

Norwood Public Schools
Norwood, Massachusetts

Coakley Middle School

SCHOOL IMPROVEMENT PLAN

2018-2019

Mission Statement:

The mission of the Dr. Philip O. Coakley Middle School is to develop global citizens who appreciate learning. In partnership with the Norwood community, we foster social, emotional, and intellectual growth in a safe, inclusive, and academically rigorous environment. We are committed to the core values of respect and responsibility.

2017-2018 School Council Members

Margo Fraczek - Principal

Stacey Bernritter - Teacher

Laura Donlon-Ribeiro - Teacher

Seth Wyman - Parent

Kim Miller - Parent

Julie Shore- Parent

Olivia Connor - Student

Grace DiLeo - Student

Shannon Gover - Student

Kayla Horton - Student

Alexia Martinez - Student

Erin Reen - Student

SCHOOL DATA

Demographics

Enrollment by Gender	2014-2015	2015-2016	2016-2017	2017-2018
Male	369	391	380	380
Female	357	363	373	357
Total	726	754	753	737

Enrollment by Race/Ethnicity %				
Race	2014-2015	2015-2016	2016-2017	2017-2018
African American	12.9	12.3	10.4	11.9
Asian	5.8	5.6	5.3	5.2
Hispanic	8.0	9.3	11.3	12.2
Native American	0	0	0	0
White	70.9	70.8	70.8	68.5
Multi-Race	2.0	2.0	2.0	2.0
Selected Populations %	2014-2015	2015-2016	2016-2017	2017-2018
First Language not English	15.2	16.2	15	16.5
Limited English Proficient	2.5	2.8	2.3	3.1
Retentions				0.0
Economically Disadvantaged	17.1	21.0	21	25.2
Special Education	17.5	15.6	17.1	17.5
High Needs	NA	35.9	34.7	35.3
Average Class Size	2014-2015	2015-2016	2016-2017	2017-2018
All Grades	20.8	NA	22.0	22.0
Specialist Classes	NA	NA	varied	varied
Stability Rate (%)	2014-2015	2015-2016	2016-2017	2017-2018
All Grades (Aggregate)	97.5	No data	96.3	96.5
Limited English Proficient	92.6	No data	81.0	83.0
Special Education	94.9	No data	94.7	94.7
Low Income (economically disadvantaged)	94.4	No data	92.7	93.0

MCAS and PARCC Scores (5 year Trends)

% Students meeting or exceeds expectations/Proficient or advanced

Test/Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
6th ELA	78	71	72	85	62	63
6th Math	60	62	60	51	50	50
7th ELA	83	82	82	68	44	28
7th Math	50	47	46	45	44	36
8th ELA	77	91	89	72	51	46
8th Math	41	64	63	60	46	58
8th STE	33	42	41	43	39	36

Trends (*Data over the past 4 years has been from various sources so trends should be considered with appropriate caution*)

- 8th grade science scores have had no statistically significant increase since 2014 and have decreased 7% from 2015 to 2017
- 6th grade ELA scores were rising until switch to NGMCAS (2 years of consistency on NGMCAS)
- 7th grade ELA scores down 16% 2017 to 2018 with MCAS 2.0
- 8th grade ELA scores were rising until the switch to PARCC and NG MCAS
- 6th grade math saw no change and then decline with switch to NG MCAS
- 7th grade math scores have declined gradually from 2012 - 2017
- 8th grade math scores increased from 2012 - 2016
- Significant decline in performance from 6th to 7th with some recovery when same cohort enters 8th.

NORWOOD PUBLIC SCHOOLS
PROGRESS REPORT
OF THE
2017-2018 SCHOOL IMPROVEMENT PLAN

PROGRESS REPORT: Please give a status report on each objective that was identified in your 2016-2017 School Improvement Plan. If the objective has been accomplished, please indicate when and how it has benefited the school. If the objective has not been accomplished, please explain why and when you anticipate the objective will be completed.

ACTIVITY	MEASURED OUTCOME by June 2018
<p>I. LITERACY</p> <ul style="list-style-type: none"> ● Research programs/PD for student vocabulary development ● Research, purchase and implement a universal screening tool. ● Continued PD in Keys to Literacy. ● Creation of student data dashboard in conjunction with new Student Information System. ● Introduce Global Citizenship/Literacy Program to CMS 	<ul style="list-style-type: none"> ● Review Keys to Literacy training. Incorporate refresher and new staff training into 2018-2019 PD. ● 2018 Budget includes universal screening tool. 2018-2019 create committee to select tool. ● See Above ● Continue development in conjunction with technology department ● Tabled due to staffing and interest.

