



THE CATALPA SCHOOL

JCPS School of Innovation Competition

Jessi Forst, Adrianne Moore, Jennifer Nelson, and Abby Terranova



*“A school yard
planted by a
gardener is good if
the work can be
done in no other
way, but the one
that best serves its
educational value is
planted by children,
no matter how small
the ground or how
crude the result. It is
in such a garden
that moral teaching
is accomplished.”*

– JCPS School Garden
Planting Instructions, 1911

Vision

The vision of The Catalpa School is to educate the child rhythmically and respectfully by using methods inspired by Waldorf tradition.



- Meet academic needs through a balance of art, music, drama, movement, and experiences in nature
- Build each child's capacity to:
 - Think creatively and critically
 - Understand and manage emotions
 - Work in a focused and willing manner



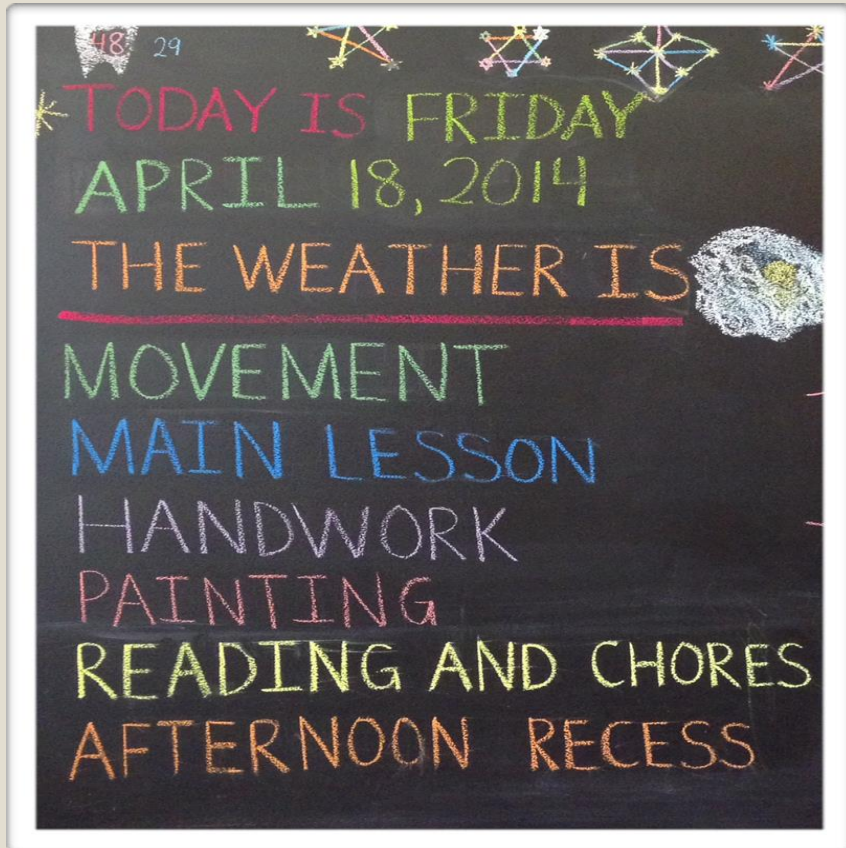
KEY COMPONENTS

Artistic Integration

- Engage learners through hands, head, and heart
- Art is a vehicle to knowledge, not a supplement to instruction
- Technology is a fine art and a practical skill



Artistic Integration



- Consistent and structured school day
 - Morning:
Academic Main Lesson
 - Afternoon:
Artistic and Practical
Special Areas
- Breaks throughout the day

Special Area Course Offerings

- Library
- Instrumental Music
- Handwork/Vocal Music
- Practical Arts/
Agriculture/Games
- Foreign Language/
Folk Dancing



Play with Social Intent



- Frequent opportunities for creative and outdoor play
- Development of problem-solving and social skills
- Restorative justice model of conflict resolution



There is considerable research to suggest that recess has many benefits for children in the cognitive, social-emotional, and physical domains.

