

**E. W. Cullen Middle School  
Secondary Level**

**Clayton D. Crook, Principal**

**2011-2012**

**Continuous School Improvement Planning Goals  
Houston Independent School District**

**Executive Summary**

**Information**

Cullen Middle School is a neighborhood school serving students in grades sixth through eighth grade from diverse socio-economic backgrounds. The boundaries for attendance include economically disadvantaged single family homes and apartment complexes. Cullen is a Title I school. There were 579 students enrolled during the 2010-2011 school year. The ethnic distribution included 81% African American, 17.4% Hispanic, 0.5% White, and 0.2% Asian. Students identified as Limited English Proficient comprised 6.6% of the total population. Special Education programs served 21.2% of the student population and 2.4% were identified as gifted and talented. Students identified as immigrants comprised 0.8% of the student population. Students identified as economically disadvantaged receiving free/reduced lunch comprised 96.2% of the student population and 72.8% were identified as being at-risk. The student mobility rate was 28.1%.

Currently there are 507 students enrolled at the beginning of the 2011-2012 school year. A significant drop in enrollment occurred as a result of Cullen Middle School not meeting AYP Standards during the 2008-2009 school year. However, Cullen Middle School met AYP standards during the 2009-2010 and the 2010-2011 school year. As a result of meeting AYP two consecutive years, Cullen Middle School is no longer in the Texas State School Improvement Program. It is anticipated that a significant number of students zoned to Cullen will return to Cullen during the 2011-2012 school year. The ethnic distribution includes 80.08% African American, 18.34% Hispanic and 1.58% other. Students identified as Limited English Proficient still comprise 7.89% of the total population and 3.61% are identified as gifted and talented.

The mission of Cullen Middle School is to provide a success-oriented learning environment that addresses each student's unique academic, behavioral, and social needs; thereby, ultimately developing productive citizens in an expanding technological and multicultural society.

The vision of Cullen Middle School is we embrace high levels of learning for all students as both the reason our organization exists and the fundamental responsibility of those who work within it. We acknowledge that students learn at different rates and with different levels of support. Therefore, we are willing to examine all practices in light of their impact on learning. Consequently, every adult member of our learning community is committed to getting every child that sits before us, smarter and stronger, by doing whatever it takes to be sure that failure is not an option for any child. Teachers working collaboratively and interdependently in Professional Learning Communities use four critical guiding questions to drive instruction: (1) What do we want students to learn? (2) How will we know when students have achieved the learning? (3) How will we respond when students are not learning? (4) How will we deepen the learning for students who have already mastered the essential knowledge and skills?

**Comprehensive Needs Assessment**

Student performance at Cullen increased significantly during the 2010-2011 school year resulting in a significantly larger percentage of children achieving higher levels of learning. In the 2010-2011 school year, according to the TEA AEIS Report, Cullen achieved double digit

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gains in TAKS Reading in 3 areas: All students – Increased from 81% to 85%, Hispanic sub-pop – Increased from 83% to 89% and Economically Disadvantaged – Increased from 81% to 85%. In TAKS Math, Cullen achieved double digit gains: All students – Increased from 62% to 75% Hispanic sub-pop – Increased from 76% to 90%. Also, Cullen achieved double digit growth in Hispanic sub-pop from 72% to 82%. In addition, Cullen has achieved tremendous academic growth with the Special Education population. Students meeting standards on the TAKS Reading Test. Student performance has resulted in Cullen Middle School meeting AYP requirements for the 2010-2011 school year.

The areas in need of improvement for the 2011-2012 school year include: 1) Increasing the overall percentage of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students performing at or above grade level in Reading and Math. 2) Increasing the overall passing rate of all students on TAKS Math. 3) Increasing the overall passing rate of all 8<sup>th</sup> grade students on TAKS Science. 4) Continue to meet the Annual Yearly Progress in Special Ed. Reading by increasing the passing percentage of all students receiving Special Ed. services on the TAKS Reading Test. We will focus on improving our instructional program for students receiving Special Education services to assure that all have access to the general education curriculum. The Title IA, Special Ed and T I Stimulus Funds will enhance and add to our ability to improve the education our students receive and the skills of our staff. The uses of these funds are detailed in the other sections of the School Improvement Plan. The community's expectation for stellar performance is high, thus the focus at Cullen is not just on passing rates but rather on the percentage of students who attain the Commended Performance rating on TAKS Tests.

## **Inquiry Process and Analysis**

SMART goals are based on the percentage of students performing at or above grade level in Reading, Math and Science. While not specifically listed as a SMART goal, it goes without saying that Writing and Social Studies is included in this high expectation. Our 2010-2011 SMART goals are as follows:

By May 2012- the total percent of students in grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> meeting minimum expectations on the STAAR Math Test will be 80%, with no grade level or student group scoring less than 75% and we will increase the percent of students with a Stanford NCE of 50 or higher by 10% over the percentages for the 2010-2011 school year.

By May 2012, - the total percent of students in grade 8 meeting minimum expectations on the STAAR Science Test will be 70%, with no student group scoring less than 70% and we will increase the percent of students performing on grade level in grades 6-8 on the Social Studies portion of the Stanford 10 Achievement Test by 10% over the percentages for the 2010-2011 school year.

By May 2012 - Cullen Middle School will continue to meet Annual Yearly Progress during the 2011-2012 school year. At least 70% of Special Ed students will meet the expectations on the STAAR, STAAR-M, or STAAR-Alt test in all testable areas with no student group scoring less than 70%.

## **Quality Design and Planning**

Working in grade level Professional Learning Communities, Cullen teachers will meet weekly to collaborate and plan math and reading instruction. Teachers to meet in PLC's and vertical teams, assess student learning, develop campus based common assessments, and attend meaningful and relevant professional development training. Utilizing funds from the Algebra I Readiness Grant, professional development in mathematics will be provided for all teachers in grades 6-8 in order to improve math instruction and increase student achievement. Teachers and Coaches will participate in implementing best practices, analyzing data, and re-teaching algebra objectives to ensure that students are academically prepared for high school and beyond rigor. Teachers will focus on the TEKS Math essential elements. Strategic and immediate interventions will occur for students not meeting expectations.

## **Continuous Improvement Monitoring and Evaluation**

The administrative team will continuously monitor PLC and grade level meetings, classrooms, and data to assure that there is consistent planning, monitoring, adjusting, and evaluating of student success. Instructional support staff and the administrative team will assist teachers in implementing effective strategies that support high levels of teaching and learning experiences for all students. The staff will use the School Improvement Plan as a “living and breathing” document to guide them throughout the entire school year. Teachers will administer common assessments, bi-weekly and benchmark exams to direct areas in need of re-teaching and intervention planning. Campus On-Line and Teachers Workbench will continue to be used in grades 6-8 to develop formative assessments that will evaluate student mastery of TAKS skills in all assessment subject areas. Mini- classroom observations conducted by administrators will follow up with teacher individual and team meetings to give ongoing qualitative and quantitative data feedback and suggestions to improve teacher effectiveness. Data review meetings will be held regularly to determine if the staff is on the correct path to meet SMART goals of the 2011-2012 school year. Identified students will receive prescribed and specified academic interventions during and after school on Saturdays. Parents and school stakeholders will always be intrinsically involved in the progression of Cullen Middle School’s goals and ongoing results. The students at Cullen will be directly involved in taking ownership of their own learning and success path. Advisory teachers will be held accountable for monitoring their advisory student’s academic tracking system. The administrative team, instructional support staff, and department leaders will be responsible for monitoring timelines, formative and summative assessment data, and the School Improvement Plan strategy and action steps throughout the 2011-2012 school year.