

COLORADO TRAILBLAZER SCHOOL TO WATCH



Corwin International Magnet School



Designated in 2013, Redesignation 2016;

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2015-16 School Statistics

(Source: Infinite campus and School Performance Framework)

Community: Urban with 16,988 students in the district
Enrollment: 619
Grade Levels: 4-8
School Schedule: Extended Calendar

Student Demographics

61.18%	Hispanic
34.85%	White
.99%	Asian
1.58%	African American
.19%	American Indian (Native American)

44%	Free/Reduced Lunch
2%	English Learners
5.5%	Mobility Rate

AYP

Academic Achievement
Academic Growth
Academic Growth Gaps

% of Targets Met

Exceeds--- 91.7%
Approaching---58.3%
Meets--- 65%

School Characteristics and Replicable Practices

Academic Excellence

- Teachers provide students with assignment models and exemplars.
- Summative assessment tasks are accompanied by rubrics, which include achievement level descriptors.
- Students are given multiple opportunities to revise work based on feedback from teachers and peers prior to final summative assessments.
- 100% of CIMS staff writes unit plans that align to both IB objectives and Colorado Common Core State Standards.
- Vertical articulation of curriculum is done school and district wide to ensure progression of skills throughout the standards.
- IB unit plans include conceptual learning that takes students through all four depths of knowledge.
- IB unit plans include conceptual learning that makes real world application possible for students and provides real world context
- Each unit of learning surrounds a significant concept and inquiry questions that guide the instruction.

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- Grade level teams work together and meet once a week to connect concepts among curricular areas.
- International connections are made once a month to enhance student understanding concepts.
- All middle grades teach at least one interdisciplinary unit per year to reinforce cross curricular
- CIMS administration has trained staff for a school wide implementation of best practices such as reciprocal teaching, two column notes and Document Based Questioning.
- The staff includes several trained Kagan Cooperative Learning coaches and is encouraged to incorporate new and novel structures for students.
- All staff has received Level 1, 2, or 3 IB training and includes a member of the National IB Educator Network as a trainer and school evaluator.
- Students practice designing and creating their own projects through a Design class using the Design Cycle.
- All students are required to participate in the district science fair on a yearly basis.
- Summative assessment tasks are often performance based and allow for students to create products that show their understanding of concepts through multiple modes.
- Students use International Baccalaureate assessment criteria and Colorado State Assessment writing rubrics to evaluate their own and others work.
- Summative assessments provide students with choices to allow for individual learning styles.
- All 5th graders participate in the PYP Exhibition each spring.
- Every student starts their day in a forty minute Advisory class that focuses on grade level skill blocks in addition to activities tied to a monthly global theme.
- Every school process (from delivering student messages to behavior management) allows for the least amount of disruptions.
- The majority of teachers pace classes using Kagan CL structures to transition through the lesson sequence with a high level of engagement for all students and utilize heterogeneous seating.
- Week long Intersessions in October and March allow for students who need intervention to attend intensive core curricular classes.
- RTI process allows for students who need tier 2 interventions to be identified and accommodated.
- Classes differentiate for all learners to accommodate students needing acceleration and students needing extra help.
- Teachers provide extra help before and after school and at lunch as needed as a tier 1 intervention.
- Several staff members, including the Assistant Principal have been trained as Kagan Cooperative Learning Coaches.
- Teachers take part in teacher led Professional Learning Communities once per week to look at data, discuss student progress, and calibrate the grading of student work.
- PLC time is dedicated to one of three meeting configurations: grade level, subject area, and IB, allowing staff to address items specific to each team.

Developmental Responsiveness

- All students are assigned an Advisory teacher who monitors their data and advocates for student needs.
- Many clubs are available for students to join and participate in with adult mentors.
- Students wear club shirts on Fridays to show mutual respect for all.
- Dean of Students on site to help families in need with uniforms and identification for services throughout the year.

