

9th Grade ELA HGI Report and Plan

Additions to 2022 HGI Study Team Proposal

April 14th, 2022



Agenda

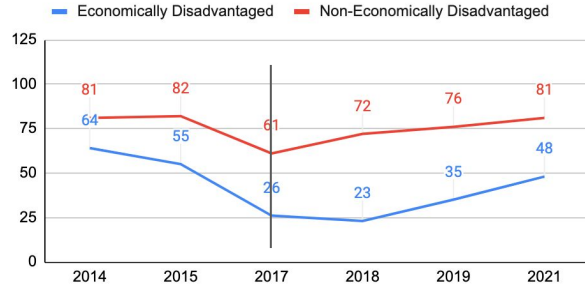
- District Context
- Process to get to the Proposal
- Purpose of the Proposal
- Proposed Plan
- Addenda to the Plan:
 - Community Progress Reports
 - May Professional Development and Planning
 - Summer Planning Days
 - Assessing Success

District Context



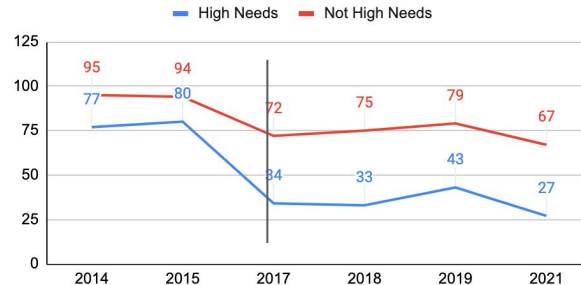
One Equity of Opportunity Intervention Among Many

Economic Disadvantage: % Meeting or Exceeding Standards in 3rd grade ELA, 2014-2021



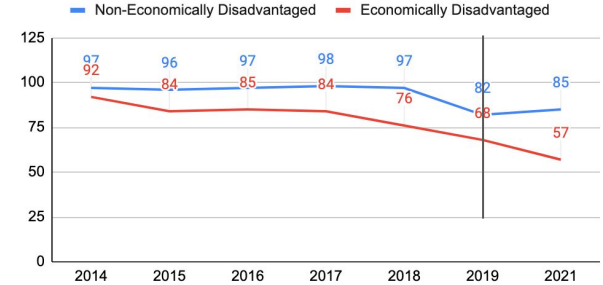
GRADE 3

Economic Disadvantage: % Meeting or Exceeding Standards in 8th grade ELA, 2014-2021



GRADE 8

Economic Disadvantage: 10th grade ELA, 2014-2021



GRADE 10

Elementary

Inclusive Intervention Structures and Schedules
Elementary ELA Core Curriculum Resource Assessment
Building-Based Literacy & Math Coaches

Middle

Exploration of Equitable Mathematics Pathways and Groupings
Continued Focus on SEL, +DEI

High

Assessment of HGI Pilot, Development of vision for student groupings at AHS in future
Continuation of Curriculum Revisions to improve representation

Process



Purpose of the Proposal



Problem and Purpose	Proposal Benefits
Disproportionate participation rates in honors-level work by race, IEP status, ELL status	Access to higher-level tasks for all 9th grade English students Access for all to a more diverse classroom
Inconsistent classroom experiences, access to rigorous expectations, access to additional supports	Dedicated and Additional Common Planning Time Smaller Class Sizes
Disparate experiences with belonging and building student/teacher relationships	Shared community-building activities for each 9th grade ELA team

The Plan



- English 9 ELA will be heterogeneously grouped
- Students will choose honors or advanced level with opportunities to change their selection several weeks into the year and at the semester
- Transcript and GPS weight will reflect the chosen level
- 18 sections = 3 sections for each of 6 periods (capped class size 20-21)
- 4 teams will include co taught sections
- Common planning period (1x designated per week, 4x other opportunities during regular planning time, to be used at teachers' discretion)
- Honors work entails a higher level of complexity and sophistication in expectations and work on all standards

May Planning Day

- Morning
 - Review curriculum:
 - what is going well
 - areas that need attention/modification
 - Review common assessments with an eye towards their use as part of the assessment of heterogeneous teaching
- Afternoon
 - Determine PD we will need: develop a plan for the summer.
 - Create an agenda for summer work.

