

Frost Middle/Frost Transition Academy/Valley Preparatory Academy
Phoenix School of Discovery
Innovation Proposal
December 9, 2013

Executive Summary

Purpose

The goal of this paper is to establish that Robert Frost Middle School is in need of innovative restructuring and that creation of a sixth grade Transition Academy and the seventh and eighth grade Preparatory Academy should be considered. Clearly, improvements for Frost are imperative and it is important that the selected improvements do not duplicate past initiatives which didn't produce the necessary outcomes. One approach to addressing the special needs of sixth grade students which has not been implemented in any JCPS middle school is to create a sixth grade academy; thus, research-based approaches to reconfiguring middle schools that have led to academic improvements elsewhere will be reviewed.

Background

Frost Middle School has been categorized as either a Persistently Low Achieving (PLA) school (lowest five percent in academic achievement of all Title 1 schools and failure to meet AYP for three consecutive years) or a Priority School since the 2009-2010 school year, meaning that Frost has not met its academic requirements for many years. While classified as a PLA school, Frost had a major reconfiguration of staff, was assigned a new principal who had formerly worked for the State as a highly skilled educator, and received approximately \$1.3 million in School Improvement Grant (SIG) funding to support academic improvements (e.g., new language arts curriculum, Math Interventionist, SMART Boards, etc.). Additionally, two Education Recovery Specialists (math and reading) and one Education Recovery Leader were placed at Frost for three years.

Achievement

Under the Kentucky Performance Rating for Education Progress (KPREP), Frost is currently ranked in the first percentile and actually had a declining overall score for 2013 (27.9) compared to 2012 (29.3). Levels of proficiency for the six 2013 KPREP content areas are shown in Table 1 which shows small gains in reading and language mechanics. However, the district is outpacing Frost in proficiency rates by at least three-fold in every content area. The College/Career Readiness (CCR) score was also quite low, declining from 2.5 in 2012 to 2.3 for 2013. The CCR score for JCPS middle schools rose from 5.8 in 2012 to 6 in 2013.

Behavior

Out of school suspension (SSP3) data show a more favorable trend than academic data. There were 369 SSP3s in 2012 compared to 275 SSP3s in 2013, a reduction of 25.5%. Suspension data through the second pupil month of this year (2013-2014) show a reduction of 41 SSP3s

compared to the second pupil month for last year. Attendance data has declined since the 2009-2010 school year, falling from 94.5% to 91.4% for 2013. In contrast, the average attendance rate for JCPS middle schools has risen from 94.1% (2009) to 94.4% (2013).

Relevant Research

Research has clearly established that entry into the sixth grade is one of significant transition which provides overwhelming challenges for some students. According to West (2011), one of the most prevalent questions for educational leaders is how to best configure students in different grades across schools. Much of the research on grade configuration for middle school students focuses on comparisons between K-6 and K-8 schools to traditional 6-8 middle schools. One recent study by Cook, MacCoun, Muschkin & Vigdor (2008) found that sixth graders attending middle schools with sixth, seventh, and eighth grader were twice as likely to have a disciplinary referral, and were more likely to have lower reading scores on standardized tests than sixth graders in a non-traditional setting (e.g., K-6 elementary school in this study). Schwerdt and West (2011) studied the impact of attending public schools with different grade configurations on student achievement and found that students moving from elementary to middle school suffer a drop in student achievement in the transition year. Schwerdt and West (2011) also linked middle school entry to increases in student absences and higher grade 10 dropout rates.

Beane and Lipka (2006) suggested that the core problem with many struggling middle schools is weak implementation of what is referred to as the “middle school concept” which emerged from the Carnegie Council’s paper on adolescent development and the 2003 National Middle School Associations policy statement. These two sources maintain that quality middle schools should: (a) improve academic achievement; (b) understand young adolescence; (c) provide a challenging and integrative curriculum; (d) create supportive and safe environments; (e) ensure better teacher preparation; and (f) improve family and community relationships. Beane and Lipka (2006) assert that configuration advantages for K-8 or K-6 configurations are confounded by the smaller size of K-8 schools which support better relationships between teachers, students, and families. Further, smaller class and school size allow for better implementation of the entire “middle school concept.” They advocate for focusing less on finding the right middle school configuration in favor of providing environments that support creation of small learning communities, quality relationships, and strong transition supports.

Sixth Grade Academies

The premise of the Frost Transition Academy is that providing a smaller setting will facilitate implementation of the “middle school concept” with higher fidelity. Other sixth grade academies have opened in: Taylor, MI; Lovington, TX; Allentown, PA (Charter); New Casey, TX; Sierra Vista, NM (Proposed); Marietta, GA; and White Plains, NY. The sixth grade academy in Marietta opened in response to overcrowding in 1993 but has experienced strong academic success (Downey, 2010). With a very diverse student body and an enrollment of nearly 600, Marietta’s Sixth Grade Academy offers its students an International Baccalaureate

Middle Years Program and a STEM magnet program.

