

AUGS Master Schedule and 6th Grade Academy Programming

December 18, 2018

# Timeline for Implementation of AUGS Master Schedule Changes Considerations...

- We typically begin the course selection and registration process in February for the following school year which means all final decisions need to be made next month (January, 2019).
- Given the condensed time constraints, we are considering the following recommendation:
  - Do not change the master schedule and double block ELA for 2019-20 (continue exploring)
  - Implement the 6th grade academy concept for 2019-20
  - Implement weekly advisory for grades 6-8 for 2019-20
  - Add 2.0 FTE in AUGS dedicated Math and ELA coaches
  - o Add a "10th" hour for math and ELA student support

## 6th Grade Academy Concepts

## 6th Grade Academy Project History

Discussion began in March 2018 about the concept of 6th grade academies.

Preliminary research was conducted to determine the following:

- Scope and success of this concept in other districts
- Determine what makes the 6th grade academy unique compared to 7th/8th grade
- This has been part of the scheduling committee discussions since August as the master schedule impacts the 6th grade academy concept.

A site visit was conducted on 11/2 at two 6th grade academies in North Kansas City Schools.

## Current 6th grade structure/supports

- 5th grade parent night held in the spring
- Admin visits each school to help student schedule encore classes
- ELA teachers visited 5th grade to discuss summer reading program.
- Additional support (Locker set up time, work on routines)
- 6th transition camp (enrollment of 240 this past year)
- Follow same bell schedule/class structure as 7th and 8th grade.
- All of 6th grade will be doing student led conferences
- 6th grade teachers met with all the parents in one group on Curriculum night
- 6th grade mission state is created by the students for the whole grade (year 2)

## Two Types of 6th grade Academies

- School districts have taken different approaches to how they structure 6th grade
- There are similarities and differences between the two approaches
- The next two slides will highlight the differences between the two approaches
  - Type A Minimal impact to current structure.
  - Type B Major restructure of current structure
- From these two approaches we have identified our focus for the short term.
- Long term focus will require additional planning and discussion.

### "Type A"- What does this look like at other schools

- 6th grade students housed in separate building
- Run similar if not identical schedules to the 7th/8th grade
- Course offerings are the same. No changes in the number of minutes of instruction per grade level
- Focus on social emotional supports for students (Counselors, Social Worker)
- Team building and collaboration are a main focus.
- Specific after school options for 6th grade
- Parent programs offered to assist with their child's transition to middle school
- The main focus of these schools is to provide an environment free of distraction from older students. These schools report students are able to build their sense of self confidence and are better prepared for the pressures of the middle school/high school years.
- Districts follow this approach due to the relative ease that it can be implemented.

## Type A Pros/Cons

#### **PROS**

No change to building schedule other than adding in advisory (all grade levels)
No change with staffing
No encore reduction
Cost Feasible

#### CONS

Current schedule does not emphasize ELA Most places have 6th graders in a separate building. We do not have this option.

#### **Questions/Concerns**

Cost of additional support (Social worker)
What would be different about advisory for 6th grade?
What PD needs would the staff have in order to effectively run advisory?
Could a celebration meeting be added in? (IE AES community meeting)
How could we fit in additional enrichment/intervention supports for students?

### School Districts Consulted with about "Type A"

- 1. Middletown City School District Ohio
- 2. Waynesville R-VI School District Missouri
- 3. Southeast Polk Community School District Iowa
- 4. Shakopee Public Schools Minnesota
- 5. Locally Frederick School in Grayslake is a 5th/6th grade school. They run this school using an elementary model.
  - All of these districts chose this model because it could easily be implemented. All have time built into their schedules to focus on social emotional needs of their students.
  - Most of these districts chose the 6th grade academy approach to provide the social emotional supports necessary for their 6th graders.

