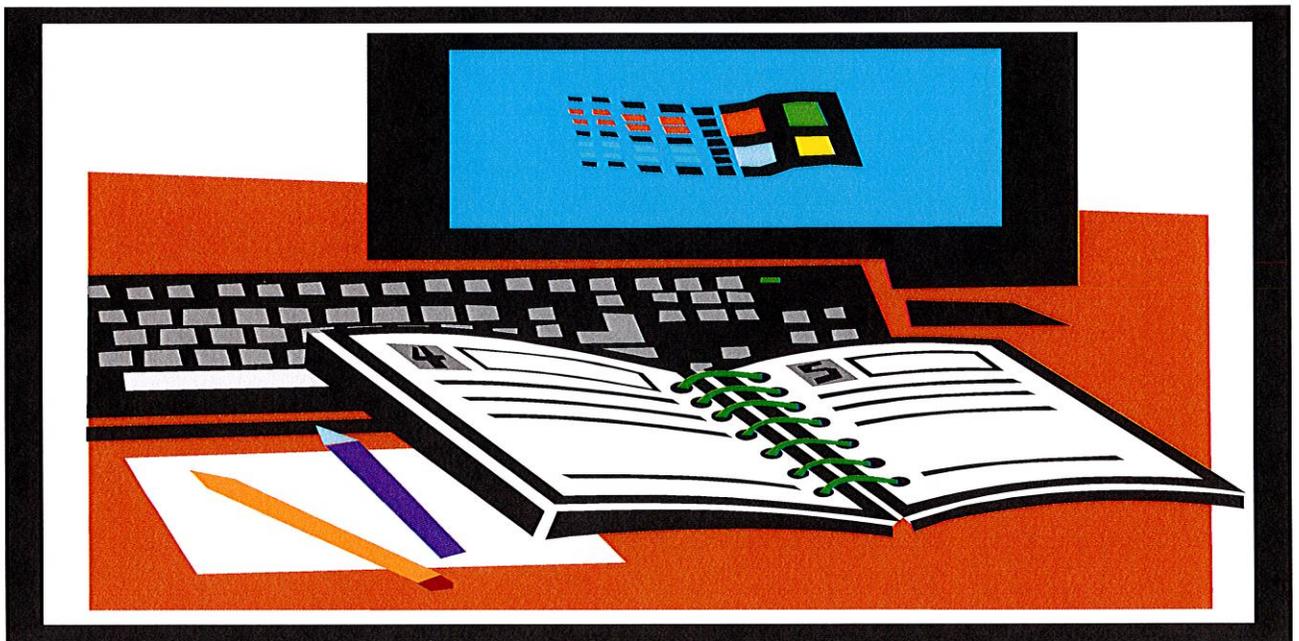


Thomas Edison Magnet School

Magnet School
Annual Report



2013-2014

Thomas Edison Middle School

Name of School

1355 N. Broad Street, Meriden, CT 06450

Address

203-639-8403

Phone

khabegger@aces.org

E-Mail

Karen Habegger

Director or Principal

Participating School Districts

Meriden

Middletown

Region 13 (Durham, Middlefield)

Wallingford

Mission Statement

Vision

We are a community of learners from unique perspectives who are forming a positive future.

Shared Beliefs

Students learn best when...

They are comfortable

They are interested

They are challenged

They are ready to learn

They know what to expect

Their work is valued

They are physically and emotionally safe

Mission

In partnership with families and the community, Thomas Edison Middle School, creates an innovative learning experience that prepares our students for success. Focusing on science, math, and technology, we use a student-centered approach that extends learning beyond the classroom.



