

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **CORREIA MIDDLE SCHOOL**

**2018-19**

37-68338-6059596

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** McDade, Jonathan

**Contact Person:** McDade, Jonathan

**Position:** Principal

**Telephone Number:** (619) 222-0476

**Address:** 4302 Valeta St, Correia Middle, San Diego, CA, 92107-1510,

**E-mail Address:** jmcdade@sandi.net

**The following items are included:**

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent Involvement Policy
- ☒ Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Concepcion Middle School

SITE CONTACT PERSON: J. McDade

PHONE: (619) 222-0476 FAX: (619) 221-0447 E-MAIL ADDRESS: jmcdade@sandi.net

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☐ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |   |                                       |
|---|---------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                       | Date of presentation: <u>4/4/2018</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC)          | Date of presentation: _____           |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>4/4/2018</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                                      | Date of presentation: <u>4/4/2018</u> |
| <input type="checkbox"/> Other (list): _____  | Date of presentation: _____           |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/4/2018

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Jonathan McDade  
Type/Print Name of School Principal

[Signature]  
Signature of School Principal

4/4/2018  
Date

Frank Godinez  
Type/Print Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

4/4/2018  
Date

Kimie Lochtefel  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

5-29-18  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION****\*Mission Statement\***

The mission of Correia Middle School is to educate all students to become responsible, literate, thinking, and contributing members of society in the 21<sup>st</sup> century.

Correia Middle School serves the greater Point Loma area as the public middle school for 7th and 8th grades. Correia Middle School works collaboratively to ensure that all students have access to a rigorous curriculum that is standards based, aligned within grade level content areas, and is embedded in 21st century technology and social skills. We have dedicated much of our time and resources towards professional learning communities, working collaboratively to align essential standards/critical concepts in units of study and to develop common assessments to determine the attainment of core competencies. We analyze data in order to provide an engaging instructional program that meets the needs of ALL of our students and to direct support and resources to those students who are most vulnerable. Correia continues to support excellence and equity for all children through a detracked humanities model which embeds differentiated services and supports.

The greater Correia Middle School community supports vertical alignment with Point Loma High School where students will be prepared to be successful, graduate, and have career and college/university options. We work closely with the counseling and guidance department at Point Loma High to promote a “college bound culture.” The Point Loma feeder is a unique design student’s matriculate from six different local elementary schools into Dana Middle School serving grades 5<sup>th</sup> and 6<sup>th</sup> which in turn feed into Correia. We also receive limited enrollment through the district's Voluntary Enrollment Exchange Program and Enrollment Options School Choice program (approx. 15%). Our demographic consists of approximately 49% White, 36% Hispanic, 9% multi-racial, 3% African American, and 3% Indochinese, Pan-Asian, and other ethnicities. The goal at Correia Middle School is to inspire and nurture the next generation innovative thinkers and leaders.

To ensure that Correia’s site plan is implemented successfully and that professional learning time is used effectively, the school’s Instructional Leadership Team (*ILT*), which includes the principal, vice principal, and lead teachers from every department, will meet at least once monthly to develop and monitor goals, promote vertical alignment, plan for teacher training and professional development, facilitate departmental and grade-level conferences, and identify targeted students in need of additional intervention and support to meet learning objectives. Lead teachers will support content-area teachers in developing common core units, common assessments, and project-based units of study, as well as analyzing student work according to established criterion. Department PLCs will engage in professional learning and reflection, with the primary focus on common core state standards. The development of strong, cohesive PLCs will enable departments to identify the content needs of students and provide strategic interventions including co-teaching and other specially designed instruction models for Tiers I and II, and special education. In addition, walk-through and formal observation will be conducted by the administration team to ensure that appropriate instructional strategies and positive behavior intervention and support are being implemented in the classroom at high levels. Correia administration meets bi-monthly with Dana and PLHS to ensure continuity between sites.

In order to provide equity and close the achievement gap, Correia must be responsive to the needs of ALL students, especially those not yet proficient. The Correia school staff and community have targeted the following subgroups: English learners and students with special needs. It must be noted that this plan represents the instructional core of the school’s planning cycle and is not intended to include all of the specific details that will be required for

## Correia Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

implementation. As we work as a school-wide purposeful learning community to improve student outcomes paired with the instability of our actual student ADA, it is expected that the strategies described in the plan may need to be revised to maximize student achievement.

### SCHOOL VISION AND REALITY

The Single Plan for Student Achievement (SPSA) is reviewed with the School Site Council (SSC) on a regular basis. Correia's SSC group is comprised of parents and community members, Instructional Leadership Team (ILT) members, teachers, and administration. Monthly, the SSC meets to share input from each of their representative groups in order to adapt/refine the SPSA for the 2017-2018 school year and develop a SPSA for the 2018-2019 school year.. During a back to school Correia staff meeting, our September SSC/SGT meeting, and our September Correia Association meeting data was shared with parents and teachers regarding SBAC/CAASP, CELDT/ELPAC, and site-based monitoring. In addition, our site GATE committee and the PL Cluster English Language Advisory Committee (ELAC) have been involved in the development of the plan and will provide advisory input for the SSC for future revisions and/or modifications. Further, the teaching staff has been deeply involved in the development and modification of the plan. The staff works collaboratively to analyze student achievement data and the monitor progress. Staff analyzes formative and summative assessments in relation to quarterly targets in order to provide recommendations for systematic adjustment to the plan for desired outcomes.

### CORE AND SUPPLEMENTAL SUPPORTS

#### TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades 6-8: 1:28.73

#### NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

#### COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site. Any assignment portion that is less than a 1.0 allocation is rounded up to the nearest 0.5 allocation.

Middle School counselor ratio is 1:481

## HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

## **PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Through department PLCs, teachers collaboratively refine learning objectives to meet student needs.