<p>II. STEAM</p> <ul style="list-style-type: none"> ● Create a 5- Year Technology Plan for CMS ● Explore expansion of computer program by adding online STEM such as CAD ● Explore integration of STEM into the grade level curriculum. ● Reinstate Math RtI Program ● Identify universal screening tool in math. ● Request funding for and hire Math RtI Teacher. 	<ul style="list-style-type: none"> ● Completed by Technology department ● 2017-2018 gained access to tools. Creating coding classes will be part of 2018-2019 SIP. ● Continue in new SIP ● Done on a modified basis in grade 6. Needs further funding to become comprehensive and school wide. ● See above ● See above
<p>III. MEETING THE NEEDS OF ALL STUDENTS</p> <ul style="list-style-type: none"> ● Implementation of differentiated student academic and behavioral contracts to partner with parents and students on meeting the needs of struggling students. 	<ul style="list-style-type: none"> ● Done. Will be part of 2018-2019 PBIS program

<ul style="list-style-type: none"> ● Use of the new SIS System to create a more comprehensive and effective tool for collection of student data. e.g. student dashboard. ● Explore the integration of Blended Learning Strategies ● Expansion of the Case Management group to monitor the support for students struggling due social emotional issues. ● Collaborate with community partners on expanding the mental health resources and youth resources in Norwood ● Expand CMS After school program to include Debate Club ,Coakley Insider, STEM Clubs, Chess ● Universal Screening Tool. ● Creation of a School Council/PTO Culture and Climate Committee ● Request for additional School Adjustment Support ● Increase Wellness Teacher from .4 to 1.0 ● Add Introduction to Spanish course for ELL, Special Education and Reading Support Students in grade 8. 	<ul style="list-style-type: none"> ● See above ● Integration of blended learning will be part of 2018-2019 SIP ● Budget request added to 2018-2019 SIP ● Done. Image Plus, working with Norfolk county DA, working with Riverside. Will continue to expand resources. ● Done. Will continue to evaluate and expand after school programs ● See above ● Changed to PBIS committee for 2018-2019 school year. ● Added to 2018-2019 budget request. ● Added to 2018-2019 budget request. ● Tabled. Lack of staffing.
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<p>IV. PARENT COMMUNICATION</p> <ul style="list-style-type: none"> ● Plan and implement Parent/Guardian orientation to the new ASPEN Student Information System. ● Create a program to improve access for families who are non-English speakers or have disabilities that prevent or resource barriers. ● Literacy Tutors ● Continued enhancement of online communication tools: web sites, online grading, Google Classroom etc. ● Plan and implement a CMS Multicultural event. ● Parent communication regarding Wellness Curriculum such as the “Human Body” and “Suicide Prevention” 	<ul style="list-style-type: none"> ● Done. Will continue for new parents. ● Added to 2018-2019 SIP ● Not in budget ● Completed for 2017-2018 and continued in 2018-2019. ● Completed. Multicultural week will be an annual event. ● Done.
<p>V. SOCIAL EMOTIONAL NEEDS</p> <ul style="list-style-type: none"> ● Guidance begins to research SEL programing. ● Expand After School Programs- Continuation of the Different But Equal Club. ● Academic and Behavioral Contracts ● Expand SST 	<ul style="list-style-type: none"> ● Done. initial research completed. Moving to development and implementation stage in 2018-2019 SIP. ● Completed and Continued. ● Completed and continued ● SST is fully functioning under the direction of the assistant principal.

VI. **SCHOOL SAFETY**

- Seek funding for the installation of classroom phones

- Added to 2018-2019 budget request.

NORWOOD PUBLIC SCHOOLS
PRIORITY AREAS
OF THE
2018-2019 SCHOOL IMPROVEMENT PLAN

PRIORITY AREAS: Please outline below the objectives to be targeted for improvement at your school this year. These objectives should be identified by the School Council upon examining data on student performance and achievement and selected as priorities identified by data collected last year showing a concern about the progress of all students.

This statement should be submitted by the Principal to the Superintendent of Schools after extensive consultation and review by the School Council.

PRIORITY AREAS

Goal 1: Improving students' social emotional capacity at school to create a positive and safe school climate.

