

School Year: [2019-20]

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Carmel Middle School	27659876026033	5.13.19	6.5.19

## 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

Throughout the year administration engages a variety of stakeholders in an effort to establish goals. These groups include school and office staff, Principal's Advisory Committee, PTO, LCAP, SSC, and students and parent surveys. PTO Meeting Dates: Sept 5, Oct 3, Nov 7, Dec 5, Jan 9, Feb 6, March 6, April 3, May 8

## 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 to prepare them for high school, college, career and global citizenship.

### Identified Need

Provide a rigorous, meaningful and engaging educational experience for all students, regardless of demographics with an emphasis on the design and expansion of Project Based Learning, Authentic Learning Experiences, and Cross Curricular opportunities. This has been a focal point of professional development and CMS is currently moving into year 3 of a 3 year implementation plan originally established in 2017-18. (2017/18 - 2019/20).

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Continued growth and expansion of PBL and Authentic Learning Experiences by adding one additional PBL/AL experience in each department per grade level.	CMS currently offers 12 PBL/AL experiences that meet the standards established by the Buck Institute.	CMS will provide 20 or more PBL/AL experiences within the curriculum.
Expand cross-curricular projects	CMS has one cross curricular learning experience at each grade level.	Create at least two cross curricular learning experience per grade level.
Rollout of new texts in Math 7-8 (Carnegie updated version) and Social Studies (National Geographic)	N/A	Establish pacing guides, new activities and learning experiences

## 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

Activity #1 - Professional Development Time will be spent on the development of Project Based Learning, Authentic Learning Experiences, and Cross Curricular Opportunities.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA	PD costs funded through site or C&I
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## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Activity #2 - Rollout of new Carnegie material continues with Math 7 and Math 8 scheduled for the 2019-20 school year.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

New texts paid for by C&I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Activity #3 - Adoption of National Geographic as Social Studies text for the 2019-20 school year. \*6th grade Core has already started using the text as of 2019.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

New texts paid for by C&I

## ANALYSIS

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

The design of PBL, Authentic Learning Experiences, and Cross Curricular Learning is moving into year three at CMS. Teachers report high degrees of satisfaction with PD time used to develop and implement these experiences while simultaneously reporting increased student engagement and achievement.

## Goal 2

All students achieve personal wellness through an environment that fosters health and happiness.

### Identified Need

Improve student wellness through a continued focus on social-emotional well-being. Data from the 2018-19 school year indicates a dramatic increase of several key indicators. Most notably, an increase in student 51/50 reports, an increase in students referred to MCBH services, and a dramatic increase in suspensions during the school year.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reports of self harm (51/50)	CMS experienced over 20 reports of self harm during the 2018-19 school year.	50% reduction in these reports for the 2019/20 school year.
MCBH Referrals	MCBH Caseload was overloaded. Waitlist only for services/counseling and 18 active clients.	Use MTSS model to provide services to all in need and eliminate waitlist.
Suspensions at CMS	CMS has recorded over 40 suspensions during the 2018-19 school year.	Provide education, training, and additional social-emotional programming to reduce suspensions at CMS by 75%.

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

Expand educational offerings and student trainings around a variety of behaviors and social-emotional programs to help reduce suspensions and undesirable student behavior on campus.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

Site Funds

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Expansion of Not In Our Schools (NIOS) program in association with student leadership class allowing the program to be more focused in messaging and more recognized on campus.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

Site Funds

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Examine the benefits of an advisory period at CMS with staff through PD sessions. Possible pilot program in the 2<sup>nd</sup> half of 2020.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

PD costs funded through site or C&I

# ANALYSIS

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

NIOS has been an important part of CMS culture for several years, however, the club faces challenges with regular meetings and frequency of messaging. We will move the NIOS program into our student leadership program providing the program with the opportunity to meet on a regular basis.

## Goal 3

All staff engage in continual professional development to meet the District's academic and social-emotional goals.

