

John L. McReynolds Middle School North Region

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2007 – 2008

Continuous School Improvement Planning Goals Houston Independent School District

Executive Summary

Information

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

1. Demographics

The students

John L. McReynolds Middle School has a student enrollment of 611 students (2006-2007).

Grade six has 186 students, grade seven has 236 students, and grade eight has 189 students (2006-2007).

Approximately 90 percent (89.5%) of the 611 students are identified as Hispanic American, while 10 percent (10.1%) are African American and less than 1 percent (.3%) identify as Asian or White, not Hispanic (2006-2007).

Approximately 76 percent of the student body (463 students) is considered at-risk (2006-2007).

Approximately 19 percent (114 students, 18.7%) of the students enrolled are in special education classes (2006-2007).

Approximately 15 percent (91 students, 14.9%) are English language learning enrolled in English as a second language courses (2006-2007).

Thirty students, or approximately five percent (4.9%) of the student body, are English language learners enrolled in special education classes (2006-2007).

The school's mobility rate is approximately 19 percent (19.2% in 2004-2005).

Approximately 97 percent (594 students, 97.2%) of the student population participates in the federally funded free/reduced lunch program (2006-2007).

The 2005-2006 attendance rate was 92.7%.

The gender break-down of the students is 48% female and 52% male (2005-2006 school year.)

The percentage of gifted and talented –identified students was 3% (2005-2006 school year).

The character of discipline referrals for the 2006-2007 school year was by far dominated by “21, Code of Student Conduct Violations” (822 incidents in 06-07 according to the Action Summary, dated 6 19 2007) but there were some more serious incidents, such as two (2) instances of conduct punishable as a felony, twelve (12) instances of possession of a controlled substance, four (4) instances of criminal mischief, ninety one (91) instances of fighting/mutual combat, and three (3) instances of “used, exhibited or possessed a non-illegal knife.”

Who is the staff?

The faculty of John L. McReynolds Middle School (which numbers 48 persons) has eight new teachers in the 2007-2008 school year (that is, new to teaching as a profession), 24 teachers who have 1 – 3 years of experience, five teachers with 4 – 7 years, three teachers with 8 – 15 years, and eight teachers with sixteen years or more. In the 2005-2006 school year, the average years of experience was 14 years, however, because of a large influx of new teachers, this changed considerably in 2006-2007 and 2007-2008.

The attendance rate for the staff is 95% (2005-2006 school year).

The racial/ethnic breakdown for the staff is (For 2005-2006 school year) is 35% African American, less than 1% Asian, 33% Hispanic, less than 1% Native American and 23% White.

The gender breakdown for the staff is 60% female and 40% male (2005-2006 school year).

The percentage of faculty with advanced degrees is 29% (2005-2006 school year).

Other professionals on the campus include Counselors (2), Assistant Principals (2), Other Professional Staff (1) (2005-2006 school year).

John L. McReynolds Middle School has four educational aides (2005-2006 school year).

The community

The total population of 77020 (the zip code of the school) according to the 2000 United States Census is 28,679. There are 9,203 homes in that zip code, 8,269 are occupied. Of the occupied housing, 3,903 is owner occupied and 4,366 is renter occupied. The racial/ethnic breakdown of the zip code area is 41.9% White, 30.7% Black or African American, 0.6% American Indian and Alaska Native, 0.2% Asian, and 23.3% some other race. Ethnically, the zip code is 65.2% Hispanic or Latino of any race.

The area has 3,642 single family occupied homes and 5,561 apartment or multi-family dwellings.

The area is remarkable in terms of the age of its residents: fully 33.1% of the residents are under 18 years old, 11.7% are 18 – 24, 28.6% are 25-44, 17.3% are 45-64 and 9.4% are 65 years of age or over. Therefore, the population is quite young, indicating a need for services targeting children and young families.

The area is also remarkable in that:

- 37.4% of the population has a high school diploma or equivalent (much lower than the US figure of 80.4%)
- 3.4% has a bachelor's degree or higher (US 24.4%)
- 56.9% speak a language other than English at home (US 17.9%)
- 29.2% are disabled (US 19.3%)
- 28.3% are foreign born (US 11.1%)
- 31.3% of the families live below poverty level (US 9.2%)
- 34.4% of the individuals live below poverty level (US 12.4%)

There is a Denver Harbor Civic Club and that constitutes the neighborhood association that is currently known to the administrators of the school. There are many churches in the zip, including La Roca Pentecostal Church and Resurrection Catholic Church. The leadership of those churches, as well as the many other large and small churches in the area, exert considerable influence on the population.

