



# Collins Middle School

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## **School Improvement Plan 2019-2020**

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## I. Comprehensive Needs Assessment

### School Demographics

Collins Middle School is a 6-8th grade expanded learning time (ELT) school. The full school day is 7:15am-3:35pm and the expanded schedule gives our scholars an opportunity to have core content subjects along with STEM, World Language, Interventions, Electives, Enrichments. The school currently has 682 students which is an increase from 536 students the year before. The 2018-2019 demographics are as follows: first language not English 33%, ELL 7.6%, SWD 21%, High Needs 65% and economically disadvantaged 54%.

### Data and Stakeholders used to create SIP

The Collins Middle School SIP was created with the school based Instructional Leadership Team. This team consists of teachers and staff that represent a variety of core subject areas as well as Special Education, English Language Learners, and Counselors. Together, the group analyzed the MCAS data, panorama data, School City data, Access, Iready Data and created a comprehensive needs assessment that drove the creation of our SIP. The CMS team received feedback from the School Council on this document.

## II. School Data Profile

CMS Data: <https://drive.google.com/drive/folders/1yM-nBIC-9019d9eW4Uyi9PCzuoBKqZcm>

District Data: [https://drive.google.com/drive/folders/1jKxcukiX2J3oD7R8wf\\_8qpldoUDcLAyx](https://drive.google.com/drive/folders/1jKxcukiX2J3oD7R8wf_8qpldoUDcLAyx)

## III. Data Analysis

English Language Arts/Literacy	
<b>Strengths</b>	<p><b>SGP</b>            Overall: 47            Lowest Performing: 43.8            High Needs: 45.3            Econ. Disadvantaged 45            EL and Former EL: 50.8</p> <p><b>Achievement</b>            Lowest Performing: 469 (2018) improved to 470 (2019)            EL and Former EL: 482.0 (2018) improved to 482.2 (2019)            Hispanic/Latino: 485.8 (2018) improved to 487.8 (2019)</p>
<b>Challenges</b>	<p><b>Achievement:</b>            All Students: 494.6 (2018) decline to 493 (2019)            Multi/Race: 499 (2018) decline to 496 (2019)</p>
<b>Opportunities</b>	<p>Intervention and Accelerations restructured to Enrichment Period- 43 minute to 55 minutes            Added 30 minutes of total ELA minutes</p>

Mathematics	
<b>Strengths</b>	<p><b>SGP:</b>            All Students: 53            Lowest Performing: 52.5            High Needs: 51.8            Econ Disadvantage: 51.8            EI and Former EL: 54</p> <p><b>Achievement</b>            Lowest Performing: 470 (2018) increase to 473 (2019)            Students with Disabilities: 477.4 (2018) increase to 477.9 (2019)            Multi/Race: 496.7 (2018) increase to 497.8 (2019)</p>
<b>Challenges</b>	<p><b>Achievement:</b>            All Students: 494.9 (2018) decline to 493.9 (2019)            EL and Former EL: 484.1 (2018) to 481 (2019)</p>

<b>Opportunities</b>	Intervention and Accelerations restructured to Enrichment Period- 43 minute to 55 minutes

<b>Science</b>	
<b>Strengths</b>	<p><b>Achievement:</b>            All Students: 55.8 (2018) increase 58 (2019)            Econ Disadvantage: 47.6 (2018) increase 49.6 (2019)            Students with disabilities: 38.4 (2018) increase 40 (2019)            Hispanic/Latino: 42.3 (2018) increase 48.8 (2019)</p>
<b>Challenges</b>	<p>Achievement:            High Needs: 47.7 (2018) no change 47.6 (2019)</p>
<b>Opportunities</b>	<p>Continue to focus on science writing            Science department will have another year to develop Iqwest curriculum            New schedule increases time on science per week from 250 to 350 minutes</p>

<b>School Culture</b>	
<b>Strengths</b>	<p>Collins Middle School Traditions:            Thanksgiving Dinner- 250 Community members attend            School Wide Celebration of student work            Open House            PBIS reward system            Sport Teams            Portfolio System</p>
<b>Challenges</b>	<p>Panorama Data: Student Survey            The Following areas decreased from 2018:  <i>School Belonging: -5</i>  <i>School Climate: -7</i>  <i>School Engagement: -4</i></p>
<b>Opportunities</b>	<p>Implemented the following areas with staff and students:</p> <ul style="list-style-type: none"> <li>• SEL “Caring School Community” is implemented with staff</li> <li>• Transition Routine - School Hallways</li> <li>• Behavior Flow Chart- PBIS</li> <li>• New Schedule</li> </ul>

<b>Attendance</b>	
<b>Strengths</b>	<p><b>Attendance Rates (DESE)</b>            Lowest Performance: 27%(2018) to 25% (2019)            Econ Disadvantage: 32.5 (2018) to 31% (2019)            Students with Disability: 29% to 27%(2019)</p>
<b>Challenges</b>	<p><b>Attendance Rates (DESE)</b>            All Students: 20% (2018) to 18%(2019)            High Needs: 26.5% (2018) to 27.9% (2019)</p>
<b>Opportunities</b>	Revised Attendance Team structure and procedures during school year 18-19

## Family & Community Engagement

<b>Strengths</b>	Collins Middle School Traditions: Thanksgiving Dinner- 250 Community members attend School Wide Celebration of student work 6th Grade Orientations- 250 Plus community Members Collins Family Connections- 15 members (increase from 10 in 2018) Starting of a School Council - 3 teachers, 3 Community Members, and 3 Parents
<b>Challenges</b>	Increase the percentage of families to reflect our student population
<b>Opportunities</b>	Hiring of a new Family Engagement Facilitator