Correia has built a master schedule to support continuous improvement. While Professional Learning Communities (PLCs) utilize monthly release days, they also meet weekly during common preps. PLCs analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

## **SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA are supported through available budget resources as identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, parent outreach and communication, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet accountability measures of the California School Dashboard. In order to achieve the SMART goals and implement the major strategies and action steps through LCAP set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

This year at Correia Middle School did the following items:

- Distributed the Evaluation to all Stakeholders for their input. Summary of the Evaluation has been uploaded in the SPSA Appendix"

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Suzy Reid	Parent/ Community Member
Jonathan McDade	Principal
Leaza Fisher	Parent/Community Member
Christine Smith	Parent/Community Member
John Sieger	Parent/Community Member
Stephanie Workman	Classroom Teacher
Grace Lopez	Other School Representative
Suzanne Smith	Classroom Teacher
John Snedden	Classroom Teacher
Frank Godinez	Parent/Community Member/Chairman

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Area 1: English/Language Arts

#### English/Language Arts SMART Goal:

By June 2019, 69% (approx. 253 8<sup>th</sup> graders) will meet or exceed standards in ELA on the SBAC exam.

#### Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 55% (approx. 5 8<sup>th</sup> graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 25% (approx. 4 8<sup>th</sup> graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 38 8<sup>th</sup> graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 30% (approx. 10 8<sup>th</sup> graders) will meet or exceed standards in ELA on the SBAC exam.

#### WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course

Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit

Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

#### Other Assessments (Please Specify):

Reviewing student work (writing samples), formative and summative assessments, SRI Testing

#### Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Teachers will meet by grade level/department to analyze SRI achievement 3 times per year. Analysis will inform subsequent instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 55% (approx. 194 8<sup>th</sup> graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 50% (approx. 4 8<sup>th</sup> graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 25% (approx. 4 8<sup>th</sup> graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 46% (approx. 34 8<sup>th</sup> graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 8 8<sup>th</sup> graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course

Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit

Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

**Other Assessments (Please Specify):**

Unit assessments, MDTP testing, site-developed assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Teachers will meet by grade level/department to analyze end of unit assessments 6 times per year. Analysis will inform subsequent instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 3: English Learner**

**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course  
Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit  
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

**Other Assessments (Please Specify):**

ELDPI Rubric, Writing Assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Teachers will meet by grade level/department to analyze SRI achievement 3 times per year and review end of unit/writing responses 4 times per year. Analysis will inform subsequent instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 20% (approx. 6 students).  
 By June 2019, the number of 8th graders earning D-F grades in English will decrease by 20% (approx. 10 students).  
 By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 20% (approx. 15 students).  
 By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 20% (approx. 15 students).

**Closing the Gap SMART Goal**

Subgroup: English Learners students

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 50% (approx. 1 students).  
 By June 2019, the number of 8th graders earning D-F grades in English will decrease by 33% (approx. 3 students).  
 By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 33% (approx. 3 students).  
 By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 33% (approx. 4 students).

Subgroup: Hispanic/Latino students

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 25% (approx. 4 students).  
 By June 2019, the number of 8th graders earning D-F grades in English will decrease by 25% (approx. 5 students).  
 By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 25% (approx. 8 students).  
 By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 25% (approx. 9 students).

Subgroup: Students with Disabilities

By June 2019, the number of 7th graders earning D-F grades in English will decrease by 25% (approx. 2 students).  
 By June 2019, the number of 8th graders earning D-F grades in English will decrease by 25% (approx. 2 students).  
 By June 2019, the number of 7th graders earning D-F grades in Math will decrease by 25% (approx. 4 students).  
 By June 2019, the number of 8th graders earning D-F grades in Math will decrease by 25% (approx. 4 students).

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course  
 Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit  
 Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

**Other Assessments (Please Specify):**

Report Cards, Unit Tests, Site Created Assessments, MAP Test

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments 6 times per year. Analysis will inform subsequent instruction. Counselors will utilize Illuminate On-Track report to whether students are on track as they matriculate to high school. Counselors work with

PLHS to provide outreach and intervention services to at-risk students. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 5: Parent Involvement and Community Engagement**

**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 351 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 30% (approx. 105 families) will attend PowerSchool/College Making it Happen training at Curriculum Night to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of students who use school transportation (14% of our students) are least represented at school events. In order to provide outreach to targeted population, translation will be provided through phone messages and communications. In addition, parent meetings will be offered at local middle school Memorial Middle School.

**What data did you use to form these goals?**

Parent Sign in Sheets, communication records including School Messenger and Constant Contact eBlast, and website visitation data

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 6 times per year to analyze student progress using site developed criteria. Families are contacted via School Messenger and US Mail based on progress. Administration will identify specific audience and track attendance.

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, and other family friend events and submit them to the administration for review. The sheets will be shared with counseling, SSC, ELAC, ILT and SGT upon request then kept on file. Correia works with cluster principals to provide parent training and opportunities through-out the year based on parent survey data.

The counseling, office and administration staff will contact parents by phone, email or mail to provide them with suggestions for activities to assist their student in meeting educational goals or provide additional progress and growth monitoring supports.

**BUDGET: Resources Aligned to Area Goals**

**Core Program:**

***Universal Access to Strong Core Instructional Program (Tier 1)***

- Teachers will create a physical environment that engages all students;
- Teachers will use best teaching practices;
- School will utilize a 6-period schedule to extend learning time in all core curricular areas and provide for interventions within the school day;
- Classroom teachers will be provided daily common planning and professional development via a small school structure to better support shared students (supports Tier I, II & III);
- Teachers will use varied instructional strategies, including differentiated assignments based on addressing IEP/ ELD goals;
- Teachers will assess student's understanding on an ongoing basis, including the use of site-developed benchmark assessments
- Teachers will use Specialized Academic Instruction (SAI) for students with disabilities (special education services model, students provided equal access to classroom instruction with a support teacher) ;
- Administrators will support classroom teachers with planning, curriculum mapping, benchmark development and calibration for the benefit of all students.