### What would this type of approach look like at AUGS?

- 6th grade would ideally have their own wing of the building. They would have interaction with older students
- One administrator specifically for 6th grade with the support of AUGS AP/Dean
- 6th grade schedule/course offerings would be similar to 7th and 8th grade
- 6th grade would be different compared to 7th/8th grade with its Advisory focus
- Team building bringing students from the 3 elementary schools together.
   Advisory Curriculum would be developed by 6th grade staff meeting the needs of 6th grade students (Would require compensation for staff to create curriculum)
  - Class/grade level meetings Focus on celebration of student accomplishments
- Wish list: Counselor/Social Worker specifically for 6th grade

### "Type B" - What does this look like at other schools

- 6th grade students housed in a separate building
- 6th grade schedule/student courses are different than those offered at 7th and 8th grade
  - -This may include extended ELA/math classes
  - -Classes have a mix of elementary/middle school approaches
  - -Can limit the number of encore options available.
  - -Some districts keep the number of encores, just shorten their duration
  - -With increased focus on ELA/Math, time is reduced for other cores including PE
- Focus on social emotional supports for students (Counselors, Social Worker)
  - Team building and collaboration are a main focus
  - Class meeting/celebrations period scheduled weekly
  - Specific extra curricular activities specifically for 6th grade
- The main focus of these schools is to provide an environment free of distraction from older students. These schools report students are able to build their sense of self confidence and are better prepared for the pressures of the middle school/high school
- Requires time to fully implement due to structural changes

## Type B Pros/Cons

#### **PROS**

Focus on ELA/Math
Weekly celebration time
Daily MTSS period
Student supports/environment

#### **CONS**

Time - An overhaul of our current 6th grade structure would take years to implement.

Cost - PD needs, possible new staff

Staff movement, RIFs possible pending certification.

Amount of space needed.

#### Questions/Concerns

Is this type of overhaul possible in our district?
What would the impact on 7th, 8th grade be?
Do you have separate after school activities for 6th grade?
How could we fit in additional enrichment/intervention supports for students?

### What would this look like at AUGS?

- 6th grade would ideally be in the same wing of the building
- An administrator would be responsible specifically for 6th grade
- 6th grade schedule would be focussed on ELA and possibly math
- Other cores would receive reduced time
- Would impact 7th and 8th grade schedules due to the sharing of encore/PE staff and cafe
- Encore options may be limited
- 6th grade would be different compared to 7th/8th grade with its Advisory/PBIS focus
- Team building bringing students from the 3 elementary schools together.
- Advisory Curriculum would be developed by 6th grade staff meeting the needs of 6th grade students (Would require compensation for staff to create curriculum)
- Class/grade level meetings Focus on celebration of student accomplishments, knowing the students
- Wish list: Counselor/Social Worker specifically for 6th grade

### Example of Type B - North Kansas City Schools

#### **History of their Project**

Why: NWEA scores/ state scores showed students dip from 5th -6th grade.

Timeline: Discussion with their BOE began in the 2014-15 school year. Created a 6th grade curriculum committee, social/emotional committee in 2016-17. Identified staff for 6th grade schools, provided year long PD in 2017-18. Implemented model in 2018-19.

Rollout: Occurred during the 2017-18 school year. Admin met with all 5th grade students. Parent nights were held throughout the year.

Implementation year: Tremendous support from community, the 6th grade committees will meet throughout the year to identify strengths and areas for continuous improvement.

8:13-8:20

HR

Friday

Reed, Lauren

Boyd, Emily

Chambers, Kim

Fiene, Amy

Ryan, Andrea

Obico, Kent

Petit, Katie

Offield, Daniel

Will, Stefanie

Cleary, Heather

Orr, Mary

Evans, Tom

Graham, Katie-SPED

Zenk, Susan-SPED

Lobos

Pirates

#### 8:20-9:05 9:06-9:51 Block 1 Block 2

PLAN

M-RDG/MA PLT

T-Team Mtgs. Admin/Couns

W-Writing

TH-RDG/MA PLT

F-Writing PLT

PLAN

M-RDG/MA PLT

W-Writing

TH-RDG/MA PLT

F-Writing PLT

8:20-9:51 - ENCORE

Block 2

PLAN

PLAN

T-Team Mtgs. Admin/Couns

What does their model look like?

