

Stuart Campus: Middle School Redesign Initiative

Year One: 2016-2017 School Year Update

Middle School Redesign 2016-2017

Middle School Redesign

Robert Frost
6th Grade
Academy

Stuart
Middle
School

Valley Prep
Academy

Stuart Campus 2016-2017

- Relocation of Robert Frost 6th Grade Academy to the Stuart Campus site
- Reconfiguration of Stuart Middle School from grades 6, 7, and 8 to grades 7 and 8 requiring a complete re-staffing of the building including a new principal
- Acknowledgement of 2016-2017 as the final year of the Valley Prep experience for students and teachers leaving only an 8th grade at Valley Prep

Stuart Campus: RF6A and Stuart MS

Middle School Redesign

Student
Supports

Teacher
Supports

Leadership
Supports

Systems
Thinking

Stuart Campus 2016-2017

- Resources were allocated to the Stuart Campus per the redesign approved by the Board of Education thus allowing the campus to have resources to address the needs of the student population rather than simply receive a funding formula allocation

Stuart Campus

Middle School Redesign

Student
Supports

Teacher
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Supports

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Thinking

Stuart Campus

- Learning to function as two distinct schools on a single campus has gone well
 - Allocation of shared spaces has worked well
 - Collaboration for library/media services has been terrific
 - Collaboration for athletics has been beneficial to the students of both schools
 - Separate identities on a single campus with signage has not been an issue

JEFFERSON COUNTY PUBLIC SCHOOLS

ROBERT FROST SIXTH-GRADE ACADEMY



Middle School Redesign

Baseline Year Goal : Getting Infrastructure In Place

**Student
Supports**

**Teacher
Supports**

**Leadership
Supports**

**Systems
Thinking**

RF6A STUDENT SUPPORTS

Behavior Coach

- We have an in-house Behavior Coach responsible for ensuring teachers and students are supported in school-wide discipline expectations.

Mental Health Counselor

- We have an in-house Mental Health Counselor. Due to the number of students that need services we use additional external providers such as Center Stone.

- We are using our mental health data to create programming for next school year such as planning for parent seminars, implementing additional groups, and using data to guide guidance counseling lessons.

RF6A STUDENT SUPPORTS

Extended Learning Opportunities for Students

- We have designed a master schedule to provide extended learning opportunities for students during the school day. We have not received KPREP data from the 2016-2017 school year, however, our benchmark assessment data indicates positive student outcomes.

RF6A New Teacher Supports

Master Teachers

- Hired a Master Teacher for ELA and a Master Teacher for Mathematics

New Teacher Cohort System

- All new teachers participated in our “Shoulder to Shoulder” Support Group that met after school
- All new teachers were assigned a coach for support
- New math teachers participated in the Math Design Collaborative
- District Instruction Resource Teachers supported teachers during our beginning of the year staff retreat

RF6A New Teacher Supports, Continued

Campus-wide PBIS support

-School has begun the process of implementing a school-wide PBIS system and is currently at an 80% implementation level based upon district led diagnostics

Access to nationally recognized, research-based practices

- Provided teachers weekly embedded PD time to support growth in the PGES domains
- TELL KY Data demonstrates teachers are being supported instructionally
- PD plan has been created based on teacher growth plans and data

Enhanced access to individualized coaching

-Implemented a master schedule where we provide one-on-one biweekly coaching time to teachers

RF6A New Teacher Supports Continued

Five Extended Teacher Professional Development Days

We used our five extended days to provide PD at the start of the school year:

- Year 1 Focus: Implementing School-Wide PBIS Systems; Integrating Technology Into Classrooms; Understanding PGES
- Year 2 Focus: Culturally Competent Teaching; Implementing PBIS in the Classroom; Building Community in Classrooms; Adding Rigor to Use of Technology in Classrooms
- Year 3 Focus: TBD upon data review