***Strategic Support (Tier 2)***

- Teachers will modify instructional plans to adjust for student needs;
- Teachers will provide small group instruction;
- Students performing at Basic will be provided dedicated intervention classes in the appropriate core area (ELA or math);
- Teachers will teach extended Math classes including small-group interventions;
- After school instructional support will be provided by the Extreme Learning, Primetime and Extended Day Math Program (EDMP);
- Teachers will work in quads (7th and 8th grade) and dyads (6th grade), and in houses to develop additional intervention strategies;
- Head Counselor and counselors will provide direct services to students and families to support academic success in all curricular areas and social/emotional well-being.

***Intensive Intervention (Tier 3)***

- Students performing at below Proficient will be provided daily academy/intervention classes in appropriate core area (ELA or math);
- Teachers will make SST referrals where appropriate;
- Study skills classes are in place as an elective course for students who qualify;
- Head counselor and counselors will assist low-performing students in modifying behavior issues by providing behavior intervention supports;
- Head counselor will lead growth groups of students who are low-performing and/or failing;
- Teachers will develop contract for attendance, behavior or work completion, where appropriate;
- Teachers will encourage students to enroll and attend Intersession and Summer School, where offered and appropriate.

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### 1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

#### How will you monitor these strategies/activities?

- Bell to bell instruction
- Regular classroom observations and feedback
- Review interim assessments, SBAC, and CELDT data with staff, ILT SSC/SGT

### 2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

#### How will you monitor these strategies/activities?

- Bell to bell instruction
- Regular classroom observations and feedback
- Review interim assessments, SBAC, and CELDT data with staff, ILT SSC/SGT

### 3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

1. Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. 2. Site professional development for the 2016-17 year will focus on multiple representation in mathematics, English Language Arts, and Social Studies.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

#### How will you monitor these strategies/activities?

- Attendance at cluster and site professional development
- Grade level team meeting/PLC
- Continue monitoring of student progress by administration, ILT and teachers

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Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<b>4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):</b> Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.							
<b>How will you monitor these strategies/activities?</b> - Phone calls home - SARB letters - Counselor interventions such as individual and group meetings - Student Study team meeting with teachers, parents, support staff...etc.							
<b>5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):</b> School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.							
<b>How will you monitor these strategies/activities?</b> Sign in sheets from [principal/parent meetings Communication through School Messenger, eBlast, flyers, ASB notifications, and school website Correia Association meetings and website Point Loma Cluster meetings SSC/SGT meetings PL Cluster ELAC meetings Open door policy to meet with parents and community members about individual concerns							

### Local Control Funding Formula Goals and Budget

#### Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

#### Intervention Support Goal::

- Teachers provide timely intervention through direct classroom intervention/services, extended time (prep periods/advisory) and through after school support.
- Nursing and wellness support for struggling students to increase absenteeism and classroom engagement with additional nursing time.
- Before, during, after school and classroom support through teacher hourly for English learners to attain English language proficiency and equal access to curriculum.
- Testing and classroom support services through ELST hourly for English learners.
- Counseling support around academics, socio-emotional wellness, and behavior plans.

#### Identified Need::

- Struggling students with Ds and Fs in English and Math.
- Students with chronic absenteeism and medical conditions.
- Long term English language learners and Reclassified students at-risk with academics.

#### Target Group::

- Students with Ds and Fs and students identified as needing support through the SBAC/SRI
- Students with chronic absenteeism and tardies
- Identified English language learners
- Students with special needs

#### Monitoring::

- Progress reporting cycles and teacher monitoring progress
- Attendance & On-track monitoring
- SRI, Formative Assessment, CELDT, writing rubric (ie. ELDPI) monitoring of progress

#### Personnel Responsible::

- Teachers, Admin, Counselors
- Nurse, Admin, and Counselors
- ELST, Admin, Teachers, Counselors

#### Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

#### Classroom Support Goal::

- Materials to enhance and support equitable access for all to rigorous expectations and curriculum, including library/classroom books.

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- Increased access to Common Core materials through copying services...ie. English Language Arts Readers, and Mathematics note-taking guides

**Identified Need::**

- Students need consistency in class to support habits of mind and executive functioning processes.
- Students need increased access to authentic printed materials that can be transported from home and to school.

**Target Group::**

- Struggling students identified and non-proficient on SBAC and through D and F grades.
- English Learners

**Monitoring::**

- PRIDE Citizenship rubric and curricular rubrics aligned to executive functioning skills.
- Student performance...Progress reporting

**Personnel Responsible::**

- Teachers, Admin, Counselors, Librarian

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

- Release days to plan in department PLCs (supported through Educators Effectiveness Grant) with English language support focused on student achievement and providing access to diverse student populations.

**Identified Need::**

- Purposeful planning is needed to increase rigor and equitable access for all.

**Target Group::**

- School-wide support through teacher planning and support of struggling students, particularly our equity challenged students, including our English learners, students with special needs, and underperforming students.

**Monitoring::**

- PLC monitoring and lesson study/design
- Student performance/Progress reporting
- On-track student report
- Diagnostic/formative assessment review