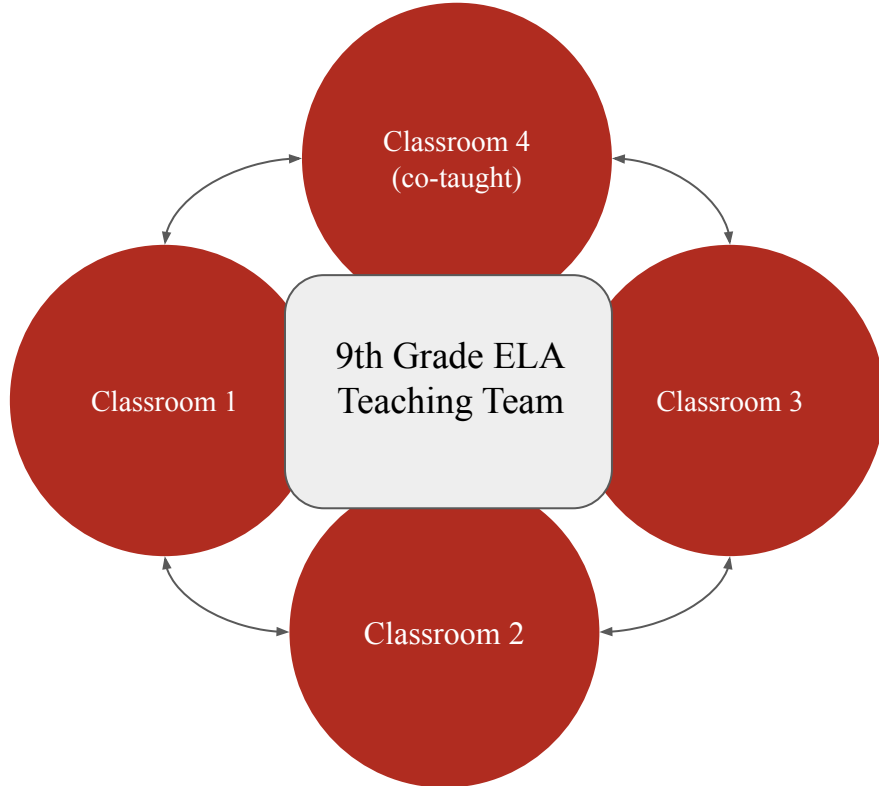
Summer Planning Days:



- Refining the scope of curriculum (developing rubrics, materials, activities, and assessments).
- Setting expectations for honors and advanced level work and shared grading practices.
- Reviewing and implementing concepts of differentiation and UDL, such as:
 - Effective scaffolds for struggling learners (e.g., graphic organizers, sentence frames) and extension activities (tiered task menus, literature circles) for learners ready for more advanced work.
 - Use of shared formative assessments to inform instruction
 - How to explicitly teach both cooperative and independent learning skills to diverse groups of students.

***These topics may be adjusted on May professional day.*

Team Teaching Model



Current Collaborative Practice	Team Teaching Opportunities
<ul style="list-style-type: none">• Shared digital resources: assignments, rubrics, content;• Monthly department and PLC meetings;• Sporadic opportunities to connect during shared preps, lunches, hallway conversations.	<ul style="list-style-type: none">• Ability to regroup of students across classes on a single team for targeted instruction, support, or projects;• Protected, additional collaborative time with colleagues;• Ability to develop shared understanding: common assessments, rubrics, grading policies, common sequence of selected core texts.

Plan for CPT



- **Purpose:** Focus on what the students are doing, to discover and name what the students' needs are and strategies for meeting those needs while ensuring all students are challenged and receive the resources they need.
- **Structure:** Specific blocks will be designated 1x/week for common planning, and 9th grade ELA teachers will have access to their colleagues during regular planning periods as well for additional meetings as needed and desired.
- **Tasks:** Teachers will develop specific goals/purposes for this meeting time, including:
 - Sharing lessons plans and resources
 - Coordinating assessments and content scope and sequence
 - Developing additional/new resources, evaluating existing resources
 - Peer observation of other teachers
 - Meeting with service providers and special education teachers
 - Collaborative grading / analyzing student work time
 - Refining and further developing targeted focus areas for each quarter of the year

Community Progress Reports



- Updates to School Committee and Community: October, January, May.
- Teachers to report on: experiences in the classroom, common planning time.
- Administration to report on available data, such as survey results, student grades, student participation in Honors, parent and student feedback.



Assessing Pilot Success



In addition to data indicators from the original proposal, 9th grade ELA teachers will use Ongoing Formative Assessments in areas of:

- Grammar
- Common assessments for writing
- Presentation opportunities for speaking/listening
- Cover sheets and rubrics for major writing assignments

We are looking for:

- *Closing* achievement gaps on academic assessments
- *Closing* experiential gaps on surveys
- *Improving* outcomes for ALL groups of students, regardless of their chosen level and demographic indicators

Additional Notes

- Extended timeline for potential expansion:
 - Assess impact of the pilot over two years
 - Limit adjustments to the model to 9th grade ELA
 - Provide time to adjust approach or add resources in FY24 budget cycle
 - Provide time to analyze additional data
 - Provide time to address inconsistent messages about honors-level coursework as students enter AHS
 - Provide time to develop a more comprehensive vision for the future of leveling and pathways to college at AHS
- Sample questions from Culture & Climate survey