

Superintendent's Report

March 6, 2023

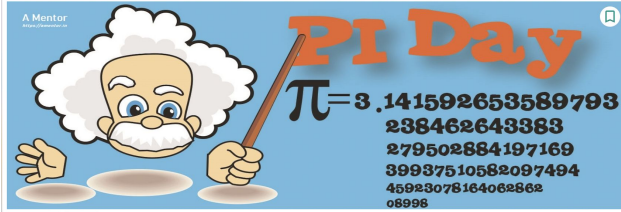
Superintendent
Dr. Noriega-Murphy

Updates

Agenda:

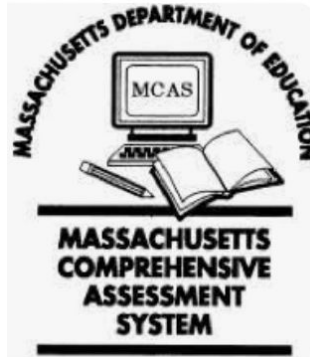
- Celebrations
- Stop The Stigma Day
- Sleep Awareness
- Report Card K-4
- District Enrollment
 - Individual Schools
 - Grade Level
- Comparative Enrollment Data
 - SY 2018–2019 to Present
- Welcome Center
- MOST – Summer Program
- Summer Programs
- Open Positions
- Honors Pathway
- Honor Roll
- New Curricula: ELA and Math Review
- A.E.A.P

CELEBRATING NATIONAL SCHOOL SOCIAL WORK WEEK!



Happy Pi Day and Happy Birthday Albert Einstein

Pi Day is celebrated on March 14th (3/14) around the world. March 14, 1879 was born Albert Einstein: the birthday of one of the greatest geniuses of all time is the date chosen by many mathematicians to remember and celebrate Greek Pi. More accurately, March 14th, at 1:59:26.5 which is 3.14159265 correct to 8 decimals!!



Stop Stigma Day

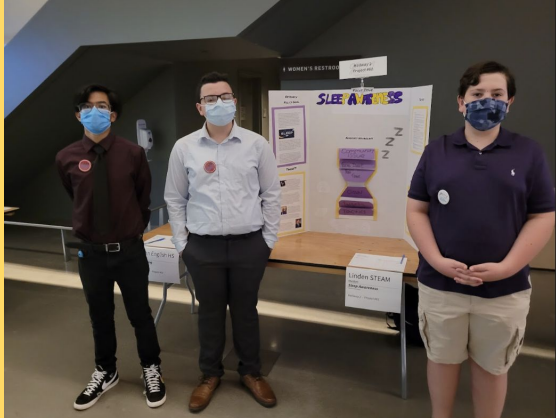
MPS Stop The Stigma Day
March 8, 2023
School Visit Schedule



National Sleep Awareness Week

March 12-18

Peter Rowley



National Sleep Awareness Week calls for people to recognize the importance of sleep as crucial part of health and well-being

8th Grade Civics Students at the Linden with the support of their teacher, Peter Rowley have created a daily [survey](#) to administer that week

The survey asks students to record what time they went to sleep, time they woke up, how they felt in the morning, and how they feel in the afternoon

Students will then compile and share out results of the survey with sleep averages, correlations of sleep to well-being, and suggestions for how to improve rest

K-4 Report Card Working Group

K: Suzanne Millett
G1: Kathleen Smith
G2: Tiffany Pi
G2: Amanda Spayne
G3: Christina Cunningham
G4: Caitlin Rodensky

Directors & Administrators:
Cara Hovhanessian
Victoria Mulkern
Jennifer McCabe
Kariann Murphy
Kate Greco

Why are We Seeking a New Report Card?

- ❑ To better align to the MA state standards and new rigorous ELA and Math curriculums
- ❑ To serve as a tool to communicate students' learning progress and growth to all caregivers/families
- ❑ Create consistent grading system that aligns with standards based teaching
- ❑ Evidence based communication to caregivers

ES	Exceeds standards	Students exceed standards by independently applying and utilizing concepts and skills.
MS	Meets standards	A child is able to complete this task or exhibit this behavior independently or with limited teacher support
PS	Progressing (or approaching) standards	Child is able to perform this task or exhibit this behavior consistently with teacher support and may at times show signs of independence
NM	Does not meet standards/Needs Improvement	A child needs significant teacher support in order to attempt to do this task or exhibit this behavior.
NA	Not addressed this quarter	The standard has not yet been addressed in the curriculum