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Thomas Edison Middle School
1355 North Broad Street • Meriden, CT 06450
Phone 203.639.8403 • Fax 203.639.8323

Karen S. Habegger, Principal
Joseph J. Pulit IV, Assistant Principal

September 15, 2014

Thomas Edison Middle School is an ACES inter-district magnet school that opened in the fall of 2001. It serves students from Meriden, Middletown, Region 13 (Durham and Middlefield), and Wallingford. Our Open Choice students come from several other surrounding towns. Students represent a diverse ethnic, social, and economic constituency. Thomas Edison Middle School follows the original philosophy and mission established for the Interdistrict application to the Connecticut State Department of Education.

Academically, our school offers cutting edge programs in science, math, and technology education. Three interdisciplinary thematic units for each grade level have been developed based on the Common Core State Standards with science and literacy taking the lead in curriculum development. Essential understandings and essential questions for each of the disciplines have been developed. Field studies and performance task assessments are a vital part of each unit. Students are grouped heterogeneously.

Technology: The One2One initiative was in its ninth year of implementation in 2013-2014. Students and teachers each have a laptop, and iPads have been introduced for use with our special education population as well. The initiative has changed teaching and learning. As one of the first laptop schools in the state of Connecticut, technology supports student learning in all subject areas within the school. Technology assessments are tied to content curriculum and provide skill development and a level of mastery unmatched in most schools. Classrooms are equipped with Smart Boards and ceiling mounted or portable LCD projectors. Ongoing professional development in state of the art Web 2.0 technology integration, web-based educational software, and online textbooks, is a primary focus for staff each year in order to deliver curriculum.

Mathematics: Through data compiled from common formative assessments aligned with SBAC assessments, and teacher observation, we have identified areas in need of improvement in mathematics. Supplemental materials were chosen to assist students. A Math Summer Packet was sent home to all students attending TEMS for the 2014-2015 school year. For students who excel in math, accelerated materials and activities were provided to further challenge them where appropriate. TEMS offers mathematics courses up to geometry in the 8th grade for students who meet the academic criteria. Additional resources have been purchased including online materials and individualized math software to further challenge and deeply embed skills.

Literacy: Through data compiled from common formative assessments aligned with SBAC assessments, and teacher observation, we have identified areas of concern in reading, writing, and editing/revising. Reading and writing across the content areas as well as focused literacy skill development during our Academy Time block were successful in helping students increase

their reading scores. Students requiring additional remediation participated in a daily reading remediation program. Direct assessments of writing were administered three times over the course of the school year, and teachers dual scored writing prompts in order to assure accuracy and provide proper feedback for all students.

Common Core State Standards(CCSS): Math and literacy CCSS provide the basis for each grade level curriculum area. We continue to refine our curriculum through curriculum consortium membership and we continue to implement a Professional Learning Community model. Teachers work in grade level content teams to determine benchmarks and develop common assessments which drive the curriculum. Great care is taken in assessing the individual needs of students and providing a differentiated program to meet the students' levels of performance. Teachers received professional development around differentiation techniques and classroom strategies that work. Teacher developed-rubrics were often used to assist learning, actively engage students and help them to take ownership of their learning. Students who needed additional support were placed on an Individual Student Success Plans (ISSP) and their progress was monitored closely through team teachers and Child Study Team analysis.

Karen Habegger, Principal



September 23, 2014

Stefan Pryor, Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor,

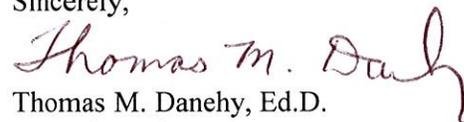
ACES is pleased to submit to the Connecticut State Department of Education the 2013-2014 annual report for Thomas Edison Middle School (TEMS). The school was in its 13th year of operation, and in the cycle of continuous improvement made further refinements to the original curriculum. Curriculum committees in the areas of language arts and mathematics continued their work in aligning the TEMS curriculum with state common core standards.

The most exciting and significant feature at TEMS included continued implementation of the One2One laptop initiative. Every student received a laptop and teachers integrated technology into all aspects of the curriculum. We will also continue to review and revise our curricula. Teachers have served on district level committees to revise our health, educational technology, art, physical education, science, and social studies curricula. We believe being more aligned with the state standards will give our students a better chance to demonstrate what they know and have been taught in meeting grade level expectations.