In terms of businesses, the area has many large industrial, refining and manufacturing plants such as the Clorox Manufacturing Products, Inc. plant, but low involvement of those large corporations in the school (with the exception of Clorox, which made a donation in the 2005-2006 school year of \$7,500.) The area is characterized by small, single-owner businesses (Laundromats, small convenience stores, sandwich and barbecue shops) with some exceptions (such as the Fiesta supermarket just north of I-10, about four blocks from the school).

The school is in the Houston Police Department's 9C20 Beat or coverage area. In July of 2007, the HPD reported one forcible rape, 10 robberies, 12 aggravated assaults, 35 burglaries, six burglaries of a motor vehicle, 15 auto thefts, four narcotic drug law violations, and five driving while intoxicated. It should be noted that studies have shown that in high-poverty neighborhoods, there may be a lessened frequency of residents reporting crime. Inasmuch as this beat information describes *reported* crime, it should be considered with caution. The actual frequency of serious crime may be much greater.

Mission, Vision, Values

The mission of John L. McReynolds Middle School is to promote student achievement by providing a quality education and life-changing experiences in a positive and safe learning environment.

The vision for John L. McReynolds Middle School for the 2007-2008 school year is for the school to move from the Texas Education Agency's "Academically Acceptable" status to "Recognized," and for the school to move from failure to reach the Adequate Yearly Progress (AYP per NCLB) goals, to fully meeting them.

The John L. McReynolds Middle School values are the same as the HISD values:

- Safety Above All Else—Safety takes precedence over all else. A safe environment must be provided for every student and employee.
- Student Learning Is the Main Thing—All decisions and actions, at any level, focus on and support "the main thing": effective student learning.
- Focus on Results and Excellence—Each employee focuses on results and excellence in individual and organizational efforts.
- Parents Are Partners—Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and district activities will give proper consideration to the involvement of parents.
- Common Decency—All members of the organization, both students and employees, deserve and must receive respectful and courteous treatment.

Towards creating an authentic Professional Learning Community, John L. McReynolds Middle School has an active SDMC, regular leadership meetings (in which department and grade level chairs meet to collaborate), and a tiered system of academic interventions including Tier I (classroom instruction,) Tier II (school-day remediation programs such as Bear Team Time, pull outs with college tutors, pull outs with mentors and volunteers), and Tier III (after-school and Saturday tutorials).

Analysis

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

1. Academic strengths

Table 1
Comparison of TAAS/TAKS Data for Six Years – All Students, All Grades

Subject	2002 TAAS	2003 TAKS	2004 TAKS	2005 TAKS	2006 TAKS	2007 TAKS	Percentage Change From 06-07
Reading	87	86	78	66	70	73	↑+3
Mathematics	91	59	48	32	51	67	↑+16
Writing	77	82	81	75	88	85	↓-3
Science	94	n/a	n/a	n/a	39	53	↑+14
Social Studies	90	92	80	64	47	81	↑+34
All students passing all tests				28	40	48	↑+8

As seen in Table 1, the school has made impressive gains in mathematics, science and social studies TAKS scores (achieving recognized status in social studies after a precipitous drop in 2006). It has maintained (with a slight dip), recognized status in writing. Reading scores are just short of recognized.

Table 1.1
TAKS Commended Results – All Students, All Grades

Subject	Grade 6	Grade 7	Grade 8	All Students
Reading	33%	6%	29%	21%
Mathematics	22%	5%	10%	12%
Writing		10%		10%
Science			5%	5%
Social Studies			17%	17%
All students/all tests				3%

As seen in Table 1.1, the school experienced the greatest rate of commended results in reading and social studies, with 21% and 17% of the students testing achieving the commended rating respectively.

Table 1.2
Comparison of 2007 TAKS Mathematics Results by Demographic Attributes and Grades, Percent Met Standard

Grade	All	Male	Fe-Male	African Amer.	Hispanic	White/ Not Hisp.	Free Meals	Reduced Meals	Other Econ Disad	Title I	Migrant	LEP	ESL	Spec. Ed.	At Risk
6	69%			40%	70%	100						44%			
7	63%			33%	68%	*						71%			
8	68%			67%	68%	*						38%			
All grades	69%			51%	71%	*	69%					67%		80%	

Table 1.2 describes the TAKS math results by demographic attributes and grades. The number in the chart indicates what percentage of that group met the standard. As can be seen in the preliminary results, the percentage of African American students passing the math portion of the TAKS is significantly lower than the overall percentage, indicating a need for increased instructional and planning attention to that group.