**Personnel Responsible::**

Admin, Teachers, Support staff

## Correia Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

LCFF Intervention Supports							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
License And Fees		\$2,500.00	\$2,500.00	0304-09800-00-5842-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Software licenses and fees for access to extended learning programs for at-risk students.
Library Books		\$500.00	\$500.00	0304-09800-00-4201-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Increased access to differentiated literature to provide increased access to proficiency for at-risk students.
Non Clsrn Tchr Hrly		\$5,000.00	\$6,019.50	0304-09800-00-1957-2100-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Out of classroom support by teachers supporting English learners and students not "on-track" in middle school.
Tech Professional OTBS Hrly		\$750.00	\$963.09	0304-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	District translation services for parent meetings and SST/IEP meetings. Access to extended learning programs for at-risk students.
Prof&Curriclm Dev Vist Tchr		\$7,500.00	\$9,029.25	0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Visiting teachers for PLC planning of lessons focusing on target populations including Title I, English learners, Special Education, and D & F students.
Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Paper for duplicating of materials to provide increased access to proficiency for at-risk students.
Supplies		\$3,784.91	\$3,784.91	0304-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Instructional materials to provide increased access to proficiency for at-risk students.
Lease of Printer/Duplicator		\$8,000.00	\$8,000.00	0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Duplicating of materials to provide increased access to proficiency for at-risk students.
Classroom Teacher Hrly		\$7,500.00	\$9,029.25	0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Extended learning time for students needing support...during school and after school.
Postage Expense		\$300.00	\$300.00	0304-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Postage for communications regarding academics, counseling, nursing and wellness, and attendance.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**All Grades Combined**

Student Group	English Language Arts								Mathematics							
	2015		2016		2017		Chg From		2015		2016		2017		Chg From	
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	804	60.0	796	65.7	737	66.8	6.8	1.1	801	50.3	799	51.6	738	54.6	4.3	3.0
Female	361	70.1	374	72.2	352	74.4	4.3	2.2	358	53.4	374	53.7	353	57.2	3.8	3.5
Male	443	51.7	422	60.0	385	59.7	8.0	-0.3	443	47.9	425	49.6	385	52.2	4.3	2.6
African American	33	27.3	39	35.9	24	37.5	10.2	1.6	33	18.2	39	15.4	24	20.8	2.6	5.4
Asian	8	-	10	80.0	9	-	-	-	8	-	10	90.0	9	-	-	-
Filipino	8	-	3	-	3	-	-	-	8	-	3	-	3	-	-	-
Hispanic	304	41.4	283	44.9	252	47.2	5.8	2.3	303	31.0	284	27.5	254	34.3	3.3	6.8
Indochinese	2	-	5	-	5	-	-	-	2	-	5	-	5	-	-	-
Native American	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Pacific Islander	5	-	1	-	2	-	-	-	5	-	1	-	2	-	-	-
White	385	73.2	398	81.2	389	79.9	6.7	-1.3	383	65.8	399	70.2	388	69.1	3.3	-1.1
Multiracial	57	80.7	56	80.4	53	71.7	-9.0	-8.7	57	63.2	57	57.9	53	58.5	-4.7	0.6
English Learner	73	1.4	44	0.0	31	3.2	1.8	3.2	73	1.4	45	4.4	33	9.1	7.7	4.7
English-Speaking	731	65.8	752	69.5	706	69.5	3.7	0.0	728	55.2	754	54.4	705	56.7	1.5	2.3
Reclassified†	121	43.8	122	45.1	125	46.4	2.6	1.3	121	34.7	122	27.9	125	36.0	1.3	8.1
Initially Eng. Speaking	610	70.2	630	74.3	581	74.5	4.3	0.2	607	59.3	632	59.5	580	61.2	1.9	1.7
Econ. Disadv.*	336	41.4	355	46.5	279	50.9	9.5	4.4	336	33.0	356	30.9	280	36.1	3.1	5.2
Non-Econ. Disadv.	468	73.3	441	81.2	458	76.4	3.1	-4.8	465	62.8	443	68.2	458	65.9	3.1	-2.3
Gifted	324	82.7	320	85.6	333	86.8	4.1	1.2	323	78.6	321	76.3	333	80.2	1.6	3.9
Not Gifted	480	44.6	476	52.3	404	50.2	5.6	-2.1	478	31.2	478	34.9	405	33.6	2.4	-1.3
With Disabilities	67	13.4	73	23.3	62	17.7	4.3	-5.6	67	9.0	73	21.9	61	19.7	10.7	-2.2
WO Disabilities	737	64.2	723	70.0	675	71.3	7.1	1.3	734	54.1	726	54.5	677	57.8	3.7	3.3
Homeless	27	33.3	15	46.7	10	80.0	46.7	33.3	27	33.3	15	26.7	11	36.4	3.1	9.7
Foster	2	-	3	-	0	-	-	-	2	-	3	-	0	-	-	-
Military	79	58.2	96	54.2	67	59.7	1.5	5.5	79	46.8	95	41.1	67	46.3	-0.5	5.2

