Frost Sixth-Grade Academy/Stuart Middle School/Valley Preparatory Academy
Innovation Proposal
March 22, 2016

Purpose

The goal of this proposal is to establish that Robert Frost Sixth Grade Academy (RFA), Stuart Middle School, and Valley Preparatory Academy (VPA) are in need of continued innovative restructuring. Specifically, a need exists for further development of the Sixth-Grade Academy established at Frost in addition to a seventh- and eighth-grade Preparatory Academy that will provide unprecedented student academic and social-emotional needs and teacher instructional coaching, training and support. Initial working during the first 18 months of the Sixth-Grade Academy at Frost show promise, and it is important that the work continues to be innovative in order to further enhance the school's ability to serve students while avoiding a duplication of past initiatives which did not produce an environment conducive to the desired gains in student achievement. Stuart Middle School as an organization is also experiencing challenges implementing effective systems to build instructional capacity within classrooms. The outcomes at Valley Preparatory Academy met the initial expectations. Additional concerns at Valley Preparatory Academy include space issues which are negatively affecting building climate and school operations.

The ideas presented in this proposal were generated as a result of a review of the relevant data, school turnaround research, and feedback obtained from initial input from teachers and parents.   Further development and refinement of the activities in this proposal will include school and District leadership, in consultation with teachers, staff, and families.

Background

Robert Frost Sixth-Grade Academy

Beginning with the 2014-15 school year, the approach to address the unique needs of sixth grade students was to create the Robert Frost Sixth-Grade Academy. Research-based approaches to reconfiguring middle schools that have led to academic improvements elsewhere were reviewed and were used as the foundation for the creation of the Robert Frost Sixth-Grade Academy. Frost Middle School has been categorized as a Persistently Low Achieving (PLA) school ranking in the lowest five percent in academic achievement of all Title 1 schools and failing to meet AYP for three consecutive years. Frost was one of the original PLA or Priority Schools named during the 2009-2010 school year and has failed to meet its Annual Measureable Objective (AMO) since that time.

Frost Sixth Grade Academy, currently in its second full year of implementation, has an enrollment of approximately 174 students and is projected to serve 167 students during the 2016-17 school year. Initial estimates were that the school would serve 250 students. Furthermore, the original design called for students who live west of I-65 and live in the following middle school resides areas would have the opportunity to opt-in to the academy using the magnet choice option: Stuart, Conway, Farnsley, Olmsted North, Olmsted South, Noe, and Lassiter. Attends versus resides information for Robert Frost is displayed in Tables 1 and 2 below.

Table 1: Students Attending Robert Frost 2015-16 School Year

Resides School	Enrolled at Robert Frost Sixth-Grade Academy
Conway	6
Farnsley	1
Kammerer	1
Lassiter	0
Noe	1
Olmsted North	9
Olmsted South	2
Ramsey	1
Robert Frost Sixth-Grade Academy	144
Stuart	8
Total	**174**

Source: JCPS Data Book. Enrollment as of 10/1/2015

Table 2: Robert Frost Grade 6 Resides Students Attending Other Schools 2015-16 School Year

Attends School	Enrolled From Robert Frost Resides
Barret	3
Brown	2
Conway	10
Farnsley	21
Olmsted North	6
Olmsted South	3
Highland	3
Home/Hospital	1
Jefferson County Traditional Middle	7
Johnson Traditional	21
Kammerer	1
Lassiter	3
Meyzeek	1
Moore	2

Noe	6
Robert Frost Sixth-Grade Academy	144
Stuart Middle	12
The Academy @ Shawnee	2
The Phoenix School of Discovery	1
Thomas Jefferson	1
Waller Environmental	1
Western Middle	12
Westport	4
Total Resides	**267**

Source: JCPS Data Book. Enrollment as of 10/1/2015

The Robert Frost building has a capacity of 700 and the current enrollment of 177 students represents 23% building utilization. Approximately 34 students live within one mile of the school. The declining enrollment at Frost has resulted in a school-based budget allocation decrease and current building operational expenses (including custodial and cafeteria staff) are approximately $400,000 annually.

Discussions with staff and parents regarding the decreased enrollment at RFA have been attributed to multiple issues including: the school's location, the fact that one grade is housed in a single building and creates an additional transition to grades 7 and 8, and the attendance pattern for RFA for grade 7 is intended to be Valley Preparatory, which is housed with students in grades 9-12 and creates concerns for parents regarding middle and high school students in the same building.

Despite the enrollment challenges, RFA has undertaken innovative work regarding initial implementation of the sixth grade school concept. The school has developed key elements of the academy that include:
- 1:1 access to technology
- An individualized and personalized approach to developing relationships with students and their households
- Single grade level programming allows staff to focus on specific academic standards and developmental needs of sixth graders
- Unified approach that includes interdisciplinary units of study to engage students and create relevant learning experiences
- Summer Bridge Program to assist with transition to middle school
- Adult mentoring and participation in daily school-wide morning meeting
- Staff trained in the implementation of proactive behavior intervention systems (PBIS)

Grade Six KPREP results for RFA are reported in Table 3. Achievement results on state assessments at RFA has shown improvements in Reading and mathematics proficiency for grade 6 students since program implementation.

Table 3: Grade Six KPREP Percent Proficient/Distinguished 2012-2015- Robert Frost

Content Area	2012-13	2013-14	2014-15*	Gain 2013-2015
Reading	9.1	20.8	19.2	10.1
Mathematics	9.7	15.1	12.8	3.1

*NOTE: First year of Sixth-Grade Academy Implementation

Jefferson County Public School Comprehensive School Survey Data indicates that the Sixth Grade Academy concept is having a positive impact on student perceptions about school. The results are reported in Table 4 below. Significant gains were reported regarding students agreeing that they: enjoy going to school (+11.2%), belong to the school community (+11.6%), have access to a caring and supportive environment (+16.6%), and overall satisfaction with their school (+18.6%). With regard to academic outcomes, RFA students increased agreement that they read more at home (+24.9%), social studies courses help them understand the news (+20.6%), that textbooks and materials are high quality (+41.4%), and that the school is equipped with up-to-date technology (+25.6%),

Table 4: Grade Six Comprehensive School Survey Results for Robert Frost Sixth Grade Academy

Question	Percent Agree	
	Frost 2014 (N = 155)	Frost 2015 (N = 215)
I learn interesting and useful things at school	89	91.6
I think school is fun and challenging	52.3	64.2
I enjoy going to school	43.2	54.4
I really like other students in my school	63.2	82.3
I feel like I am part of the school community	61.9	73.5
My school provides a caring and supportive environment for students	64.3	89.9
I am very satisfied with my school	50.3	68.9
My principal provides effective leadership at my school	82.2	90.2
My teachers provide academically challenging content	74.8	86.9

Teachers at my school assign meaningful homework on a regular basis	57.9	68.2
I feel my teachers really enjoy teaching me	61.4	70.9
I am reading more at home	40.8	65.7
Social studies courses help me understand the news	61	81.6
I have developed more appreciation for music and the arts through courses at my school	58.8	69
Textbooks and other materials are high quality	32.2	73.6
My school is equipped with up-to-date computers and other technology	64.9	90.5

Stuart Middle School

Stuart Middle School has an enrollment of 772 students (as of 3/1/2016), with approximately 108 students attending the school who live in other resides (Table 5). The student population represents approximately 49.5% building utilization.

