



Norwood Public Schools

Coakley Middle School

School Improvement Plan

2020-2022

Principal: Margo Fraczek

Mission Statement

The mission of 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.

School Council Members

Margo Fraczek - Principal

School Data

Demographics

Enrollment by Gender	2018-2019	2019-2020	2020-2021
Male	378	356	Data Unavailable
Female	374	368	Data Unavailable
Total	752	724	Data Unavailable

Enrollment by Race/Ethnicity(%)

Race	2018-2019	2019-2020	Data Unavailable
African American	12.3	12.1	Data Unavailable
Asian	5.3	5.7	Data Unavailable
Hispanic	13.1	14.4	Data Unavailable
Native American	0.3	0.0	Data Unavailable
White	66.8	64.7	Data Unavailable
Multi-Race	2.3	2.8	Data Unavailable

Enrollment by Selected Populations (%)

Populations	2018-2019	2019-2020	2020-2021
First Language not English	17.6	20.6	Data Unavailable

English Language Learners	3.1	6.0	Data Unavailable
Economically Disadvantaged	22.7	28.1	Data Unavailable
Students with Disabilities	20.5	21.7	Data Unavailable
High Needs	41.1	48.5	Data Unavailable

Average Class Size

Average	2018-2019	2019-2020	2020-2021
All Grades	22.0	22	Data Unavailable
Specialists	24.0	24	Data Unavailable

MCAS Scores

MCAS Test of Spring 2019										
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations	
	School	State	School	State	School	State	School	State	School	State
Grade 6 ELA	63	53	17	13	46	41	27	33	10	13
Grade 6 Mathematics	54	52	11	10	43	41	37	38	9	10
Grade 7 ELA	49	48	6	8	43	40	39	39	12	13
Grade 7 Mathematics	37	48	5	11	32	37	52	39	11	13
Grade 8 ELA	38	52	4	11	34	40	48	35	14	14
Grade 8 Mathematics	43	46	8	10	35	37	44	41	13	12
Grade 3-8 ELA	50	52	9	10	41	42	38	37	12	11
Grade 3-8 Mathematics	45	49	8	9	37	40	44	39	11	12

MCAS Test of Spring 2020 (Canceled due to COVID-19)										
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations	
	School	State	School	State	School	State	School	State	School	

										State
Grade 6 ELA										
Grade 6 Mathematics										
Grade 7 ELA										
Grade 7 Mathematics										
Grade 8 ELA										
Grade 8 Mathematics										
Grade 6-8 ELA										
Grade 6-8 Mathematics										

2019 Accountability Report

Indicator		All Students			Lowest Performing		
		Points Earned	Total possible points	Weight %	Points Earned	Total possible points	Weight %
Achievement	ELA Achievement	2	4	-	2	4	-
	Math Achievement	1	4	-	4	4	-
	Science Achievement	0	4	-	-	-	-
	Achievement Total	3	12	67.5%	6	8	67.5
Growth	ELA Growth	2	4	-	1	4	-
	Math Growth	2	4	-	2	4	-

	Growth Total	4	8	22.5%	3	8	22.5%
Additional Indicators	Chronic Absenteeism	2	4	-	0	4	-
	Advanced Coursework	-	-	-	-	-	-
	Additional Indicators Total	2	4	10	0	4	10.0
Weighted Total		3.1	10.3	-	0	4	10.0
Percentage of Possible Points		30%			63%		
Criterion-referenced target %		46%					

Update on Priority Areas of the 2020-2022 School Improvement Plan

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
<p>Goal 1: Build teachers' capacity to work effectively with students from all backgrounds using social emotional learning, culturally relevant practices, and effective positive behavior models. For the third and final implementation year for this goal CMS will implement a complete social emotional learning plan that encompasses twelve areas of social emotional learning on a three year rotation. We will solidify the universal tier of the CMS PRIDE program while developing tier two strategies for the 2021-2022 school year. Finally, CMS will focus more directly on increasing our culturally relevant practices in the classroom and throughout the culture of the school community.</p> <ul style="list-style-type: none">• May 2021: CMS has completed approximately 75% of SIP goal. The hybrid model and pandemic inhibited our ability to fully develop the Universal Tier of PRIDE and implement tier 2. Both of those items will be a focus in 2021-2022.
<p>Goal 2: Improve student writing across all content areas that will result in an aggregate increase in school wide ELA score of 7 points over two years on Renaissance, gains for all sub groups in ELA, and improve SGP for all sub groups. Using the rubrics designed by the ELA department, CMS will create a culture of writing across all content areas. We will work to increase students' resilience towards writing while maintaining a focus on high quality that incorporates textual evidence, correct grammar and syntax in an organized model of</p>

writing. We will train new staff in Keys to Literacy to form a common language and use protocols for looking at student work to determine areas of weakness.