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**Grade 7**

Student Group	English Language Arts								Chg From		Mathematics								Chg From	
			2015		2016		2017		2015	2016			2015		2016		2017		2015	2016
			N	%	N	%	N	%	%	%			N	%	N	%	N	%	%	%
Total			407	60.2	384	69.5	352	67.3	7.1	-2.2			405	49.1	384	57.6	353	58.1	9.0	0.5
Female			180	70.0	196	75.0	156	76.9	6.9	1.9			178	48.3	196	56.6	157	60.5	12.2	3.9
Male			227	52.4	188	63.8	196	59.7	7.3	-4.1			227	49.8	188	58.5	196	56.1	6.3	-2.4
African American			23	30.4	15	33.3	12	58.3	27.9	25.0			23	17.4	15	20.0	12	25.0	7.6	5.0
Asian			4	-	7	-	3	-	-	-			4	-	7	-	3	-	-	-
Filipino			3	-	1	-	1	-	-	-			3	-	1	-	1	-	-	-
Hispanic			151	40.4	128	49.2	121	47.9	7.5	-1.3			150	26.0	128	32.8	122	38.5	12.5	5.7
Indochinese			2	-	3	-	2	-	-	-			2	-	3	-	2	-	-	-
Native American			1	-	0	-	0	-	-	-			1	-	0	-	0	-	-	-
Pacific Islander			1	-	0	-	2	-	-	-			1	-	0	-	2	-	-	-
White			188	75.5	202	83.7	186	79.0	3.5	-4.7			187	69.5	202	75.2	186	72.0	2.5	-3.2
Multiracial			34	76.5	28	82.1	25	72.0	-4.5	-10.1			34	55.9	28	53.6	25	72.0	16.1	18.4
English Learner			37	0.0	16	0.0	17	5.9	5.9	5.9			37	0.0	16	6.3	18	11.1	11.1	4.8
English-Speaking			370	66.2	368	72.6	335	70.4	4.2	-2.2			368	54.1	368	59.8	335	60.6	6.5	0.8
Reclassified†			53	41.5	65	52.3	51	47.1	5.6	-5.2			53	24.5	65	36.9	51	41.2	16.7	4.3
Initially Eng. Speaking			317	70.3	303	76.9	284	74.6	4.3	-2.3			315	59.0	303	64.7	284	64.1	5.1	-0.6
Econ. Disadv.*			180	38.3	163	51.5	129	52.7	14.4	1.2			180	30.0	163	36.2	130	40.0	10.0	3.8
Non-Econ. Disadv.			227	77.5	221	82.8	223	75.8	-1.7	-7.0			225	64.4	221	73.3	223	68.6	4.2	-4.7
Gifted			166	80.7	159	85.5	169	87.0	6.3	1.5			165	75.2	159	81.1	169	84.6	9.4	3.5
Not Gifted			241	46.1	225	58.2	183	49.2	3.1	-9.0			240	31.3	225	40.9	184	33.7	2.4	-7.2
With Disabilities			35	11.4	34	26.5	23	26.1	14.7	-0.4			35	8.6	34	29.4	23	17.4	8.8	-12.0
WO Disabilities			372	64.8	350	73.7	329	70.2	5.4	-3.5			370	53.0	350	60.3	330	60.9	7.9	0.6
Homeless			15	40.0	4	-	5	-	-	-			15	33.3	15	26.7	6	-	-	-
Foster			2	-	0	-	0	-	-	-			2	-	0	-	0	-	-	-
Military			48	56.3	43	62.8	36	63.9	7.6	1.1			48	47.9	42	42.9	36	38.9	-9.0	-4.0

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**Grade 8**

Student Group	English Language Arts								Chg From		Mathematics								Chg From	
			2015		2016		2017		2015	2016			2015		2016		2017		2015	2016
			N	%	N	%	N	%	%	%			N	%	N	%	N	%	%	%
Total			397	59.7	412	62.1	385	66.2	6.5	4.1			396	51.5	415	46.0	385	51.4	-0.1	5.4
Female			181	70.2	178	69.1	196	72.4	2.2	3.3			180	58.3	178	50.6	196	54.6	-3.7	4.0
Male			216	50.9	234	56.8	189	59.8	8.9	3.0			216	45.8	237	42.6	189	48.1	2.3	5.5
African American			10	20.0	24	37.5	12	16.7	-3.3	-20.8			10	20.0	24	12.5	12	16.7	-3.3	4.2
Asian			4	-	3	-	6	-	-	-			4	-	3	-	6	-	-	-
Filipino			5	-	2	-	2	-	-	-			5	-	2	-	2	-	-	-
Hispanic			153	42.5	155	41.3	131	46.6	4.1	5.3			153	35.9	156	23.1	132	30.3	-5.6	7.2
Indochinese			0	-	2	-	3	-	-	-			0	-	2	-	3	-	-	-
Native American			1	-	1	-	0	-	-	-			1	-	1	-	0	-	-	-
Pacific Islander			4	-	1	-	0	-	-	-			4	-	1	-	0	-	-	-
White			197	71.1	196	78.6	203	80.8	9.7	2.2			196	62.2	197	65.0	202	66.3	4.1	1.3
Multiracial			23	87.0	28	78.6	28	71.4	-15.6	-7.2			23	73.9	29	62.1	28	46.4	-27.5	-15.7
English Learner			36	2.8	28	0.0	14	0.0	-2.8	0.0			36	2.8	29	3.4	15	6.7	3.9	3.3
English-Speaking			361	65.4	384	66.7	371	68.7	3.3	2.0			360	56.4	386	49.2	370	53.2	-3.2	4.0
Reclassified†			68	45.6	57	36.8	74	45.9	0.3	9.1			68	42.6	57	17.5	74	32.4	-10.2	14.9
Initially Eng. Speaking			293	70.0	327	71.9	297	74.4	4.4	2.5			292	59.6	329	54.7	296	58.4	-1.2	3.7
Econ. Disadv.*			156	44.9	192	42.2	150	49.3	4.4	7.1			156	36.5	193	26.4	150	32.7	-3.8	6.3
Non-Econ. Disadv.			241	69.3	220	79.5	235	77.0	7.7	-2.5			240	61.3	222	63.1	235	63.4	2.1	0.3
Gifted			158	84.8	161	85.7	164	86.6	1.8	0.9			158	82.3	162	71.6	164	75.6	-6.7	4.0
Not Gifted			239	43.1	251	47.0	221	51.1	8.0	4.1			238	31.1	253	29.6	221	33.5	2.4	3.9
With Disabilities			32	15.6	39	20.5	39	12.8	-2.8	-7.7			32	9.4	39	15.4	38	21.1	11.7	5.7
WO Disabilities			365	63.6	373	66.5	346	72.3	8.7	5.8			364	55.2	376	49.2	347	54.8	-0.4	5.6
Homeless			12	25.0	11	36.4	5	-	-	-			12	33.3	11	36.4	5	-	-	-
Foster			0	-	0	-	0	-	-	-			0	-	0	-	0	-	-	-
Military			31	61.3	53	47.2	31	54.8	-6.5	7.6			31	45.2	53	39.6	31	54.8	9.6	15.2

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B****PARENT INVOLVEMENT POLICY**

**CORREIA MIDDLE SCHOOL  
PARENT INVOLVEMENT POLICY  
2018-19**

Throughout the year Correia works with parent groups (SSC, SGT, Correia Association, CIMA) to solicit input regarding parent involvement and engagement. The parent involvement policy was developed by the Correia Middle SSC and SGT committees which is comprised of teachers, school staff members, and parents.

