



## 2022-23 Phase One: Executive Summary for Schools

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**Edythe Jones Hayes Middle School**

**Harold Hoskins**

260 Richardson Place  
Lexington, Kentucky, 40509  
United States of America

## Table of Contents

<u>2022-23 Phase One: Executive Summary for Schools</u>	3
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### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

### Description of our School History

Edythe J. Hayes Middle School is located in southeast Lexington, which is the most rapidly growing area in the city. Our school was established in August 2004, making it the newest middle school in the district. Hayes continues to be one of the most technologically advanced middle schools in Kentucky. With 1:1 technology, every student has their own Chromebook for daily use. In addition, every classroom is equipped with an interactive flat panel computer and a projector. Hayes has become one of the largest middle schools in the state and earned a reputation for its caring, nurturing environment, its dedication to academic excellence, and mission to develop responsible, respectful leaders.

### Description of our School Community

Hayes' student population is composed of students from high, middle and low-income neighborhoods ranging from suburban to rural communities. Currently 43% of our students qualify for free/reduced lunch. English is our school's primary language, with a steady increase in our English Language Learners population. 23 different languages are now spoken in our school, which is the highest number in our school's history. We also service 7 deaf and hard of hearing students and are the program school for the district DHH team.

### Enrollment Trends

Fayette County Public Schools (FCPS) went through redistricting in 2017 and Edythe J. Hayes' enrollment dropped from a peak of 1213 to 1099 students. From 2017 to March 2020 our enrollment steadily increased to 1172. Since March 2020, the COVID-19 pandemic has had an impact on enrollment in a number of ways. In the fall of 2020, FCPS adopted a district-wide practice of remote learning which resulted in a number of students enrolling in private schools that continued to offer in-person learning. Our enrollment for that year was 1149 students, which included students learning at home, students enrolled in the district's Virtual Learning Academy, and students learning in-person (once we resumed).

In the fall of 2021, our enrollment was 1086, a drop of over 60 students. We believe this drop is attributable to two factors. First, we anticipated that most of the students who had enrolled in private schools would return, but that did not occur to the level we thought. Additionally, many families expressed a safety concern that the district was returning to in-person learning in the midst of an ongoing pandemic. Subsequently, many of those students enrolled in homeschool.

Our district projected our enrollment for the 2022 school year to be 1028, well below our pre-pandemic enrollment, 1172. However, many students who were in homeschool or private school students re-enrolled at Hayes over the summer, increasing our enrollment to 1080. We are projecting an enrollment of 1100 students for the 2023 school year.

Within our total enrollment, we have seen some variation in our free and reduced lunch percentages. Since 2020, it has ranged from 36.92% to a high of 43.61% this school year. We have also seen a steady increase in our English Language Learners population, from 3.50% in 2020 to 6.48% in 2022. 23 different languages are now spoken in our school, which is the highest number in our school's history.

In the fall of 2020 Hayes became a program school for all middle school students in our district with deaf and hard of hearing needs. We have full-time certified special education teachers as well as full-time and itinerante interpreters.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

### **Description of our School Mission, Vision and Values**

Hayes' mission is to "engage all learners in a safe and nurturing environment that fosters academic excellence and develops responsible, respectful leaders and citizens." This statement goes beyond school climate, and beyond high academic standards, combining the two to create a developmentally responsive, socially equitable, and academically challenging environment for our students. In order to achieve this, we have taken specific steps as a school to meet each part of our purpose. The vision of our school is to receive Cognia accreditation, be a national model for the pre-academy initiative, and be a school where everybody belongs. Since the day we opened our doors, our students have learned the "Panther Promise," our guidelines for success in school, and in life: "Learn Daily, Laugh Often, Lead Respectfully, Live Responsibly."

### **Description of our School Governing Body**

Hayes is one of 12 public middle schools governed by Fayette County Public Schools. FCPS serves over 40,000 students in the Lexington Metro area. Hayes administrative structure consists of one head principal, Dave Hoskins, and two associate principals, Kris Church and Matthew Sherrard. Each administrator oversees differing academic departments and committees. Additionally, Hayes has a Site Based Decision Making (SBDM) council to oversee decision making for our school. The SBDM council promotes shared leadership among those who are closest to the students: parents, teachers, and administrators. As the school's governing body, the council determines curriculum, staffing, discipline, scheduling, instructional practices, extra-curricular activities, and other matters pertinent to the operation.