9:52-10:37

Block 3

Reader's Workshop

Math Workshop

9:51-11:51

10:38-11:23

Block 4

Reader's Workshop

Math Workshop

Lunch 11:55-12:15

11:51-1:11

Lunch 12:20-12:40

11:23-1:08

Block 5 and 6

Add a comment

1:08-1:53

Block 7

ind Team Celebrations

1:11-1:41

Class Meetings and Team Celebrations

1:54-2:39

Block 8

1:41-2:40

1:41-2:40

2:40-3:05

MTSS

2:40-3:05-MTSS

MTSS

2:40-3:05-MTSS

MTSS

3:08-3:10

Dismissal

3:08-3:10 Dismissal

Dismissal

3:08-3:10 Dismissal

Dismissal

### Main Ideas

- Focussed on the whole student
- ELA/Math/Writing Focus Utilize the workshop model
- Science and Social Studies combined to create inquiry based learning
- Teams have common plan time and are expected to meet together everyday. They discuss ELA/Writing two days a week, Math two days a week, and Inquiry based learning one day a week. Social emotional concerns are discussed as needed.
- Celebrations/Class meetings every week
- MTSS period provides enrichment/intervention opportunities everyday
- Focussed on student's collecting and maintaining academic/behavior/attendance data
- Focussed on creating a positive/warm environment for these students (and staff)
- Math/ELA coaches for each school.

### Site Visit 11/2

Visited the district's two 6th grade schools

Met with a district office representative - Executive Director of Academic Affairs.

Following slides will include pictures to highlight the following:

- -The classroom environment
- -The building environment
- -Cafeteria

\*No matter the approach, all districts that I reached out to felt the atmosphere/environment of the school was of paramount importance.