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- Two full time Counselors, Assistant Principal, School Resource Officer, and Dean of Students work together to be successful in controlling culture and climate so all students can be safe and successful.
- Teachers have received training to better support students with learning disabilities, specifically autism, Asperger's, and social emotional needs.
- All students are given a laptop in a one to one technology environment.
- All teachers utilize content area literacy strategies and are encouraged to use Kagan Cooperative Learning structures.
- Teachers utilize a variety of technology resources such as Promethean Boards, Mobis, clickers, iPads, and Google Classroom.
- Unit based learning encourages students to inquire into new subjects and explore topics of interest.
- Exploratory wheel allows students to experience all offerings for the arts and then choose the class they enjoy the most.
- Units of Inquiry are developed around relevant concepts that apply to student's community and world.
- Unit questions are posted in classrooms with additional lines of inquiry that will be investigated throughout unit study.
- Student's advisory activities tie into local and global topics and afford opportunities to take action.
- Cross curricular units are developed among grade levels in IB Units.
- A majority of summative assessment tasks are cross curricular; students receive scores in multiple classes for one assignment/project.
- All students complete annual ICAP activities.
- College in Colorado activities take place once a month during second semester and include interest surveys, career finders, college awareness, financial literacy, and high school planning.
- Enrichment intersession classes are offered twice a year for students to explore a rich variety of topics and interests such as cooking, computers, and athletics.
- Several after school activities are offered for students to participate in such as athletics, Science Olympiad, National Academic League, etc.
- Students often are given choices when completing assessment tasks.
- Students attend conferences twice a year.
- Our student "Peace Corps" allows for students to support each other through many types of situations like behavior, academics, and service learning.
- As a part of the "Design" curriculum, students are posed with problems to solve and questions to answer that allow students to follow individual lines of inquiry.
- Each teacher keeps a parent communication log.
- All families must volunteer 18 hours to the school per year.
- Parents use ParentBooker.com to find volunteer opportunities and track their volunteer hours.
- Parents are notified of every missing assignment.
- The School Accountability Committee regularly contributes to parts of the USIP.
- Teachers use a variety of resources to keep parents informed such as: remind, google classroom, etc.
- The IB Learner Profile is ten characteristics that all IB schools aim to instill in their students, and is embedded in all aspects of the school community.
- Monthly community service themes are developed to provide school wide participation in citizenship activities.
- Throughout the year, parent tutorials and trainings are offered: for example Parent University is a quarterly opportunity for parents to come and participate in breakout topics like grading, volunteering, and IB instruction.

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- Athletics include basketball, track, cross-country, softball, football, wrestling, soccer and volleyball.
- National Academic League and Spelling Bee give students chances to compete in academic competitions.
- Other clubs include: Destination Imagination, Science Olympiad, Fellowship of Christian Athletes, Art Club, National Junior Honor Society, and Girl Scouts.
- Students receive opportunities to enter writing contests through the local library.

Social Equity

- All students who have been identified for any services are supported in a full inclusion model (ESL, GT, RTI, ESS),
- Students who need support are identified and recommended for the RTI process.
- RTI meetings include all teachers, administrators, advocates and parents of students.
- Instruction is focused on tier one. This ensures the full engagement and success of all learners.
- One laptop for every student allows for much different technology based instructional strategies.
- Several staff members have been trained in Kagan Multiple Intelligence courses.
- Multi-media instruction happens in all classrooms. Most classrooms are using google drive and google classroom to interact with students digitally.
- iPad carts in allow for students to learn on two different technologies.
- Distance Learning Lab in the building is equipped with the technology to video conference with schools and organizations around the world.
- Unit Planners are continually revised to meet Colorado State Standards and have been updated as Standards have changed to the Colorado Common Core State Standards.
- Unit Planners also meet IB Aims and Objectives for the Middle Years Program.
- Alignment of curriculum is continuous to meet district curriculum pacing map.
- The CIMS unit planning process is in a continual quality review cycle and has applied for Building Quality Curriculum, a program offered to evaluate unit plans through the IBO.
- Each unit is realigned annually, adjusted based on student achievement measures, and reflected on using a rigorous process.
- All students receiving Exceptional Student Services are taught in co-teaching and full inclusion settings.
- Summative assessments for all units allow students to take part in high level learning activities.
- Every student is guaranteed a minimum of 50 hours per year in each of the eight subject areas.
- Our middle school program offers Spanish to students.
- All students are encouraged to be proficient in their Mother Tongue and English and enrich their learning by making connections between the two.
- Culture activities are encouraged and Language Acquisition (Spanish) teachers make connections with other units to enrich student learning.
- Media center contains books in several languages to support Language Acquisition courses.
- Students are identified through an RTI process when concerns arise that allows teachers to dialogue about the student in different settings and discuss ways to support the student. The student is involved in this process and allowed to voice their needs.
- PLC meetings follow clear agendas and four focus questions that encourage positivity and proactive dialogue.
- Each family is encouraged to complete 18 volunteer hours each year.
- Parents are invited and encouraged to participate in all events.
- ELL teacher provides translation when needed.
- Student Dean and Counselors aid families in need of school uniforms, supplies, etc.