Table 5: Students Attending Stuart 2015-16 School Year

Resides School	Enrolled at Stuart
Carrithers	1
Conway	3
Farnsley	1
Frost	50
Kammerer	1
Knight	2
Lassiter	4
Olmsted North	13
Olmsted South	30
Stuart	704
Thomas Jefferson	2
Westport	1
Total	**812**

Source: JCPS Data Book. Enrollment as of 10/1/2015

In January 2016, the district received the Leadership Diagnostic Report from KDE and it was determined that the principal did not have capacity to ensure school turnaround. In addition, multiple improvement priorities were outlined within the report to ensure continuous school

improvement. Two of these improvement priorities noted the need for teacher coaching/professional development to reinforce effective instructional practices as well as proactive classroom management strategies.

The challenge facing the Stuart community is complex and is centered on the establishment, implementation, and monitoring for continuous school improvement. While professional development for teachers has occurred at Stuart, the school has not established comprehensive systems to support meaningful professional development and the means necessary to strategically support teachers and students. It is not a question of access to professional development to support teachers, but rather does Stuart Middle School, including the leadership team, have the ability to sufficiently address the improvement priorities identified as necessary to ensure continuous school improvement and increased student achievement? Addressing the improvement priorities requires comprehensive systems of support to be established school wide including increased teacher coaching support, enhanced student safety nets (academic and social-emotional) and access to leadership development opportunities, which the district can reinforce.

Grades 6th-8th KPREP results for Stuart Middle School are reported in Table 6. Achievement results on state assessments for Stuart evidence a continued decrease in both reading and mathematics reinforcing the need for increased district support and a strategic approach to school turnaround.

Table 6: Grades 6th- 8th KPREP Proficient/Distinguished 2012-2015- Stuart Middle School

Content Area	2012-13	2013-14	2014-15*	Difference from 2013-2015
Reading	25.8	25.8	23.7	-2.1
Mathematics	17.1	16.9	13.9	-3.0

Valley Preparatory Academy

Simultaneous to the creation of Robert Frost Sixth-Grade Academy, Valley Preparatory Academy (VPA) was established as part of the JCPS turnaround strategy. Currently, seventh and eighth grade students living in the Frost resides attend VPA in the original Valley High School wing under the direction of the Valley High School principal.   The original proposal calls for up to 250 students per grade to attend VPA and approximately 401 students currently attend the school. Attends versus resides information for VPA is displayed in Table 7

Table 7: Students Attending Valley Preparatory Academy 2015-16 School Year

Resides School	Enrolled at Valley Preparatory Academy
Carrithers	3
Conway	2
Crosby	1
Farnsley	2
Frost/Valley Prep	287
Highland	2
Kammerer	4
Lassiter	2
Meyzeek	4
Moore	1
Noe	5
Olmsted North	19
Olmsted South	27
Ramsey	4
Stuart	37
Western	1
Total	**401**

Source: JCPS Data Book. Enrollment as of 10/1/2015

Despite an enrollment of approximately 100 students under the caps outlined in the original proposal, VPA is currently experiencing space issues that affect building climate and school operations. Specifically, the portion of the Valley campus used for Valley Prep is limited and the narrow hallways present challenges when changing classes and managing student movement. Valley High School has an enrollment of approximately 1100 students and occupies classrooms in the expanded portion of the building. In the original proposal, the District stated that VPA students would be kept isolated from the Valley High School students, which prevents the possibility of increased student enrollment or moving classrooms to the other part of the building to ease classroom transitions. Furthermore, the Frost/VPA resides is not congruent with Valley High School, resulting in students living in the downtown Frost resides unable to attend Valley High after completing the program at VPA.

Grade seven and eight KPREP results for Valley Prep are reported in Table 8. Significant deficits in reading and mathematics achievement continue to exist for students in grades 7 and 8 at VPA. The school missed its 2015 Annual Measurable Objective (AMO) by 3.9 points.

Table 8: Grade Seven and Eight KPREP Percent Proficient/Distinguished 2012-2015- Valley Prep

Content Area	2012-13	2013-14	2014-15*	Gain 2012-2015
Reading	15.99	16.94	19.4	3.41
Mathematics	10.97	9.45	6.1	-4.87

*NOTE: First Year of Valley Preparatory Academy Implementation

With the reconfiguration of Robert Frost Sixth Grade Academy, VPA assumed the status as the priority school and the improvement priorities identified in the 2014 Kentucky Department of Education Diagnostic Review that included, among others, the need for rigorous and student-centered instruction, standards-based and rigorous classroom assessments, culturally responsive classrooms, and trusting and open Professional Learning Communities (PLC) containing constructive and collegial interactions between teachers.

A New Vision for Middle School Improvement at Frost, Stuart, and Valley Prep

Purpose of the Proposal
- Improve educational outcomes for students through a more targeted and intentional use of resources
- Enhance teacher capacity to meet the needs of students
- Preserve the Sixth-Grade Academy Concept
- Provide additional academic and social-emotional supports for students
- Ensure responsible stewardship of taxpayer dollars

Rationale for the Proposal
Need for:
- Increased student achievement
- Improved teacher support
- Additional academic and social-emotional supports for students
- Needs-based resource allocation ("Staffing a student population rather than staffing a school")
- Efficient building utilization

Proposal Overview
Implement a two-year process to move from the existing three structure (Frost Grade Academy, Stuart Middle School, and Valley Preparatory Academy) to having two separate schools on the Stuart campus– one for sixth grade, and one for seventh and eighth graders – each with its own, independent leadership and staffing structure. This proposal would maintain

an 8th Grade at VPA for the 2016-17 year in order to eliminate an unnecessary transition for those students who would otherwise experience four transitions in four years.

All rising sixth-grade students would attend a separate, sixth-grade academy (estimated enrollment 434 students) on the Stuart campus. Rising seventh- and eighth-grade students currently assigned to Stuart would attend a separate, seventh- and eighth-grade academy on the Stuart campus (estimated enrollment: 2016-17—643 students; 2017-18—848 students). The sixth-grade academy and seventh- and eighth-grade academy would be separate and distinct schools located on the Stuart campus. Current seventh graders at Valley Prep, who will be eighth graders next school year, would stay at Valley Prep with their teachers to finish the 2016--17 school year (estimated enrollment 200 students).

