

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.



COLTON MIDDLE SCHOOL

Designated 2014; Re-Designated 2019

Colton Joint Unified School District
San Bernardino County
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SCHOOL CHARACTERISTICS

Community: Suburb of a Large City. Enrollment: 984. Grade levels: 7-8. School schedule: Seven periods, 52 minutes. Tuesdays are minimum days with 38 minute classes.

STUDENT DEMOGRAPHICS

Free/reduced lunch: 91%. English learners: 18%.

REPLICABLE PRACTICES

- Response to Intervention (RtI) Pyramid of Interventions is used by teachers and counselors when responding to the needs of struggling students.
- Explicit Direct Instruction is used school-wide to enhance standards-based instructional program by teaching curriculum-based lessons with a wide variety of instructional strategies, for example, the TAPPLE method—teach first, ask question, pause, pick a non-volunteer, listen to the response and give effective feedback.
- Teachers utilize LCD projectors, ELMOs, Promethean interactive boards, whiteboards, microphones, microscopes and a variety of specific technology to energize lessons.
- Teachers utilize the Icons of Depth and Complexity to differentiate the curriculum and create more rigor.
- Teachers use a variety of common assessments every two or three weeks to give time to re-teach and reassess student learning; district benchmarks are given every six weeks in math and ELA.
- Teachers provide before school tutoring, and tutoring tailored to English learners and RSP students.
- At Open House, parents use a “first quarter parent check-off sheet” to assist them with basic successful strategies: checking their child’s handbook, checking grades online, keeping open communication with staff, attending parent conferences, and providing a consistent time and place for the child to do homework.
- Teachers encourage students to do more, giving them the confidence to do what they believe they cannot.
- Students take on curriculum related project-based lessons to help understand their function in school and the community: teachers, students and parents are involved in the county’s Climate Alliance and have formed a School Climate Committee that helps students with an understanding of their importance.
- Students have a real say through the Associated Student body and AVID. Electives include MESA, AVID, Publications, Yearbook, Music Appreciation, Keyboarding, Art, and Concert Band.
- All teachers are equipped with the latest of teaching tools and the goal is to incorporate well-developed procedures /routines for effective classroom management.
- To provide additional challenging activities for students, staff supports academic clubs that meet during and after school: Knowledge Bowl Club, MESA, AVID, Science Club and the National Junior Honor Society.
- As an AVID Demonstration school, a strong AVID site-leadership team works to inform/train teachers to use school-wide AVID strategies in their classes—Cornell note-taking, WICOR, critical reading for textbook use.

- GATE program and events.
- Students access online supplemental content area resources and utilize textbooks online.
- Students are encouraged to attend Saturday School, provided twice a month for support.
- Updated computer system makes it easy to monitor academics, attendance, and behavior.
- Regular and special education teachers meet twice per month to collaborate on grading, behavior, accommodations, modifications of assignments and tests.
- Co-teaching is a part of classes with special education students who are mainstreamed.
- Students are given equal opportunity to learn by the use of different teaching methods: AVID modalities, differentiated instruction, Explicit Direct Instruction, and others that offer support.
- The reward system, which is to encourage and stress the importance of academic success, are Student of the Month Assembly, Fun Friday for perfect attendance, as well as lunch-time activities, such as football, soccer, Frisbee, art contests, "Minute to Win It," and more.
- The staff is mindful to provide students with outlets, such as tutoring, clubs, sports, and activities, so that students feel a part of the campus and as a result, take ownership and pride in the school.
- Expectation and Topical assemblies address areas of bullying, cyber bullying, Internet combing, harassment, gender issues, Life Sciences are used to teach respect and responsibility, and Synergy days are used to teach empathy to all students.
- School-wide discipline ladder is Pyramid of Instruction has stages of progressive discipline that teachers use regularly.
- The school is committed to working as a team— teachers, administrators, students and parents— because it is what drives success; committees include Safety, Culture, Social, Discipline, and Awards.
- Teachers are given six hours per month to meet with various teams; teams include the departments, course-alike teachers, leadership, AVID teachers, advanced teachers, GATE teachers, general education and special education teachers for collaboration, QEIA planning team, and counselors with administration.
- Each department and course-alike is scheduled time to plan, analyze data from district benchmarks, and other assessment data and collaborate monthly.
- The AVID site team meets once per month to ensure the school-wide implementation of AVID.
- Time is scheduled during for teachers to do classroom walk-throughs with the purpose of improving their teaching and seeing a larger picture of the learning taking place.
- Professional Development Strands: teachers discuss/review key parts of books regarding lesson delivery.
- Data Analysis Protocols are used to develop SMART goals for reassessment.
- Parenting programs, like Parent Institute, offer parent education activities involving families.