Relationships as a Foundation

Integration of
Early Childhood



Relationships as a Foundation



Ongoing Student
Participation

Relationships as a Foundation



Distribution of
Classes

Relationships as a Foundation

Family and Community Investment Plan



Relationships as a Foundation

Family/Community Investment Plan

1. Workshops/Parent Education
2. Volunteer Opportunities
3. Student Support Experiences
4. School Outreach into Community
5. Bridge and Link to Services

Relationships as a Foundation



Community
Partnerships

Community Partnerships

Professional Development

- Kentahten Teacher Training
- Waldorf School of Louisville

Agriculture

- KSU Horticultural Extension Office
- Foxhollow Farm
- Feed the Dirt
- La Minga International Collective Farm

Community Outreach

- Louisville Urban League
- New Roots
- Office of Safe Neighborhoods
- Neighborhood Institute/Green Institute
- Wesley House
- Network Center for Community Change

Nutrition and Sustainability



- Extensive school gardens
- Community outreach to assist families in obtaining and preparing nutritious meals

Nutrition and Sustainability



- Children involved in meal preparation
- Emphasis on sustainable practices



CURRICULUM & ASSESSMENT

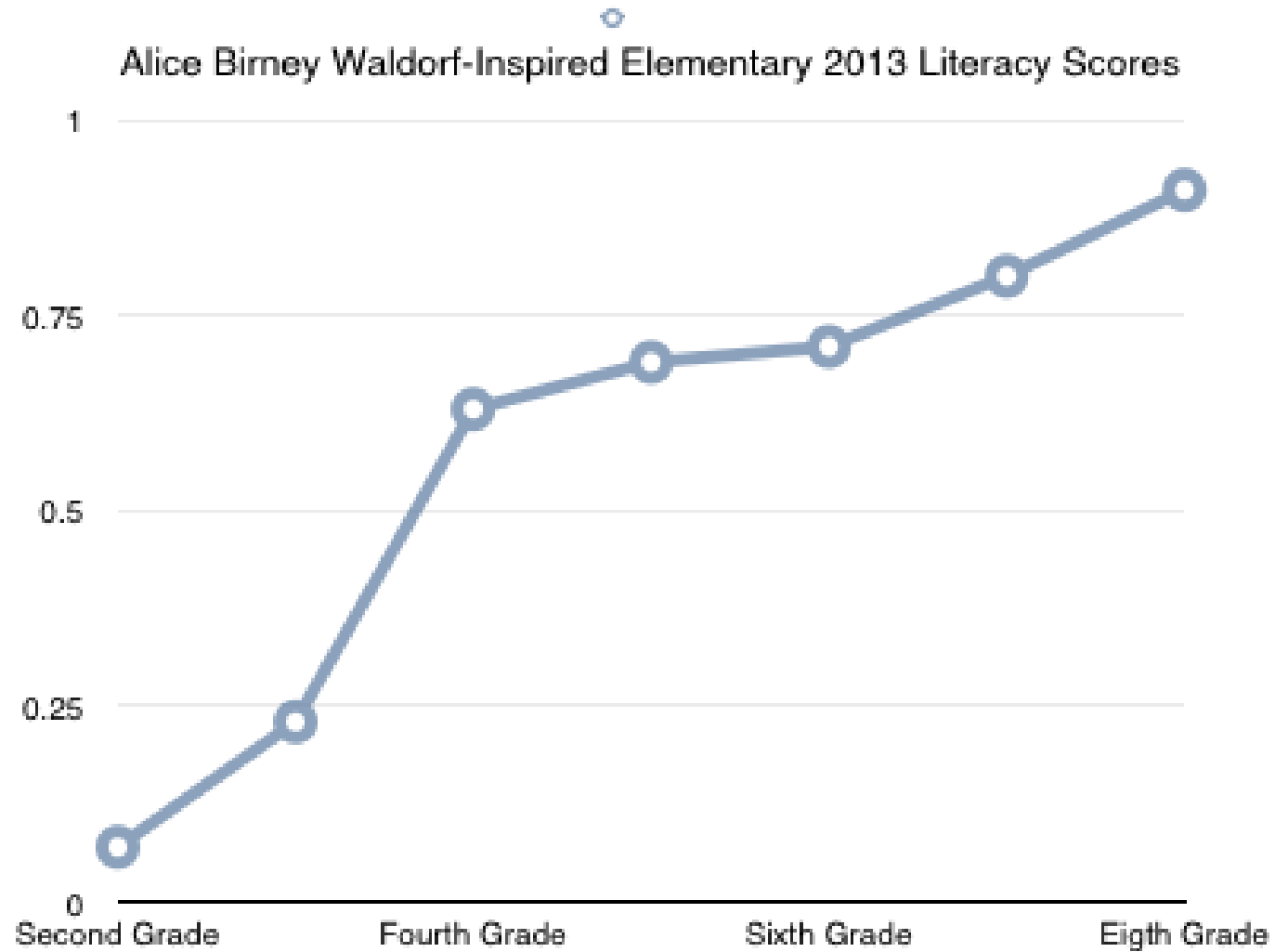
Curriculum Timeline



- Curriculum as an ascending spiral
- Alliance for Public Waldorf Education

*“Begin early, early
enough to stir up
enthusiasm
before it is time to
stir up the soil.”*