	Id	Name	Cutoff	Mastery?
<input checked="" type="radio"/>	1	No evidence of effort so making no visible progress	0.0	N
<input type="radio"/>	2	Evidence of minimal effort so making little progress	0.0	N
<input type="radio"/>	3	Evidence of effort but making little progress	0.0	N
<input type="radio"/>	4	Evidence of inconsistent effort though making progress	0.0	N
<input type="radio"/>	5	Evidence of consistent effort so making progress	0.0	N
<input type="radio"/>	6	Evidence of exceptional effort so making progress	0.0	N

- ❑ Current report card from 20 years ago does not accurately reflect the content being taught and is not MA standards aligned
 - ❑ *Example: Metric and decimals to find perimeter*
- ❑ Grading scale is unclear and focuses on effort rather than learning growth

Grade K

Number & Operations in Base Ten
Understands place value with hundreds, tens, and ones within 100
Uses place value understanding and properties of operations to add and subtract
Accurately compares two numbers 1-10, using the words greater, less than or equal to
Compares the size of two groups of objects using the words greater, than, less than, equal to
Operations & Algebraic Thinking
Demonstrates fluency of subtraction within 10
Represents and solve word problems involving addition and subtraction within 20
Adds accurately within 10 using a variety of strategies: visuals, manipulatives, number bonds,
Uses place value understanding to represent numbers between 10-20 as a ten and some ones
Subtracts accurately within 10 using a variety of strategies: visuals, manipulatives, number bonds
Solves addition and subtraction problems with missing quantity

Grade 1

Operations & Algebraic Thinking
Demonstrates fluency of addition within 10
Demonstrates fluency of subtraction within 10
Represents and solve word problems involving addition and subtraction within 20
Adds accurately within 20 using a variety of strategies: number path, number bond, counting on, drawing a visual
Subtracts accurately within 20 using a variety of strategies; number path, number bond, counting on, drawing a visual
Solves addition and subtraction problems with missing quantities
Number & Operations in Base Ten
Extends the counting sequence to 120
Understands place value with hundreds, tens, and ones
Uses place value understanding and properties of operations to add and subtract
Compares two two-digit numbers using $<$, $>$, $=$

Grade 2

Operations & Algebraic Thinking
Uses addition and subtraction within 100 to solve one- and two-step word problems
Fluently adds and subtracts within 20 using mental strategies
Accurately determines whether a group of objects has an odd or even number
Number & Operations in Base Ten
Understands the place value of hundreds, tens, and ones of three-digit numbers
Counts within 1000; skip-count by 5s, 10s, and 100s
Reads and writes numbers to 1000 using standard form and word form
Reads and writes numbers to 1000 using unit form and expanded form
Compares two three-digit numbers using $>$, $=$, and $<$ symbols
Fluently adds and subtracts within 100
Mentally adds and subtracts 10 or 100 to a given number 100–900
Adds and subtracts within 1000

Vertical Alignment
Math across Grade K–2

New K-4 Report Card Timeline



February-April 2022	May - July 2022	August-Sept 2022	October 2022	November 2022	December 2022
Beebe ILT Meeting/ Proposal Teachers identified concern and met with Emilys Peña Action team of grade level teachers and directors was created	Action Team Planning Created a vision of Malden report card Focused on objectives, analyzing samples, and creating action plan	Action Plan for 2022-23 Decided on indicator descriptions/standards Created survey for families and staff for feedback on current report card. Wanted input from all stakeholders--gathered input from the community	Gather input in community 205 caregiver responses collected across 7 languages 85 staff responses	Editing K-4 report card drafts Completed the drafts Analyzed vertical alignment of standards with directors	Preparing for 2023 presentations Reviewed our mission and purpose Prepared for January presentation Finalized formatting for all K-4 report card drafts

New K-4 Report Card Timeline



January 2023	February 2023	March 2023	April-May 2023	June 2023	Summer 2023
Presentation & Office Hours Presentation to MPS administrators	Office Hours with Educators Sharing vision and drafts with educators during various office hours sessions K-4 teacher representatives held office hours for district teachers	Revise K-4 Drafts and Presentation to School Committee Make revisions based on educators' feedback Presentation about new report card to the school committee	Final Drafts Created in Aspen Process begins for ASPEN to create accessible and translated report cards Hold informational session for school-based administrators about the new report card	Initial Information Sessions Hold initial information sessions for educators about the new report card and how it differs from the previous report card	Finalizing stages Create cover sheet for report cards for teachers Plan dates and materials for family informational sessions