Research continues to highlight the positive influence a personalized school environment has on academic achievement and student mindset. Blum & Libbey (2004) noted the relationship between increased student connection to school and classroom engagement and improved attendance. Flores-Gonzalez (2002) showed Latino students were more likely to develop a “school identity” in middle school and remain in school until graduation when exposed to a positive teacher/student relationship between the ages of 11 and 13. In order to create a personalized school experience for all students at Frost, each certified staff member will act as advisor to approximately 15 students for 50 minutes each Wednesday. The purpose of this advisory time focuses on three primary outcomes: 1) foster peer to peer and student to adult relationships, 2) develop social-emotional skills necessary to navigate adolescence, and 3) create, implement, and amend personalized intervention plans.

The Frost Transition Academy would have a maximum of 250 sixth grade students – the school currently has an enrollment of 481 students. Lower enrollment with only one grade will allow teachers to build stronger relationships with students, parents, and community; and address the social-emotional and academic needs of young adolescents. Students will have an extended instructional day every day and have the opportunity to attend a four-week transition program in the summer that will include academic assessment and development of a Student Success Plan. This summer program will help ensure that summer learning loss is minimized and that teachers are ready to address the learning needs of their students on the first day of class.

Conclusion

Frost Middle School has a long history of being one of the lowest achieving schools in the district. Millions of dollars and significant changes in personnel have not brought about the necessary improvements that JCPS middle school students direly need. Within the middle school community, it is the sixth grade year that typically proves to be the most difficult. Creation of the Frost Transition Academy is an innovative approach to ensuring that the middle school students with the greatest need receive the highest level of support, engagement, and academic rigor targeted toward their unique developmental needs.

Aspiration and Vision

Strategy

The Frost Middle School 'Turnaround' strategy is based on different student configurations, different uses of time during the normal school day, different uses of time by offering students extended time three days a week, different uses of time by offering students an extended school year, and different uses of time by offering teachers one additional hour per day to remediate students. The strategy also allows for personalization for every student, teacher collaboration based on teaching to standards and ensuring student acquisition of standards, innovative and differentiated instruction and attention to each student's social-emotional needs and physical health.

The proposal includes:

- Creating a sixth grade only 'Frost Transition Academy' to remain at Frost Middle School. The sixth grade Transition Academy can serve up to 250 students.
- Move the current Frost seventh and eighth graders to Valley High School. The seventh and eighth grade 'Valley Preparatory Academy' will be housed in the original Valley High School wing and can serve up to 250 students per grade. The Valley Preparatory Academy will be under the direction of the Valley High School Principal, but will remain a separate school in regards to state accountability.
- Combine both Phoenix School of Discovery locations (middle school at Stuart Middle and high school at Valley) into the second floor of the Frost Middle School building.

The proposal also includes the following innovation and change structures:

Innovation and Change Structures

1. Summer Bridge Program Grades 6,7,8:

Current Reality—Root Causes and Obstacles: Frost Middle currently has students from 46 elementary schools. Most of the incoming sixth graders have deficits in reading and math upon entering Frost. Of the sixth graders entering Frost in the 2013-14 school year, only 16.8% of the students scored proficient or distinguished on the fifth grade KPREP reading assessment. The students have very little interaction with the school and school staff prior to the first day of school except for a few hours of registration and orientation in the summer. Students receive little or no academic enrichment during the 10.5 weeks of summer break prior to entering middle school.

Frost Innovation Plan -- 5

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Theory of Action:

- **IF** students participate in the Summer Bridge program, **THEN** students will be assessed in math, reading, learning styles, personality traits, and career and life interests.
- **IF** students participate in the Summer Bridge program, **THEN** a detailed Student Success Plan will be developed and shared with all staff, the student and the parent(s).
- **IF** students participate in the Summer Bridge program, **THEN** positive relationships will be formed between and among students, faculty and staff.
- **IF** students participate in the Summer Bridge program, **THEN** students will become oriented to all school processes and procedures and will feel relaxed and confident upon entering school in August.

Design Components: The Frost sixth grade Transition Academy and the Valley seventh and eighth grade Preparatory Academy will feature an extended year (Summer Bridge) by having incoming sixth, seventh and eighth graders participate in an optional 1-4 week transition program (weeks of June 17, June 24, July 8, and July 15). The Summer Bridge program will focus on assessing all students, designing an individualized Student Success Plan, beginning in the sixth grade, for each student, and beginning the remediation and enrichment process.

