

# Building on Momentum: A Plan for Ward 6 Middle Schools

Thursday, July 29, 2010  
Maury Elementary School  
6 – 7:30 PM



# Tonight's Agenda

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## Goals:

- Present plan and implementation milestones
- Discuss engagement process moving forward

- I. Guiding Principles
  - II. Summary of Feedback
  - III. Overview of Plan
    - I. Rigorous Academic Program
    - II. Facilities
    - III. Culture/Climate
    - IV. Feeder Pattern/Grade Configuration
    - V. Montessori Expansion
  - IV. Collaboration Teams
  - V. Next Steps
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# Guiding Principles for School Planning

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- ❖ Commitment to support and strengthen current middle school programs
  - ❖ Embrace diversity in our schools as a key strength
  - ❖ With the proper support, any school can become high-performing
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## Parent and School Community Feedback

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Over the past four months, we have engaged parents and schools in the following ways:

- ❖ Community Meeting on April 26<sup>th</sup>
- ❖ Community Meeting on May 19<sup>th</sup>
- ❖ Multiple small group meetings with parents, including PTA and parent organization meetings
- ❖ Email correspondence and phone calls
- ❖ Survey (sent home with students)
- ❖ Conversations with all Ward 6 school principals

We received a lot of important feedback from parents. In an effort to share the input received, we have developed summaries that reflect what parents have said.

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# What we heard from parents

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Following are the main areas of focus and concern expressed by parents.

## **Strong and Comprehensive Academics**

- Challenging academic program for students at all levels
- Strong special education program
- Externally certified program, specifically the International Baccalaureate Program (IB)
- A critical mass of students entering 6<sup>th</sup> grade on or above grade level

## **Teachers and Leadership**

- Strong leadership that prioritizes academic achievement and positive school culture
- Teachers who demonstrate expertise and inspire students

## **Positive and Safe School Environment**

- Facilities that are safe and conducive to learning
- Positive school culture that establishes discipline standards and encourages growth/creativity
- Wrap around services to make sure that all students succeed

## **Meaningful Community Engagement**

- Inclusion of parents from all school communities
  - Involvement of parents in planning and implementation phases
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# OVERVIEW OF PLAN

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## Rigorous Academic Program - Differentiated Math

Pathway	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Minimum	Math 6 + intervention	Math 7 + intervention	Pre-Algebra
Standard	Math 6 + enhancement	Pre-Algebra	Algebra 1
Advanced	Pre-Algebra	Algebra 1	Geometry

- All students leave middle school prepared to succeed in high school level math.
- Flexibility within each pathway so that students have multiple entry points to a more advanced pathway.

# Rigorous Academic Program - Differentiated Math

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## Assessment Data for Appropriate Placement

- In SY10-11 administer math placement tests for rising 6<sup>th</sup> graders

## Define Rigor Across Schools

- In SY10-11 administer Algebra 1 end-of-course test to ensure mastery of subject and quality of instruction. Passage results in high school credit.
- In SY10-11 develop end of course test for Geometry for use in SY11-12

## Targeted Interventions

- In SY10-11 adopt math intervention program that is focused on getting all students ready for Algebra 1 in the 8<sup>th</sup> grade.
- In SY11-12 implement math intervention program

## Teacher Professional Development

- Pre-AP training – align middle school rigor with the rigor found in AP classes
  - Training on effective use of math intervention program
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## Rigorous Academic Program: World Language as a Core Course

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### **All middle schools have access to World Language**

- Eliot-Hine: Offer first world language in SY10-11 (Spanish)
- Jefferson: Move away from exploratory language; offer language for credit in SY10-11
- Stuart-Hobson: Currently offers world language for credit. Goal to offer second language option in SY11-12

### **Earn 1 High School Credit by the end of 8<sup>th</sup> Grade**

- Build schedules to allow for world language beginning in the 6<sup>th</sup> grade
  - Students that participate in an intensive reading intervention program will not have the flexibility to take a language simultaneously
- Offer world language for .5 credit each in 7<sup>th</sup> and 8<sup>th</sup> grades

### **Options for Offering a Second Choice of Language in the Future**

- Sharing teachers across schools
  - Sharing classes with Eastern (likely only an Eliot-Hine option)
  - Online programs - Leverage existing school resources (mobile carts, videoconferencing)
  - After-school programs – for enrichment or for credit
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## International Baccalaureate Middle Years Program: Planning Year

The IB Middle Years Program provides a structure of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

In the process of becoming a IB certified school, the first year is focused on planning and assessment of resources. The year culminates in the development of a 3 year implementation plan and the submission of the IB Interested School Form.