Report Card Drafts

- [Grade K](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Exploratory](#)
- [Cover Sheet](#)

District Enrollment

Malden Public Schools

District Enrollment

Page 1

March 3, 2023

District Enrollment

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	SP	Total
Beebe	Beebe School	0	93	108	103	81	107	94	101	96	99	0	0	0	0	0	0	882
ELC	Early Learning Center	287	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	287
Ferryway	Ferryway School	0	104	107	97	95	100	93	98	95	93	0	0	0	0	0	0	882
Forestdale	Forestdale School	0	57	66	64	56	66	49	68	81	84	0	0	0	0	0	0	591
Linden	Linden School	0	79	100	92	95	88	82	95	93	96	0	0	0	0	0	0	820
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	504	497	456	406	10	0	1873
OutDst	Out of District	0	2	0	3	2	4	4	3	6	13	7	4	9	6	11	0	74
Salem	Salemwood School	0	98	136	89	109	108	115	123	125	122	0	0	0	0	0	0	1025
Services	Services Only - Private School	12	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	14
Totals		299	433	517	449	439	473	437	488	496	507	511	501	465	412	21	0	6448

District Comparative Enrollment Data

SY18-19

SY19-20

SY20-21

SY21-22

SY22-23

School Year	Enrollment
2018-2019	6,464
2019-2020	6,481
2020-2021	6,120
June 5, 2022	6,471
SY 2022-2023	
September 12, 2022	6,337
October 2, 2022	6,391
November 12, 2022	6,437
December 2, 2022	6,441
January 9, 2023	6,435
February 6, 2023	6,464
March 6, 2023	6,448

Attendance is Critical for Academic Success!

Schools are in session for only 180 DAYS for students (Snow days 185)	
Months	Number of School Days
March	19
April	15
May	22
June	12 /Seniors 2 days
Tentative Last Day of School	June 16, 2023

March Update: Welcome Center

Enrollment

Number of students in the queue :

Kindergarten:	4
Grades 1-12:	22

Waiting lists information :

Beebe:	Grades K, 4, 6
Ferryway:	Grades 1, 4,
Linden:	Grade 6



OnLine REGISTRATION

March Update: Human Resources & Licensure Support

Overall-92 Staff require licensure attention:
 27 require SEI Endorsement **and** Content Licensure
 59 Require **only** Content Licensure
 6 require **only** SEI Endorsement

Content Licensure Attention Needed	Dec. '22	Feb 1, 2023	Mar 1, 2023
Staff on DESE Waivers	22	20	20
Staff on Emergency Licenses from 2020 (extendable per DESE)	13*	13	13
Staff on Emergency Licenses from 2021/2022 (expiring at the end of the school year)	27*	22	22
Staff with Expiring licenses	48	31	25
TOTALS:	110	86	80

SEI Endorsement Attention Needed	Dec. '22	Feb 1, 2023	Mar 1, 2023
Staff needing SEI Endorsement only	7	6	6
Staff needing SEI Endorsement and one of the licensure needs (above)	30	27	25
TOTALS:	37	33	31

*Original numbers adjusted to reflect border range of "old" emergency licenses eligible for extension

Open Positions Update (52)

Beebe K-8 (6)

ESP-PACE (2)

ESP-1:1 ESP (3)

Teacher-SEI K-4

Early Learning Center (3)

ESP-Intensive Learning Program

Teacher-Intensive Learning Program
(2)

Ferryway K-8 (5)

ESP-Kindergarten

ESP-Transitional 7-8

Teacher-SEI Grade 2

Teacher-ESL

Teacher-Special Education/Medically
Fragile

Linden K-8 (4)

ESP-Pathways (2)

Secretary- K-4

Building Monitor

Forestdale K-8 (6)

ESP-Intensive Learning Program (2)

ESP-ILP Middle School (2)

Registered Behavior Technician

Teacher-Intensive Learning Program
Grade 1

Open Positions Update (52)

Malden High School (10)

ESP-PACE

Guidance (Long Term Sub)

Jr. Custodian

Registered Behavior Technician

Secretary-Principal

Teacher-Chemistry

Teacher-ESL

Teacher-Reading Specialist

Teacher-Social Studies (Long Term Sub)

Team Chair

Salemwood K-8 (10)