The focus of the sixth grade Transition Academy will be to move all students to proficiency in math and reading by the end of the sixth grade year and to instill the ‘Growth Mindset’ in all students by emphasizing problem solving, perseverance, and creating stamina. Students will attend from 8:00 – 1:00. The teacher workday will be from 7:45 – 1:15. Once a parent selects the number of weeks a student will participate, an individual Summer Bridge plan will be followed. For example, a student attending 4 weeks will follow the full schedule outlined in Attachment B. A student attending 2 weeks will follow the first week and last week schedule, outlined in Attachment B, beginning the week in which they start. (Note: Students attend only 2 days during the first week and 3 days during the last week.)

The Valley seventh and eighth Grade Preparatory Academy will offer all incoming seventh graders and returning eighth graders the opportunity to attend 1-4 weeks of transition activities during the weeks of June 17, June 24, July 8, and July 15. The Summer Bridge program will focus on assessing all students, monitoring and revising the Student Success Plan for each student, and provide remediation and enrichment for students. The focus of the Preparatory Academy will be to move all students toward proficiency in math and reading and to instill the ‘Growth Mindset’ in all students by emphasizing problem solving, perseverance, and creating stamina. Students will attend from 8:00 – 1:00. The teacher workday will be from 7:45 – 1:15. Once a parent selects the number of weeks a student will participate, an individual Summer Bridge plan will be followed. For example, a student attending 4 weeks will follow the full schedule outlined in Attachment B. A student attending 2 weeks will follow the first week and last week schedule, outlined in Attachment B, beginning the week in which they start. (Note: Students attend only 2 days during the first week and 3 days during the last week.)

Desired Outcomes: On the first day of school, 100% of incoming sixth, seventh and eighth graders will begin to receive focused and differentiated instruction, remediation, enrichment and social-emotional supports beginning with academic prescription and intentionality.

2. Student Extended School Day (EX Block) - Frost Transition Academy and Valley Preparatory Academy:

Current Reality—Root Causes and Obstacles: Frost Middle has few co-curricular options for students. Most all students leave on buses at 2:20 each day. Most students struggle with homework and fail to complete or submit it on time or at all. Most students do not connect the school experience with things they find relevant or interesting.

Theory of Action:

- **IF** students participate in the Extended Day program, **THEN** teachers can monitor and update the Student Success Plan and continue to provide ‘just in time’ services to meet student needs.
- **IF** students participate in the Extended Day program, **THEN** students will have the opportunity to receive immediate, intensive and focused remediation in math and reading.
- **IF** students participate in the Extended Day program, **THEN** students may participate in extended related arts (Music, Art, Computer) or other co-curricular academic based clubs and activities (e.g., Debate, Speech, Chess, Quick Recall, Math Team, Spelling Bee, Film Making, Governor’s Cup, Future Problem Solving, Book Club, Student Council, KUNA, KYA, FEA, STLP).
- **IF** students participate in the Extended Day program, **THEN** students will be taught to practice the traits of students who persevere with hard work and determination by demonstrating the Growth Mindset.

Design Components: The purpose of the extended day program (EX Block), at both Frost Transition and Valley Preparatory Academies, is to provide additional learning time to support students in their learning progression and reach proficiency with the Common Core Standards in reading and math. During the EX Block students will be scheduled into intervention and enrichment in reading and math up to 3 days per week (Monday, Wednesday, Thursday) from 2:30 – 5:00 and will have the opportunity to participate in co-curricular activities 1-2 days per week during the EX block depending on each student’s needs. Co-curricular activities will include Academic clubs and competitive teams (Chess, Quick Recall, Debate, Spelling Bee, Special Interest Clubs, Computer, Newspaper, Yearbook, Future Problem Solving, Governor’s Cup, Book Club, Student Council, KUNA, KYA, FEA, STLP), and Arts (VA, Piano, Guitar, Band, Voice, Theatre). A sample student school is outlined in Attachment A.

Note - A portion of teachers will serve students in the EX Block from 2:30 - 5:00 three days per week. Other teachers will receive after school planning periods (see #3 below) and may serve students for up to 1 hour and 40 minutes of the EX Block time.

This Extended day opportunity can afford students two hours and thirty minutes per day for 3 days a week for 36 weeks of extended learning time. ***This equates to an additional 270 hours or 40.5 days of additional instruction.***

Desired Outcomes: Students will be proficient in math and reading and be on grade level at the end of each school year (grades 6, 7, 8). Students will follow a prescriptive approach to meeting standards by utilizing the Student Success Plan to achieve mastery of standards and to pursue a pathway of personal interest. Students will receive wrap-around services to support social-emotional health and well-being. All students will be taught the skills and traits of the Growth Mindset.

3. Teacher Extended Day - Frost Transition Academy:

Current Reality—Root Causes and Obstacles: Frost Middle has many struggling students who do not receive enough individualized or small group instructional time during the school day.