## **Classroom Instruction**

Classes at Edythe J. Hayes Middle School meet face to face for 50 minutes daily. Our seven class period day includes the four core subjects, two exploratory classes, and one academic enhancement class for each student. Classroom instruction varies from class to class. Teachers each use a variety of instructional strategies ranging from direct instruction to cooperative learning and project based learning. In the Plan-Do-Study-Act (PDSA) planning tool each week, teachers identify Marzano's high yield instructional strategies they plan to use. To support the implementation of cooperative learning, teachers have completed a five day training on Kagan strategies and six teachers serve as building Kagan Coaches.

Every student at Hayes is provided with a chromebook which allows them access to the Canvas Learning Management System (LMS) where many of their assignments and assessments are available online. Students use technology in most of their classes, giving them access to experiences that would otherwise not be available, such as virtual field trips and labs. Teachers plan for instruction using a variety of interactive technology platforms. Many of these platforms allow for teachers to monitor student work in real time and for students to receive timely feedback on their work. By having students submit assignments and assessments through online platforms, teachers have access to a variety of data reports. Platforms utilized regularly include No Red Ink, Collections, Amplify, Desmos, EnVision, IReady, Reading Plus, Peardeck, Kami, Explore Learning, Edulastic, Generation Genius, and more.

## **Curriculum**

Edythe J. Hayes uses Kentucky Academic Standards for all content areas. These are available at [kystandards.org](http://kystandards.org). In addition, Fayette County Public Schools has adopted curriculum for Language Arts, Math, Science, and Social Studies. All teachers of these core classes follow the adopted curriculum and the curriculum frameworks that are provided by the district. The frameworks are revised and updated annually. Academy Preparation Program classes (our exploratory/elective classes) use curriculum developed by teachers within the school. These are also revised and updated regularly.

Teachers meet twice weekly in professional learning communities (PLC's) to plan lessons, develop assessments, and review data. Summative assessments include a combination of common summative assessments that are given district-wide and summative and formative assessments that are developed by PLC's. These assessments are revised and updated regularly. Students also take the Measure of Academic Progress (MAP) test three times a year. PLC's review data from formative and summative assessments in order to determine ongoing instructional needs, as well as need for remediation and acceleration.

Hayes offers a variety of special programs available to students. Through our Academy Preparation Program (exploratory/elective classes), students have the opportunity to take courses in Inventions and Innovations, Pre-Engineering, Art, Forensics, Band, Chorus, Orchestra, AgriScience, Pre Biology, Creative Writing,

Digital Literacy, and Spanish. In addition, we use the Project Lead the Way curriculum for courses in Flight and Space, Design, and Medical Detectives.

### **Personnel Management**

All staff members receive formal evaluations through the Charlotte Danielson Framework for Teaching. Teachers receive regular feedback (at least twice monthly) utilizing a walkthrough tool created by the district. Professional Learning Community (PLC) groups complete a Plan-Do-Study-Act (PDSA) tool for each week of instruction, and receive feedback from their peers and administration.

Each department is assigned a specific administrator for all feedback and evaluation purposes. Over 98% (74/75) teachers were rated as either Accomplished or Exemplary in the previous school year. In order to make the transition smooth for both new hires and new teachers to the building, we have an onboarding process for new certified staff.

A staff "New Panther Orientation" is held prior to the beginning of the school year, and each new teacher is assigned a mentor to guide and support them through their first year at Hayes. Further, each teacher who is new to the profession since 2020 is assigned a retired teacher as an additional mentor and advisor. Principal evaluations are conducted by the Chief of Middle Schools for our district, while other administrators are evaluated by the principal.

Edythe J. Hayes places a high priority on having a diverse staff in order to meet the needs of our diverse student population. Males represent 29% of the staff, females at 71%. Currently, out of 82.5 certified positions, the total minority population of our staff is only at 12.12% (African American 6.1%, Asian 5%, Hispanic 1.2%). This is an area we are striving to improve. Unfortunately, for the 10 vacant positions we had last year, we had a total of only 4 minority candidates. We report all anticipated vacancies to the district's minority recruiter for a list of qualified minority candidates. We then interview all those certified candidates. The hiring committee always consists of administrators, team teachers, PLC teacher, and a Site Based Decision Making council (SBDM) representative.

