

2020-21 Edythe J. Hayes Phase Three: Executive Summary for Schools

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Edythe Jones Hayes Middle School

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Last Modified: 11/17/2020

Status: Open

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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?

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 within the district. Integration of technology is a daily practice and a natural part of instruction. Hayes continues to be one of the most technologically advanced middle schools in Kentucky. For the 2020-2021 school year, Hayes is 1 to 1 with technology; every student has their own chromebook for daily use. EJH is home to over 1150 students and 120 staff members. Student population is comprised of students from high, middle and low-income neighborhoods. Students range from living on farmland along the Kentucky River, upper and middle class subdivisions of Andover and Stuart Hall along with low-income areas in the Yellowstone area. Currently, our demographics are as follows: 59.1% white, 19.4% African American, 7% Hispanic, 8.3% Asian, and 6% identifying as two or more races. We have 41.2% of our student population qualifying for free and reduced lunch. We have a 95% daily attendance average. The main challenge that our school faces is our special needs population. We have 85 students with Individualized Education Plans. Of those, approximately 20% are on the autism spectrum with a wide range of accommodations and needs. We currently work with a variety of research based direct instruction programs to serve our students. E J Hayes school enrollment numbers have changed drastically over the past few years, with significantly more students enrolling compared to the projected numbers. This has increased class size as well as caused several new teachers to be hired in order to accommodate larger student numbers in specific grade levels. Due to the socioeconomic diversity in the building, students have a wide variety of needs. This causes challenges for community program adoption and implementation, because these programs and supports do not always meet the needs of large numbers of students.

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.

The purpose of Edythe J. Hayes Middle School is to engage all learners in a safe and nurturing environment that fosters academic excellence and develops responsible, respectful leaders and citizens. In order to achieve this, we have taken specific steps as a school to meet each part of our purpose. **ENGAGING ALL LEARNERS** Our staff has been trained in Kagan Cooperative Learning Structures to maximize engagement in the classroom. Each department employs a Kagan coach, providing feedback to teachers on engagement strategies. We leverage our athletics and extracurricular activities to engage our students in the middle school experience. We offer the most athletic teams in our district, with each winning multiple district, regional, state, and national championships. We also offer a wide range of clubs and groups for our students, which have also been recognized nationally. We offer unique experiences for our special needs populations through our partnership with Build Inclusion. We also offer mentorship groups for both boys and girls. **SAFE AND NURTURING ENVIRONMENT** Our school is also home to the WEB program, which stands for "Where Everybody Belongs." We welcome and embrace students from diverse backgrounds with unique talents, interests, and characteristics. WEB is a yearlong program where eighth-grade leaders conduct experiential activities to prepare incoming sixth-graders for middle school. Activities include a high-energy, inspirational Day 1 assembly, monthly group events, peer

mentoring/tutoring, and structured gatherings. In addition, our school has the lowest discipline rate of any middle school in Fayette Co. We average 2.5 office referrals a day, well below the national average of 12 referrals a day for a school our size. We employ the Employability Operating System for instant communication between school and parents regarding Tier 1 behaviors. As part of the district's 10-point safety plan, all students must wear ID badges during the day, and we will install metal detectors during the 2020-21 school year. **ACADEMIC EXCELLENCE** In 2018-2019, our school posted the highest MAP scores in our history, with a 75% proficiency rate in both reading and math. More importantly, our school has the highest growth rate in MAP in both reading and math of any middle school in Fayette Co. On state testing in 2018-2019, our school ranked first out of Fayette County Middle Schools. We developed the Accelerated Learning Program, which offers advanced courses in language arts, math, science, social studies, and Spanish. This program differs from magnet programs, wherein students may qualify for classes targeted to their strengths, rather than an "all or nothing" approach. We also employ the only full time middle school gifted and talented teacher out of the magnet programs. Each teacher in our school maintains a Google Classroom webpage, uses Google Forms & Docs, utilizes One Drive, GradeCam, etc. We strive to offer students courses designed to develop 21st century skills through project-based curricula, hands-on experiences, and beyond the classroom opportunities. Our Gifted & Talented program competes in the national contest, Future City. We offer Future Problem Solvers club, STLP competitions and other regional and national STEM contest and opportunities. Our music programs are recognized among the elite in the state. Band, chorus, and orchestra have received distinguished ratings from KMEA for 15 consecutive years. Our teachers, both past and present, have been honored with national awards. Former band director Lois Wiggins was a Grammy Award Finalist, and 8th grade social studies teacher April Deener was named the Kentucky History Teacher of the Year by the Gilder Lehrman Institute of American History. Our students have represented us in state and national science fair competitions, and our Beta, KUNA, and KYA groups have been named Clubs of Distinction. **RESPONSIBLE, RESPECTFUL LEADERS AND CITIZENS** We are part of the various leadership opportunities we afford our students. First, is our WEB program, referenced above. Over 200 students apply annually for roughly 100 WEB spots. Our Beta Club is a National Club of Distinction, as well as a national service award winner. We partner with UK Dance Blue each year for the annual Pantherthon, where in 2019 we raised a record \$16,000 for pediatric cancer research. We also partner with leadership expert and speaker Ted Weise to conduct an annual leadership seminar for selected students. Our faculty and staff members work together to give every child who passes through our doors the keys to success - not only in school, but also in the community. We believe in building relationships with our students that extend beyond the classroom and promote positive interactions by using our guidelines to success - the Panther Promise: Learn Daily, Laugh Often, Lead Respectfully, and Live Responsibly.