Theory of Action:

- **IF** most teachers at the Frost Transitional Academy are available for instruction during the entire student day and conduct their common planning after the student day ends, **THEN** teachers may be able to serve individual or small groups of students in reading, math, science and social studies during the day using a Response to Intervention (RTI) model.
- **IF** most teachers at the Frost Transitional Academy are available for instruction during the entire student day and conduct their common planning after the student day ends, **THEN** teachers can potentially co-teach in the core subjects with teachers of the same or related content (e.g., math-math, math-science, ELA – ELA, ELA – Social Studies).
- **IF** most teachers at the Frost Transitional Academy are available for instruction during the entire student day and conduct their common planning after the student day ends, **THEN** most teachers will have common planning after school in which to hold PLCs (Tuesdays and Fridays) and to collaborate across content areas.

Design Components: This concept is designed to have most teachers serving students during the entire school day from 7:40 – 2:20 and to have planning periods after school. However, because of the need to serve students during the EX Block on Mondays, Wednesdays and Fridays, this concept is designed for two different teacher scenarios:

1. A set of teachers, to be determined, will not have a planning period during the school day and will have a planning period each day after school from 2:20 – 3:20. These

teachers will teach a normal teaching load and then, when they would normally have a planning period, they would be freed up to provide individual and small group remediation, provide enhancements to students who are meeting standards, and to potentially co-teach with fellow instructors. These teachers will be paid for an additional hour each day to plan after the end of the normal student day at 2:20. These teachers would have after school planning periods for one hour in which they can collaborate around standards, student data, as well as design interventions, enrichments and instruction for all students. These teachers may then choose to participate in the EX Block from 3:20 – 5:00 to assist their colleagues with implementation of that program.

2. A set of teachers, to be determined, will serve students during the entire EX Block on Mondays, Wednesdays, and Thursday from 2:30 – 5:00. These teachers will have their planning during the school day as normal on Mondays, Wednesdays and Thursdays. On Tuesdays and Fridays, these teachers would not have a planning period during the school day and will assist with interventions. On Tuesdays and Fridays, these teachers will have common planning after school from 2:20 – 3:20 and participate in PLCS and common planning with the entire staff.

Desired Outcomes: This will maximize the potential for teachers at the Frost Transitional Academy to serve students to the fullest during the school day by providing targeted interventions and exciting enrichments. Likewise, students who need or desire extended time can receive those services during the EX Block each day. We believe that we will have the ability to create a focused approach to moving all students to proficiency in reading and math, while providing for a student centered approach around student needs and interests, and developing the Growth Mindset in each and every student.

4. Advisory Period:

Current Reality—Root Causes and Obstacles: Students currently have access to guidance counselors and the Family and Youth Resource Centers, however most students do not have access to an adult mentor on a daily or weekly basis. Students typically do not get a personalized course of study or a personalized plan for success. Students are not typically encouraged to find and cultivate their strengths and to pursue their personal areas of interest.

Theory of Action:

- **IF** students participate in the weekly Advisory program, **THEN** students will have access to an adult mentor, who may or may not be that student’s teacher, who advises him/her on all aspects of his/her school experience (i.e., academic advising, co-curricular advising, counseling and guidance, access to wrap-around services).
- **IF** students participate in the weekly Advisory program, **THEN** students will receive a weekly prescriptive program (Student Success Plan) identifying each student’s specific academic needs for remediation or interventions, access to student enrichment and/or access to co-curricular enhancements.

- **IF** students participate in the weekly Advisory program, **THEN** students will become more connected to fellow classmates and to the entire school experience.

Design Components: The advisory time will be based on the high school model but modified to be developmentally appropriate for sixth, seventh, and eighth grade students. Each week, 25 minutes of the advisory time will be a lesson designed to foster relationships and develop social-emotional skills required for connecting to school and being successful in the classroom and life. Objectives of these lessons will include activities designed to develop each student's career interests and motivations. By connecting to an interest and long-term outcome, students will begin to see the connection between the classroom and the real world. Activities will also develop a college going mindset by introducing the language of college and connection of postsecondary to career goals. Lessons will also develop academic success skills such as note taking, time management, study skills and 21st century skills including persistence and stamina required for problem solving. Finally, lessons will develop life skills necessary to navigate adolescence and adulthood such as bullying prevention, civic engagement, conflict resolution, and healthy relationships.

Each week, 15 minutes of advisory time will remain for the teacher to modify and explain each student's personalized intervention plan for the upcoming week. With information shared at the cross-content (team) PLC, the advisory will create a plan that addresses the current academic and social-emotional needs of each of their advisory students. The advisor will select activities to fill each student's EX Block prescriptive schedule. Activities will include those listed in detail in the description of the Extended Day plan above.

