

Houston Independent School District

046 Edison Middle School

2021-2022 Title I Schoolwide Elements Summary

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Vision

Value Statement

Table of Contents

Title I Schoolwide Elements	4
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	4
1.1: Comprehensive Needs Assessment	4
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	4
2.1: Campus Improvement Plan developed with appropriate stakeholders	4
2.2: Regular monitoring and revision	4
2.3: Available to parents and community in an understandable format and language	4
2.4: Opportunities for all children to meet State standards	5
2.5: Increased learning time and well-rounded education	5
2.6: Address needs of all students, particularly at-risk	5
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	5
3.1: Develop and distribute Parent and Family Engagement Policy	5
3.2: Offer flexible number of parent involvement meetings	6
Title I Personnel	6

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by teachers, staff, leadership team, and community stakeholders. While Edison High School has met state standard for the 2018-2019 school year, much growth can still be made. Student achievement will increase with the campus initiatives and strategies outlined with SMART goals. Through rich professional learning experiences, capacity among teachers will be built to directly impact student achievement.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: ongoing student progress monitoring via common and district assessments; teachers and instructional leadership team discussing and developing plans to improve student progress in weekly professional learning communities; weekly intervention block scheduled based on individual student needs (e.g. STAAR , FA, TELPAS, etc.)

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- School and website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: use of Middle School Collaborative professional learning for teachers; schoolwide implementation of the Gradual Release of Responsibility instructional framework to ensure students receive intentionally planned lessons with time for small group instruction; common assessments created using backwards planning and calendared into planning calendar in advance with days built in for reteaching/extension; use of HISD curriculum to ensure teachers and students have access to a rigorous curriculum and assessment questions that mirror difficulty of STAAR; intervention block built into the master schedule; credit recovery and tutorial sessions; hiring of an instructional coach and content-specific tutors

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: schoolwide implementation of the Middle School Collaborative instructional framework to ensure students receive intentionally planned lessons with time for small group instruction, independent practice, and collaborative learning; intervention block built into the master schedule based on individual student needs (e.g. STAAR, TELPAS); cross-curricular project-based learning offered at all grade levels.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: providing ongoing professional learning via Middle School Collaborative
- Tier 1 explicit instruction taking place in all content areas: schoolwide implementation of the lesson cycle framework to ensure students receive intentionally planned lessons with time for small group instruction, independent practice, and collaborative learning; coaching sessions with the instructional coach; observation & feedback from appraiser
- Bi-weekly AT BATS: weekly PLCs with teachers and instructional leadership team
- Small Group Instruction based on student data needs: check for understanding questions conducted throughout direct instruction to adjust which students have immediate need of small group instruction; ongoing common assessments with data analysis to determine students not meeting standards/at risk of not meeting and develop interventions, including small group instruction

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Principal, Alesander Olaizola
- School-Based Staff Member SDMC/Assistant Principal, Margaret Randall
- Title I Coordinator, Tara Webb
- Assistant Principal, Jocelyn Saulter

The PFE was distributed

- On campus
- Campus website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Increase the number of parents/guardians attending campus events (e.g. Meet the Teacher, Title I meetings, Parent University, etc.) with an administrator overseeing the communication
- Continue to develop virtual methods of engaging families, such as social media platforms, to provide resources, answer questions, inform of campus events and initiatives, etc
- Quarterly families outreach events to provide resources and inform of campus initiatives
- Survey families every semester to ensure their needs/wants are being met

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Sep. 9
- Meeting #1 Alternate -
- Meeting #2 - Sep. 17
- Meeting #2 Alternate -
- Meeting #3 - Oct. 29
- Meeting #3 Alternate -
- Meeting #4 - Jan. 28
- Meeting #4 Alternate -

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Rivas	Instructional Specialist	ELA	100
Nelson Garza	Instructional Specialist	ELA-EL's	100
Sharon PeBenito	Instructional Specialist	Math	100
Teresa Martinez	Teacher,Class-Size Reduction ESL-Ttl	ELA	100%