Thomas Edison struggled with enrollment during a very difficult economic period for school districts. ACES has been attempting to broaden the participation base by including additional school districts as partners. We will expand efforts to include more districts, both for increased diversity and a stronger financial base.

ACES is extremely proud of the accomplishments of Thomas Edison Middle School and its efforts of continuous improvement will insure that the school continues to grow stronger each year.

Sincerely,


Thomas M. Danahy, Ed.D.
Executive Director

"Innovators in Education"

knowledge in order to enhance and increase student learning. Reading teachers will also attend the Connecticut Reading Association (CRA) conference and some math teachers will attend the National Council of Teachers of Math (NCTM) conference in order to learn updated methods for effective teaching strategies in both subjects. Teachers and administrators will continue our school climate work which will include training for advisory and updates on school climate plans from the Connecticut State Department of Education in order to promote a bully-free environment.

- 3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

TEMS is unique in its use of technology across the curriculum. Students learn how to use a wide variety of software to animate and edit photos and film. They learn to create websites, and develop podcasts and blogs. Students use technology to create glossaries, study guides, and advertising documents, as well as learn how to take notes, research and use all of the Microsoft software programs to enhance their presentations, projects and papers. Teachers use interactive websites to expose students to the ever-changing and current world of science. Students can re-live historical events through video and visit countries via the web to reinforce concepts in social studies as well as in world languages. Games and fun websites help students build math, reading, writing, graphing, and vocabulary skills.

In the area of math and science, our school promotes the use of interactive inquiry-based activities which provide students with real life problems to solve and study. Rather than participating in a field trip, TEMS students participate in field studies where they take their new learning and apply it to the real world. For example, field studies to Hamonnasset State Park require students to test soil and water from the sandy beach, collect species from the rocky shore, and explore the salt marsh and its properties first hand. Students' visit to the shore line reinforces facts and information learned prior to the trip through these real-life activities and studies.

- 4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

TEMS prides itself on using hands on activities and interactive lessons to promote inquiry-based learning. Students write hypotheses, design and implement experiments to prove/disprove their hypotheses, and use data to analyze outcomes. Teachers incorporate reading and writing across the curriculum into all aspects of their teaching in order to reinforce these skills. TEMS teachers are working to increase after/before school activities for our students in the areas of science, math, and technology. Though money was limited, staff members developed new programs and increased student participation in STEM extra-curricular activities.

- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the annual report's school goals section in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

We continue to need to help TEMS students in two of our subgroups (ELL and special education) improve their reading and math scores to meet proficiency are our greatest challenges. The CSDE can continue to help us meet these challenges by providing

professional development through the Connecticut Accountability for Learning Initiative and through Title I money which will allow us to provide necessary and appropriate professional development and training for all teachers.



Summary of Other Key Accomplishments

- **Impact on Local School Districts**
 - TEMS has influenced change among its sending districts through its enhanced science, and math courses, and through its advanced technology offerings.
- **School Accomplishments**
 - TEMS partnered with West Haven and four other districts in the CT Kids Fueling the Future program – an inter district science program
 - TEMS participated in Aqua Cultures program – an inter district science program
 - First Lego League Robotics Team competed in local competition
 - TEMS received a Magnet Schools Assistance Program Grant (third year of the grant) which promotes increased student achievement through science
 - All TEMS students received a laptop to be used as the main resource for learning through the one2one initiative.
 - 228 8th grade students were promoted from TEMS in June of 2014.
 - Over one third of the student body participated in after school activities.
 - Two 8th grade students were awarded the status of Scholar Leader by the CAS (Connecticut Association of Schools).
 - Over 80 students participated in a drama production and/or music program concerts.
 - The school participated in meaningful service oriented activities – St. Jude’s Marathon, the American Cancer Society, Food Drives
 - Work continued on our memorial garden for a student who passed away in 2005. The Herb Knight Garden was planted in his memory.
 - 6th and 7th grade students attended Camp Hazen and the CT Science Center
 - 8th grade students traveled to our nation’s capital, Washington D. C. for a three day trip learning about the legislative branch of our government and the history of our country.
- **Graduate Follow-up**
 - 2015 8th grade graduates will be asked to complete a survey to provide data on their success in High School.
- **School Innovation**
 - Our scheduling is unique and allows for:
 - Flexible block scheduling
 - Grade level planning
 - School-wide Literacy Education
 - Our curriculum is unique and allows for:
 - Curricular access through technology
 - Hands-on problem solving in the real world
 - Differentiated instruction
 - Performance based assessment tasks
 - Field study projects
 - Group interaction
 - Integration of technology through the content areas

