

# Rye Junior High School Middle School Structure Committee

Rye School Board Meeting  
March 16, 2016

## Plans for Middle School Discussion

- Presentation of context and process
- Presentation of potential models for consideration
- Board discussion
- Public comment
- Additional Board discussion

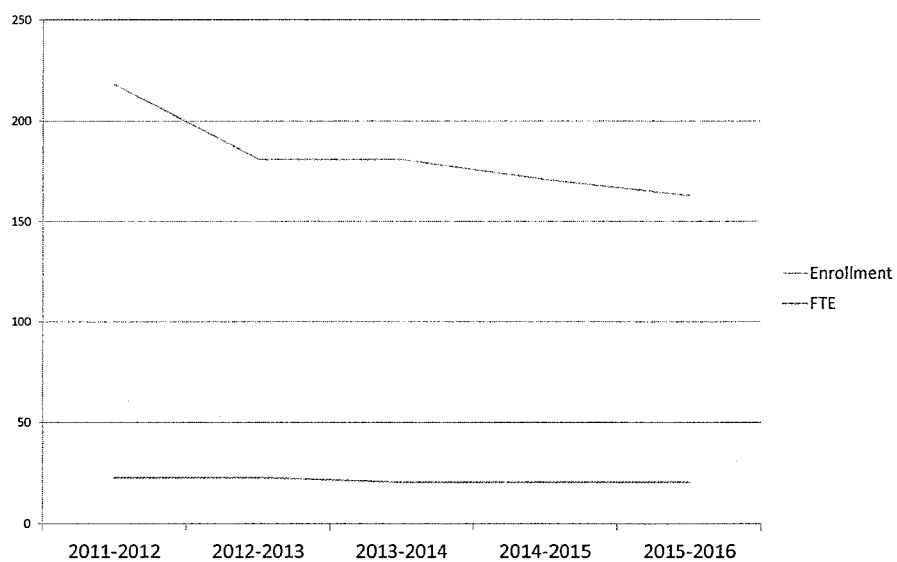
## Setting the Stage

- We have a very successful school system by numerous measures:
  - Smarter Balanced results
  - Performance at PHS (including SAT results)
  - Admittance at private schools and top colleges
- We are committed to continue to provide the highest quality education that successfully prepares our children for education and life in the 21<sup>st</sup> century

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## RJH Historical Enrollment and FTE



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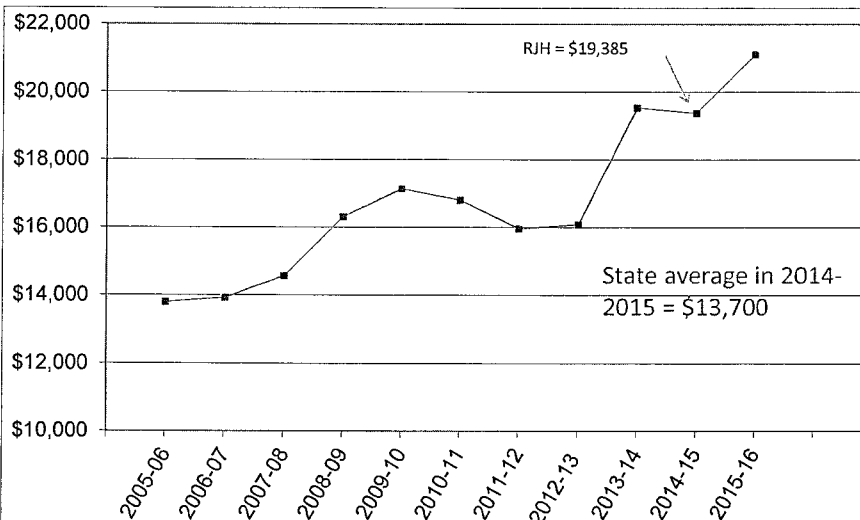
## Student-Faculty Ratio



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## Per-pupil expenditures at RJH



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## Enrollment PROJECTIONS

2015-2016 163 (actual)  
2016-2017 159  
2017-2018 148  
2018-2019 140  
2019-2020 126  
2020-2021 118



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## Context

- The Board made a commitment in November 2014 to design a middle school structure that will be stable at least for the next three years
- We have had a successful relationship with the budget committee and town because we have been as fiscally-responsible as possible
- Two educators are retiring at the end of this year (one social studies and one LA teacher)

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## The Timeline and Process

- **November 2014**—Discussion at the budget session about finding a stable and sustainable structure in the face of declining enrollment
- **Spring 2015**-Middle School Structure Committee formed by the School Board
  - 3 teachers
  - RJH principal
  - Superintendent
  - Assistant Superintendent
  - Two Board members

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## The Process

- The MS Structure Committee first collected input from key stakeholders to define our goals for students as a result of a Rye education
- **March 2015**—Community forum structured to elicit input from a broad range of community members
- **April-May 2015**—Input gathered from all RJH teachers and a sample of students
- **July 2015**—Vision presented and adopted by the Rye School Board
- Once this Vision was created, the Board turned it over to the staff and administration to create a structure to fulfill this vision

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## A Vision for Education in Rye

Students leaving Rye schools are engaged learners able to exercise control over their education and have the work habits to be able to meet their own and others' expectations for learning. They understand that effort and openness to learning are the most important factors in their success. They know how to persevere through challenging academic tasks. Rye students are curious learners and creative thinkers who have developed the knowledge and skills to reflect on and further their education and life experiences.