### **Notable Achievements and Areas of Improvement**

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

### **Student Performance**

Hayes' student performance is the highest in our district amongst middle schools. We are required to administer the Measure of Academic Progress (MAP) test three times each year - fall, winter, and spring. On this nationally normed assessment, Hayes has had the highest percentage of students scoring proficient and distinguished and the lowest percentage of students scoring novice, for the last three years.

Based on the spring 2022 MAP results for our district, our students had

- the lowest percentage of students scoring novice in reading (13.13%).
- the lowest percentage of students scoring novice in math (12.65%).
- the highest percentage of students scoring proficient and distinguished in reading (65.72%).
- the highest percentage of students scoring proficient and distinguished in math (51.25%).
- the highest percentage of students who met or exceeded their growth target in both reading (60.00%).

Student performance on MAP is lower than our pre-pandemic scores, however, both growth and achievement data shows an increase since a return to full time in-person instruction. Our goal is to return to pre-COVID-19 academic levels by the spring of 2023.

In addition to MAP, Hayes administers the Kentucky Summative Assessment (KSA), formerly KPREP, to all students. In 2019, prior to the COVID-19 pandemic, our school ranked first in the district in the Proficiency Indicator, which measures reading and math.

- First in overall percentage of students scoring proficient and distinguished in reading.
- Second in overall percentage of students scoring proficient and distinguished in math.
- Lowest percentage of students scoring novice in reading.
- Third lowest percentage of students scoring novice in math.

Hayes ranked first in the KSA Separate Academic Indicator (science, social studies, and writing) in our district.

- First in overall percentage of proficient/distinguished students in science
- First in overall percentage of proficient/distinguished students in writing
- Third in overall percentage of proficient/distinguished students in social studies
- Lowest percent of students scoring novice in science
- Lowest percent of students scoring novice in writing
- Third lowest percent of students scoring novice in social studies

Our school was placed third in the KSA Growth Indicator for reading and math. Finally, in 2019, our school ranked 14th overall in the state. The KSA was not administered in 2020 due to the COVID-19 pandemic and while it was administered in 2021, schools were not assigned a rank due to the ongoing pandemic.

However, we still have notable gaps in both African American and students with special needs populations. As such, we have focused numerous trainings with staff in these areas, including Culturally Responsive Teaching and Learning through a

program called Undivided. In addition, we have focused numerous professional learning sessions on teaching students who learn differently.

#### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Our school has been identified as a TSI school for our substantial gaps with our students with special needs populations.

Using both Kentucky Summative Assessment (KSA) and Measure of Academic Progress (MAP) data, we have analyzed each individual student to note trends or patterns in the data. This was completed by our special education administrative team- associate principal, achievement and compliance coach, and professional growth and effectiveness coach/special education counselor.

Working with our department, we looked at current practices and student placement to find any causalities in our disproportionate scores. We now see the need for additional trainings in co-teaching best practices, revised student placements, and more intentional scheduling.

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our school is proud of the numerous academic, leadership, and extracurricular opportunities offered to our students. We have a wide range of academic programming, including our Accelerated Learning Program and Academy Preparation Program.

We offer accelerated courses in language arts, math, science, social studies, and Spanish. These courses offer a rigorous curriculum that prepares students for Advanced Placement courses in high school.

Our Academy Preparation Program offers courses aligned to specific high school specialized programs. Students select these courses, which assists them in finding their chosen pathways for high school. Each of these courses offer measurable outcomes for students, including industry certifications, high school credits, or performance portfolios.

Our school is proud to offer seven high school credit courses to our students

- Agriscience
- Algebra I
- Digital literacy



- English I
- Geometry
- Spanish I
- Spanish II

Our students also have a wide range of leadership opportunities to pursue. We offer a pre-teaching pathway for students interested in education as a possible career. We also offer Beta Club, KYA, KUNA, peer mediation, and student council as leadership opportunities for our students.

We also offer a plethora of clubs and groups for our students, which can be found at the website below

- <https://www.fcps.net/Domain/4198>

Finally, we partner with several community agencies to offer support skills, social skills, and counseling services to our students. These include the Kentucky Center for Grieving Families and Children, Andrews Counseling, University of Kentucky Children's Hospital, Real Girls Stand Strong, Panther Men of Quality, and It Takes a Village.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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