ESP-K-8

ESP-1:1 ESP (2)

ESP-Pathways

Teacher-Grade 4 (Long Term Sub)

Teacher-Intensive Learning Program Gr. 1

Teacher-Math Gr. 8

Teacher-Physical Ed K-4

District (9)

Adjustment Counselor

Welcome Center- Bilingual Parent Liaison

Coach-ESL Coach

Psychologist (2)

Registered Behavior Technician

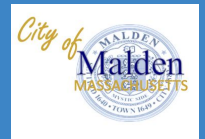
Director- English/World Language

Teacher- Special Education Reading

BCBA

Honor Roll & Middle School Honors Pathway

SY 2022–2023



Honor Roll Quarter 2



HONOR ROLL: QUARTER 2

• **CONGRATULATIONS**
• to our MPS students
• for their academic
• excellence in
• Quarter 2 of the
• 2022-23 school year!



1,397
DISTRICT



794
HONORS

479 GRADES 5-8
315 GRADES 9-12

603
HIGH HONORS

418 GRADES 5-8
185 GRADES 9-12

Middle School Honors Pathway

Objective

The MPS Middle School Honors Pathway is to recognize students for their above grade-level academic and civic skills and achievement in one or more of the four separate core content areas: English Language Arts (ELA), Math, Science, and Social Studies.

Middle School Honors Pathway

Participation Criteria

Students in the one or multiple core content areas must consistently demonstrate the following:

1. Grades in the class and honors content: 89-100
2. Differentiated assignments:
 - a. Complex multisteps assignments
 - b. Rigorous honors-level work aligned to core content standards
3. Complete 10 hours of Community Service in collaboration with school principals (5 hours for pilot year) within their school community (i.e., reading Buddies, mentorship, assisting with cafeteria cleanup, etc.)

Middle School Honors Pathway

Philosophy for Keeping Students in Heterogeneously Grouped Classes

Exposure to different perspectives: Students from different backgrounds and with different experiences bring unique perspectives and insights to the classroom and can broaden students' understanding of the subject matter and help them develop critical thinking skills.

Increased engagement: In a heterogeneous classroom, students are more likely to engage in discussions and group work, as they are exposed to different viewpoints and ideas. This can lead to a more interactive and engaging learning environment.

Improved social skills: Working with people from different backgrounds can help students develop social skills such as empathy, communication, and collaboration. These skills are essential for success both inside and outside the classroom.

Real-world preparation: In the 'real world', people work with and interact with individuals from different backgrounds and experiences. A heterogeneous classroom can prepare students for this reality and help them develop the skills needed to navigate a diverse world.

Honors Pathway Timeline

School Year 2022-2023

Pilot: Action Team Planning and Implementing

A core group of 6 teachers has been working since the summer to create the modifications to existing lessons as well as identify additional learning opportunities for deeper learning for those students capable of such work and wish to be considered for the Honors Pathway Recognition.

Two additional teachers have recently signed on to implement the pilot.

School Year 2023-2024

First Quarter: all students learn in their heterogeneously grouped classes.

Second Quarter: Based on the first quarter grading criteria (greater than 89), students who are eligible to participate in the MS Honors Pathway will be offered to participate

2nd Quarter until the end of the year: Students will remain enrolled with their classes while learning grade level material as well as deeper learning provided by their teachers.

End of Year: Students will have Honors added to their transcript.

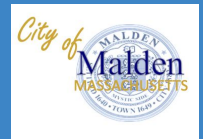
Recognition

At the end of the school year, students who completed the qualifications will have the work 'Honors' added to their transcript for the courses in which they participated.

Students participating in the pilot year will be awarded a certificate recognizing their effort and success.

Curriculum, Instruction and Assessment Department

Meeting the Needs of ALL Students



Definitions of Gifted, Enrichment, and Extension

What Qualifies as Gifted?

- The National Association for Gifted Children defines gifted students as those who “Perform – or have the capacity to perform – at higher levels compared to others of the same age, experience, and environment.” [LINK](#)
 - The US Department of Education identified that white students made up 58% of gifted education students, despite only representing 48% of the US public school population.
 - Black students represented only 8% of the gifted population, despite making 15% of the total public school population.
- Although the criteria for the cutoff for gifted education is not settled, Linda Silverman, founder of the Institute for the Study of Advanced Development, identifies gifted as students with IQ scores two (2) or more standard deviations above the norm. [LINK](#)
 - Research has shown that screening every child, as opposed to relying on nominations, has been far more equitable.