- CMS will have accomplished approximately 85% of this goal by July 2021. All untrained staff have been offered training sessions in the spring or summer. We will send new hire staff to training in the fall. The final step of this goal is to spend time in departments and as a whole staff to review rubrics and ensure a level of writing consistency following the Keys to Literacy model across all disciplines.

Goal 3: Focus programming for all middle school students towards a blended learning model that provides a high level of student engagement, relevant skills, a universally designed plan to reach all students that will focus on college and career pathways at the high school level. CMS will take a two pronged approach to create the best model of learning for all students. We will begin to learn about and create a Universal Design for Learning model for CMS. All teachers will receive training in co-teaching, differentiated by subject area. CMS will continue to have the elective blocks and will start to work with NHS to connect one elective to a high school pathway.

- CMS has reached approximately 50% of this goal. Our ability to use a co-teaching model and implement electives was greatly impacted by the pandemic. We look forward to planning for a reboot to co-teaching in 2021 and planning for full reinstatement of electives for Fall of 2022. CMS did successfully accomplish an introductory level of UDL training.

School Improvement Plan Activities Update

For each of the previously described objectives, please describe a plan for improvement.

Activity	Budget Needs	Personnel	Time Frame	Measured Outcome	May 2021 Update
Goal 1: Build teachers' capacity to work effectively with students from all backgrounds using social emotional learning, culturally relevant practices, and effective positive behavior models.					
Complete third year of Social Emotional Learning modules to create a 3-year program. Create a Google classroom of SEL program materials and pacing charts.	\$0	Counseling Department	Year 1: Complete 4 SEL modules Year 2: Create SEL Google Classroom for teachers to access all modules and additional materials	All teachers implement SEL modules. Teachers incorporate SEL lessons into content areas.	Final four modules were created with 3 implemented in 2019-2020 and 3 implemented in 2021. Additional SEL materials were developed for the pandemic as well.
Pilot a SEL program that will supplement the CMS program	\$4500/year	Admin and counseling	Year 1: Pilot Character Strong Year 2: Implement Character Strong as SEL or look to	Guidance updates SEL modules regularly. Admin team uses Character Strong materials to improve school culture and	Still need to determine model to pilot

			alternate resource	climate. Positive results on student and staff survey	
Use Teaching Tolerance Social Justice Standards to create a consistent language around cultural relevance ay CMS	\$0	Principal and all staff	<p>Year 1: Complete grade 7 & 8 CPT workshops.</p> <p>Year 2: Implement specialists and grade 6 CPT workshops</p>	Staff regularly reflects on structural inequities and works to create opportunities for all students. Staff uses common language of social justice standards.	Begun in fall 2019 and interrupted due to pandemic. Plan to reinstate fall of 2021.
Continue to embed PD around culturally relevant lesson planning.	\$3000 over two years	Outside Providers	<p>Year 1: ½ day PD session</p> <p>Year 2: Two ½ day PD sessions</p>	Teachers create and implement lessons that reflect the diverse populations of CMS.	Completed target and cont. In 2021-2022
Continue to implement PBIS behavior system CMS PRIDE.	\$1500/year for PBIS materials	PBIS team and all staff	<p>Year 1: Strengthen Universal Tier Supports. Plan Tier two</p> <p>Year 2: Implement Tier two</p>	Increased positive behaviors as shown through reduced referrals.	Universal Tier created. Need to develop Tier two.

Bring in diverse speakers for student enrichment	Funded by PTO (\$1500/year)	PTO, principal	Year 1: One speaker Year 2: One speaker	Positive student response to speakers. Increased sense of belonging for students as shown on survey. (Survey in fall & spring)	Postponed for 2020-2021
Create clubs to support minority and immigrant students at school	Year 1 & 2 no funding required. Year 3 added to stipend budget (\$1200)	Staff and leadership team	Year 1: Add support groups for ELL students and AA students Year 2: Add AHANA or Affinity groups for multi-minority groups	Positive student response to groups. Increased sense of belonging for students as shown on survey. (Survey in fall & spring)	Created DEI club with support of NPD officer. Need to create ELL student support group.
Improve student writing across all content areas that will result in an aggregate increase in school wide ELA score of 7 points over two years on Renaissance, gains for all sub groups in ELA, and improve SGP for all sub groups.					