Correia Middle distributes the Parent Involvement Policy electronically at the beginning of the year and has been posted on the Correia Middle website. In addition, hard copies are available for parents during Parent Teacher Conferences in October.

The policy describes the means for carrying out the following parental involvement requirements.

**Involvement of Parents in the Title I Program**

To involve parents at Correia Middle, the following practices have been established:

- The school convenes an annual meeting to inform parents and about the right of parents to be involved in the school program.
  - Each fall we hold an annual Curriculum Night for all parents to learn how parents can support their child's education and how the school supports their child daily.
- The school offers a flexible number of meetings, such as meetings in the morning or evening.
  - At Correia Middle School, we are committed to provide a flexible number of meetings to engage parents in order to increase student achievement. In order to build the bridge between home and school, we have a variety of opportunities for parents to become involved with their student's education. We also have several committees to encourage parent involvement such as School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC) and the Correia Association.
- The school involves parents in an organized, ongoing, and timely way, in the planning, \*review, and improvement of the school's program and the parental involvement policy
  - At Correia Middle, we have monthly meetings scheduled for the parent groups such as School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC) and Correia Association. Topics covered during the meetings will include, but are not limited to:
    - Improving communication between school and home
    - Providing strategies for parents to assist students with projects and homework
    - Discussing current student assessment data and student progress
    - Providing information about school and District resources for student academic improvement

- Evaluating the effectiveness of the school's parent involvement policy to increase parent involvement
  - Evaluating the instructional program at Correia
  - Reviewing the Single Plan for Student Achievement (SPSA)
  - Conferencing with teachers
  - Providing training programs to help parents support and work with their student at home and at school
  - Understanding Correia and District budgets
  - Incorporating more parent volunteers at school
  - Finding fundraisers to help support Correia
- The school provides parents of with timely information about school programs. Information about Correia Middle is distributed in the following ways:
    - Correia Middle website;
    - Weekly e-blasts & School Messenger notifications;
    - Principal Chats;
    - Parent Tours;
    - Parent meetings such as Back to School Night, and Open House;
    - Informational sessions offered for parents throughout the school year in conjunction with the Point Loma cluster schools and a variety of technical and instructional topics;
  - The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During various parent meetings such as SSC, SGT, ELAC and Correia Association, parent tours, informational meetings, principal chats and individualized parent meetings, we discuss curriculum and student progress. We distribute student progress reports every six weeks in order to inform parents of their student's progress towards academic achievement. We also encourage parents to sign up for PowerSchool so they can have timely feedback regarding their child's academic progress.
  - If requested by parents students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Correia Middle supports students and parents by providing individualized meetings *by request* such as:
    - Parent/Teacher conferences;
    - Student Study Team Meetings;
    - 504 meetings;
    - Individualized Educational Plan

### **School-Parent Compact**

Correia Middle School distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help

children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact is developed by the Correia Middle SSC and SGT committees which is comprised of teachers, school staff members, and parents. This compact is distributed to parents electronically and it is posted on the Correia Middle website.

### **Building Capacity for Involvement**

Correia Middle School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During various parent meetings such as SSC, SGT, Correia Association, principal chats, parent tours, informational meetings, and individualized parent meetings, we discuss curriculum and student progress.
- The school provides parents with materials and training to help them work with their children to improve their children's achievement. We have various tools and materials to support parents to improve their children's achievement such as:
  - PowerSchool access to student records;
  - Student planners;
  - Daily progress reports (*upon request*).
- With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. We encourage having positive relationships with parents in order to best support our students.
  - Staff members are committed to returning phone calls and emails in a timely fashion;
  - We encourage parent volunteers;
  - We use digital tools to provide timely feedback regarding student progress.
- The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their

children. We have various opportunities that we promote to support our parents such as:

- Parent Tours;
  - New Student Orientation Meetings;
  - Principal chats;
  - Informational sessions will be offered for parents throughout the school year in conjunction with the Point Loma cluster schools on a variety of technical and instructional topics.
- The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
    - We distribute materials in English and Spanish. We also distribute materials in other languages upon request;
    - We provide translators at individualized meetings as necessary.
  - The school provides support for parental involvement activities requested by parents. If parents are unaware of programs or support that we offer, we will provide them with the needed information. We believe we provide information in a number of ways so parents can learn about all the opportunities we provide for our families and students.

### **Accessibility**

Correia Middle School provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- We provide materials in both English and Spanish. We also provide materials in languages other than English/Spanish upon request;
- We provide translators at all parent meetings in order to provide access to all parents;
- We provide translators at individualized meetings as necessary.

**APPENDIX C****HOME/SCHOOL COMPACT**

## HOME/SCHOOL COMPACT 2018 – 2019

Correia Middle School and families of students enrolled at Correia agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

### SCHOOL RESPONSIBILITIES

**Correia Middle School will:**

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:**

Correia Middle School offers a safe and orderly learning environment that encompasses rigorous academic standards and high expectations in citizenship for our students. Our mission statement is as follows:

The mission of Correia Middle School is to educate all students to become responsible, literate, thinking, and contributing members of society in the 21<sup>st</sup> century.

*We believe a successful learning environment:*

- *Puts students' needs ahead of all else*
- *Fosters student leadership and responsibility for learning and behavior*
- *Provides a challenging, student-centered curriculum with high standards for all students*
- *Involves parents and community in education of students*
- *Teaches children to be accepting of one another*

At Correia Middle School, we offer programs such as Gifted and Talented Education (GATE – Cluster and Seminar) and Special Education supports in order to meet the academic needs of all our special needs students. Our core program follows the California State Standards by implementing the Language Arts, Math, Social Studies and Science Frameworks.