What is an Extension?

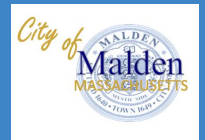
Curriculum Enrichment THEN Curriculum Extension

Our school district has made a historical milestone by not just adopting a new curriculum replacing decades old curricula, but also creating a curriculum alignment across K-8 grade levels in Literacy and Math while providing opportunities for expansions, interventions, and support for all students.

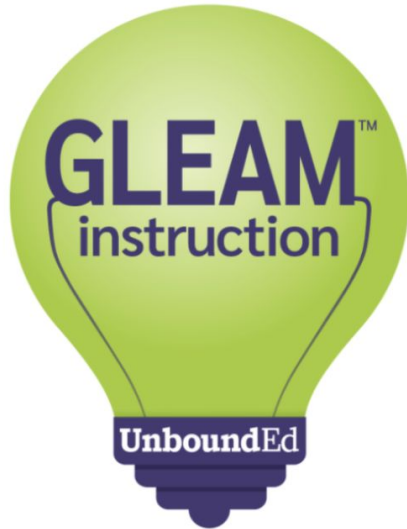
'All students need and deserve an enriched curriculum... some students then also need extension of that enriched curriculum as they demonstrate the need.'

Curriculum and Instruction for High-Performing Students in MPS

Vision, Mission, and Goals



What is GLEAM™?



Instruction that is . . .

grade-level

engaging

affirming

meaningful

Meaningful Instruction for ALL Students

- We believe that ALL students in MPS should be provided with opportunities to develop the 'soft skills' needed for college and career success.
- These skills include:
 - Collaborating with both like-, and different types of peers/learners
 - Understanding and rationalizing the perspectives of others
 - Critiquing the reasoning of others
 - Problem-solving
 - Making connections from text to real-world issues
 - Application of skills to real life situations

Why Teaching at Grade-Level Curriculum Is So Important

- When students are working on non-grade level curriculum, what are they missing?
 - The language used throughout that grade, intended to be carried into the next.
 - Representations introduced and used throughout the grade that will be tools in subsequent grade levels.
- Students who are familiar with one way of solving a problem will be less exposed to other methods and the thinking of their peers if working alone on above grade level material.
 - SMP4: Model with Mathematics
 - SMP5: Use Appropriate Tools Strategically
- Takes away opportunities for rich discussion and collaboration with peers.
 - SMP3: Construct viable arguments and critique the reasoning of others.

Standard		Standard Description	Diagnostic 2
<i>Reading Reading Literature Key Ideas and Details</i>			
+	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓
+	RL.2.1	... [A]nswer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓
+	RL.2.2	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	✓
+	RL.2.2	... Determine ... [the] central message, lesson, or moral [of stories].	✓
+	RL.2.2	Recount stories ...	✓
+	RL.2.3	Describe how characters in a story respond to major events and challenges.	✓



2nd Grade Standards




4th Grade Standards

<i>Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i>			
+	L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓
+	L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	✓
<i>Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>			
+	L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	✓
+	L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	✓
+	L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	✓

Example of A Student in the Program Who Has Gaps within Grade-Level and Below Grade-Level Standards

Curriculum-Based Differentiated Support for High-Performing Students

CKLA (Literacy K-5)	Eureka and Eureka^2 (Math K-5)
<p>'Challenge' sidebar options for teachers to extend and/or enrich a lesson for students who have demonstrated mastery of the lesson objective(s).</p> <p>Culturally responsive trade books that align with each unit in each grade level for students to read and engage in extension projects with peers.</p> <p>Novel studies (2 per each grade level 3-5) for students to read independently and/or in groups and form literature circles to deeply discuss/analyze/debate the text.</p> <p>Enrichment passages, along with comprehension questions at the end of every student reader in Grades 3-5 that are written at a higher Lexile level than the rest of the passages in the reader.</p>	<p>Eureka Math Squared</p> <p>The teacher manual provides:</p> <ul style="list-style-type: none">• Differentiation: Support• Differentiation: Challenge• Language Support• Promoting Standards of Mathematical Practice <p>Eureka Math</p> <ul style="list-style-type: none">• "Notes on Multiple Means of Engagement" in the margins of the teacher manual to address both students working above grade level as well as ELL students and students working below grade level. 