Table 1.3
Comparison of 2007 TAKS Reading Results by Demographic Attributes and Grades, Percent Met Standard

Grade	All	Male	Fe-Male	African Amer.	Hispanic	White/ Not Hisp.	Free Meals	Reduced Meals	Other Econ Disad	Title I	Migrant	LEP	ESL	Spec. Ed.	At Risk
6				80%	80%	100						33%			
7				42%	63%	*						31%			
8				88%	84%	*						25%			
All grades	73%			61%	78%	*	76%			67%		70%		86%	

Table 1.3 describes the TAKS reading results by demographic attributes. The number in the chart

indicates what percentage of that group met the standard. As can be seen in the preliminary results, the percentage of African American students passing the reading portion of the TAKS is significantly lower than the overall percentage, indicating a need for increased instructional and planning attention to that group.

Table 1.4
Comparison of 2007 TAKS Writing Results by
Demographic Attributes, *Percent Met Standard*

Grade	All	Male	Fe-Male	African Amer.	Hispanic	White/ Not Hisp.	Free Lunch	Red- uced Lunch	Other	Title I	Migrant	LEP	ESL	Spec. Ed.	At Risk
7	84%			74%	87%	0%		85%				50			

Table 1.4 describes the TAKS writing results by demographic attributes. The number in the chart indicates what percentage of that group met the standard. As can be seen in the preliminary results, the percentage of African American students passing the writing portion of the TAKS is significantly lower than the overall percentage, indicating a need for increased instructional and planning attention to that group. In addition, the LEP students fared quite poorly, also indicating a need for increased instructional attention to that group.

Table 1.5
Comparison of 2006 TAKS Social Studies Results by Demographic Attributes, *Percent Met Standard*

Grade	All	Male	Fe-Male	African Amer.	Hispanic	White/ Not Hisp.	Free Lunch	Red- uced Lunch	Other	Title I	Migrant	LEP	ESL	Spec. Ed.	At Risk
8	79%	75	81	88%	80%	0%		81%		84	*	45	50	*	70

Table 1.5 describes the TAKS social studies results by demographic attributes. The number in the chart indicates what percentage of that group met the standard. As can be seen in the preliminary results, the percentage of LEP students passing the social studies portion of the TAKS is significantly lower than the overall percentage, indicating a need for increased instructional and planning attention to that group.

Table 1.6
Comparison of 2007 TAKS Science Results by Demographic Attributes, *Percent Met Standard*

Grade	All	Male	Fe-Male	African Amer.	Hispanic	White/ Not Hisp.	Free Lunch	Red- uced Lunch	Other	Title I	Migrant	LEP	ESL	Spec. Ed.	At Risk
8	53%	50	55	50	53	*		52		54	*	8	8	*	37

Table 1.6 describes the TAKS science results by demographic attributes. The number in the chart indicates what percentage of that group met the standard. As can be seen in the preliminary results, the percentage of LEP students passing the science portion of the TAKS is significantly lower than the overall percentage, indicating a need for increased instructional and planning attention to that group. In addition, the at risk students fared poorly in comparison to the overall student group.

Table 2
Stanford 10 NCE AND NPR Summary Results for 2006, 2007

Stanford 10: All students, Spring 2005 and 2006																	
Gr.	N	Reading			Mathematics			Language			Enviro./Science			Social Science			
		N	06	06	07	06	06	07	06	06	07	06	06	07	06	06	07
	06	07	NCE	NPR	NPR	NCE	NPR	NPR	NCE	NPR	NPR	NCE	NPR	NPR	NCE	NPR	NPR
6		155	43.2	37-4	43-5	51.5	53-5	56-5	42.9	37-4	46-5	46.9	44-5	55-5	43.1	37-4	40-5
7		190	47.1	44-4	40-5	53.8	57-5	53-5	50.2	50-5	47-5	44.2	39-4	52-5	45.5	43-5	45-5
8		144	44.7	40-5	48-5	50.1	50-5	54-5	44.7	40-5	49-5	45.0	41-5	53-5	45.9	42-5	47-5

As seen in Table 2, the school has made the most dramatic gains in the Stanford results (when comparing the 2006 results to the 2007 results) in the areas of Reading (8 points improvement in grade 8) Language (9 points improvement from 2006 in grades 6 and eight), and Environment/Science (11 points improvement in grade 6, 13 points in grade 7 and 12 points in grade 8). The students scores slipped (but not dramatically) in Grade 7 reading, math and language. Otherwise the scores were, within a few points, stable from the prior year.