Sixth-Grade Academy
- Relocate Frost Sixth-Grade Academy to Stuart Campus
- All rising sixth-graders attend this school
- Close and sell Frost facility, and reinvest operational and transportation savings in improved teaching and learning.
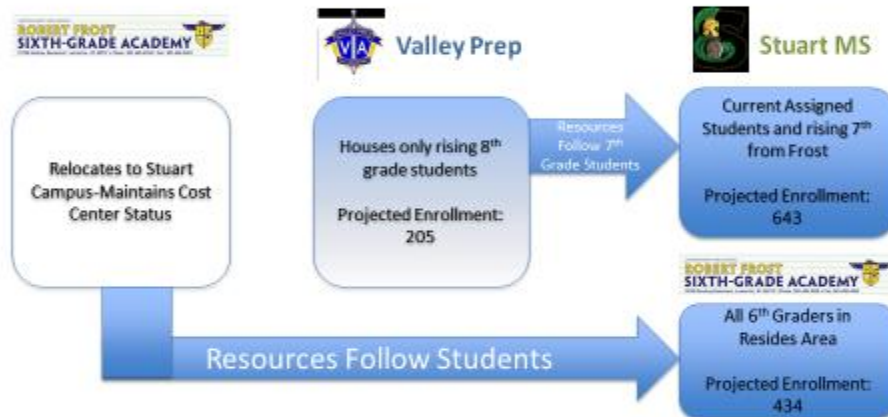
Seventh- and Eighth-Grade Academy
- Stuart Middle School would close and reopen as a reconfigured seventh- and eighth-grade academy on Stuart Campus
- Rising seventh-graders from Frost and Stuart would attend this school
- Rising eighth graders from Stuart would attend this school
- For 2016-17 rising eighth-graders from Valley Prep remain at Valley Prep for stability and continuity
- Valley Prep closes in 2017-18

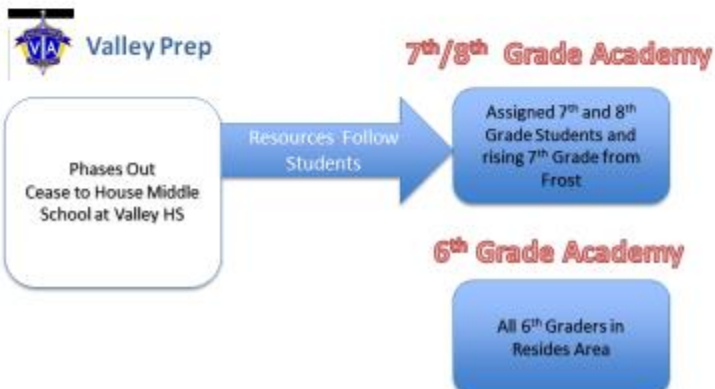The proposed structure is displayed in the figure below.

2015-16 School Year

ROBERT FROST SIXTH-GRADE ACADEMY

Current Enrollment: 177

Projected Enrollment 2016-17: 167

Building Capacity: 700

Projected Building Utilization: 23.8%

Valley Prep

Current Enrollment: 412

Projected Enrollment: 2016-17: 372

Building Capacity: NA

Stuart MS

Current Enrollment: 772

Projected Enrollment 2015-16: 743

Building Capacity: 1500

Projected Building Utilization: 49.5%

2016-17 School Year

ROBERT FROST SIXTH-GRADE ACADEMY

Relocates to Stuart Campus-Maintains Cost Center Status

Valley Prep

Houses only rising 8th grade students

Projected Enrollment: 205

Resources Follow 7th Grade Students

Stuart MS

Current Assigned Students and rising 7th from Frost

Projected Enrollment: 643

ROBERT FROST SIXTH-GRADE ACADEMY

All 6th Graders in Resides Area

Projected Enrollment: 434

Resources Follow Students

2017-18 School Year

Valley Prep

Phases Out Cease to House Middle School at Valley HS

Resources Follow Students

7th/8th Grade Academy

Assigned 7th and 8th Grade Students and rising 7th Grade from Frost

6th Grade Academy

All 6th Graders in Resides Area

Turnaround Design Elements

In Jefferson County, we see high schools exiting priority status; however, we see underperformance at the middle school level. Aside from one other middle school on a combined campus in the Dayton Independent school system, all priority middle schools in the Commonwealth are found in Jefferson County Public Schools. There are essential elements that point to success in turning around school performance that may be gleaned from the high school setting and applied to the middle schools, but there are also promising practices at the middle school level that, taken to scale, could provide greater stability for middle schools in terms of internal structures and supports for both students and teachers. With regard to reform efforts, Coburn (2003) noted that "definitions of scale have traditionally restricted its scope, focusing on the expanding number of schools reached by a reform. Such definitions mask the complex challenges of reaching out broadly while simultaneously cultivating the depth of change necessary to support and sustain consequential change."

Middle school is "tough teaching" without all of the complicating factors an urban school setting entails.   Thus, it is essential to establish a comprehensive framework of support aimed at both students and teachers. The following turnaround design elements are present in the proposed plan:

1. Systems Thinking
2. Student Academic and Social-Emotional Supports
3. Teacher Support
4. Leadership Support

Individual elements of this design are present in various priority middle and high schools in JCPS, but this proposal surrounds the school with all of the elements of middle school turnaround and provides the necessary staffing and resources to address them in a systematic fashion. Simply put, this proposal "staffs a student population rather than staffing a building."

Theory of Action

> **If** we establish structures to support all facets of teaching and learning, **then** we create high functioning systems to support improved teaching, empowered leadership, and access to comprehensive student services.

> **If** we create inclusive, personalized safety nets and effectively allocate resources, **then** we mitigate barriers to attendance and learning that meet students' social-emotional and academic needs.

> **If** we provide targeted, ongoing professional development and coaching for teachers and promote high-quality professional learning communities, **then** we

will foster a strong sense of belonging and ensure improved teaching and learning.

If we provide consistent, intentional support for our principals, **then** we develop leadership capacity and establish effective teams that improves student learning outcomes and ensures that each student receives a quality educational experience.

1. Systems Thinking

The essential component of school turnaround work is the establishment of systems to support all facets of teaching and learning. The end goal should be high functioning systems supporting teaching, learning, leadership, student services, and resource allocation. It is the monitoring, evaluation, and revision of the work that leads to the turnaround non-negotiable of continuous school improvement.

This work in priority schools must be framed by the AdvancEd Standards for Continuous School Improvement which includes performance standards used for both accreditation purposes, as well as the evaluation of priority schools in terms of improvement efforts. Successful turnaround work in JCPS has shown that schools that use their Improvement Priorities from the Priority School Diagnostic Review to guide their efforts in continuous school improvement have made significant gains in student achievement, reduced the number of improvement priorities cited in subsequent Diagnostic Reviews, and have impacted the culture of the building to be one of continuous improvement aimed at increasing opportunities for student success.

The proposed design for the sixth- and seventh- and eighth-grade academies at Stuart contain the following elements of systems thinking:
- Establishment of comprehensive systems for leadership, teaching, learning, and student support
- High-performing Teams Development
- Delivery Planning ("Name and Claim")
- Plan/Do/Study/Act (PDSA) for regular review and revisions of 30/60/90 day plans as a result of deliver planning
- Quarterly Reporting to KDE/Systems Reports to District Personnel aimed at continuous school improvement
- School-based plans for PBIS; Professional Learning; Parent Engagement; and Standards-Based Teaching, Assessing Deeper Learning, Instructional Coaching, Intervening, and wraparound student support services
- Project Coordinator assigned to Stuart Campus to Facilitate Innovation Plan Implementation

2. Student Academic and Social-Emotional Support for the Two Schools on Stuart Campus

School turnaround efforts in JCPS and across the state have also taught us that students in priority schools in Jefferson County exhibit the full range of academic success from distinguished to novice. These student populations also exhibit challenging academic and social-emotional needs that seem to be in greater concentration in priority schools. Given the needs for additional supports outside of the classroom to support student success, systems must be created, staffed, reviewed, and revised to provide unprecedented support services to these priority school populations.