- Inquiry-based learning

- **Parent Involvement**
 - Parents regularly volunteer in the school, on our school's Steering Committee, and on the School Governance Council.
 - Families As Partners (parent organization) meets once a month to plan fund raisers and enrichment activities for the school.

- **Professional Development Activities**
 - All staff participated in Professional Development activities focused on Professional Learning Communities, common assessments, SRBI initiatives, data decision making, lesson studies, and differentiated instruction across all content areas.

- **After School Programs/Activities**
 - TEMS after school programming includes:
 - Tutoring
 - Team sports (Soccer, Cross Country, Basketball, Volleyball)
 - Drama
 - Student Council
 - Builder's Club
 - National Junior Honor Society
 - Yearbook
 - Music Groups – strings, jazz band
 - Robotics



About Our School...

DIRECTIONS: Please provide information as requested in the following:

Attach your updated 2012-2013 Strategic School Profile.

School Program

▪ **Admissions**

Admission to Thomas Edison Middle School is open to all 6th, 7th, and 8th grade students in Meriden, Middletown, Region 13, Wallingford, and public school choice students. Every district is responsible for its own applications, and ACES manages School Choice applications. A lottery is held if the number of applications exceeds the number of available slots agreed upon by the district. The specific application deadlines are determined by each individual district.

▪ **Transportation**

Participating districts transport students to Thomas Edison Middle School. If a student has entered under the new school choice legislation, parents are responsible to provide transportation to and from school.

Student Information

Meriden 2013-2014

Applications Submitted/ Placed/ Waiting list

Grade 6	366	180	186
Grade 7	21	1	20
Grade 8	6	1	5

Middletown 2013-2014

Grade 6	116	40	76
Grade 7	1	1	*67
Grade 8	0	1	*64

Wallingford 2013-2014

Grade 6	15	7	8
Grade 7	1	1	0
Grade 8	1	1	0

Region 13 (Durham and Middlefield) 2013-2014

Grade 6	2	2	0
Grade 7	0	0	0
Grade 8	0	0	0

(* = waiting list students cumulative from previous lists and year)



***Operations Plan, Curriculum Design and Instructional Methods
Including Modifications***

Brief Summary

DIRECTIONS: In one paragraph, briefly describe modifications to the school’s operations plan, curriculum design and instructional methods, as approved by the Governing Board or the responsible governing agency.

There have been no changes to the school’s operations plan, curriculum design, or instructional methods.

Progress in meeting the goal: Limited progress.

Improvements needed: Teachers need ongoing professional development in classroom management techniques to effectively implement behavior interventions.

Modification in goal/objectives for the 2014-15 school year: Goal will stay the same.

Goal B: To revise, implement, and monitor student behaviors through SRBI model.

Measurable Objective B.1: Decrease percentage of student disciplinary referrals and suspensions

Measurement Tool: Power School Discipline Data Base

Benchmark(s): 2012-2013 discipline data (# of suspensions and expulsions)

Progress in meeting the goal: Accomplished – we decreased our suspension by 5% and our expulsions by 100%

Improvements needed: Continued effort in this area.