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## A Vision for Education in Rye (cont.)

Rye students have a deep understanding of the major concepts in all content areas and are able to apply that learning into new situations. Students are well-prepared to enter the next level of their education because they have been meaningfully challenged and well-educated. They possess strong research and critical thinking skills allowing them to investigate and solve complex problems. They are able to communicate effectively using a variety of media, especially written and oral. Rye students use technology effectively to support and demonstrate their learning across all content areas.

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## A Vision for Education in Rye (cont.)

Rye students are confident, respectful of themselves and others, and contribute positively as citizens. They understand how to collaborate to maximize their own and the groups' learning. Rye students have the skills to get along with their peers and other members of the community. They are open-minded and have learned to understand others' perspectives. Importantly, they are empathetic as demonstrated by their understanding of how their words and actions affect others.

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## Goals for Potential Models

- Enact the Vision:
  - Promote integration of curriculum to support deeper learning by students
  - Promote critical thinking, perseverance, creativity, and love of learning
  - Promote the development of responsible and contributory citizens
- Create a structure and staffing pattern that can be sustained for several years

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### What's the current structure?

6th grade	Math
	Science
	English Language Arts
	Social Studies*
7th grade	Math
	Science
	English Language Arts
	Social Studies
8th grade	Math
	Science
	English Language Arts
	Social Studies

- Each "core" class is 50 minutes long or approximately 200 minutes of core instruction/day
- Social studies instruction for 7<sup>th</sup> & 8<sup>th</sup> grades and part of 6<sup>th</sup> is provided by two (2) social studies teachers. One section of 6<sup>th</sup> grade SS taught by another core teacher.

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### Why is the current model unsustainable?

- Based on 11 core subject area teachers
  - Cannot continue to afford 11 without drastic cuts in the Unified Arts and other areas of the school
- Current structure of sharing social studies teachers across grades makes integration more challenging
- Even if such a structure could be sustained for another year, it definitely could not last beyond that
  - The Board determined that we needed to act now

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## Overview of Potential Models

### Model 1

Math, language arts, and science teacher at each grade level

Social studies integrated with language arts

### Model 2

Math, language arts, and science teacher at each grade level

Social studies taught by each of the other three teachers as a separate course

### Model 3

One math and language arts teacher at each grade level

Social studies and science each taught for ½ year in 6<sup>th</sup> and 7<sup>th</sup> grades. 8<sup>th</sup> grade looks similar to now

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## Model Comparison

Dimensions	Model 1 Integrated LA/SS	Model 2 Distributed SS	Model 3 Split Sci/SS
Integration	Optimal	Potential but challenging	Limited, different per semester
Content expertise	Need to ensure SS expertise	Need to ensure SS expertise	Strong content expertise
Core instructional time (min/day)	240±	240±	240±
Teaming	High potential	High potential	Limited
Consistency	Same at each grade	Same at each grade & 5 <sup>th</sup> grade	SS different at 8 <sup>th</sup> grade
Project-based learning	High potential	High potential	Some potential, different by semester
PD/Planning required	High for PBL & SS	High for PBL & SS	Less, more conventional
Unified Arts	Fully integrated with team	Integrated with team	Reduced UA time, less integration

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### Ground Rules

- Understand that the board members, administration, staff, and your fellow parents all care about Rye students and have a vested interest in the success of the schools
- Please stick to facts, evidence, and direct experience
- We can NOT respond to every comment or question (time and process)
- Limit your comments to two minutes
  - Second set of comments only after everyone has had a chance to speak
  - Please limit talking/whispering when others are talking

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### Ground Rules

- Recognize that the budget is a reality—it passed overwhelmingly last week!
  - Contains 2 fewer FTE at RJH
- We are having a **DISCUSSION** tonight. **NO DECISIONS** have been made yet!
- We welcome and appreciate your constructive and productive feedback
- The proposed model **will NOT** be decided by a vote of those in attendance or parents in general

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## Discussion and Next Steps

- Board questions and discussion
- Public comment period
- Continue Board discussion
  