Transformation work in JCPS priority schools has taught us that when schools provide additional supports in terms of behavior coaches, academic coaches, adult mentors, counseling, and access to additional social services that help mitigate barriers to attendance and learning, greater student achievement is realized. Intentional training and true fidelity of implementation of models including PBIS as well as the E Initiative will positively impact student achievement. Robust mentoring and advisory programming will enhance in-school services, as well.

The proposed design for the sixth-grade academy and seventh- and eighth-grade academy at Stuart contain the following social-emotional elements:
- PBIS Coaches in both schools
- Mental Health Counselors in both schools
- Extended learning opportunities including Summer Bridge
- Expanded student advocacy efforts and
- Creation and implementation of a robust student advisory/advocacy program

3. Teacher Support for the Two Schools on the Stuart Campus

As noted in "Lessons from Turnaround" discussed during the March 8, 2016 work session, JCPS data indicates that teachers in priority schools in Jefferson County have less experience in the profession than their colleagues in non-priority schools and that they leave their assigned priority schools in greater number and with greater frequency than their non-priority counterparts. Acknowledgement of that reality then makes it essential to support teachers in priority schools in different ways than we have previously supported teachers. Inexperienced teachers, especially those in priority schools, necessitate frequent support from more experienced colleagues and targeted and specific professional development and coaching.

Furthermore, an intentional and systemic approach to support teachers includes the creation of a teacher cadre which serve to both help create a strong sense of community in and among the staff as well as provide ongoing, embedded, and intentional professional learning support for teachers new to priority school work. Frequent meetings with the cadre and in-classroom, shoulder-to-shoulder coaching (as currently in place at Valley Prep Academy through KDE

Education Recovery Staff) provides timely and immediate support for classroom teachers. Matching experienced, successful classroom practitioners (Master Teachers) with those new to the profession is an expectation of the AdvancEd Standards and Indicators for School Improvement and allows for intentional and focused support for those new to the classroom.

Extending the cadre and in-classroom support to include Professional Learning Community (PLC) work will result in additional support for teachers to help students achieve at higher levels. PLC work allows teachers to collaborate, analyze data, analyze student work, and make revisions to their practice thus allowing for higher levels of student achievement.

The proposed design for the sixth-grade and seventh- and eighth-grade academies at Stuart contain the following teacher support elements:
- Master Teachers at each grade level for ELA and Mathematics
- New Teacher Cohort System
- Campus-wide PBIS Support
- Access to nationally recognized, research-based practices
- Enhanced access to individualized coaching
- Five extended teacher professional development days
- Extended learning opportunities for students
- Adjustment of the student-teacher ratio to promote additional teacher-student interaction

4. Leadership Supports for Two Schools on Stuart Campus

Also outlined in the "Lessons from Turnaround" is the necessity for consistent, intentional support required to promote leadership capacity in priority school principals. Successful leaders must develop effective teams to propel the work forward and ensure each student received a quality educational experience. This includes effective administrative teams, instructional leadership teams, and Professional Learning Communities (PLC). In addition, each staff member needs to understand their impact on the overall success of the school and how he/she contributes to higher levels of student achievement. This distributive leadership approach requires a collaborative, strategic approach and the ability to develop a shared vision that is consistently communicated to all stakeholders.

The proposed design for the sixth-grade and seventh- and eighth-grade academies at Stuart contain the following leadership elements:
- NISL participation for school leadership
- District-sponsored peer coaching
- ILT training promoting a culturally-competent environment
- Building leadership capacity of ILT
- Increased data management support

Rev 3/17/2016: GSB, PMH, JGL, DP

Human Resources Implications for Two Schools on Stuart Campus

The proposed reconfiguration of Frost and Stuart into two academies on the Stuart campus and the remaining grade at Valley Preparatory Academy for the 2016-17 school year will require Human Resource decisions that ensure that each school is staffed accordingly and reflect agreed upon contracts between the Board of Education and various unions. The staffing for each of the three schools is outlined below and displayed in Table 9.

- Sixth-Grade Academy
    - Frost Principal and staff are retained
    - Additional staff hired based on increased enrollment and systems reconfiguration
    - Increased school-based allocations based on student academic and social-emotional needs

- Seventh- and Eighth-Grade Academy
    - Superintendent hires principal
    - Current Stuart Middle School staff would be provided an "Intent to Return" form and the opportunity apply to the 6th Grade Academy or the new 7th and 8th grade academy, or transfer to a different school

- Overstaffing at Valley Prep
    - 2016-17 due to lower enrollment (Valley Prep would be eighth grade only)
    - 2017-18 when Valley prep will close

Table 9: Staffing Matrix for Sixth- and Seventh- and Eighth-Grade Academies

	Frost 6th Grade Academy	Stuart Middle School	Valley Preparatory Academy
Certified Staff			
Teachers	Will relocate to the Stuart building.	All will be overstaffed, but can complete an intent to stay/employee preference sheet, and be interviewed.	7th and 8th grade teachers will be overstaffed for the 2016-2017 school year based on allocations, but can complete an intent to stay/employee preference sheet, and be staffed for Valley Prep 8th Grade, or interviewed for the

			7th & 8th Grade Academy or Frost 6th Grade Academy.
Administrators	All will relocate to the Stuart building.	All will be overstaffed, but can complete an intent to stay/employee preference sheet, and be interviewed.	Allocated one AP and one Counselor for 2016-2017 school year. (One AP will be overstaffed)
Classified Staff			
Clerical	Will relocate to the Stuart building.	Will stay in their current positions at Stuart 7th & 8th Grade Academy.	2 clerks will stay for the 2016-2017 school year.
Custodial	Will be overstaffed.	Will stay in their current positions at Stuart 7th & 8th Grade Academy.	n/a
Cafeteria	Will be overstaffed	Will stay in their current positions at Stuart 7th & 8th Grade Academy.	n/a
Security	Will relocate to the Stuart building.	Will stay in their current positions at Stuart 7th & 8th Grade Academy.	Will stay for the 2016-2017 school year.

Relevant Research

The challenge presented in this middle school concept is to move quickly from the work of creating new structures to begin close examination and refinement of school and classroom practices due the fact that changes in instructional practices are widely regarded as the best way in which to raise student achievement (Bryk, 2010; Datnow, 2005; Fullan, 2000; Fullan & Pomfret, 1977; Quint, 2006). The structural, instructional, and social-emotional supports present in this proposal are grounded in school reform literature.

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) asserted 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.

Research continues to highlight the positive influence a personalized school environment has on academic achievement and student mindset. Blum and 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.

Hattie (2009) conducted meta-analyses of relevant educational programs and influences and their impact on learning outcomes. From this research, effect sizes were calculated for 138 influences related to student achievement. The higher the effect size, the greater the impact that the innovation has on student outcomes. The additional academic and social-emotional supports identified in this plan and their effect sizes are displayed in Table 10.