- JCPS School Garden
Planting Instructions, 1911



Students in public Waldorf schools often have lower test scores in lower grades. These scores are rapidly "replaced by superior scores in the 8th grade, on par with top ten peer-alike schools".

- Larrison, 2012

Alternative Assessment Plan



Standardized testing delayed

- One-on-one assessment
- Performance-based assessments
- Portfolio System

Data Management and Action Research

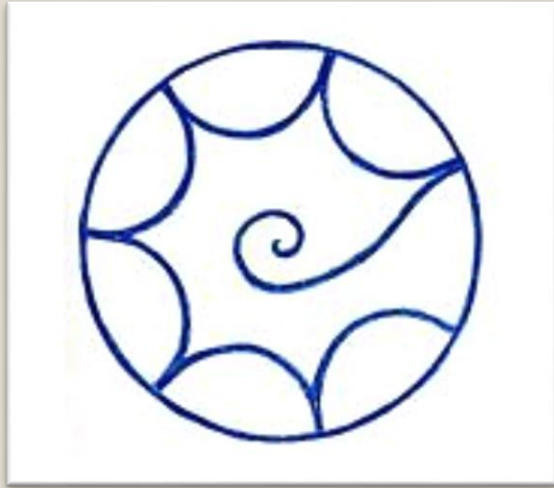
- Careful observation of student progression through grades
- Welcome observation





PROFESSIONAL DEVELOPMENT

Initial Teacher Training



*The teaching profession is self-selecting by nature.
By selecting the Waldorf approach to teaching,
teachers clearly want more for their students
as well as for themselves.*

- Transformational Teaching, 2009

- Teachers as experts of curriculum
- Locally-available Kentahten Teacher Training

Ongoing Professional Development

- Professional Learning Communities (PLCs)
- 10 additional teacher work days annually
 - Collaborative work
 - Curriculum studies
 - Assessment development
 - Data analysis
- Family and community outreach and engagement





STUDENT ASSIGNMENT

Goals:

1. Meet the needs of traditionally underserved children
2. Ensure that students can start and finish their early education at The Catalpa School

- District-wide magnet
- 60%-70% of students from reside area



A child loses 4-6 months of academic progress with every school transfer.

- National Center for Homeless Education



DIVERSITY & EQUITY

Exceptional Child Education (ECE)

- Academic and Social Individualized Education Plans
- Advocacy workshops

Intervention Strategies:

- Waldorf Extra Lesson
- Play-based Therapy



English Language Learners (ELLs)



Sheltered Instruction Observation Protocol Model

- Deep intentionality in planning and instruction
- Movement & Hands-on experiences to integrate vocabulary and develop language skills