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.

Edythe J Hayes Middle School showed significant and notable growth on KPREP during the 2018-19 school year, increasing the percentage of students scoring proficient/distinguished on all students and reducing the percentage of students scoring novice on all tests. •The percent of students scoring novice in reading was reduced by 2.2%.•The percent of students scoring distinguished in reading increased by 3.6%.•The percent of students scoring novice in math was reduced by 0.2%.•The percent of students scoring distinguished in math increased by 3%.•The percent of students scoring distinguished in social studies increased by 0.3%.•The percent of students scoring distinguished in writing increased by 3.1%. In our district we ranked first in the Proficiency Indicator, first in the Separate Academic Indicator, and third in the Growth Indicator.

We ranked first overall in our district and 14th overall in the state. We have committed to training our staff in strategies to address the emotional and academic needs of all learners, specifically those who learn differently, including students with disabilities, trauma experiences, etc. Each month, the staff is trained during faculty meetings with a specific focus in one of these areas. In addition, we have allocated funds and personnel to the continued use of Kagan instructional strategies in our instruction by funding six Kagan coaches. We also have 3 teams of teachers that have been SIOP (Sheltered Instruction Observation Protocol) trained to support students who are English Language Learners. In addition to these teams and a full-time ELL teacher, a teacher has been trained as a SIOP coach to conduct observations and provide support through learning strategies to better serve these students. In an effort to address our shortcomings in reading and math, we have scheduled additional nine-week courses in each grade during our educational enhancement time. We use this time to expose students to new content, improve grade level reading and math skills, and opportunity for classroom extension activities. Weekly, our school intentionally identifies students struggling in math and reading through MAP, classroom assessment and other data to respond with tier 1 re-teach courses. These meetings also occur monthly to identify students for tier 2 Response to Intervention (RTI) classes. These small group settings provide individualized instruction to reteach learning gaps and tailor specific learning strategies to help students master grade level content, as well as unmastered content from previous grade levels. Our hope is to seal some gaps we have discovered based on our KPREP and MAP results through identification, intervention, and differentiation. For our above grade level learners, we offer accelerated courses in math, language arts, science and social studies in all three grade levels. This Accelerated Learning Program (ALP) provides students with a more rigorous and challenging curriculum through differentiated instruction, higher level texts, and a deeper hands on approach to our learning standards. We have a full time Gifted and Talented teacher that offers nine-week resource classes based on each GT identification area. ALP and GT students are provided enrichment and acceleration activities, independent study opportunities, guest speakers, workshops, and more throughout the school year. To continue and meet our local communities education and occupation demands, we are in the early implementation stages of the districts first Pre-Academy program at the middle school level. This program allows middle school students to explore various career fields based on student interest in order to choose a high school academy or specialized program that best suits them. Along with academics, we also systematically review our discipline data on weekly, monthly, and nine-week intervals to determine interventions needed for our at-risk students. Our average daily office referral rate is 2.41. Nationally, a school our size should average 12 office referrals daily. Historically, we are always in the top three of the lowest discipline rate in the district. Finally, we currently have the lowest behavior count of any middle school in Fayette County. Our school values academic and athletic competition, we have won district championships in nearly every recognized sport and club. Notable statewide achievement are STLP regional winners, KYA governor winner and school of distinction, BETA national school of distinction, FFA quiz bowl winner, and Governor's Cup 2015 district champs. Our cheerleading team is a top scorer in all regional competitions as well as competes nationally, dance team recently received the district academic excellence award, many track & cross country district honors (including the 2019 State Champion Boys Track team), football JV & varsity district champs, basketball, lacrosse, wrestling, archery also all compete throughout the district. Our music department consistently receives distinguished ratings in Band, Orchestra, and Chorus. EJ Hayes Middle School is soaring to new heights in 2021 with academic achievement on the rise, discipline down, coupled with stellar extra-curricular programs, clubs, and athletics.

Additional Information

CSI/TSI Schools (including ATSI) 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.

N/A

Additional Information

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

None

Attachment Summary

Attachment Name	Description	Associated Item(s)
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