Table 10: Effect Sizes for Middle School Redesign Elements Based on Effect Size (Hattie, 2009)

Influence	JCPS Design Element	Effect Size	Comment
Developing high expectations for students	Developing school-wide expectations for student and staff excellence. Leveraging wraparound academic and social-emotional supports to ensure that ALL students meet established expectations.	1.44	Student expectations for and beliefs in themselves. Making learning and success criteria transparent, having high expectations, and providing feedback at the appropriate levels.
Teacher formative evaluation	Use of standards-based teaching, assessing, intervention, and grading systems. Summer Bridge and Extended Learning programs. Professional development and coaching regarding research-based best practices. Using PLCs to review student work and data and identify appropriate interventions.	.75	Teachers attending to what is happening for each student in their classroom as a result of instruction. Teachers seek evidence on where students are not doing well.
Reciprocal teaching	Combination of professional development opportunities, ELA/Math Resource Teachers to provide modeling and support, Office of Teacher Support,	.74	Enabling students to use summarizing, questioning, clarifying, and predicting. Dialogue with teacher about text, with students leading discussions.

	improvements in PLC work, and TPGES system implementation.		
Teacher-student relationships	Continuation/expansion of advisory program and efforts to personalize middle school experience for students. Reduced class sizes to increase student-teacher interactions.	.72	Building relationships with students and parents. Agency, efficacy, and respect by teacher what student brings to class.
Meta-cognitive strategies	Combination of professional development opportunities, ELA/Math Resource Teachers to provide modeling and support, Office of Teacher Support, improvements in PLC work, and TPGES system implementation.	.69	Planning how to approach a task, evaluating progress, and monitoring comprehension. Self-questioning
Teaching-learning strategies	Combination of professional development opportunities, ELA/Math Resource Teachers to provide modeling and support, Office of Teacher Support, improvements in PLC work, and TPGES system implementation.	.62	Teaching students how to learn. Opportunities for practice.
Direct instruction (7 steps)	Combination of professional development opportunities, ELA/Math Resource Teachers to provide modeling and support, Office of Teacher Support, improvements in PLC work, and TPGES system implementation.	.59	Not didactic teacher-led talking. Includes 7 steps: specific outcomes, communication of learning criteria, building commitment and engagement, input and modeling, guided practice, closure, independent practice
Professional development on student achievement	Professional Development and coaching from nationally-recognized experts. Refinement of PLC processes to provide a collaborative culture, ensure that all students learn, and maintain a focus on student learning results.	.51	PD focusing on changes in teaching rather than impact on student outcomes. Seven themes of PD presented.
Developing high expectations for teachers	Separate schools and leadership teams. Establishment of Offices of Student and Teacher Support to articulate expectations and provide assistance. Use of standards-based teaching, assessment, and grading to "name and claim" student progress.	.43	Emphasis on student progress as opposed to ability
Computer-assisted instruction	1:1 technology use at both academies. Use of Transition Center to provide course content.	.37	Used with multiple teaching situations—students in control of learning, includes peer feedback and teacher coaching
Decreasing disruptive behavior	Further development and implementation of PBIS. Use of school counselor, FRYSC, Behavior and Mental Health Counselor to address social-emotional needs.	.34	Improving teacher skills to ensure that no student disrupts learning of others. Does not include exclusion.
Inquiry-based teaching	Professional Development and coaching from nationally-recognized experts and use of	.31	Developing situations where students observe and question, pose explanations, conduct experiments,

	Resource (Master) Teachers in ELA and Mathematics to model best practice and provide teacher support.		collect/analyze data, draw models, and draw conclusions. Teaching process rather than content.
Reducing class size	Increase of teaching staff in academies	.21	To yield higher effects, smaller class size must be coupled with improvements in classroom instruction

Source: Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York: Routledge

Research has clearly established that entry into the sixth grade is one of significant transition which provides overwhelming challenges for some students. According to Schwerdt and 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 and 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.

In her identification impediments involved in No Child Left Behind (NCLB) accountability, Darling-Hammond (2006) identified four elements present in high performing urban districts: 1) program personalization, 2) well-qualified teachers, 3) a common set of core academic standards, and 4) targeted supports for struggling students. Stringfield et al., (2008) noted that high reliability schools (HRS), like complex social organizations are "required to work under the very unusual demand of functioning correctly 'the first time every time'" (p. 412). HRS established finite goals, standardized operating procedures (SOP), and utilized data and data analysis to create a context in which failure is unacceptable. Fullan et al. (2004) identified the importance of finding appropriate structures that give districts a common direction and collective purpose, focusing on improving teaching and learning for both adults and students, and providing role clarity.

Although providing schools and districts with the time necessary to implement reform efforts is necessary, developing the capacity in schools to execute new innovations was of equal importance. Bryk (2009) identified the lack of infrastructure to guide transformation at the school and district level. He called for the need to, "engineer both how we carry out education R & D and the institutional environments in which this work occurs if we want to achieve more productive ends" (p. 597). Bryk (2009) recommended the use of a Design-Education Engineering-Development (D-EE-D) framework to carry out quick and effective changes in day-

to-day instructional practices in classrooms and schools. As part of the D-EE-D framework, Bryk advocated a rapid prototyping process consisting of developing instructional innovations, trying them in schools, and refining practices based on teacher feedback and academic results. According to the author, D-EE-D, focuses on day-to-day instructional practices and merges the scientific discipline of action research and systemic approaches.

In a review of 81 peer reviewed research articles on district reform, Rorrer et al. (2008) identified four essential roles of school districts to support school reform. First, the authors found that districts provide instructional leadership that generates the will and capacity of reform for all schools in a district. As a second function, school districts reoriented the organization, refined organizational structures and processes, and made changes to district culture. Establishing policy coherence is a third function of school districts that involves managing federal, state, and local policies in addition to aligning district resources. A fourth role, maintaining an equity focus, involves a district's work to own and identify inequities within a district and establishing practices that promote accessibility and transparency for all schools within a district.

Budget Implications

Staffing

As previously mentioned, the current proposal "staffs a student population rather than staffing a school." Table 11 below outlines recommended INCREASED and/or maintained staff to provide additional structural, instructional, and social-emotional supports for the two newly-formed academies.

Table 11: Potential Staffing Pattern for Sixth- and Seventh- and Eighth-Grade Academies

Position	Sixth-Grade Academy	Seventh- and Eighth-Grade Academy	Comments
Principal	1	1	Principal at Each Academy
Assistant Principal	2	4	Two APs for Each Grade Level
Counselor	2	2	Two Counselors at Each Academy
Resource Teacher/GCC	3	4	ELA/Math Support for Each Grade Level
FRYSC	1	1	One FRYSC for Each Site

Regular Ed/Tech Teachers	23 (2016-17) 23 (2017-18)	31 (2016-17) 39 (2017-18)	Increase of 8 Teachers to Support Student Academic Needs
ECE Teachers/Assistants	TBD	TBD	Determined by ECE Enrollment
Transition Teacher	1	1	Transition Center at Each Academy
Librarian	1	1	Librarian at Each Academy
Instructors	3	3	Supports Academic and Social-Emotional Needs
Behavior Coach	1	1	Coaches at Each Location
In-School Security	1	2	Increase in Security for Campus
Classified Office Staff	5	5	Secretary, Bookkeeper, Clerks at Each Academy
Custodial Staff		7	Assigned to Seventh- and Eighth-Grade Cost Center
Project Coordinator	1		15 Month Support to Coordinate Implementation of Plan

The staffing pattern for Valley Preparatory Academy for the 2016-17 school year is outlined in Table 12. As in the current configuration, resources will continue to be shared with Valley High School.