Take ELA 6 trait rubric and create content based rubric to be used in all departments	\$0	Dept chairs, staff	Year 1: Create rubrics in dept meetings. Year 2: Implement rubrics across disciplines	Increase of 4 points per year on aggregate Renaissance data	Work begun in 2019-2020. Some department review. Need to work on whole school.
Train new teachers in Keys to Literacy to boost writing ability and create consistency across grades and disciplines.	Year 1: \$3000 Year 2: \$179/staff	New staff, designated coaches	Year 1: Train new staff in Keys Year 2: Train New Staff	Amount and quality of writing increases across departments.	Complete for 2020-2021
Train Keys Coaches to provide in school, support around writing.	Year 2: \$1000	Designated Coaches	Year 1: Refresh Keys training w/new staff Year 2: train Coaches	Amount and quality of writing increases across departments.	Scheduled for 2021-2022
Increase writing across all disciplines. Use framework of Portrait of a Norwood Graduate.	\$0	ELA Department chair, all staff	Year 1: Develop one school wide writing activity Year 2: Embed	Students complete one school wide writing project each year. Increase in quantity of writing	Did not implement School wide writing project.

			Portrait of a graduate work into additional lessons	across curriculum by 1-3 pieces.	
Conduct 4 assessments using Renaissance per year. Use data to inform instruction on weak writing areas.	\$15,000/year for Renaissance	ELA teachers, Department Chair	<p>Year 1: Ask ELA teachers and chair to evaluate and report out data to CMS. Use data to create/modify lessons</p> <p>Year 2: Focus data analysis on subgroups - AA and special ed. Ask Special Ed teachers to evaluate data Use data to create/modify lessons</p>	<p>Year 1: See gains across aggregate of 4 points in SGP.</p> <p>Year 2: See gains across aggregate of 3 points in SGP. See gains in AA and special education subgroups of 2 SGP.</p>	<p>Conducted assessments. Staff trained in reports.</p> <p>New Interventionist staff in ELA/Math will help to schedule and access data.</p>

Create a RTI program for each grade level that incorporates No Red Ink and CommonLit in ELA classes and ELA RTI to improve data identified areas of weakness	\$1500 for teacher planning during summer 2020	ELA teachers and department chair.	<p>Year 1: All ELA staff follow RTI program during school year</p> <p>Year 2: Evaluate use and data from NoRedInk and CommonLit to revise RTI program</p>	Data from No Red Ink/CommonLit and Renaissance indicating improved performance.	Moved to 2021-2022
Use CPT time to use research based protocols to review student work	\$0	All Staff	<p>Year 1: Core subject areas</p> <p>Year 2: Specialist Areas</p>	Teachers are better able to analyze student progress from authentic student work.	Moved to 2021-2022
Goal 3: Focus programming for all middle school students towards a blended learning model that provides a high level of student engagement, relevant skills, a universally designed plan to reach all students that will focus on college and career pathways at the high school level.					

All teachers, regardless of content, will receive introductory instruction in co-teaching and the six basic models of co-teaching outlined by various sources (CAST, BEH, Dieker, et al.)	\$5000 for PD training (SOA)	All Staff	Year 1: Train all staff Year 2: Continue w/coaching to improve model.	Fewer students referred for special education. Fewer students failing subjects.	Training moved to 2021-2022
ELA and math teachers will receive more in depth instruction and appropriate resources to develop consistent and strong co-teaching models. We plan to have a co-taught math and co-taught ELA class on each team at each grade level.	Increase .4 special ed teacher to 1.0 (SOA)	ELA, Math, Special Ed.	Year 1: Train all staff, provide planning time. Year 2: Cont, w/ coaching to strengthen the model.	Fewer students referred for special education. Fewer students failing subjects. See gains in MCAS scores in year 2.	Special education Teacher added. 60% of ELA/Math/SPED staff trained.
Administrative team will receive training in UDL to create the MTSS framework for a strong universal tier of instruction. All staff will receive introductory UDL training	District funding (SOA)	Admin and all staff	Year 1: Intro to UDL Year 2: Additional training in UDL models in the classroom	Fewer students referred for special education. Fewer students failing subjects. See gains in MCAS scores for special ed subgroups in year 2.	Completed

Integrate PLTW units into grade 7 SCI and Grade 6/8 STEM classes	Grant Funded	7 SCI and STEM staff	Year 1: Train SCI and STEM staff. Implement units Year 2: Coaching by PLTW staff to improve programming	Increased student engagement in SCI and STEM. Greater number of students look to STEM and SCI fields in High School.	Completed
Modify and increase elective offerings that are tied to pathways at NHS.	\$1000/year for additional supplies	Select Staff at CMS and NHS	Year 1: Work with NHS to identify potential pathways and electives to promote them at CMS Year 2: Implement 1-3 new electives.	Increased engagement in electives and a growing cohort of students in NHS pathways.	Postponed to 2022-2023
Create an 8th grade career day to help grade 8 students explore	\$0	Guidance at CMS and NHS	Year 1: Set up Career Day in Spring	Student survey about events.	Completed

pathways available at the high school			Year 2: Increase number of community partners by 3.		
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