- Final (for 2016-2017) plan presented at the April meeting

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## Appendix A

- Detailed Information for Potential Models

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## Potential Model #1

6th grade	Math Science English Language Arts with SS focus Unified Arts
7th grade	Math Science English Language Arts with SS focus Unified Arts
8th grade	Math Science English Language Arts with SS focus Unified Arts

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## Model 1 Benefits & Challenges

Benefits	Challenges
Integration of Literacy Skills and Content as defined by NH's College & Career Ready Standards for English Language Arts.	Certification requirements--effects 2 teachers
maintains grade level teams	PD requirements for content literacy, co-teaching, and project based learning
scheduling--equality of time per class periods; teams have more control over instructional time <b>longer class periods</b>	scheduling
foundation for integrated and project based learning	time and resources for planning and PD
more sessions of PE/Health for all students World Languages??	
model looks the same at each grade level	
5th grade could integrate into this model very easily	

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## Model 1: Teacher Schedule

- Unified Arts teachers (Art, LS/TE, and Library) teach 250 minutes in a single class or as a co-teacher.
- Core teachers (LA, MA, SCI) teach 250 minutes in a single class or as a co-teacher.
- 30 minute duty free lunch each day.
- One planning period a day.
- Four-team planning blocks a week for planning, parent meetings, and organization.
- One block for reading and math help to replace the RTI model we currently have in operation now.
- World Language, Music and PE will teach 250-300 minutes a day. (one planning period a day, two team meetings a week)

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## Potential Model #2

### 6th grade

Math/Social Studies  
Science/Social Studies  
ELA/Social Studies  
Unified Art

Same as the current 5<sup>th</sup>  
grade model

### 7th grade

Math/Social Studies  
Science/Social Studies  
ELA/Social Studies  
Unified Art

### 8th grade

Math/Social Studies  
Science/Social Studies  
ELA/Social Studies  
Unified Art

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## Model 2

### Benefits

Integration of Literacy Skills and Content as defined by NH's College Certification requirements--  
and Career Ready Standards for English Language Arts.  
maintains grade level teams

scheduling--equality of time per class periods  
teams have more control over instructional time  
longer class periods  
foundation for project based learning  
more sessions of PE/Health for all students  
World Languages??  
meets the best practices of middle school education:  
integration of curriculum  
model looks the same at each grade level  
More integration opportunity in schedule  
Same model as 5th grade

### Challenges

affects 1 teacher  
PD required for content literacy,  
co-teaching, and project based  
learning,  
Scheduling  
PD for SS required  
SS taught by other core teachers

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## Potential Model #3

6th Grade	7th Grade	8th Grade
<b>Semester 1</b>	<b>Semester 1</b>	<b>Semester 1</b>
MA	MA	MA
LA	LA	LA
SCI	SS	SS
UA	UA	SCI
		UA
<b>Semester 2</b>	<b>Semester 2</b>	<b>Semester 2</b>
MA	MA	MA
LA	LA	LA
SS	SC	SS
UA	UA	SCI
		UA

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## Model 3

**10 core teachers** in total requires:

reduction in staff in other areas (Unified Arts, Guidance, or Library)

Loss of the following:

Tech. Ed and Life Skills position	.4	
Art	.1	
Music		.1
PE/Health	.1	
Library/Media		.1
savings in budget	.2	

Total: 1.0 FTE

**OR**

reduction from the budget such as going from interscholastic to intramurals and the reduction on one paraprofessional.

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## Model 3

Benefits	Challenges
More in line with current practices at RJH	Shared SS and SCI for half year in sixth and seventh grade
Dedicated Language Arts teacher at grade level	Loss of additional position (science) and replacement of two (LA, SS)
Creates a co-teaching model	<b>One year model only</b>
Puts UA on team to work with students for a period of time	In this model the SS position (6/7) is anticipated that it would be a one year position and then limits the choice of candidates for this position
Creates the opportunity for integrated and project-based learning right away	Reduced unified arts staff limits scheduling options, affects PBL opportunities, and creates a less comprehensive middle school program
Certification is not an issue.	

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### Model 3: Teacher Schedule

- Unified Arts teachers (Art, LS/TE, and Library) teach 250 minutes in a single class or as a co-teacher.
- 6th/7th Grade Core teachers (LA, MA, SCI,SS) teach 250 minutes a day in a single class or as a co-teacher (longer class periods 60 minutes potential).
- Science and Social Studies teacher teach one grade per semester (same amount each grade)
- 8th Grade Core teachers teach 250 minutes in a single class or as a co-teacher (shorter classes 50 minutes potential due to 5 classes (SS,SCI,LA,MA and UA))
- 30 minute duty free lunch each day.
- One planning period a day.
- Four-team planning blocks a week for planning, parent meetings, and organization.
- One block for reading and math help to replace the RTI model we currently have in operation now.
- World Language, Music and PE will teach 250-300 minutes a day. (one planning period a day, two team meetings a week)

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