Desired Outcomes: Student Success Plans will be intently monitored on a weekly basis and students will receive a prescriptive plan each week which outlines needed remediation and opportunities for enrichment and for participating in co-curricular options. Students will understand their individual academic needs and their areas of interest.

5. Instructional Innovation – Standards Based Instruction

Current Reality—Root Causes and Obstacles: Students currently have a 7 period day with each period being 50 minutes in duration. Students take the following courses (English Language Arts, Math, Science, Social Studies, 2 Related Arts, and a remediation course). Students are taught using fairly traditional modes of instruction (e.g., direct instruction, some cooperative group work, occasional projects).

Theory of Action:

- **IF** students participate in longer class periods and receive Standards Based Instruction, **THEN** students will receive more minutes of instruction each day during the regular instructional period (60 minutes versus 50 minutes per day).

- **IF** students participate in longer class periods and receive Standards Based Instruction, **THEN** students will be held accountable for achieving competency of standards versus acquiring enough points to achieve a grade.
- **IF** students participate in longer class periods and receive Standards Based Instruction, **THEN** students have access to differentiated instruction that meets each of his/her needs.

Design Components: The standard school day (6 hours and 40 minutes from 7:40 – 2:20) will be divided into six 55-60 minute periods 4 days a week (Wednesdays will have an advisory period for 40 minutes which will shorten the 60 minute periods to approximately 50 minutes). Students will experience longer periods for all content areas. The EX period (2:30-5:00 three days per week) will be utilized to provide remediation, enrichment, and access to academic based co-curricular clubs and activities. Students will be taught using a standards-based curriculum and grading system. Students will be held accountable to reach competency on standards before moving forward. Students will receive differentiated instruction based on individual student needs determined by regular assessments which are outlined in the Student Success Plan. Students will track their own progress toward reaching competency on standards using a student success reflective process.

Desired Outcomes: Students will be proficient in math and reading and be on grade level at the end of each school year (grades 6, 7, 8). Students will follow a prescriptive approach to achieving utilizing the Student Success Plan to achieve mastery of standards.

6. Social-Emotional Supports

Current Reality—Root Causes and Obstacles: Frost Middle currently has approximately 495 students enrolled of which more than 90% are on free and reduced lunch status. Students from low-income households are at an increased risk for social, emotional and behavior problems. The current social-emotional programming at Frost tends to be reactionary due to lack of detailed knowledge about individual student needs and the volume in which student issues manifest.

Theory of Action:

- **IF** students participate in a multi-faceted student “Summer Bridge Program”, **THEN** students will begin to develop the social, emotional, and career skills needed in order to be a successful student as well as build meaningful relationships with school staff, teachers, and peers.
- **IF** students participate in a weekly Advisory Program, **THEN** students will strengthen their social-emotional and overall well-being.
- **IF** students participate in a comprehensive school guidance program, **THEN** students will learn a set of communication and coping skills that will assist them in utilizing a problem solving approach in their day to day experiences.

Design Components:

A comprehensive school guidance program targeted to meet each student's needs must encompass academic, personal-social, and career guidance. These three tenets will be addressed beginning in the Summer Bridge program and will continue throughout the school year by utilizing the Advisory program, whole group instruction, small group and individual guidance and advising and the EX Block. Each student's Student Success Plan will address the individual academic, personal-social and career interest needs and a prescriptive guidance program for each student will be implemented by faculty and staff. The Student Success Plan will be revised and re-visited as the school year progresses.

Desired Outcomes: Students will develop self-awareness and relationship skills that will help them identify and apply learning styles, recognize and regulate emotions, work cooperatively, and develop accurate self-perception. Students will also develop self-management skills which will focus on impulse control, self-motivation along with organizational skills. The ultimate outcome is to create a student who is academically focused, understands his/her strengths and areas of growth, understands his/her place in the larger school community and is able to focus on community building, relationship building, goal setting, and persevering while using the Growth Mindset.

7. School Choice:

Current Reality—Root Causes and Obstacles: Frost Middle currently has over 800 students who live in its resides area of whom only 404 attend Frost. One of our primary goals of this transformation plan is to begin to attract the middle school students, who live in the Frost resides area, back to the Frost Transition and the Valley Preparatory Academies.

Theory of Action:

- **IF** we create the Frost Transition and the Valley Preparatory Academies with all of the components, **THEN** parents will see the Frost Transition and the Valley Preparatory Academies as extremely attractive options in Southwest Jefferson County.

