

## SCHOOLS TO WATCH-TAKING CENTER STAGE

*Schools to Watch™-Taking Center Stage is a statewide program implemented by the California League of Middle Schools, California Department of Education, California Middle Grades Alliance, National Forum to Accelerate Middle-Grades Reform and the Schools to Watch™-Taking Center Stage Model Schools*

For more information, visit [www.clms.net/stw](http://www.clms.net/stw).



### FRANK WRIGHT MIDDLE SCHOOL

**Designated in 2007**

**Re-Designated 2010, 2013, 2016, 2019**

Imperial Unified School District

Imperial County

Summer Heraz, Principal

885 North Imperial Avenue, Imperial, CA 92251

Tel 760-355-3240

[sheraz@imperialusd.org](mailto:sheraz@imperialusd.org)

#### SCHOOL CHARACTERISTICS

Community: small city. Enrollment: 883. Grade levels: 6-8. School schedule: Five 50-minute periods and one 105-minute periods.

#### STUDENT DEMOGRAPHICS

Free/reduced lunch: 38%. English learners: 25%.

#### REPLICABLE PRACTICES

- The school was recently recognized in a Standard & Poor's report for being in the top 2 percent of schools in California in closing the achievement gap in language arts and mathematics.
- The school schedule is built on a seven-period day: Sixth grade students receive 155 minutes of language arts daily. Seventh and eighth grade students receive 105 minutes of language arts and English language development daily.
- Every teacher is responsible for student literacy and the development of vocabulary in their subject.
- A collaborative teacher-designed rubric describes what an engaged performance-based classroom should look like.
- All math and language arts teachers receive AB 466 training followed by a year of coaching.
- Math, reading and writing interventions are available throughout the school day.
- English language arts development and mathematics placement are course-specific, not grade-level specific and determined by teacher input, work samples, and California Standards Test data.
- The art program and technology classes use innovative interdisciplinary activities.
- The use of portfolios to demonstrate student learning is widespread across the school.
- All students have an adult advocate.
- A strong teaming structure provides opportunities for teachers to connect with students daily.
- Students actively participate in parent-teacher conferences.
- Students are offered an array of electives (art, band, music theory, music appreciation, computers, computer graphics, publications, and Advancement Via Individual Determination [AVID]).
- Parents are partners in the school's educational process.
- After-school activities include: Seasonal sports for both boys and girls, and a variety of clubs.
- There are multiple opportunities for all students to achieve grade-level standards.
- Every student has a team "study buddy" to call when he or she needs to clarify notes.
- There is one full-time counselor and one full-time student-assistance representative who works with students on a referral basis.
- Parents are involved in the school's positive discipline policies which have significantly reduced suspensions.
- The school has created a culture of common vision and shared decision-making.
- Each team of teachers has a common prep time to facilitate planning, communication, and coordination.

- Teams collaborate and use assessment data to develop intervention programs.
- Coaching (both formal and informal) is a school-wide norm.
- The school schedules interventions daily both during and after school.
- The leadership team members act as instructional coaches for the other members of the staff.
- A distributed leadership team meets once per month, trains one day per month, and coaches other staff members as needed.
- Grades are updated in student planners every two weeks.