Complementing our core program (Language Arts, Math, Social Studies, and Science), Correia Middle School offers a comprehensive Physical Education program. The Physical Education department focuses on cardiovascular endurance, muscular strength, flexibility and skill development. We utilize the Correia field and fitness room, multi-purpose spaces and the Peninsula YMCA gymnasium to support our students' fitness program.

Correia Middle School offers a variety of electives. Our electives include Instrumental Music, Drama, Choir, Video Production, Integrated Technology, World Languages- Spanish and Mandarin Chinese, Associated Student Body (ASB), Yearbook, Advancement via Individual Determination (AVID), and a variety of support programs.

We have a library media center that provides students with instructional resources including

digital and print instructional resources. Our library is open before and after school, as well as during lunch time five days per week.

At Correia Middle School, we encourage and advocate for parental involvement at all levels. Correia Middle School's School Site Council, School Site Governance Team, and the Correia Association meet monthly. We have an active Parent Association that fundraises in order to provide academic enrichment opportunities and extracurricular activities for all children. In order to inform parents about school events and student progress, we send weekly eblasts/School Messenger notifications, regularly update our website, and send six-week progress reports to all families. Families will have access to PowerSchool's "Parent Portal", a web-based application that will allow parents to log in and view their child's academic performance in the core subjects anytime.

You will find that Correia Middle School provides a nurturing and rigorous educational experience to meet the individual needs of our students.

**2. Hold parent teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.**

Parent / Teacher Conferences will be held in October 2018.

**3. Provide parents with frequent reports on their student's progress.**

Parents of Correia students will have access to our web-based program called "Parent Portal" to monitor grades, attendance and behavior. Parents can check our website for information regarding assignments in the core classes.

Progress Reports will be sent to parents via their child's homeroom teacher (4<sup>th</sup> Period).

Counseling Department provides daily and weekly progress reports for students with specialized contracts. Individual teachers send student progress reports at various times. Counselors schedule parent meetings when students do not meet learning targets.

**4. Provide parents reasonable access to staff.**

- Correia Middle School has a voicemail system where parents can leave voice messages for their student's teachers and/or other staff members.
- On the Correia Middle School website ([www.correiamiddle.com](http://www.correiamiddle.com)), staff contact information is posted including room extension numbers and email addresses. Please visit the Correia Middle School website for up to date information regarding Correia Middle School.
- Every Correia Staff member has an email address (this info can be found on our website).
- Teachers/Administrators/Counselors/Staff are available for parent conferences. Parents are encouraged to make appointments.

**5. Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:**

Correia Middle School welcomes parent volunteers.

- Throughout the school year, parents are given the opportunity to sign up to be a parent volunteer. A volunteer list is created.
- All volunteers must have a TB clearance and comply with district policy regarding volunteer policy.
- Parents can submit volunteer applications throughout the school year.

Correia Middle School welcomes all parents to visit our classes.

- If you are interested in visiting our classes, please call to make an appointment to visit your student's classes.

**6. Provide parents with open and timely communication utilizing the following:**

- Correia Middle School website
- Weekly e-blasts
- School Messenger phone messages
- PowerSchool Parent Portal
- Marquee
- Principal's Coffee
- Student Planner
- Periodic mailings and notices sent home

**7. Teaching Internet Safety / Digital Citizenship**

Correia staff members support a safe and enjoyable on-line learning environment and will provide students and parents with multiple opportunities to become educated in the safe use of the Internet and digital tools. This will include cyber-safety, cyber bullying, and appropriate use of the internet and digital tools. The school understands that any form of cyber-bullying is unacceptable.

  
Principal Signature

xx/xx/2018

Date

**PARENT/GUARDIAN RESPONSIBILITIES**

**We, as Correia Middle School parents, will support our student's learning by:**

- Staying informed about, and participating in decisions related to, my child's education;
- Monitoring my student's attendance;
- Making sure that homework is completed and turned in on time;
- Checking the Student Planner, My Big Campus, or Moodle on a regular basis;
- Monitoring the time spent on electronic media (i.e. video games, television);
- Encouraging recreational reading;
- Promoting positive use of my student's extracurricular time;
- Staying informed about my student's education and communicating with the school by promptly

reading all notices from Correia Middle School or San Diego Unified School District (SDUSD) either received by my student or by mail and responding as appropriate;

- Making an effort to sign up to receive e-blasts;
- Notifying school office immediately with changes to the emergency contact information (i.e. change of address; new telephone number);
- Visiting the Correia Middle School website for up-to-date information regarding Correia Middle School at: [www.correiamiddle.com](http://www.correiamiddle.com) (Google translation is available);
- Serving and/or attending, to the extent possible, on advisory groups or committees such as School Site Council, English Language Advisory Committee (ELAC), District Advisory Committee (DAC), Gifted and Talented Education (GATE), Site Governance Team (SGT), Correia Association;
- Attending school events/functions, such as Back To School Night, Open House, and the Distinguished Lecture Series, to learn more about my student's educational experience;
- Volunteering, when available, at Correia Middle School;
- Understanding that any form of cyber-bullying is unacceptable and accept a zero tolerance cyber-bullying policy;
- Monitoring student usage of digital tools at home and take advantage of opportunities to educate themselves on Internet safety and digital citizenship.

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Parent Signature

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Date

### STUDENT RESPONSIBILITIES

**We, as Correia Middle School students, will share the responsibility to improve our academic achievement and achieve California's high standards by:**

- Being accountable for my learning;
- Attending school on time every day;
- Participating in class;
- Recording assignments in my Student Planner, and communicate with parent(s) on a regular basis;
- Accessing Moodle or Google Classroom as needed;
- Completing my homework and asking for help when I need it;
- Promptly notifying parent(s) about flyers/communication from the school;
- Reading at least 30 minutes every day outside of school time;
- Attending before/after school assistance /tutoring when recommended;
- Monitoring the time spent on electronic media (i.e. video games, television);
- Use the Correia citizenship rubric (PRIDE) as a tool for self-evaluation;
- Being a responsible citizen to my school and community;
- Understanding that any form of bullying or cyber-bullying is unacceptable;
- Following guidelines provided by the school and parents for the safe use of digital tools and the Internet.