Modification in goal/objectives for the 2014-15 school year: Implement Year II of Positive Behavioral Interventions and Supports at TEMS.



II. Accomplishment of Mission, Purpose and Specialized Focus

Goal A: Design and implement more STEM-related professional development for our teachers and more STEM-related student activities for our in-school and after-school programs in order to build a distinctive magnet curriculum for student achievement.

Measurable Objective A.1: Provide STEM-related training for teachers in leveled science reading materials, and ongoing training for science teachers in the *Pearson Interactive Science* series."

Measurement Tool: Recorded dates of teacher training.

Benchmark(s): Compared training dates/times with previous year.

Progress in meeting the goal: Accomplished

Improvements needed: Ongoing training for teachers in STEM-related professional development.

Modifications in goal/objectives for 2014-2015 school year: Science teachers will investigate the incorporation of robotics into our science curriculum to meet the requirements of the Next Generation Science Standards.

Measurable Objective A.2: Increase opportunities for students to be involved in science outside of the classroom through extracurricular activities.

Measurement Tool: List opportunities provided to all TEMS students in relationship to science outside of the classroom.

Benchmark(s): Comparison of previous year's programs to 2013-2014.

Progress in meeting the goal: Activities offered increased by 100% in the 2013-2014 school year. Asterisked activities were new this school year:

- Kids Fueling the Future
- Aquacultures
- *Winter Wednesday Science Series
- *Garden and Greenhouse Initiative

Improvements needed: Continuation of this goal is recommended.

Modification in goal/objectives for the 2014-15 school year

III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

Goal A: To increase student population from surrounding towns (Parent Choice).

Measurable Objective A.1: Increase student applications and actual placements by 5% through the parent choice program.

Measurement Tool: ACES Parent Choice application data

Benchmark(s): Comparison of ACES parent choice numbers from 2012-2013 to 2013-2014 school year.

Progress in meeting the goal: Accomplished. Our parent choice population increased by 7% last year.

Improvements needed: Continued advertisement and recruitment efforts are necessary to attract interested families.

Modifications in goal/objectives for 2014-2015 school year: The same goal will be in place for the 2014-2015 school year.



Financial Information

DIRECTIONS: Provide, as attachments, the last approved ED114 used for the expenditure of resources for this school, the budget narrative for these expenditures, and Schedules 1 and 2 from the attached expenditures and revenues document.



Governance

List dates of Board Meetings held in 2013-14

October 2nd, 2013

November 6th, 2013

February 5th, 2014

March 12th, 2014

Summary of Major Policy Decisions

Magnet School Name: Thomas Edison Middle School

District/School Code: 244

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object									
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education.									
OBJECT**									
LINE	CODE	FUNCTION (Program Area)**	Total *	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures	5,554,654	4,094,041	902,178	421,204	131,454	5,777	
1203	2100	Support Services – Students	805,943	510,326	138,876	155,123	1,618		
1204	2200	Improvement of Instructional Services	141,259	108,483	27,363	4,604	809		
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration	578,957	479,217	95,316	2,270	2,154		
1207	2600	Operation and Maintenance of Plant Svc.	2,035,380			2,035,380			
1208	2700	Student Transportation Services	8,030			8,030			
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services	3,395				3,395		
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead	290,017						
213		TOTAL	9,417,635	5,192,067	1,163,733	2,626,611	139,430	5,777	

*Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

**Definitions of objects and functions are to be consistent with those on expenditure report ED001.

Magnet School Name: Thomas Edison Middle School

District/School Code: 244

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Magnet Operating Grant	\$5,815,980
	xxxx Other State Grants (please list below)	1,790
	World & English Language Learning grant	
221	xxxx Other Federal Grants	0
222	1920 Contributions	0
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	3,633,210
	Local district tuition	
299	Total	\$9,450,980