

SCHOOLS TO WATCH-TAKING CENTER STAGE

Schools to Watch™-Taking Center Stage is a statewide program implemented by the California League of Middle Schools, California Department of Education, California Middle Grades Alliance, National Forum to Accelerate Middle-Grades Reform and the Schools to Watch™-Taking Center Stage Model Schools

For more information, visit www.clms.net/stw.



EDNA HILL MIDDLE SCHOOL

Designated 2007; Re-Designated 2010, 2013, 2016, 2019

Brentwood Union School District

Contra Costa County

Kirsten Jobb, Principal

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www.brentwood.k12.ca.us/EHS

SCHOOL CHARACTERISTICS

Community: Suburban; Enrollment: 940; Grade Levels: 6-8; School Schedule: Eight-period with 94-minute core block (language arts-social studies)

STUDENT DEMOGRAPHICS

43% White; 39% Hispanic/Latino; 9% African American; 3% Filipino; 3% Asian; 1% Two or more races; 1% Pacific Islander; 0% American Indian/Alaska Native; 39% Free/Reduced Lunch; 18% English Learners

SCHOOL CHARACTERISTICS AND REPLICABLE PRACTICES

- Student are assigned an adult advocate for three years whom they meet with daily in homeroom where they are supported by research-based curriculum and activities.
- Student-Led conferences are held twice yearly and include SMART goals for each student and a Parent Compact.
- Over 1200 students and families have benefited from the campus “store” Passing on Apparel for Student Success (PASS). The store operates free of charge and is supported by donations from the community.
- ELAC committee members, staff, and administration visit over 200 homes in the two weeks prior to school starting to welcome the non-English speaking families into the school community and strengthening the home-school partnership.
- At-risk students benefit from a variety of intervention programs during the school day including: Language Arts Support, Math Support, Intensive Math 7/8, ELD Support and Read 180. Students are also supported by teacher tutoring four days per week, and Homework Center support three days per week.
- Using the cycle of inquiry, staff have developed common core performance-based assessments in all curricular areas; common core formative assessments twice per quarter, and common summative assessments each quarter.
- Students are grouped into interdisciplinary teams to foster relationships, and facilitate interdisciplinary instruction.
- English Learner classroom teachers benefit from a walk-through coaching process.
- Collaborative learning time is scheduled weekly for teachers with established protocols and agendas.
- In addition to providing computers in classrooms, the school has purchased equipment to open three sections of Read 180 to support students struggling with reading and language acquisition.