Design Components: Students who live in the Frost resides area will be given first priority to get into the academies. There will be no selection criteria to get into the schools. Because the Summer Bridge Program and the Extended Day Programs are optional, there will be no automatic opt-out options. Students who live in the Frost resides area and do not want to attend either academy will have to exercise other choice options available in the district as is currently available to all families. Students who live west of I-65 and live in the following middle school resides areas will have the opportunity to opt-in to either academy using the magnet choice option: Stuart, Conway, Farnsley, Olmsted North, Olmsted South, Noe, Lassiter.

There will be no selection criteria to gain admittance. Each grade (6-8) will be capped at 250 students. If there are more applicants than available seats, a lottery system will be utilized.

Desired Outcomes: Students who live in the Frost resides area, as well as other middle school students who live west of I-65, will see these academies as extremely attractive options. All three grades (6-8) will reach capacity and every student will be engaged in the entire school community.

Community Feedback

The following sessions were held to gain feedback from parents, community and teachers:

DAY	DATE	PURPOSE	AUDIENCE	TIME	LOCATION	# of People
Monday	Sept 23	Introduction/ Feedback – Work Session	Board Members	5:00-6:00 p.m.	VanHoose	25
Tuesday	Sept 24	Feedback	Frost Faculty	2:30-3:30 p.m.	Frost	45
Tuesday	Sept 24	Feedback	Frost 6/7 Parents	5:00-7:00 p.m.	Frost	15
Thursday	Sept 26	Small Group Feedback	Frost Faculty	12:00-4:00 p.m.	Frost	12
Thursday	Sept 26	Feedback	Frost Community	5:00-7:00 p.m.	Valley	6
Tuesday	Oct 1	Feedback	Valley Faculty	2:30-3:30 p.m.	Valley	30
Tuesday	Oct 1	Feedback	Community/ Parents	5:00-7:00 p.m.	Shawnee HS	4
Wed.	Oct 2	Work Session	Frost Staff	8:00 a.m.- 3:00 p.m.	Frost	15
Monday	Oct 7	Feedback	Frost Satellite Parents	6:00 – 8:00	Shawnee Library	12
Tuesday	Oct 8	Feedback	Fifth Grade Parent Night	5:00-7:00 p.m.	Frost	12
Thursday	Oct 10	Q/A Work Session	Frost Faculty	10:00 a.m. – 2:00 p.m.	Frost	7
Monday	Oct 14	Discuss Proposal Based on Feedback/Board Approval – Work Session	Board Members	5:00 – 6:00 p.m.	VanHoose	25
Tuesday	Oct 22	Open House at Valley for Frost sixth, seventh, and eighth grade families	Frost sixth, seventh, and eighth grade families	5:30 – 8:00 p.m.	Valley	40

The parents, community, and teachers brought forth the following primary questions and concerns:

Question 1 – Will the Summer Bridge Program be mandatory? Some parents felt that the four week program was too much or may interfere with summer vacation.

Answer 1 – Based on the feedback and input, we modified the original plan to make the Summer Bridge Program optional; however we are highly encouraging parents to send their students to at least one week of Summer Bridge.

Question 2 – Will the Extended Day Program be mandatory? Some parents felt that the 1 hour and 15 minute Extended Day program, five days a week was excessive.

Answer 2 – Based on the feedback and input, we modified the original plan to make the Extended Program optional, however we will offer the program three days per week from 2:30 – 5:00 and are highly encouraging parents to have their students participate in the program at least 1 day a week.

Question 3 – Will the Frost sixth graders be kept isolated from the Phoenix 6-12 School?

Answer 3 – Yes, the Frost sixth graders will be housed on the 1st floor of Frost and the Phoenix students will be housed on the 2nd floor. Lunch period and participation in related arts courses and library services will be separate.

Question 4 – Will the Frost sixth graders ride separate buses from the Phoenix 6-12 students?

Answer 4 – Yes

Question 5 – Will the Valley Preparatory seventh and eighth graders be kept isolated from the Valley High School students?

Answer 5 – Yes, the Valley Preparatory seventh and eighth graders will be housed in the older original Valley wing which now houses the Phoenix High School.

Question 6 - Will the Valley Preparatory seventh and eighth graders ride the same buses as the Valley High School students?

Answer 6 – Yes, middle school students are currently riding buses with high school students.

Question 7 – How will we decide which teachers remain at Frost and which teachers may go to Valley Preparatory?

Answer 7 – The JCTA contract will guide decisions regarding staffing at Frost. The JCPS Human Resources department will be discussing with JCTA, and other bargaining units', leadership how the remaining teachers and staff will be assigned to Valley Preparatory or other locations.

Question 8 – What will happen with related arts teachers?

Answer 8 – We anticipate that most related arts teachers will remain at Frost and serve both the sixth grade Transition Academy and the Phoenix School students. Some Phoenix staff positions will be combined and those teacher positions will be re-purposed to serve the Valley Preparatory students at Valley (e.g., possibly create an additional music, art, and computer teacher to serve students in the Preparatory Academy).