Table 12: Potential Staffing Pattern for Valley Preparatory Academy—2016-17 School Year

Position	Valley Preparatory Academy	Comments
Assistant Principal	1	Decrease of 1
Counselor	1	Current Allocation
Resource Teacher/GCC	1	Instructional Support in ELA/Math
Regular Ed/Tech Teachers	10	Increase of 2 Teachers to Support Student Academic Needs
ECE Teachers/Assistants	TBD	Determined by ECE Enrollment
Behavior Coach	1	Coaches at Each Location
In-School Security	1	Current Allocation
Classified Office Staff	2	Clerical Support

Additional Expenses

Additional operational expenses for the academies are outlined in Table 13 below.

Table 13: Additional Expenses for Sixth-, Seventh- and Eighth-Grade, and Valley Preparatory-2016-17

Expense	Sixth-Grade Academy	Seventh- and Eighth-Grade Academy	Valley Preparatory Academy	Comments
Technology	$85,000	$150,000		1:1 Technology for Students
Extended Day- Principal	$5,000	$5,000		10 Additional Days for Initial School Setup
Extended Day- AP	$5,000	$10,000		5 Additional Days for Initial School Setup (2016-17 school year)
Extended Day- Teacher PD	$39,000	$51,305	$15,550	5 Additional Days for Professional Development
Extended Day- Teacher Setup	$39,000	$51,305		5 Additional Days for Initial School Setup (2016-17 school year)
Principal Peer Coaching	$5,000	$5,000		Principal Peer Coaching/Leadership Development
Extended Learning/Summer Bridge/Orientation	$50,000	$75,000	$25,000	

Total Budget for Middle School Proposal

Based on the initial proposal, after an initial higher level of investment in 2016-17 of $1.74 million to pay for transition and start-up costs, annual recurring expenses would approximately $705,000 (Table 14). Taking into account the $425,000 in cost savings from the closure of the Frost building, net additional investment would be $280,000. Thus, more than 140 teachers and staff and over 1,200 students would receive high levels of support creating the conditions for success at a relatively small net price.

Table 14: Start-up and Recurring Costs for Sixth- and Seventh- and Eighth-Grade Academies

Investment Type	2016-2017 Start-up	2017-18 Recurring	Comment
Additional Personnel Expenses	$1,122,300	$530,300	2016-17 includes cost of Valley Prep 8th grade and Project Coordinator
Additional Operating Expenses	$616,200	$174,500	2016-17 includes funding for 1 to 1 technology, peer coaches, and extended days for leadership and staff
TOTAL ADDITIONAL INVESTMENT	**$1,738,500**	**$704,800**	
TOTAL ENROLLMENT	**1,281**	**1,272**	
TOTAL ADDITIONAL INVESTMENT PER STUDENT	**$1,357**	**$554**	

Recovered Building Operational Expenses from Frost Campus

The proposal to move the Frost Sixth-Grade Academy to the Stuart campus presents an opportunity to recover building operational expenses to support students and schools. The Frost Campus currently incurs expenses for facility maintenance, safety/environmental services, facilities improvement, housekeeping, and utilities. These items total approximately $350,000 per year and the district spends $48,000 in salaries for cafeteria staff that would no longer be needed at Frost. In addition, the District absorbs $167 per day in unreimbursed nutrition services expenses ($29,225 annually) due to the declined enrollment at Frost.   The potential reinvestment into students and schools would be approximately $427,000.

Staff and Community Feedback

Since the March 8, 2016 Board Work Session, JCPS staff has engaged in discussions with school leadership, teachers, and staff about the proposal, to gather input and hear questions and concerns. Three staff and community meetings for teachers, parents, and community members

were held to allow stakeholders to hear more about the proposal and gather input. Those conversations have informed the development of this proposal.

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

DAY	DATE	PURPOSE	AUDIENCE	TIME	LOCATION
Tuesday	March 8	Introduction/ Feedback – Work Session	Board Members	5:00-6:00 p.m.	VanHoose
Tuesday	March 8	Inform	Faculties	2:30-3:00	Frost/Stuart/Valley
Wednesday	March 9	Feedback	Frost Faculty	2:45-3:45	Frost
Thursday	March 10	Feedback	Stuart Faculty	2:45-3:45	Stuart
Friday	March 11	Feedback	Valley	2:45-3:45	Valley
Monday	March 14	Feedback	Community/Parents	6:00-7:30	Carter
Tuesday	March 15	Feedback	Community/ Parents	6:00-7:30	Valley
Wednesday	March 16	Feedback	Community/Parents	6:00-7:30.	Academy @ Shawnee
Thursday	March 17	Q/A with HR	Faculties	2:45-4:00	Frost/Stuart/Valley
Monday	March 22	Discuss Proposal Based on Feedback/Board Approval – Work Session	Board Members	5:00 – 6:00 p.m. 7:00 p.m.	VanHoose

Staff Feedback:

On March 9-11, 2016 staff meetings were held at Frost, Stuart, and Valley Preparatory Academy to receive initial input regarding the proposed concept and obtain feedback (Plus/Delta) and hear initial questions and considerations.   Appendices B, C, D contain the Plus/Delta feedback and the questions and considerations from the three schools are summarized below and adjustments and considerations were given to primary areas of concern.

Questions and Considerations:

- How does proposal impact transfer window and staffing (Including duplicated staff, clerical staff, SRO)? Classified staff-proximity of home to work location very important

  Current frost administrators, teachers, clerical and security staff would relocate to the Stuart Campus. Cafeteria and custodial staff currently at Frost would be overstaffed. Human Resources implications identified in previous section of proposal.

- Will resources follow or be enhanced?

  Resources would follow and be enhanced, as set forth in the final proposal

Rev 3/17/2016: GSB, PMH, JGL, DP

- Does proposal reverse progress at Frost?

  The proposal seeks to build upon the progress made at Frost. It retains the concept of the sixth grade academy, and would provide additional professional supports for teachers and academic and social-emotional supports for students. The larger, but still small, enrollment in the school would create greater opportunities for professional learning and support.

- Will time exist for Summer Bridge and transition to new school building? Do we have time to do this by August? Can proposal be postponed for one year to allow for additional planning?

  The timeline for implementation would be tight, but doable. 10 additional days would be provided for the Principal, and 5 additional days for Assistant Principals and teachers would be provided to ensure everything is in place for opening day. The plan includes funding for Extended Learning Summer Bridge.

