the identified gap in school achievement as noted in overall GPA and class grades with a particular focus.
Standardized Testing	Significant gaps between EL/SpEd achievement and general population	Improvement in standardized test scores indicating a minimum 10% increase in EL/SpEd achievement in year to year data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup populations specifically identified as SpEd and EL/RFEP students

Strategy/Activity

Provide enhanced personal services in the distance ed, hybrid, and full return models of school to SpEd and EL populations through improved caseload management, increased levels of student support, and assignment of teachers in a flexible manner.

In Special Education, all teachers will be provided a workload increase from 1.0 to 1.2 FTE. An additional SpEd teacher will be hired with a .6 FTE allocation. The net gain from this increase is 1.0 FTE credentialed SpEd employees allowing teachers to share caseload management, create tiered, small group instructional opportunities while establishing stronger relationships with students and families. In addition, SpEd services will continue to support a 1.0 FTE SpEd aide assigned to each grade level and an additional .6 aide assigned as a roving aide available to help in various grade levels. The additional support will help enhance personal services and assist in closing the achievement gap.

Our EL/RFPE program will also include improved services. Our EL teacher will be assigned open periods allowing her to regularly engage in classes on an as needed basis across three grade levels. The redistribution of teaching assignments provides the teacher with an opportunity to provide more personal service and monitoring of our EL and RFEP populations, providing support and communicating with families in a streamlined manner. In addition, the EL teacher will work directly with an EL aide to provide small group instruction and ensure in-class engagement in the distance ed, hybrid, and regular environments. These new supports will improve educational achievement for our EL and RFEP populations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
TBD - Based on New Hiring	District General Fund