Middle school is more than an academic endeavor and students grow in a variety of ways during this crucial time period. In alignment with the Massachusetts State improvement plan and the Norwood district initiative we plan to integrate social emotional learning into the daily lives of middle school students. This will be done through explicit teaching, development of a PBIS program, and increasing teacher capacity through professional development.

Goal 2: Integrating technology across the curriculum in order to create a blended learning environment.

As the district moves towards 1:1 level of technology at the middle school it is imperative that we ensure that our teachers have the skills needed to use this investment in a manner that changes instructional practices to benefit all students. We will begin a long and continuous process of using technology to increase students' access to the curriculum by providing supports to those that struggle while offering challenges to our highest performing students. This goal will be tied to goal number 3 as the increase in access to technology will lead a greater capacity to improve programming and engage students in their learning.

Goal 3: Improving programming for all middle school students that provides engaging content, rigorous material, and relevant skills.

The goal for middle school is to engage students in learning while providing them with the skills needed to successfully navigate high school and beyond. Over the course of the year we will focus on improving the level of rigor across the curriculum while ensuring that more students are able to successful access the curriculum and make educational progress on an individual level. Additionally, we know that students having choice in their learning leads to greater engagement and motivation, therefore we will look at ways to increase student choice at a class and school level.

NORWOOD PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
OF THE PRINCIPAL AND SCHOOL COUNCIL

ACTION PLAN: For each objective listed on the previous page, please describe a plan for improvement. The plan should include a list of activities; who will be involved; and over what time frames the problem will be addressed. A clear, concise explanation of how the improvement sought will be measured should be a part of this plan.

ACTIVITY	Budget Needs	WHO	TIME FRAME	MEASURED OUTCOME
<p>Goal 1: Social Emotional capacity</p> <ul style="list-style-type: none"> ● Develop a PBIS program ● Implement, in conjunction with the NPS, a social emotional learning curriculum. ● Increase partnerships with community organizations. ● Create/Improve partnerships with SEPAC and EL community groups to provide better access for all families. 	<p>\$2500 for summer work</p> <p>Part of district budget</p> <p>no cost</p> <p>no cost for year one</p>	<p>PBIS Committee</p> <p>SEL Task Force</p> <p>SAC, Guidance, Admin</p> <p>Special education staff/ EL Staff</p>	<p>Summer 2018- Spring 2019</p> <p>Sept 2018</p> <p>2018-2019</p> <p>2018-2019</p>	<p>A program ready for implementation during the 2019-2020 school year. (Matrix, Flow Chart, rewards, etc)</p> <p>Regular class meetings covering SEL topics (6-8)</p> <p>Resources for parents. Stronger relationships for supporting families and students.</p> <p>Staff representatives at SEPAC meetings. Create a bilingual parent liaison group.</p>

<ul style="list-style-type: none"> ● Maintain and augment school spirit activities to create a stronger sense of community and pride at CMS ● Increase the number of School adjustment counselors ● Increase teachers capacity for culturally relevant teaching through professional development. ● Improve teachers ability with ELL students in the general education classroom through continued SEI PD. 	<p>>\$500 from student activities account</p> <p>Budget request</p> <p>\$1500 for PD (books/speakers)</p> <p>\$250-\$500</p>	<p>Student Council/ NJHS/ Mustang Mentors</p> <p>SAC/Special education</p> <p>Full Staff</p> <p>EL Staff/Admin</p>	<p>2018-2019</p> <p>2018-2019</p> <p>2018-2019</p> <p>2018-2019</p>	<p>4-6 established events designed to build community and raise school pride and spirit.</p> <p>Increase number of SAC to 2.0 FTE</p> <p>10 hours of cultural proficiency trainings. Lessons across content that incorporate cultural relevance.</p> <p>Greater academic gains by EL students in the general education setting as measured by content specific assessments, WIDA, and MCAS.</p>
<p>Goal 2: Technology Integration</p> <ul style="list-style-type: none"> ● Find purposeful ways to integrate technology throughout the curriculum ● Provide access through a 1:1 Chromebook program ● Provide substantial professional development around integrating and managing technology in the classroom for all teaching staff 	<p>no cost</p> <p>District Funded</p> <p>\$500 - \$1000</p>	<p>Full Staff</p> <p>Technology/ full staff</p> <p>Staff/tech integrator/ Admin</p>	<p>2018 - 2019</p> <p>September 2018</p> <p>January 2019</p>	<p>Content based lessons that use technology.</p> <p>Students assigned an individual Chromebook.</p> <p>Dedicated PD days for technology integration and management.</p>
<p>Goal 3: Improve educational Programming</p>				

