

Edison Middle School Secondary Level

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2011-2012

Continuous School Improvement Planning Goals Houston Independent School District

Executive Summary

Information

Brief narrative summary of how we do business, why we exist and who we are.

- **Mission, Vision, Values**

Edison Middle School's mission is to ensure that each of our students has the academic and social skills required to be competitive and successful in his/her future choices. Our vision is to continue to add value to our students in order to ensure that they are college and career ready and become the neighborhood school of choice. Edison's values include: high expectations, collaboration, providing all students with a safe/caring/nurturing environment, modeling excellence, and mutual respect.

- **Demographics**

Thomas A. Edison Middle School, 6901 Avenue I, is located in the Houston Independent School District and is in Houston's historic East End. Approximately 93% of the children receive either free or reduced lunch through the government-sponsored school nutrition program. The student body consists of 706 students in grades six through eight. Ninety-nine percent of the population is Hispanic; the other one percent is African American or White. Twenty-eight percent of students are labeled as English Language Learners with an additional twenty-four percent labeled Monitored LEP, and 9% receive Special Education services. Fifteen percent of Edison students are identified as gifted and talented students and are served in our Neighborhood Vanguard Program. The daily attendance rate is 95.9% and there is a 12% mobility rate. The dropout rate for sixth, seventh, and eighth grade students is less than 0.5%. The Edison Middle School staff is comprised of 75 employees. Of these employees, there are 44 teachers, the Principal, two Assistant Principals, three Counselors, a School Business Manager, an HISD Police Officer, and 31 additional employees serving our students.

Comprehensive Needs Assessment

Brief narrative summary of results of needs assessment.

Stanford 10 results from '10 - '11 reveal the following concerns for Edison M.S.: 42% (+18% from 2010) of Edison's students at or above the 50th percentile; 57% of the students performed at or above the 50th percentile in math; and 56% of the students performed at the 50th percentile or above in science. Although Edison maintained a "TEA Recognized" school status in 2011, it is clear that student achievement needs improving, especially in the area of literacy. Edison did meet AYP in 2011, and is no longer sanctioned, Federally. Focus will be on our English Language Learners with literacy strategies across the content areas. In addition, more ESL strategies across the curricula will be implemented. Edison will also continue to use the Language! Program and track SpEd students' data reports to adjust interventions. The Edison faculty and staff believe that professional development specific to our Special Education students and English Language Learners is a continuing need. Documentation of needs assessment such as charts and graphs should be placed in the Addendum.

Inquiry Process and Analysis

Brief narrative summary of where we are now and where we want to be.

Academic departments met with administrators and set grade level goals for STAAR, including Advanced Academic Performance. Academic teachers met with students one-on-one to set goals for both Stanford and STAAR. Gains on TAKS Science 8 in 2011 (+13%) with increased Commended Performance (+ 4%) were, in part, due to continued double blocking and a support team consisting of the Assistant Principal and Science Instructional Specialist. In addition, the Science Department implemented a story telling strategy with peers teaching peers. A

collaborative writing team in 7th Grade ELA raised TAKS Writing 7 scores by 4%. TAKS History 8 had a slight dip of -3%, with a dip also in Commended Performance (-8%). TAKS Math increased 5%, with the Commended Performance remaining at 21%. The greatest concern continues to be TAKS Reading which did increase by 4% from 77% to 81%, including a slight increase by 2% for Commended Performance (17% to 19%.) Although Stanford Total Reading 6-8 results grew from 24% to 32% on or above grade level, Edison needs to continue the focus on strengthening literacy skills. With a relatively high percent of English Language Learners at 28% and a 9% Special Education population, focused interventions are necessary.

SMART Goals for 2011- 2014:

Goal #1 Reading: The overall percentage of students in grades 6-8 performing at or above the 50th percentile in reading as indicated by the **2014 Stanford 10** will increase from **32% to 58%**.

Goal #2 Math: The overall percentage of students in grades 6-8 performing at or above the 50th percentile in math as indicated by the **2014 Stanford 10** will increase from **67% to 80%**.

Goal #3 Science: The overall percentage of students in grades 6-8 performing at or above the 50th percentile in science as indicated by the **2014 Stanford 10** will increase from **65% to 78%**.

Documentation of inquiry process and detailed analysis should be placed in the Addendum.

Quality Design and Planning

Brief narrative summary of our gaps and how we will get to where we want to be.

Edison's gaps in learning continue with our ELL and SpEd populations. Edison's reading initiatives for 2011-2012 are: Align instruction with Readiness and Supporting Standards; implement Smartboard Curriculum; increase use of Supplemental Aids for SpEd; and checking for understanding with teacher-made formative assessments. Math initiatives are: hands-on labs; re-teach based on assessments; teacher-made Stanford materials; and increase targets for vocabulary (word walls). Science initiatives are: align instruction with Readiness and Supporting Standards; increase use of hands-on labs; increase use of supplemental aids for SpEd; and teacher-made assessments based on student expectations. Departmental professional learning communities (PLCs) will support the initiatives, with a strong focus on ESL and SpEd students. Professional development will focus on ESL and SpEd through in-house workshops conducted by the ELA/ESL Dept. and the Special Education Dept. during PLC times. Literacy Family Night and Math/Science Family Night will serve our students and their families toward better understanding of the family's role in partnership with Edison. These events will also help to strengthen the relationship between home and school. Documentation of design and planning are detailed in the SIP template with strategy/action steps, person responsible, formative/summative assessments, resources, and timelines.

Continuous Improvement Monitoring and Evaluation

Brief narrative summary of how we will monitor and evaluate our efforts throughout the school year.

District diagnostic testing will occur in August with continuing formative assessments throughout the school year. Instructional adjustments will be made after examining the resulting data. These results will be used to determine what interventions need to take place in the classroom, during pull-outs, in after school tutorials, and during Saturday Tutorials.

Departmental grade level PLCs and common grade level planning, monitored by administration, will work toward student mastery. Administrators will be in teachers' classrooms with a minimum of ten walk-throughs per week. In addition, staff reviews will take place twice during the year which will facilitate having an effective teacher in every classroom.

Stanford 10 results will be the determining evaluation in terms of the percentage of students on or above the 50th percentile in reading, math, and science. In addition, Edison plans to meet a minimum 70% meeting Satisfactory Academic Performance on STAAR in all subjects. In terms of AYP, Edison will meet the 'improvement required' mark for Reading (NCLB 2011 target: 87%) and for Math (NCLB 2011 target: 83%) for all subgroups.

Documentation of on-going assessments and monitoring systems are detailed in the SIP template with strategy/action steps, person responsible, formative/summative assessments, resources, and timelines.