



## 2021-22 Phase Three: Executive Summary for Schools

2021-22 Phase Three: Executive Summary for Schools

**Edythe Jones Hayes Middle School**

**Harold Hoskins**

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

---

## Table of Contents

<u>2021-22 Phase Three: Executive Summary for Schools</u>	3
---	---

## 2021-22 Phase Three: Executive Summary for Schools

### 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 2021-2022 school year, Hayes is 1 to 1 with technology; every student has their own chromebook for daily use. EJH is home to 1149 students and 123 staff members. Student population is composed 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: 58.7 % white, 18.6 % African American, 8.9% Hispanic, 13.8% Other. We have 38.8% of our student population qualifying for free and reduced lunch. As of August 2021, we have a 96.4% daily attendance average. The main challenge that our school faces is our special needs population. We have 91 students with Individualized Education Plans. Of those, approximately 25% 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 decreased over the last 2 years due to the Covid 19 pandemic. This has decreased class size as well. 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. The vision statements of our school are as follow. Edythe J. Hayes Middle School will... • Receive AdvancEd accreditation

by 2021. • Be a national model for the pre-academy initiative. • Be a school where everybody belongs.

### 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 achievements on KPREP during the 2020-2021 school year. -Highest percentage of students scoring proficient and distinguished in math, reading, and writing in the district. -Lowest percentage of students scoring novice in math, reading, and writing in the district. -23rd in the state in the percentage of students scoring proficient and distinguished in math. -22nd in the state in the percentage of students scoring proficient and distinguished in reading. -15th in the state in the percentage of students scoring proficient and distinguished in writing. 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 teacher clarity. Each month, the staff is trained during faculty meetings with a specific focus in crafting agendas, learning intentions, and success criteria. 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. Our ESS afterschool program is focusing on supporting students who struggled learning virtually in the areas of reading and math by providing targeted instruction on the

skills taught during NTI. Students were selected by their fall 2021 MAP data, specifically looking at students who had a significant decrease in scores since their 2019 MAP test. 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 have implemented the district's 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 0.27. Nationally, a school our size should average 11 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 achievements 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 and dance teams are a top scorer in all regional competitions as well as competes nationally, 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. Additionally, our Hayes football program has consecutively won the district championship for the past seven years. Our music department consistently receives distinguished ratings in Band, Orchestra, and Chorus. EJ Hayes Middle School is soaring to new heights in the 2021-2022 school year 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.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------