### Identified Need

Social-emotional health and well-being continue to be a critical issue and area of concern at CMS.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student surveys	2018-19 student surveys indicate a dip in both school and adult connection	Move indicators back above 93%
Teacher Survey	No baseline data - looking to implement new practices in 2019-20 including pilot advisory program.	Inclusion of mindfulness and relaxation practices in pilot classrooms.

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

CMS will send a small team of teacher to the UC Berkeley Institute on Social Emotional Learning. This year we sent three representatives including our ELD teacher, a curriculum coach, and a counselor. Over the past few years we've sent one person each year. The feedback from everyone has been overwhelmingly positive and this is an avenue we'd like to pursue as we continue to add services and lessons into our existing program. Information used at this conference will help shape our advisory period in 2019-20.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Conference Registration (TBD) Travel Expenses	PD; Site Discretionary; Site Travel and Conference

**Goal 4**

Engage in second year implementation of MTSS (Multi-Tiered Systems of Support)

**Identified Need**

Improve and systematize student support in the areas of academics, behaviors, and social emotional programming.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

Impacts all students – coordinated and supported by CMS staff

Strategy/Activity

Activity 1 – Form MTSS teams at CMS to review functions of school operations pertaining to MTSS

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5000	CA SUMS Grant and General Fund

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Activity 2 – Review and codify existing support systems to support students in the three domains.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5000

CA SUMS Grant and General Fund

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Activity 3 – Identify areas of improvement and any gaps that may exist. Work with teams to fill gaps and create areas of service where gaps exist.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5000

CA SUMS Grant and General Fund

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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



## All Students

### Strategy/Activity

Activity 4 – Using MTSS teams, schedule regular reviews of programs to ensure continuity and programmatic success.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5000

CA SUMS Grant and General Fund

## Goal 5

Continue focus on academic achievement for Students with Disabilities, EL, and SED students in mathematics with an emphasis on closing the achievement gap.

### Identified Need

Improve performance of identified subgroups on the CAASPP test in an effort to narrow the achievement gap. The following CAASPP statistics indicate a need for focus in this area.

Students with Disabilities: 81.3 points below standards in Mathematics

EL Students: 28.7 points below standards in Mathematics

SED Students: 9.7 points below standards in Mathematics

Hispanic Students: 3.7 points below standards in Mathematics

All CMS Students: 41.9 points above standards in Mathematics.

### Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Ca School Dashboard Indicators

EL Students: 28.7 points below standards in Mathematics

Move EL students to less than 10 points away from standards

SED Students: 9.7 points below standards in Mathematics

Move SED students from Yellow to Green indicator - indicates that students with this classification are meeting standards

Hispanic Students: 3.7 points below standards in Mathematics

	All CMS Students: 41.9 points above standards in Mathematics.	Move Hispanic students from Yellow to Green.
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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)

**EL, SED, Hispanic Students - All students in math intervention class**

Strategy/Activity

Activity 1 – Review achievement scores and data specific to subgroups

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
NA	NA

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

**EL, SED, Hispanic Students - All students in math intervention class**

Strategy/Activity

Activity 2 – Implement targeted interventions for students to increase achievement in Math Intervention classes and ELD support classes. Add additional support classes to ensure the needs of all students struggling in mathematics are being met.

**Proposed Expenditures for this Strategy/Activity**

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Amount(s)	Source(s)
NA	NA

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

**EL, SED, Hispanic Students - Students in math intervention class**

#### Strategy/Activity

Activity 3 – Use MTSS model to support and sustain growth

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Increase Math Intervention offered at CMS:  
2 7<sup>th</sup> grade MI classes and 2 6<sup>th</sup> Grade Classes

General Fund and Low Performing Students Grant

### ANALYSIS

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

Our intervention program has yielded positive growth for many students, however, we are experiencing a large influx of students performing well below grade level. The district has supported this situation by providing additional periods of math support for our students and we have doubled the number of math support classes available to struggling learners for the 2019-20 school year. With district support we were able to create common prep periods for our math intervention teachers. These common prep periods will allow collaboration around interventions without adding additional costs to our budget.