2. Areas for Improvement

- **Lesson Differentiation**

John L. McReynolds Middle School will strive to further its classroom lesson differentiation. This year; for the first time, special education students will be scheduled into mainstreamed classrooms with a special education co-teacher to address their specific needs. Project GRAD has purchased licensing and materials for sixty students for READ 180, a reading remediation program (for non-special education students who are struggling readers) and these hand-selected students will receive the program as their English/Language Arts class. The READ 180 program will be scheduled in relatively small classrooms (high teacher/student ratios) and the children will receive intensive instruction. As a neighborhood Vanguard program, the school will be offering instruction with depth and complexity to meet the needs of the highly motivated learners. In addition, we will be providing school-wide professional development on lesson differentiation in the classroom, with a focus on mastery logs, following individual student progress through analysis of benchmarks, effective use of data, cooperative grouping and classroom “stations.”

- **Classroom and behavior management**

While the perception of faculty and staff has been that classroom and behavior management has improved considerably, discipline could always improve. The focus for the school is to instill self-discipline or impulse control. Friday advocacy classes will focus on the explicit teaching of age-appropriate social skills and character development. This year we are implementing a school-wide rules and discipline plan in order to try to enhance uniformity of rules and consequences for low-level disruptions, as opposed to distinct classroom plans.

- **Flexible/fluid scheduling for interventions**

Several changes were made to the master schedule last year which proved to be powerful for the academic achievement of the school. An example of this was the creation of “Bear Team Time,” a school-day tutorial program scheduled for the last period of the day. While this provided valuable extra instructional time, we would like to increase the speed at which we can address any students’ instructional need through student tutorial scheduling, in order to provide a rapid-response, “laser like focus” on student needs. The use of common assessment data will point to teacher strengths and will assist in this process of flexible scheduling.

- **Continued instructional focus during all collaborative sessions**

In furthering the work toward creating an authentic Professional Learning Community, efforts will be made to ensure that the focus of collaboration is primarily instructional, and only secondarily discipline, events, fund-raising, plant concerns, etc. The use of meeting protocols (such as Critical Friends protocols, and other common practices including (but not limited to) a time-keeper, a scribe, and a “parliamentarian” to keep the conversation focused on the task will be implemented. Modeling of these meeting protocols would take place during all meetings, large and small and professional development on effective meetings will be implemented.

- **Full use of data**

Teachers are “data rich and information poor.” They are given TAKS data, Stanford data, benchmark data, Inova data, Cambridge data, JFTK data, etc. The effective use of this data requires a fairly sophisticated level of professional knowledge and skill. Teachers will be given professional development on the best use of the data, in order to rapidly and effectively effect lesson planning.

3. SMART Goals

- a. 100% of all students will improve at least one band width on the 2007-08 TAKS Reading test.
- b. 100% of all students will improve at least one band width on the 2007-08 TAKS Math test.
- c. 75% of all 8th grade students will score a scale score of 2100 or above on the Science TAKS test

Quality Planning

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

1. Programs – PLC

In order to continue the work already started on the Professional Learning Community concept(s), the school will continue to create the master schedule in a manner which ensures departmental and grade level meeting times. The school will ensure that every professional development day includes time for collaboration and planning. Reading and group work on the PLC process will continue as well, in order to refine the PLC practices already in place at the school.

2. Processes for intervention

In order to refine the work already started at John L. McReynolds Middle School on the creation of a Professional Learning Community, we will continue to explore the tenets of PLC's, and the best practices.

3. Professional Development

Professional developments will be planned and organized around needs identified in walk-through appraisals. Marzano strategies will continue to be explored.

4. Partnerships

Recognizing that business and community partners have been a key element of the success of the school, partnerships will continue to be strengthened and new partnerships will be forged in order to widen the scope of services and programs for the students.

- The partnership with Taxis Fiesta and their mentoring program will continue, with a whole new group of students.
- The partnership with the Alumni Association will continue.
- A second-year partnership with SPARKPark will continue, with the goal of building a park customized to the needs of adolescents and young adults in the back of the school.
- Informal partnerships with influential community members such as religious leaders, precinct chairs, civic club members, etc., will continue to be fostered.

Continuous Improvement and Evaluation

Brief narrative summary of how we will evaluate our efforts.

1. Common Assessments

Teachers will create common assessments after working on common lesson plans. While the activities will vary slightly, the objectives in the classroom will be the same.

2. Authentic assessments

Teachers will receive professional development on the creation of authentic, valid and reliable assessments, in order to continue to refine their practice.