  The recommendation is to move forward for the 2016-17 school year. Action sooner rather than later is called for in this instance. The 2016-17 projected enrollment for Frost is 167 (23% of capacity), and students and teachers need supports for improve academic achievement of students now. This plan is comprehensive and research-based, and would not change significantly were we to wait another year.

- What are the intentions for use of the vacated Frost building?

  The plan would be to put the Frost property up for sale.

- Is there a possibility of absorbing Stuart 6th grade resides into Frost or take incoming 7th graders at Frost

  Many configurations were considered. We started with idea of what students and teachers would need for success, based on lessons learned and research. The additional costs for the supports in the plan are partially (though not completely) offset by the operational savings of closing the Frost building. The proposal would save money by closing the Frost building, and reinvest those funds (plus additional funds) for things that support improved learning.

- How will the design ensure "separate, but seamless" schools that promote smooth transitions between one another?

  These would be distinct schools, but collaboration between school leadership and staff would be important. District leadership would provide assistance to ensure that schools are working together to help children succeed. A Project Coordinator would be in place during the transition phase to ensure complete implementation.

- How do we maintain culture at Frost with larger population and different location?

  All students in the Sixth Grade Academy would be new to middle school. School leadership and staff can establish clear expectations and practices from the outset to create a culture and climate conducive to learning.

- What does accountability look like for two schools?

  These would be two distinct schools. Accountability would be entirely separate.

- Will the Frost staff stay intact?

  Frost administrators, teachers, clerical staff, and security staff would relocate to the Stuart Campus. Custodial and cafeteria staff would be overstaffed.

- Will this impact relationship with LG&E?

  School and district leadership would work with community partners, including LG&E, to maintain and strengthen relationships that support student learning.

- What provisions will be made to train new staff and (re)establish systems in the sixth- and seventh-and eighth-grade academies?

  Five teacher set-up days and five additional professional development days are provided in the plan. The principal and leadership team would be responsible ensuring staff commitment to the vision, goals and objectives of the team.

- How will school-wide morning meetings take place?

  School leadership would determine the ways in which school community-building will take place. It may look different, based on the new configuration.

- Would schoolwide field trips still possible with increased enrollment?

  School leadership would determine how field trips will be handled.

- How will tones, bells, and intercoms work?

  Building modifications would be made, as needed, to ensure that each school can operate independently.

- Will areas of the Stuart building be shared (gym, café, library)?

  Gym and cafeteria would be shared, but used separately. There is some possibility of creating two libraries out of the existing library space, though no decision has been made.

- Does the Stuart campus have adequate wireless capacity; will technology be provided and moved?

  Wireless capacity would be provided. Under the proposal, 1 to 1 technology would be provided for all students in Sixth Grade Academy and the Seventh and Eighth Grade Academy.

- Which achievement area will Frost serve?

  That has not yet been determined. Assistant Superintendents for Achievement Areas 1 and 3 are committed to ensure smooth implementation of the proposal, if approved.

- What options will students/families have regarding current choice applications?

  Families would be able to apply for a transfer when the JCPS student transfer window opens on Monday, May 2016.

- Will class sizes be considered?

  The proposal calls for a combined additional eight teachers in the two schools.

- Will building modifications take place to set up schools? Will staff have input on space?

  Building modifications would be made as needed, but are not expected to be significant.

- Will the new academies have an Advance Program (AP)?

  49 Sixth-Grade AP students are projected to the new academy for the 2016-17 school year; combined Valley Prep projections for the seventh- and eighth-grade academy equal 37. These projections support the establishment of AP teams/sections.

Appendix

Appendix A—Frost Sixth-Grade Academy Feedback: March 9, 2016

<u>Plus</u>:
- Proposal keeps the integrity of the Sixth-Grade Academy
- Reinvestment of building operation and students support allocations to provide additional resources to students and teachers
- Plan reaches more sixth grade students
- Ensuring small class sizes
- Scale up for music programs and enrichment opportunities
- Stuart building provides separate space for each school

<u>Delta</u>:
- Change for parents, students, staff
- Combining 6th, 7th, and 8th grade students on bus
- 1200 students in same facility
- Sharing spaces (bang, chorus, orchestra, café)
- Short timeline (summer)
- Loss of family/ownership of successes
- Loss of Community School at Frost
- TARC Schedules—Families from Valley Village getting to Stuart Campus
- Two staffs- Two Cultures; Leaders must collaborate
- Impact on Community; maintaining community support of partnerships (ex: LG&E)
- Class Size
- Maintaining components of middle school turnaround
- Sharing building for after school activities

Appendix B —Stuart Middle School Feedback: March 10, 2016

Plus:
- Reinvestment of building operation and students support allocations to provide additional resources to students and teachers (i.e. mental health support, master teachers, teacher training, etc.)
- Increase of AP students
- Additional funds for necessary building modifications
- Appreciation that the district recognizes the need for additional student/staff support
- More efficient utilization of the building
- Opportunities for increased use of technology to support student achievement
- Building provides separate space for each school
- Two cost centers with separate leadership teams to provide increased support and a "small school" plan
- Increased opportunities for vertical teaming and 6th grade academy support

Delta:
- Creates tremendous scheduling challenges
- Concerns regarding building configurations
- Need to change the programs not just the sites
- Maintaining current teacher leadership
- Authority of adults when addressing students from both sites
- Combining 6th, 7th, and 8th grade students on bus
- 1200 students in same facility and meeting the needs of all students ("not turning a bad day into a bad day x 2")
- Sharing spaces for common areas (band, chorus, orchestra, café) and increased students transitioning
- Short timeline (summer) to implement significant change
- Two staffs- Two Cultures; Leaders must collaborate (avoiding "us v. them" among staff and students)
- Shared use of intercom, security cameras, etc.
- Concerns there will not be a continued school-wide focus on math

Appendix C—Valley Preparatory Academy Feedback: March 11, 2016

Plus:

- Use of savings from Frost increases academic and social-emotional supports
- Better use of taxpayers' money
- Opportunity to create a stronger community
- Two separate principals/leadership teams
- Increased staff can lead to reduction of classroom preparations
- Focus on content area academic support
- More space
- Additional opportunities for extracurricular activities

Delta:

- Finding optimal class size
- Support for remaining Valley Prep students (at least 5 person teams)
- Addressing Science/Social Studies/ECE needs
- Maintain resources for PLC and planning
- Culture of schools and teacher perceptions needed to meld staffs
- Possible neighborhood issues with merging of two attendance areas
- Meshing two leadership teams

Appendix D —Parent Meeting Feedback- Carter Traditional Elementary: March 15, 2016

Hopes**:**
- The sixth, seventh, and eighth graders all get their needs met. I think the sixth graders are being introduced to a whole new concept and with proper training and instruction the school should work.
- Offer incentive for male teachers (Lean on Me), safety monitors in place for hallway safety to help end bullying. Resources/More experienced teachers lead to good leadership and class control.
- Connection to Stuart and prior students blossoms with support. Two additional Counselors needed. Agree that MS and HS should be split.
- Stability and sense of community restored at Valley and a new sense of community at Stuart.
- Kind of like the concept. Would put kibosh on potential bullying. Help with something I don't know like division of students.
- Hopeful that the school gains more control of the students and hire more teachers that can handle the pressures of the new "aggressive" children and "their lack to learn". More rigorous opportunities for AP courses.
- More resources. More control over students.