## IV. School Action Plan

**Strategic Objective:** *Implement data cycles that include regular use of student level data to inform instruction to meet the needs of the lowest 20% of the school population and gain one grade level of content in Math and ELA. (ELA and Math)*

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>Protocol to look at student work with a focus on SWD (and lowest 20%) - every other data CPT (twice monthly)</li> </ul>	Coaches	9/1/	6/1
<ul style="list-style-type: none"> <li>Content level teams develop mastery checks</li> </ul>	Content teams/ Coaches	9/1	6/1
<ul style="list-style-type: none"> <li>Team of teachers develop lesson plans based on mastery checks and utilizing co-teaching model - every other planning CPT (twice monthly)</li> </ul>	Content teams/Coaches	9/1	6/1
<ul style="list-style-type: none"> <li>Math and ELA teachers develop intervention groups based on 3 data points</li> </ul>	Content teams	9/1	6/1
<ul style="list-style-type: none"> <li>Admin team develops data system to review all grade levels progress .</li> </ul>	Admin Team	10/1	6/1
<ul style="list-style-type: none"> <li>Co-Teaching CPTs- A new CPT has been introduced to support our special education and ELL populations.</li> </ul>	Sarah D., Lisa R., Coaches	9/1	6/1

**What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?**

- Iready- 3 times a year
- School City- 3 times a year
- Mastery Checks- Weekly- Focus within CPT on SWD
- Interventions are monitored by classroom teacher: Triangulate the data with three data points: School City, iReady, Classroom Mastery Checks

**Strategic Objective:** Continue to push rigorous academics through standards-based lesson planning with a focus in the area of academic discourse. This professional development and implementation of teaching practice will increase (Meaningful Interaction)

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>Review CMS standard of Excellence around student discourse- Based on the district priority.</li> </ul>	ILT	SY18-19	
<ul style="list-style-type: none"> <li>All teachers teachpoint goals will reflect an increase of student discourse</li> </ul>	Admin	9/6	5/21
<ul style="list-style-type: none"> <li>Instructional Walk - October feedback to staff via memo</li> </ul>	ILT	10/15	
<ul style="list-style-type: none"> <li>PD developed based on the findings of instructional walk</li> </ul>	ILT	10/31	11/11
<ul style="list-style-type: none"> <li>Instructional Walk - January feedback to staff via memo</li> </ul>	ILT	1/15	
<ul style="list-style-type: none"> <li>PD developed based on the findings of instructional walk</li> </ul>	ILT	1/15	
<p><b>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>Instructional walk through data</li> <li>mastery checks</li> <li>school city data</li> <li>iready data</li> </ul>			

**Strategic Objective:** Create and Develop a school climate through social emotional learning that helps promote a culture of academic success. (Welcoming Environment) (Culture).

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>SEL "Caring School Community" is implemented with staff</li> </ul>	ILT	8/1	5/1
<ul style="list-style-type: none"> <li>New CMS routine around transitions in the building</li> </ul>	ILT	8/1	5/1
<ul style="list-style-type: none"> <li>New structures around supporting scholars in classroom (ie- Pause Space and office interventions)</li> </ul>	ILT	8/1	5/1
<ul style="list-style-type: none"> <li>ILT was collect data from Scholars, teachers, and community members.</li> </ul>	ILT	10/1	5/1
<ul style="list-style-type: none"> <li>Will review data with staff three times during the year.</li> </ul>	ILT	10	5/1
<p><b>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>panorama survey</li> <li>ILT Walkthrough Tools</li> </ul>			

**Strategic Objective:** Revise systems and structures around student attendance to progress towards state set target of 18.0%

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>Team revised process SY 18-19</li> </ul>	SY 18-19		
<ul style="list-style-type: none"> <li>Weekly Meeting</li> </ul>	ILT	9/1	5/1
<ul style="list-style-type: none"> <li>Sharing information with Content teachers</li> </ul>	ILT	9/1	5/1
<ul style="list-style-type: none"> <li>Working with FEC to support scholars</li> </ul>	Admin	9/1	5/1
<ul style="list-style-type: none"> <li>Data dive three times per year.</li> </ul>	Attendance Team	10/1	5/1
<p><b>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>ASPEN Attendance Data</li> </ul>			

## V. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Office of Human Capital reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

## VI. Professional Development Plan

### a. District Professional Development Plan

### b. School-based Professional Development Plan

[https://docs.google.com/document/d/1QkBFk1RMHUXf7f\\_1XM0oDqY\\_HAOp1dvzVKDncOxMnHA/edit?usp=sharing](https://docs.google.com/document/d/1QkBFk1RMHUXf7f_1XM0oDqY_HAOp1dvzVKDncOxMnHA/edit?usp=sharing)

## VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee to conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

## VIII. Parent Involvement

CMS has opportunities for parents to be involved in the community and be a stakeholder. Collins Family Connection is a parent group that meets monthly. The principal has a topic to give parents information (examples: 8th Grade Trip and

MCAS Data) and then after the parents have a meeting to support teachers in extracurricular activities. Last year, we reinstated the School Council to help the principal in the area of MCAS data, SIP, and budget.

## **IX. Shared Leadership Practices**

CMS continues to have many teams in the building that helps with our shared vision of the school. The teams are as follows:

Instructional Leadership Team

Events Team

Attendance Committee

Social Emotional Learning Team

## **X. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)**

CMS has a structure with the ELT schedule has enrichment period everyday. During enrichment period ELA/Math teachers identify students in need of support. During the enrichment block student receive targeted interventions in ELA and Math.

## **XI. Coordination and integration of federal, state and local services and programs**

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.