RF6A New Teacher Supports, Continued

Student-Teacher Ratio

- Ensured that teachers serving lowest performing scholars had appropriate student-teacher ratio
- Two Instructor IIs provided push-in intervention support to scholars in identified classrooms
- Two retired teachers provided intervention support to scholars identified by the administrative team
- Master Teachers assisted as co-teachers to support new teachers as needed

RF6A Leadership Supports

NISL Participation for School Leadership

- Principal attended NISL during the 2015-2016 school year

District-Sponsored Peer Coaching

- Principal participated in Principal PLC, engaged PLC to assist with walkthroughs, and had them provide external feedback to assist school with supporting continuous growth environment

ILT Training Promoting a Culturally-Competent Environment

- Due to school-wide PBIS system being focus Year 1, the ILT will implement Culturally-Competent Environment training Year 2

RF6A Leadership Supports, Continued

Building Leadership Capacity of ILT

- Identified members of leadership will participate in UKNexGen Training during the 2017-2018 school year
- Leadership team is completing AdvancEd ELEOT training, summer 2017

Increased Data Management Support

- Collaboration on a regular basis between RF6A and District Data Office as demonstrated by District Data Office leading student focus groups and providing requested data reports to school administration to support systems work

RF6A Systems Thinking

Establish Leadership, Teaching, Learning and Student Support

- Implemented Instructional Coaching System
- Implemented RTI System; Year 2 Focus: Strengthen Tier II Support for Students
- Implemented 1:1 Google Initiative with students and staff

Develop High-Performing Teams

- Trained staff on how to use Google Apps/Drive to work efficiently
- Leadership team participated in Solution Tree Mike Mattos RTI training
- Leadership team participated in KDE Novice Reduction Training

RF6A Systems Thinking, Continued

Create Delivery Plans

Year 1:

- Created and implemented a PBIS Plan; Created and implemented a Deeper Learning Plan centered on novels in Language Arts and enriched with field trips

- Implemented a Professional Learning Plan for the school that will integrate Thinking Strategies to support Deeper Learning and Engagement Strategies from the Ron Clark Academy, Atlanta, Georgia

RF6A Systems Thinking, Continued

Create Delivery Plans

Year 2:

- Continue implementing plans from year 1 and continue refining them based on student needs

Based upon diagnostic data we need to...

- Create a Parent Engagement Plan collaboratively for Campus with Stuart Academy
- Create a Parent Engagement Plan collaboratively to support instructional program at Frost
- Create a Community Engagement Plan
- Create a Technology Plan focused on increasing the rigor of curriculum through the use of technology

Year 3:

- TBD Based upon Year 2 results

RF6A Systems Thinking, Continued

Continue Delivery Planning

- Leadership team analyzes data regularly and makes decisions using Plus/Delta/Next Steps
- Leadership team requests data regularly from District Data Office to assist with delivery planning process facilitated at the school level

Employ Project Coordinator to Facilitate Implementation

- Employed Project Coordinator to assist with technology access issues
- Employed Project Coordinator to assist with custodial issues
- Employed Project Coordinator to assist with additional security need
- Employed Project Coordinator to assist Leadership Team in systems training

Next Steps

- School leadership will collaborate with the Assistant Superintendent for RF6A, Project Coordinator for RF6A, and District Data Office to analyze data from Year 1 implementation and determine action plans and metrics of success for the next 3 years
- Special attention will be paid to our student behavior data during this baseline year analysis to ensure we create a fair, equitable, and culturally responsive learning environment for our high needs student population
- School Leadership team will collaborate with stakeholders to create a delivery plan based on goals set by KDE and the Middle School Redesign team
- School Leadership will monitor project goals quarterly and revise delivery plans as needed

JEFFERSON COUNTY PUBLIC SCHOOLS

Stuart Academy

We Are Stuart Strong!



Middle School Redesign
Baseline Year Goal : Getting Infrastructure In Place

Student
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Stuart Academy Student Supports

Behavior Coach (PBIS Coach): The coach coordinates student reward initiatives and chairs the behavioral MTSS (Multi-Tiered Student Support) Team which meets at least monthly to review data, monitor programming, and support students and teachers. The coach oversees our in-house mentoring program and student recognition program.