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Student Signature

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Date

**APPENDIX D****MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Correia Middle	09800	1157	Classroom Teacher Hrly	\$ 7,500.00
		1192	Prof&Curriclm Dev Vist Tchr	\$ 7,500.00
		1957	Non Clsrm Tchr Hrly	\$ 5,000.00
		2455	Tech Professional OTBS Hrly	\$ 750.00
		3000	Employee Benefits	\$ 4,291.09
		4201	Library Books	\$ 500.00
		4301	Supplies	\$ 3,784.91
		5614	Lease of Printer/Duplicator	\$ 8,000.00
		5733	Interprogram Svcs/Paper	\$ 2,000.00
		5842	License And Fees	\$ 2,500.00
		5920	Postage Expense	\$ 300.00
	09800 Total			\$ 42,126.00

## APPENDIX E

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

### EVALUATION AND ASSESSMENT SURVEY SUMMARY

**School Name:** Correia Middle School

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>At Correia Middle School, we maximize our instructional program by:</p> <ul style="list-style-type: none"> <li>• Electives for all students, including support/intervention classes;</li> <li>• Common preps for teachers to support timely PLCs;</li> <li>• Scope and sequence for core content areas;</li> <li>• Having co-teaching and collaborative classes for students with special needs;</li> <li>• Standards-based instruction in English and Math (Tier 1 &amp;2)</li> <li>• Providing English language support for students who are not special needs;</li> <li>• Strategic housing of courses for AVID students providing additional time;</li> <li>• After school teacher tutoring;</li> </ul> <p>Decisions:</p> <ul style="list-style-type: none"> <li>• After school funded support programs;</li> <li>• Classroom Hourly support for ELs and struggling students;</li> <li>• AVID Tutors and program support</li> </ul>
CLOSING THE ACHIEVEMENT GAP	<p>At Correia Middle School, we focus on closing the achievement gap by:</p> <ul style="list-style-type: none"> <li>• Targeting students who are not meeting standards by enrolling them in intervention support program or study skills classes as identified by On-track report, SRI testing and historical performance;</li> <li>• Monitoring student achievement;</li> <li>• Enrolling students within co-teaching or collaborative classes with special education teacher /para-educator support;</li> <li>• Targeting supports for EL students and providing outreach to parents;</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers providing flexible tutoring for students in need;</li> <li>• Academic outreach by Counselors and Guidance Assistant;</li> <li>• Providing late buses for students to attend after school activities;</li> <li>• Extended learning opportunities for students...College visits, cross-site visits, etc.</li> </ul> <p>Decisions</p> <ul style="list-style-type: none"> <li>• Hourly Counseling time to provide outreach;</li> <li>• Targeted after school programs;</li> <li>• Health Tech support as needed</li> </ul>
PROFESSIONAL DEVELOPMENT	<p>At Correia Middle School we offer a range of professional development opportunities for teachers to hone their instructional practice. Some of the professional development opportunities have been:</p> <ul style="list-style-type: none"> <li>• Instructional Leadership Team;</li> <li>• Professional Learning Communities (PLCs) in all content areas;</li> <li>• Capacity Builder training, if applicable;</li> <li>• Greenhouse Math Studio Seminars, if applicable;</li> <li>• Math Conferences;</li> <li>• Language Arts Unit Writing;</li> <li>• Lucy Calkins' conferences;</li> <li>• Professional learning opportunities for all departments;</li> </ul> <p>We have identified our areas of need around mathematics and literacy hence our focus around these areas during professional development.</p> <p>Decisions</p> <ul style="list-style-type: none"> <li>• Conference fees for AVID Institute</li> <li>• Conference for Google Apps- GAFE</li> <li>• Conference for CMC- California Math Council</li> <li>• Special Ed and English Learner trainings</li> <li>• PL Cluster aligned trainings and PD</li> <li>• PLC support (Educators Effectiveness Grant)</li> </ul>
GRADUATION/PROMOTION	<p>At Correia Middle School we have a promotion policy that holds students to high expectations. Although our expectations are high, we provide a lot of support for students to meet these standards. We offer:</p> <ul style="list-style-type: none"> <li>• After School Tutoring;</li> <li>• Student Study Teams;</li> </ul>

	<ul style="list-style-type: none"> <li>• Intervention Program;</li> <li>• Study skills classes;</li> <li>• Continuous monitoring of student achievement;</li> <li>• Parent outreach;</li> <li>• Cross-site visits with PL High;</li> <li>• Academic Counseling;</li> <li>• College visitations</li> </ul>
PARENT ENGAGEMENT	<p>At Correia Middle School we have an engaged parent community. We provide many opportunities for parents to be involved with their child's education. We offer parents to be involved in:</p> <ul style="list-style-type: none"> <li>• School Site Council/Governance Team;</li> <li>• English Learner Advisory Team;</li> <li>• Correia Association;</li> <li>• Gate Advisory Team;</li> <li>• PL Cluster Council</li> <li>• Wellness Committee</li> <li>• Correia Instrumental Music Association</li> </ul> <p>We offer various meetings for parents to learn about Correia and PL Cluster Schools and how to best support their child by offering parent tours, matriculation meetings, principal chats and individualized parent meetings, we discuss curriculum and student progress. We distribute student progress reports every six weeks in order to inform parents of their student's progress towards academic achievement. We also encourage parents to sign up for PowerSchool so they can have timely feedback regarding their child's progress.</p> <p>Decisions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased outreach and support for under-represented parent groups;</li> <li><input type="checkbox"/> Translation services and childcare to be inclusive to all students;</li> <li><input type="checkbox"/> Supplemental services to assist parents...Health Tech, Guidance/Attendance support</li> </ul>