Adjustments and considerations are being given to all of the primary areas of concern.

Budget Implications

Frost Estimated costs = \$414,600	Valley Estimated costs: \$599,100
<ul style="list-style-type: none"> • Teacher extended planning \$64,100 (8 teachers x 1 hour/day x 175 days) • Teacher extended planning \$16,500 (5 teachers x 1 hour/day x 72 days (2 days/week for 36 weeks). Note – teachers who normally have planning during the school day. • Student extended school day \$61,800 (5 teachers x 2.5 hours x 3 days/week x 36 weeks) • Student extended school day \$41,200 (5 teachers x 1.66 hours x 3 days/week for 36 weeks). Note – teachers who will have planning each day after school. • Extended school year \$51,000 (10 teachers x 5.5 x 20) • Extended school day and year Classified \$50,000 • Technology \$30,000 • Moving and renovations \$100,000 	<ul style="list-style-type: none"> • Extended school day \$136,500 (11 teachers x 2.5 hours x 3 days/week x 36 weeks) • Extended school year \$76,000 (15 teachers x 5.5 x 20) • Additional staff \$186,600 (1 additional counselor and 1 additional AP) • Extended school day and year Classified \$50,000 • New computer labs \$50,000 • Moving and renovations \$100,000

Other Considerations

The following components are not specifically addressed in this plan, but will be addressed with the school site work teams upon approval of the proposal:

1. Marketing
2. Attendance
3. Parental Involvement
4. Health Services
5. Progress Monitoring

Attachment A ----- Sample Frost Student Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:40 – 8:35	Language Arts	Language Arts	1. Language Arts 7:40 - 8:30	Language Arts	Language Arts
2	8:40 – 9:35	Related Arts	Related Arts	2. Related Arts 8:35 – 9:25	Related Arts	Related Arts
3	9:40 – 10:35	Math	Math	Advisement 9:30 – 10:10	Math	Math
4	10:40 – 12:10	Science	Science	3. Math 10:15 – 11:05	Science	Science
5	12:15 – 1:20	Social Studies	Social Studies	4. Science 11:10 – 12:30	Social Studies	Social Studies
6	1:25 – 2:20	Reading/Math Intervention or Enrichment	Reading/Math Intervention or Enrichment	5. Social Studies 12:35 – 1:25	Reading/Math Intervention or Enrichment	Reading/Math Intervention or Enrichment



- EX = Extraordinary
- EX = Exceptional
- EX = External
- EX = Exciting
- EX = Expanding
- EX = Exhilarating
- EX = Explanatory
- EX = Explosive
- EX = Expert
- EX = Extreme
- EX = Exemplify
- EX = Exemplary
- EX = Exclusive
- EX = Exceeding
- EX = Expedite
- EX = Extended
- EX = Excel
- EX = Exhibition

<p>Extended Period (EX Block) – Monday, Wednesday, Friday 2:30 – 5:00 – Students may receive additional instruction in any of the following areas depending on student needs. Five teachers and 3-4 other support will be on duty during the EX Block.</p>				
ELA Math Science Social Studies Rel. Arts	ELA Math Science Social Studies Rel. Arts	ELA Math Science Social Studies Rel. Arts	ELA Math Science Social Studies Rel. Arts	ELA Math Science Social Studies Rel. Arts
- Chess - Newspaper - Computer - Quick Recall - Music - Visual Arts - Debate - Emotional – - Physical Health	- Chess - Newspaper - Computer - Quick Recall - Music - Visual Arts - Debate - Emotional – - Physical Health	- Chess - Newspaper - Computer - Quick Recall - Music - Visual Arts - Debate - Emotional – - Physical Health	- Chess - Newspaper - Computer - Quick Recall - Music - Visual Arts - Debate - Emotional – - Physical Health	- Chess - Newspaper - Computer - Quick Recall - Music - Visual Arts - Debate - Emotional – - Physical Health
<p>School Wide Common Planning and Teacher PLC Meetings 2:25 – 3:20 each day. Approximately 8 teachers will have after school planning and will serve students all day during the student day (7:40 - 2:20). Or, all teachers may utilize the after school planning and some may rotate during the EX Block.</p>				