ADMINISTRATIVE STRUCTURE

Three Organizational Pillars

1. Faculty Council

Integrity of curriculum

Committee work

2. Parent Community

School/Student support

Parent Community Association

3. Administrative Leadership Team

Efficient organizational operations

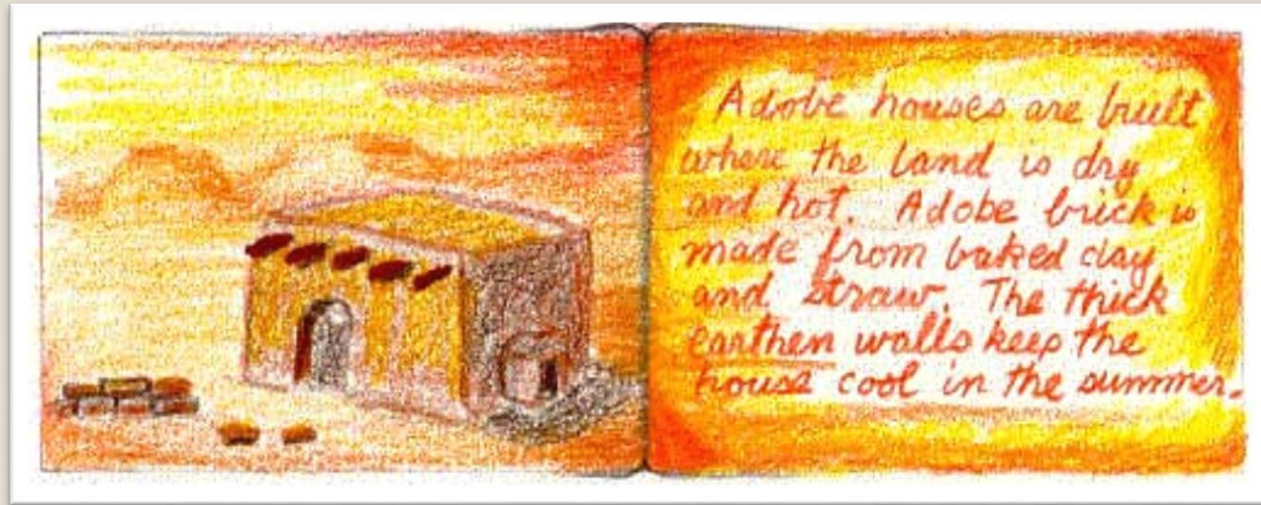
Classroom-based student interactions





NEEDS ASSESSMENT

Literacy



- Parent workshops
- Integrated throughout curriculum
- Emphasis on readiness

The cascading disadvantages for students that progress through their schooling careers without the basic reading skills further perpetuates inequalities evident in other domains.

- JCPS, 2013

Culture and Climate



- Evidence-based outcomes
- Development-based
- Independent life skills

Lack of school completion and preparation of life beyond school simply perpetuate current and growing inequalities in our community and nation.

- JCPS, 2013

College/Career Readiness

- Emphasis on relationships
- Warmth and cooperation
- Administrative Leadership Team



Three decades of empirical research has demonstrated that a positive school climate promotes safety, healthy relationships, engaged learning and teaching, and school improvement efforts.

- JCPS, 2013

Discipline



- Positive Behavior Intervention System
- Louisville Linked
- Faculty and staff as models
- Engaging environment

Close to half the Black population (43%) was suspended at least one time during middle school.

Just one suspension doubles the chance of dropping out.

85% of all students suspended in JCPS are NOT proficient in reading.

- JCPS, 2013



MEASURABLE OUTCOMES

SMART Goals



- Literacy
- College/Career Readiness
- Culture and Climate
- Discipline



BUDGET

Budget

Initial Needs

- Outdoor space for play and gardening
- Consumer science lab
- Spaces for ECE, music, and theatre
- Activity Bus
- Resource Library

Ongoing Expenses

- Professional Development
- Additional Staffing





TIMELINE FOR IMPLEMENTATION

Immediate Tasks

- Negotiate scheduling to accommodate scheduling needs of Catalpa Team members as leaders of implementation
- Secure building location
- Begin marketing campaign
- JCTA contract deviation negotiations
- Membership to Alliance for Public Waldorf Education



Early Stages of Implementation



- Solidify curriculum
- Student assignment
- Professional development
- Grant applications
- Equitable handbook
- Build resource libraries
- Assemble Advisory Panel
- Building modification as needed

Before School Opening

- Finalize 2015-2016 operating budget
- Host monthly engagement meetings
- Solidify assessment plan
- Finalize class scheduling
- Collaborate with partners
- Develop implementable action research model





QUESTIONS





VISION 2015

Increased Learning

- Common core alignment
- Arts-based academics
- Professional Development
- Evaluation



Graduation and Beyond



- Advisory structures
- Real-world learning
- Preparedness for transition
- Enduring relationships

Stakeholder Involvement & Engagement

Students:

Extended learning opportunities

Faculty:

Professional Learning Communities

Parents:

Foundational Pillar

Administration:

Classroom engagement

Community:

Partnerships/Showcases



Safe, Resourced, Supported, and Equipped Schools



- Dedication to fulfilling mission for students in double jeopardy
- Evidence of community outreach and resource gathering

Waldorf education was developed in 1919 when the owner of the Waldorf Astoria Cigarette Factory asked for a school that would meet the needs of impoverished children of factory employees after the horrors of World War I.



We consider taking this movement back, and using these proven methods with the children who need them most, to not only be innovative, but *revolutionary*.



*The need for
imagination,
a sense of truth,
and a feeling of
responsibility—
these three forces are
the very nerve of
education.*