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- Monthly Learner Profile awards recognize students by trait.
- Staff will award students in the moment and give them an ISEEIB card. These cards recognize students whose actions show the 10 Learner Profile characteristics.
- Student service and action in and out of the school is prominently displayed on a bulletin board in the school.
- Staff consists of two bilingual teachers who teach Language Acquisition in addition to a bilingual Principal.
- We also have a ELL (English Language Learner) teacher on site for students whose Mother Tongue is other than English and for those who are dual-language learners.
- School wide discipline procedures are in place at CIMS so that every teacher is using the same process to document student infractions.
- The first week of school all students read through the Student Handbook with their Advisory teachers to go over rules and expectations.
- In any rule-breaking situation students are asked to reflect upon his/her actions.
- Discipline data (including attendance rates, grade point averages, behavior referrals, and suspensions) is analyzed and shared monthly.
- Analysis determines goals for students to meet.
- The school discipline process is based on the International Baccalaureate Learner Profile and the ten attributes that we want students to exhibit daily. Students demonstrating those traits positively are recognized through monthly drawings and featured on the Great Wall of IB.

Organizational Support

- CIMS Mission Statement was created by CIMS members and is read daily to entire community.
- CIMS Unified Improvement Plan is being developed by all staff members – including the action steps for all three major improvement strategies.
- Every CIMS staff member is part of a Professional Learning Community that meets weekly.
- The CIMS administrative leadership team meets weekly to align professional development to each of the UIP Major Improvement Strategies.
- As an IB school, CIMS teachers regularly collaborate on unit planning and reflection is built in.
- Each CIMS teacher participate in a grade level, subject area, and IB content PLC where they get the opportunity to reflect together and goal set as a team.
- CIMS staff members participate in whole group professional development bi-weekly.
- Professional Development aligns directly to the UIP Major Improvement Strategies. This includes assessment, best practices, International Baccalaureate elements, Kagan Cooperative Learning, and school wide instructional strategies.
- CIMS is part of a three school partnership for IB articulation. Each year, CIMS staff members participate in vertical articulation with Fountain International (Grades K-3) and East High School (Grades 9-12).
- CIMS teachers participate in vertical articulation meetings at the district level and have done district and school wide curriculum development.
- CIMS has developed a partnership with both the Center for American Values and the Pueblo Community College President’s Leadership Group.
- Discussion of an IB corridor has begun as new schools begin the authorization process with IB throughout the district.
- Data collection takes place regularly. Teachers analyze annual State Testing data (TCAP, PARCC), pre-test data, benchmark data, and student scores from across district end of unit assessments.

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- Data analysis takes place, which opens the door for professional development in specific areas (based on student needs).
- Every CIMS staff member is tied to the academic achievement of one group of students.
- Through an Advisory class, teachers of all content areas support the increase of literacy skills and close achievement gaps in reading, math and science.
- CIMS students receive a balanced curriculum that includes core content, the IB Learner Profile, and social-emotional elements.
- Teachers incorporate weekly team building and class building activities.
- A focus on Approaches to Learning skills in advisory classes allow students to reflect on how they learn, not just what they learn.
- The CIMS School Accountability Committee meets monthly and includes a variety of stakeholders. The SAC agendas align to the CIMS UIP.
- The CIMS PTO meets monthly and ends with a principal update regarding school achievements and goals.
- Student achievement data is shared at back to school night, parent teacher conferences and at annual parent orientation events.