Mental Health Counselor: Conducts individual and group sessions with students. Participates as a member of the behavioral MTSS Team.

Two Assistant Principals to Support Student Behavior: Both participate as members of the behavioral MTSS Team and their work centers on supporting student behavior and engagement in every classroom. While they do have administrative duties related to teacher evaluation and support, the majority of their time is devoted to addressing student issues.

Stuart Academy Student Supports, Continued

Extended Learning Time:

We reworked the master schedule to include SpartaCourse which allows for both intervention work and extended learning for those students ready for different challenges.

Support for our GAP Students:

Differentiated academic supports were provided through intervention services within the SpartaCourse design as well as small group and Tier III personalized supports.

Support for our ECE Students:

The ECE consulting teacher worked with classroom teachers to help support their learning and awareness of accommodations for students in their respective classes. Additional supports for ECE students were a part of the SpartaCourse intervention time.

Stuart Academy Teacher Supports

Master Teachers:

Four master teachers, one per grade level for both ELA and Mathematics, responsible for shoulder to shoulder coaching for their respective teachers

Assistant Principals for Instructional Support:

One assistant principal per grade level focused on providing instructional support for teachers and weekly support for PLC work

New Teacher Support System- **27 new to the building with 18 KTIP teachers**

- All new teachers were assigned a coach and/or administrator for support
- All new teachers were invited to participate in the Stuart Teacher Academy
- Professional learning opportunities were designed with an eye toward supporting new teachers
- Implemented Professional Learning Community work was redesigned for all teachers and master teachers

Stuart Academy Teacher Support, Continued

School-wide PBIS Support: Stuart began the process of embedding the various elements of PBIS. Recognizing we need more training and support, we are a part of the new Restorative Practices district training for 2017-18 with the training dates of August 10-11, 2017.

Access to nationally recognized, research-based practices: Stuart participated in all KDE-sponsored trainings and workshops around Novice Reduction. We attended the Continuous School Improvement Summit in September and we attended the Mike Mattos training in November which helped us design our SpartaCourse intervention work.

Student/Teacher Ratio: School leadership ensured class sizes were appropriate given the unique needs of the students. Instructor III staff were assigned to specific content areas and groups of students to assist with additional intervention work.

Stuart Academy Teacher Support, Continued

Five Extended Professional Development Days

Year One:

Provided training and support including

- PBIS and de-escalation strategies
- Content-specific support for academic success
- Fundamental Five instructional point of view work

Stuart Academy Teacher Support, Continued

Five Extended Professional Development Days

Year Two:

Professional Learning topics based on TELL Survey and CSS responses include:

- Strategies aimed at closing the achievement gap for all student groups
- Technology-rich classrooms leading to greater student engagement
- Enhanced PBIS support
- Content-specific workshop support for teachers
- PBL/Deeper Learning training and support
- Teacher-led EPD and systems creation

Year Three: TBD based on needs assessment and new survey results

Stuart Academy Leadership Support

NISL Participation for School Leadership

- Principal attended NISL during the 2015-2016 school year
- Assistant Principal attended during 2016-2017 school year
- Two Assistant Principals currently attending during the 2017-2018 school year
- Project Coordinator is a NISL facilitator and provides workplace support as needed

District-Sponsored Principal PLC/Peer Coaching

- Principal participated in Principal PLC and used this PLC to assist with walkthroughs and provide external feedback to assist school with supporting continuous growth environment

District-Sponsored Principal Peer Mentoring

- Principal collaborated with an experienced middle school principal for peer support and mentoring

Stuart Academy Leadership Support, Continued

Building Leadership Capacity of ILT (Instructional Leadership Team)

- Identified members of instructional leadership team will participate in UKNexGen Training during the 2017-2018 school year
- Leadership team will learn the new AdvancEd ELEOT 2.0 observation tool and be ready to launch use in August 2017
- Roles and duties of the ILT are being revised based on data collected and analyzed from the 2016-2017 school year