### The classroom

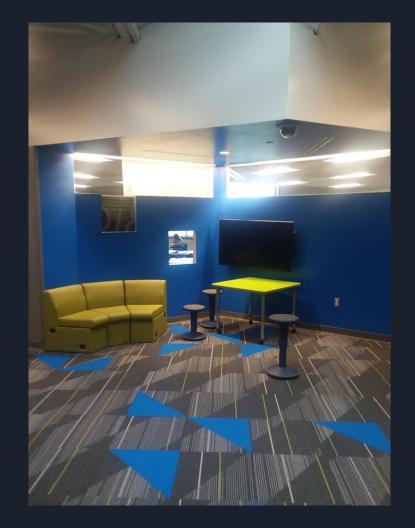




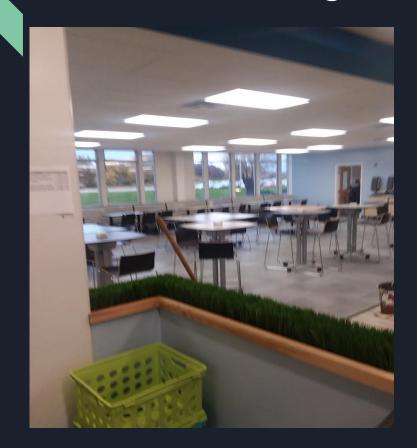


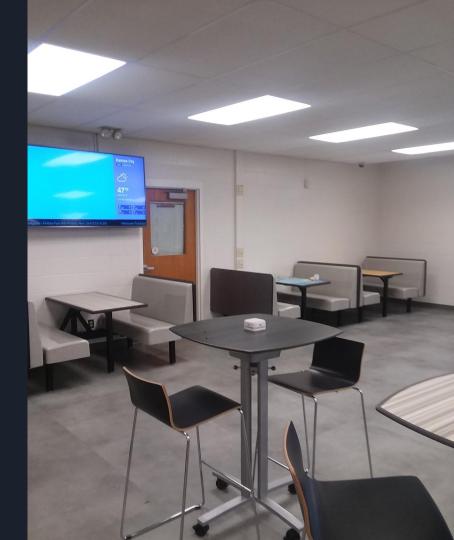
## Collaborative Spaces





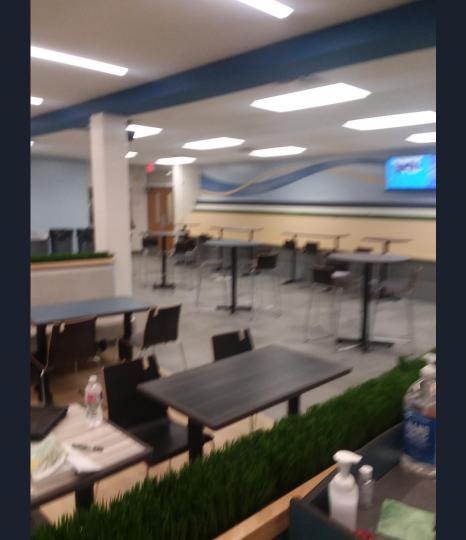
### Cafeteria "The Student Lounge"





The cafe is used for a collaborative space as well





### The Environment







## 6th Grade Academy Key Questions to Ponder

- How different should the 6th grade experience be compared to 7th/8th grade?
- What does the BOE envision long term for the 6th grade academy?
- How would the 6th grade academy effect the master schedule discussion?
- There are three viable options that we could implement

### Option A

- -Keep the structure of 6th grade grade the same with addition of advisory
- -Focus instead on bridge building between 5th grade and 6th grade
  - -Look at providing time for 5th and 6th grade staff to meet throughout the year to provide for grade level articulation
  - -Provide 6th grade staff opportunities to meet with 5th graders throughout the year. (Last year 5th grade students met with AUGS admin and ELA teachers in the spring)
  - -Focus in on possible expansion of 6th grade transition camp.
  - -Possibly look at an encore option to address writing
  - -Look to support Math/ELA teachers

### Option B

Consider revamping 6th grade schedule to increase ELA/Math focus.

This would require time in order to implement correctly (2 years) and would heavily influence the AUGS master schedule discussion.

Increase costs for PD, committee hours, staffing considerations.

Limited encore choices

Advisory/MTSS period built in

### Option C

Mix of option A/B -

Immediate area of focus - MTSS process at 6th grade and advisory curriculum.

Consider steps to strengthen an already strong 6th grade orientation.

Continue to look at long term changes for 6th grade and their impacts. This will allow us to take the time to really evaluate our programming. What PD needs do we currently have?

## Next Steps

- Board discussion and possible consensus moving forward
- Continue detailed work of favored option
  - Admin and scheduling committee input/6th grade staff members input
- We have some preliminary ideas about would could be put in place next year.

## **AUGS Master Schedule Changes**

If we aren't ready to implement the double block of ELA next year... Here are some other options to consider for support

## Writing/ELA at AUGS

- Scheduling Committee met on November 27th and December 3rd
- Focus of the last two meetings was on how we can address ELA/writing with:
  - o our current staff and schedule
  - o and with additional staff and supports

## Concepts To Consider

- Encore classes
  - Add Writing based Encore classes
  - Most 6th graders will go through an encore writing class for one trimester
  - 7th and 8th grade writing support encore class based on student need
  - Improve the Creative Writing and Journalism curriculum to support writing
- Success Class
  - Writing and Math Labs
  - Students are scheduled with a specific teacher to work on Writing and Math
- Reading and Writing Support during Core Classes
  - Teacher pushes in to Science, Social Studies and Math during assignments that involves writing

# Add AUGS ELA and Math Coaches (2.0 FTE)

- Support teachers:
  - Planning Units and Lessons
  - Collecting, Analyzing and Using Data to Inform Teaching
  - Professional Development of Staff
  - Participation in SLT Meetings
- Support students:
  - Success Periods- Additional Interventions with Students
  - Push in Classes to Support Students and Teachers

### After School ELA and Math Support

- Supports for ELA and Math for 1 hour after school three days a week (Monday, Tuesday, Thursday) similar to the "10th period" model of the past
- Ran by a certified ELA and Math teacher
- Students/Families sign up to stay after school for 10th hour
- Teacher may request students to stay
- Transportation provided by the district

## Professional Development For All

Professional Development on Writing for all Staff

Writing across the curriculum concepts- addressing the writing standards througout the core content areas

Create a Writing Hand Book

- Wednesday PD time
- After school workshops

## Board Discussion and Q&A