Concerns:
- Making sure that the resources go to the right areas or needs of the school. Security, more SRT's, better trained teachers, and better trained staff.
- School climate and culture like Valley Prep. Lack of rigor, lack of control of classes. Need more teacher support and more science/computer programs.
- Security support and behavior systems for each grade and meeting needs of students (SRT). 2 readers for each site. Size – doesn't want student to be "lost". Combining students.
- How many kids in each class? Would like to see photos of the campus.
- The number of students that would exist in the new proposed school seems to be too large for one middle school. If more safety monitors and male teachers were integrated, maybe the children will understand that nonsense would not exist during the school hours.

Appendix E—Parent Meeting Feedback- Valley High School: March 15, 2016

Hopes**:**
- After school activities
- Smaller class sizes
- Not to close Frost. It's successful
- Combine 6th graders from Stuart at Frost
- Combine 7th and 8th graders from Valley Prep with Stuart
- Increase in staff
- Increased technology
- Access to books
- No uniform policy
- Increased academic and behavioral support
- Resources available at Frost follow to Stuart
- Transportation savings used at new campus
- Name and mascot change with clear signage
- Better communication and updated website at Stuart
- Great leadership like Ms. Stroud and Mr. Stephenson
- AP opportunities/Magnet possibility
- A good education
- As much one on one instruction as possible
- Systems in place to have a safe school
- Replicate the positive culture and climate at Frost
- Extra support to deal with bullying issues and behavior challenges
- Support the concept of neighborhood schools
- Transition into 6th grade academy that is better for kids
- 3 Principals; one for each grade
- After school programs for academic support
- Strong discipline
- Challenging curriculum to get them ready for HS

Concerns:
- Keep grade levels separate
- I want my kids to walk to school
- Can't please everybody-more empowerment
- What about challenging students
- Why not rezone middle schools
- Students that don't need support falling behind
- Stop bussing from downtown
- Testing shouldn't be the focus
- How to utilize the Frost building
- Overcrowding
- Student Assignment
- What about Special Ed units at Stuart

- Move Valley Prep to Frost
- Is this a done deal
- It's too late to apply somewhere else
- Won't be prepared for HS
- Decision isn't benefitting students
- Move Valley Prep to Stuart
- Move Stuart 6th grade to Frost; larger capacity
- The community school connection for Valley Village
- Will it be clear who supports each school
- Lack of consistency between schools
- How will sports be impacted
- What is the timeline
- Would classes be smaller
- Making sure parents, teachers, and leadership are on the same page
- Are we going to share/build space
- Stuart needs building modifications (fake/unsafe walls) – Can this be afforded and still get additional staff
- Need additional resource and master teachers
- More behavior intervention support
- Culturally responsive issues – training teachers
- Will we get more spots at Minor Daniels
- CARE for Kids needed to build relationships
- Will teachers move grade levels with students
- Will Frost parents help select Stuart principal
- Accommodating larger groups of students in each grade level
- Teacher support
- Smaller class size
- Parking and car rider line considerations
- How will SBDM be handled in new configuration
- Heard LG&E was buying Frost for years
- ESS transportation to continue
- Progress at Frost and Valley Prep will be hindered
- Have never heard anything good about Frost or Stuart
- Special consideration for transfers
- Will staff go to Stuart or will they be overstaffed
- School options if Frost is closed-already missed the Optional/Magnet application period
- How fast will a decision be made
- Increased transportation costs for Frost walkers
- If parents choose to withdraw students, JCPS loses money
- Why do they keep taking everything away from the farthest part of the county
- Plan for expanding enrollment in the future
- Stuart would be too big
- Progress and strides Valley Prep has made would be lost
- No room to grow

- Kids are suffering while this is being worked out
- Too many kids
- Intermingling of grade levels
- Haven't given programs time to grow at Frost and Valley Prep

Appendix F —Parent Meeting Feedback- Academy @ Shawnee: March 16, 2016

Hopes**:**
- Maintain unity and closeness
- Administration knows students
- Optimal drive
- Configuration for better success
- Enjoyed 6th grade concepts
- Classroom sizes smaller
- Men of Quality program to continue and expand
- Potential Magnet
- More challenging coursework/AP classes

Concerns**:**
- Different age groups on the same bus
- CARE for Kids
- Mobility in area surrounding school vs. downtown resides
- Bus rides from 6:34-7:25
- Sports – Basketball – opportunities for 7th and 8th grade
- Parents give input
- Opt out
- LG&E plant issue
- Student size increase
- Separate 6th and 7th grades – research based
- Styles of principals and staff
- Student voice/councils
- Parent involvement/engagement – combined activities – fall festivals – parents/whole campus
- Does it align with Vision 2020
- Staff retention

References

Beane, J., & Lipka, R. (2006). Guess again: Will changing the grades save middle-level education? *Educational Leadership, 63*(7), 26–30.

Blum, R.W. and Libbey, H.P. (2004). School connectedness: Strengthening health and education outcomes for teenagers. *Special Issue, Journal of School Health, 74*(7), 229-99.

Bryk, A. S. (2009). Support a science of performance improvement. *Phi Delta Kappan, 90*(8), 597-600.

Bryk, A. S. (2010). Organizing schools for improvement. *Phi Delta Kappan, 91*(7), 23-28.

Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher, 32*(6), 3-12.

Darling-Hammond, L. (2006). No Child Left Behind and high school reform. *Harvard Educational Review, 76*(4), 642-667.

Datnow, A. (2005). The sustainability of comprehensive school reform models in changing district and state contexts. *Educational Administration Quarterly, 41*(1), 121-153.

Fullan, M. (2000). The return of large-scale reform. *Journal of Educational Change, 1*(1), 5-28.

Fullan, M., Bertani, A., & Quinn, J. (2004). New lessons for districtwide reform: Effective lessons for change at the district level has 10 crucial components. *Educational Leadership, 61*(7), 42-46.

Fullan, M., & Pomfret, A. (1977). Research on curriculum and instruction implementation. *Review of Educational Research, 47*(2), 335-397.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge

National Middle School Association Research Committee. (2003). *Research and resources in support of this we believe*. Westerville, OH: National Middle School Association.

Powers, D. (2016, March). *District 180: Lessons from turnaround*. Paper presented at the Jefferson County Board of Education Work Session, Louisville, KY.

Quint, J. (2006). *Meeting five challenges of high school reform: Lessons from research on three reform models*. Manpower Demonstration Research Corporation: Author.

Rorrer, A. K., Skrla, L., & Schuerich, J. J. (2008). Districts as institutional actors in educational reform. *Educational Research Quarterly, 44*(3), 307-358.

Schwerdt, G. and West, M.R. (2011). *The impact of alternative grade configurations on student outcomes through middle and high school.* Boston, MA: Harvard University

Stringfield, S., Reynolds, D., & Schaffer, E. C. (2008). Improving secondary students' academic achievement through a focus on reform reliability: 4- and 9-year findings from the high reliability schools project. *School Effectiveness and School Improvement, 19*(4), 409-428.