Increased Data Management Support

- Collaboration has occurred on a regular basis with the District Data Office through conducting student focus groups and providing data reports to school as requested

Stuart Academy Systems Thinking

Establish Leadership, Teaching, Learning, and Student Support Systems

- Implemented Instructional Coaching System-revising for 2017-2018
- Implemented SpartaCourses, our in-house RTI systems
- Implemented our behavioral MTSS (Multi Tiered Student Support) Team work
- Implemented first stage of 1:1 Chrome Book Initiative concentrating on Math and ELA classrooms (now expanded to all classrooms)
- Implemented processes and protocols for Instructional Leadership Team
- Implemented processes and protocols for Management Team

Stuart Academy Systems Thinking, Continued

Develop High-Performing Teams

- Built Instructional Leadership Team membership, norms, and processes
- Built Management Team membership, norms, and processes
- Built behavioral MTSS Team membership, norms, and processes

Support Team Initiatives

- Members of ILT and Management Team attended Mike Mattos RTI Training
- ILT attended the KDE Novice Reduction Training
- Protocols established for monitoring of both progress and process of work teams

Stuart Academy Systems Thinking, Continued

Year 1-Create Delivery Plans

- School-wide PBIS and student recognition
- Stuart Teacher Academy Work
- Behavioral MTSS Work
- Sparta Course (RTI)
- Technology Plan
- Professional Learning Plan for teachers
- Professional Learning Community work for all teachers
- Enhanced extra and co-curricular activities for students
- School-wide Writing Plan
- Fundamental Five Instructional Point of View work

All plans subject to review and revision in real time

Stuart Academy Systems Thinking, Continued

Year 2-Continue all of the previous plans with an eye toward continuous improvement

- Sponsor Parent Engagement Workshop Series for Stuart Parents
- Implementation of Restorative Practice Work
- Collaboration between Robert Frost Academy and Stuart Academy to increase parent involvement and build a sense of community via campus PTA and campus parent engagement nights

Year 3-TBD

- Additional work based on student achievement data, 2018-2019 TELL Survey, and CSS data analysis and stakeholder feedback

Stuart Academy Next Steps

- School leadership reviewed TELL Survey, CSS and demographic data to determine summer learning and training opportunities for teachers
- Create structures and supports for Deeper Learning initiatives to come to life in every classroom
- Create structures and supports allowing for “technology-rich” classrooms
- Create more opportunities for students, parents, and staff to collaborate as a campus
- Collaborate with staff and our PTA to refine the vision and mission of Stuart Academy to better align with that of the district
- Create stronger avenues for teacher voice, parent voice, and student voice in the work
- Analyze data from Year 1 implementation and determine action plans and goals for the next school year for academics, social-emotional well-being, and behavior supports on behalf of our students
- Special attention will be paid to our student behavior data during this baseline year analysis to ensure we create a safe, fair, equitable, and culturally responsive learning environment for all students

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Stuart Campus 2017-2018

Middle School Redesign

Robert Frost 6th
Grade Academy

Stuart Academy

Stuart Campus 2017-2018

- Frost student projections remain steady at nearly 450 students
- Stuart student projections are up an additional 125+ students (VPA phase out)
 - Will require an added instructional team
 - Will require a reworking of some of the systems to incorporate more students
- We would like to maintain our 1:1 student chrome book initiative for both schools

Stuart Campus 2017-2018

- Support the newly created CAMPUS PTA keeping parents engaged for the three years they will be on the Stuart Campus
- Establish a Campus Leadership Team with a regular agenda and a regular meeting time to enhance coordination of campus activities and updates
 - Set campus goals and work toward achieving those goals collaboratively
 - Ensure greater and more intentional vertical alignment of programming and curriculum across all three grades on campus
- Create an environment of more shared technology resources
- We have our eye on our mezzanine space as a place to showcase our technology use in creating a more student-friendly learning environment

Stuart Campus 2017-2018

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