### What does this mean for students?

- A coherent interdisciplinary program that emphasizes learning across content areas, as well as experiences outside the classroom
- Participation in a network of schools where students are engaged in rigorous interdisciplinary work.
- A clear and rigorous framework for assessment based on the IB Monitoring and Moderation processes

### Important Dates

- Eliot-Hine Planning Year – SY10-11
- Jefferson Planning Year – SY11-12
- Parent Information Sessions (Sept – Jan of planning year)
- Present 3 Year Development Plan to school community (March)
- Submission of Interested Schools Form (April)

# Facilities

## Align programs with the Master Facilities Plan

	<b>SY10 - 11</b>	<b>SY11 - 12</b>	<b>SY12 - 13</b>	<b>SY13 - 14</b>	<b>SY14 - 15</b>
<b>Eliot-Hine</b>	Receiving School Blitz (08)				<b>Phase 1 Modernization</b> – Classroom upgrades – Learning spaces
<b>Jefferson</b>		<b>Summer Blitz</b> – Academy wing – Elements of main bldg		<b>Phase 1 Modernization</b> – Classroom upgrades – Learning spaces	
<b>Stuart-Hobson</b>	<b>IT Blitz</b> – Technology upgrades		<b>Phase 1 Modernization</b> – Classroom upgrades – Learning spaces		

# School Culture and Climate

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## Programs that Promote Positive School Culture

- **Full-Service Schools (FSS)**
    - Address academic and behavioral needs of *all* students by assisting the school leadership to create a positive and calm school climate, to build strong student support teams, and to increase collaboration among all school staff.
    - Develop in-school capacity to provide individualized support to students in need of intense behavioral and or mental health services by focusing on authentic family engagement, creating strength-based student assessments plans, and keeping/serving students within their local school.
    - Provide additional staff to support implementation including but not limited to mentors, instructional coaches, and clinicians.
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# School Culture and Climate continued

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- **Educators for Social Responsibility**

- Facilitates building a positive climate and culture, a disciplined and supportive learning environment, and personalized, high achieving classrooms that promote healthy development and academic success for all students
- Helps students develop and strengthen social and emotional skills while cultivating social responsibility
- Model based on best practices in educational leadership, instructional reform, prevention, and youth development

**Measuring success:**

- Quality School Reviews
  - School Satisfaction Surveys (Students, Parents, Staff)
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# Grade Configuration and Feeder Patterns

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## **SY11-12 Stuart-Hobson serves grades 6 - 8**

- Move 5<sup>th</sup> grade to Watkins ES
- Move Montessori out of Watkins ES

## **SY11-12 Ludlow-Taylor ES will feed into Stuart-Hobson MS**

- Once Montessori moves out of Watkins ES

## **SY11-12 Brent ES has both Jefferson and Eliot-Hine as destination middle schools**

- Given its location between the two middle schools, Brent will have this guaranteed dual option until boundaries are re-drawn

## **Possible re-opening of Van Ness as a neighborhood elementary school**

- DCPS will conduct a feasibility study to determine whether there is sufficient demand to fill a new elementary school on that site & what capital expenditure would be required
  - In conjunction with the DC Office of Planning, the following data will be collected
    - Population estimates, including school age children and birth rates
    - Enrollment trends at area schools
    - New housing developments
  - Based on results of feasibility study, decision will be made by January 2011
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# MONTESSORI EXPANSION

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# Expansion of Montessori Program

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## **Location/Timeline for Move**

- In SY2011-12 the Montessori program (Age 3-10/PS-4th) will move out of Watkins to the Logan School building.
- In Fall 2010 DCPS will develop scope of work for making necessary facility accommodations at Logan for the relocation of the program

## **Grade Configuration and Pace of Growth**

- In SY2011-12 expand program to 11 year olds (5<sup>th</sup> grade)
- In SY2011-12 increase size of incoming cohort of 3 year olds
- Long-term grade configuration undecided
  - Montessori committee, led by Principal Eatman, will further explore and engage parents on the Montessori middle school model (size, academic program, pace of growth)
  - Final decision will be made by January 2011

## **Leadership**

- Begin search for leader in Fall 2010
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# COLLABORATION TEAMS

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## Collaboration Teams

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The Collaboration Teams are an opportunity for parents and staff from feeder schools to work together towards a common vision for middle school.

### ➤ Goals

- Engender a sense of community across middle school and its feeder elementary schools
  - Develop strong communication network across school communities
  - Support the implementation of the DCPS Ward 6 Middle School Plan
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## Collaboration Teams Continued

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- Examples of Projects/Activities
    - Organize community-building activities
    - Develop student recruitment plan
    - Serve as liaison to each school's PTA & LSRT
  - Team Participation
    - Two parent representatives from each school, to be selected by Principal
    - Two teacher/staff representatives from each school, to be selected by Principal
    - Principal or Assistant Principal from each school
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## Next Steps

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- Establish Collaboration Teams – September 2010
  - Engagement Process Moving Forward
    - Winter Update
    - Collaboration Team liaisons
  - Contact Information
    - Website: [dcps.dc.gov](http://dcps.dc.gov) – search under Community Initiatives (Parents Section)
    - [Middleschool.plan@dc.gov](mailto:Middleschool.plan@dc.gov)
    - Claudia Lujan – 202-719-6598
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# Break-Out Groups

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## 1. Collaboration Teams

- Review draft guidance document
- Develop list of potential activities

## 2. IB – MYP

- Planning year milestones
- Overview of process

## 3. Montessori Expansion

- Discuss outstanding decisions
  - Discuss committee structure and goals
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