Soc. Studies	Math	Science	Related Arts	ELA
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Attachment B ---- Sixth Grade Transition Academy Summer Bridge Program Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
First Week	(Students and Staff) Administer reading diagnostic Student completes interest inventory Staff presents elective overview Students complete elective preference sheet	(Students and Staff) Administer math diagnostic Students attend goal setting sessions that focus on achievement, attendance, and behavior	(Staff only) Staff score diagnostics Staff develops Student Success Plans	(Staff-day, Families-night) Staff groups students in reading and math based on diagnostics (intervention and enrichment) Staff develops student data tracking systems and data collection folders for students to track mastery of learning targets <i>*Families attend Middle School Express</i>	(Staff only) Staff plans for differentiated instruction in reading and math. Staff plans for elective courses.
Middle Weeks	Reading Instruction Math Instruction Elective	Reading Instruction Math Instruction Elective	Reading Instruction Math Instruction Elective	Reading Instruction Math Instruction Elective Families attend Middle School Express	Reading Instruction Math Instruction Students track mastery Goal setting review Student Recognitions
Last Week	Reading Instruction Elective Math Instruction	Reading Instruction Elective Math Instruction	Reading Instruction Math Instruction Students track mastery Goal setting review Student Recognition	Teachers only Final night of Middle School Express Teachers will revise individual student success plans for the beginning of the school year.	Teachers only Teachers will revise individual student success plans for the beginning of the school year.

Attachment B ----- Seventh and Eighth Grade Preparatory Academy Summer Bridge Program Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
First Week	(Students and Staff) Administer reading diagnostic Staff presents Project Based Learning Electives Students complete elective preference sheet	(Students and Staff) Administer math diagnostic Students attend goal setting sessions that focus on achievement, attendance, and behavior	(Staff only) Staff score diagnostics Staff develop Student Success Plans Assign students to Project Based Learning Opportunities	(Staff-day, Family Night) Staff groups students in reading and math based on diagnostics (intervention and enrichment) Staff develops student data tracking systems and data collection folders for students to track mastery of learning targets Staff & Family Engagement Picnic	(Staff only) Staff plans for differentiated instruction in reading and math. Staff plans for project based learning electives.
Middle Weeks	Reading & Math Intervention/ Enrichment Project based learning elective	Reading & Math Intervention/ Enrichment Project based learning elective	Reading & Math Intervention/ Enrichment Project based learning elective	Reading & Math Intervention/ Enrichment Project based learning elective	Reading & Math Intervention/ Enrichment Students track mastery Goal setting review Student Recognitions
Last Week	Reading & Math Intervention/ Enrichment Project based learning elective	Reading & Math Intervention/ Enrichment Project based learning elective	Project Based Learning Presentations Goal setting review Student Recognitions	Teachers will revise individual Student Success Plans for the beginning of the school year.	Teachers will revise individual Student Success Plans for the beginning of the school year.

Attachment C ---- Middle School Web links

White Plains, New York sixth grade academy:

<http://www.whiteplainspublicschools.org/Page/22>

The Transition Years:

http://www.whiteplainspublicschools.org/cms/lib5/NY01000029/Centricity/Domain/4/6th%20Grade%20Academy%20Files/The_Transition_Years.pdf

College Readiness Begins in Middle School:

<http://www.act.org/research/policymakers/pdf/CollegeReadiness.pdf>

Sixth Graders Better Off in Elementary School:

<http://www.whiteplainspublicschools.org/cms/lib5/NY01000029/Centricity/Domain/4/6th.pdf>

Breaking Ranks - Middle School Reform:

<http://www.wpcsd.k12.ny.us/cms/lib5/NY01000029/Centricity/Domain/4/6th%20grade%20academy%20files/BrkRnkMiddlePgsforWeb.pdf>

Middle School Paths to Graduation:

<http://www.whiteplainspublicschools.org/cms/lib5/NY01000029/Centricity/Domain/4/6th%20Grade%20Academy%20Files/PuttingMSStudentsonGradPath.pdf>

Questions for Parents:

http://www.whiteplainspublicschools.org/cms/lib5/NY01000029/Centricity/Domain/4/MSReDesign_ParentsQnA_Sept2011.pdf

Sixth Grade Academy in an Elementary School:

<http://www.kent.k12.wa.us/Page/4398>

Marietta Sixth Grade Academy:

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=3&ved=0CDkQFjAC&url=http%3A%2F%2Fwww.advanced.org%2Foasis%2Fu%2Fpar%2F accreditation%2Fsummary%2Fpdf%3Bjsessionid%3DECC3550A99FA9598E31815128926D62C%3FinstitutionId%3D34085&ei=Fc5tUqrbL8Sy2wWEiIHwAQ&usg=AFQjCNG7o2vSVmj901uSZXnKv06qS8iKiw&sig2=UFkG8sMaXYCaYCrWO4tKA>

Sixth grade academies: Fad or fix for our schools?

<http://blogs.ajc.com/get-schooled-blog/2010/11/22/sixth-grade-academies-fad-or-fix-for-our-schools/>

Research supporting Grade 7-12 configuration.

<http://www.sgdsb.on.ca/upload/documents/june-28-12-post-arc-research-7-12-school.pdf>

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