<ul style="list-style-type: none"> ● Create a co-teaching schedule structure that allows for greater planning between special education and subject area staff. ● Increase rigor across curriculum areas to include more higher order thinking skills and opportunities for student engagement <ul style="list-style-type: none"> ○ Define rigor as a staff ○ Use department time to evaluate current level of rigor ○ Find areas to increase or improve opportunities for students to engage with curriculum ○ Train admin in UDL principles to help create flexible curriculum ● Refresh and train new teachers in Keys to Literacy to boost writing ability. ● Reduce Class Sizes in Specials ● Create a schedule that offers student choice 	<p>Request additional inclusion paraprofessional</p> <p>\$1500 for UDL training</p> <p>\$2000 for additional resources</p> <p>No cost</p> <p>No cost</p>	<p>Special education and administration</p> <p>Full Staff/ Department Chairs/ Administration</p> <p>Full Staff/Department chairs</p> <p>Scheduling committee/ admin</p> <p>Scheduling committee</p>	<p>September 2018</p> <p>2018-2019</p> <p>Fall 2018</p> <p>September 2018</p> <p>2018 - 2019</p>	<p>A schedule that places liaisons in content pairings with time to collaborate with content teachers</p> <p>School wide definition of rigor.</p> <p>Roadmap for creating lessons that incorporate student centered learning.</p> <p>Administration completes training in UDL</p> <p>PD sessions at school and department level so that all staff are trained. All staff trained and using techniques.</p> <p>Classes capped at 24</p> <p>Completed Schedule w/ electives</p>
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<ul style="list-style-type: none">• Add more after school clubs that relate to students' interests.	\$1000 (PTO or other funding sources)	PTO/ budget related	2018-2019	Additional afterschool offerings
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PROJECTED PROFESSIONAL DEVELOPMENT 2018-2019	
September	Social Emotional Learning
October	Social Emotional Learning
November	Keys to Literacy and Defining Rigor
December	Curriculum Review/Planning
January	Technology Training
February	Cultural Proficiency
March	Introduction to co-teaching model
April	School Based Transition Planning
May	PBIS Rollout & Dept Based 2019-2020 Planning
June	Goal setting for 2019-2020

Appendix A - MCAS Data by Subgroups

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	498.2	497.5	-0.7	499.7	708	0	Declined
Lowest Performing	475.1	475.4	0.3	478.1	112	2	Improved Below Target
High needs	487.4	487.4	0.0	489.0	304	1	No Change
Econ. Disadvantaged	488.1	488.5	0.4	489.1	194	2	Improved Below Target
EL and Former EL	487.2	485.7	-1.5	488.7	79	0	Declined
Students w/disabilities	479.2	478.3	-0.9	481.0	141	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	517.4	512.2	-5.2	520.2	34	4	Exceeded Target
Afr. Amer./Black	484.4	482.4	-2.0	486.7	84	0	Declined
Hispanic/Latino	486.6	484.7	-1.9	488.2	85	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	15	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	500.5	501.3	0.8	502.2	489	2	Improved Below Target

Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	70.2	69.6	-0.6	72.9	230	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	55.6	56.6	1.0	59.0	99	2	Improved Below Target
Econ. Disadvantaged	58.3	55.9	-2.4	62.1	64	1	No Change
EL and Former EL	50.0	46.2	-3.8	52.9	26	0	Declined
Students w/disabilities	48.2	53.9	5.7	51.2	38	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	9	-	-
Afr. Amer./Black	55.0	55.6	0.6	58.5	27	2	Improved Below Target
Hispanic/Latino	60.4	49.0	-11.4	63.2	25	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	72.8	74.4	1.6	75.6	165	3	Met Target

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	499.8	497.6	-2.2	501.3	707	0	Declined
Lowest Performing	479.3	475.3	-4.0	484.8	112	0	Declined
High needs	489.7	488.1	-1.6	491.5	303	0	Declined
Econ. Disadvantaged	492.4	489.3	-3.1	493.7	193	0	Declined
EL and Former EL	489.1	485.1	-4.0	490.4	78	0	Declined
Students w/disabilities	480.9	479.6	-1.3	482.7	140	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	512.0	508.9	-3.1	513.8	34	0	Declined
Afr. Amer./Black	492.8	486.5	-6.3	494.4	84	0	Declined
Hispanic/Latino	490.9	485.8	-5.1	492.4	85	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	15	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	501.4	501.1	-0.3	503.1	488	1	No Change