Curriculum-Based Differentiated Support for High-Performing Students

Amplify ELA (Literacy 6–8)

'Challenge' differentiation support that students can be assigned to on the online platform that provides them with extended writing prompts and assignments such as:

- Comparing two sections of a text
- Creating counter-arguments as opposed to only one argument
- Finding evidence to support both sides of an argument

An adaptive 'vocabulary app', adjusted based on students' prior performance level, that provides students with ongoing practice with frequently used Tier $\frac{2}{3}$ vocabulary words.

An Amplify library that includes over 700 e-books and audio books that students can read at school or at home.

Archives within the Amplify Library that are closely connected to unit texts, for students to engage in research questions and projects.

Open Up Resources (Math 6–8)

Select classroom activities include an opportunity for differentiation for students ready for more of a challenge.

Every extension problem is made available to *all* students with the heading "Are You Ready for More?"

These problems go deeper into grade-level mathematics and often make connections between the topic at hand and other concepts at grade level or that are outside of the standard K-12 curriculum.

They are not routine or procedural, and intended to be used on an opt-in basis by students if they finish the main class activity early or want to do more mathematics on their own.

Sample Lexile Levels of CKLA Texts by Grade

CKLA Texts

Grade 4: 800L

- Excerpts from “The House on Mango Street”

Grade 5: 940L

- Dover Thrifts Classics version of “Don Quixote”

Grade 6: 1010L

- “The Secret of the Yellow Death: A True Story of Medical Sleuthing”

Grade 7: 1030L

- Excerpts from “Phineas Gage, A Gruesome Story about Brain Science”

Grade 8: 1060L

- Excerpts from The Narrative of the “Life of Frederick Douglass”

Grade	College & Career Ready “Stretch” Lexile Bands
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11 and 12	1185L to 1385L

Example of Challenge Activities for CKLA - Grade 4

Contents Geology The Changing Earth Reader

Chapter 1	Earth's Changing Surface	2
Chapter 2	Earth's Layers and Moving Plates	12
Chapter 3	Earth's Shakes and Quakes	22
Chapter 4	Earth's Fiery Volcanoes	32
Chapter 5	Mythic Volcano Spirits.	42
Chapter 6	Earth's Building Blocks	52
Chapter 7	Earth's Powerful Forces of Change.	62
Chapter 8	Earth's Mighty Mountains	72
Chapter 9	Earth's Undersea World	82

Selections for Enrichment

The Rock Towns of Cappadocia.	90
Violent Vesuvius	100
A Deep-Sea Detective Story	110

Glossary	118
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Enrichment

A Deep-Sea Detective Story

The discovery of seafloor spreading at mid-ocean ridges was a turning point in geology. It helped explain how continents move. It became a key part of the theory of plate tectonics.

The discovery of mid-ocean ridges also changed how many scientists thought about the ocean bottom. Up until that time, many considered it to be a fairly boring place—cold and dark and relatively lifeless. Now, suddenly, they'd found all this volcanic activity along mid-ocean ridges. Was that all, or were other interesting things happening at mid-ocean ridges?

Some scientists thought about volcanic activity on land. For example, Yellowstone National Park is a volcanically active place. True, no lava is erupting at Yellowstone (at least it hasn't for a very long time). But geysers and hot springs are all over the park. Scientists understood how Yellowstone's geysers form. Water seeps into deep cracks in the crust. The water is heated to very high temperatures by magma lying below the crust. Then a mix of hot water and steam shoots back to the surface, where it explodes out of the ground.

"Were there geysers along mid-ocean ridges?" scientists wondered. All the ingredients were there: water, cracks in the crust, and magma just below. If seawater seeped down into cracks along the mid-ocean ridges, wouldn't it be heated by magma beneath the crust? Wouldn't this hot seawater then erupt to form deep-sea geysers?

110

'Enrichment'
Passage in same text

NAME: _____

DATE: _____

E3.1

ACTIVITY PAGE

A Deep-Sea Detective Story

Word(s) from the Chapter	Pronunciation	Page
Galapagos	/gaˈlɒpəˈɡoʊz/	113

As you read the enrichment selection, "A Deep-Sea Detective Story," answer the following questions using complete sentences.

1. Name two discoveries that changed how people thought about geology.

Page(s) _____

2. What are some clues scientists look for when searching for hydrothermal vents?

Page(s) _____

Activity page 'Response to Text' task that connects to the enrichment passage.

Example of Challenge Activities for CKLA - Grade 5

Unit 6: The Reformation: Shifts in Power

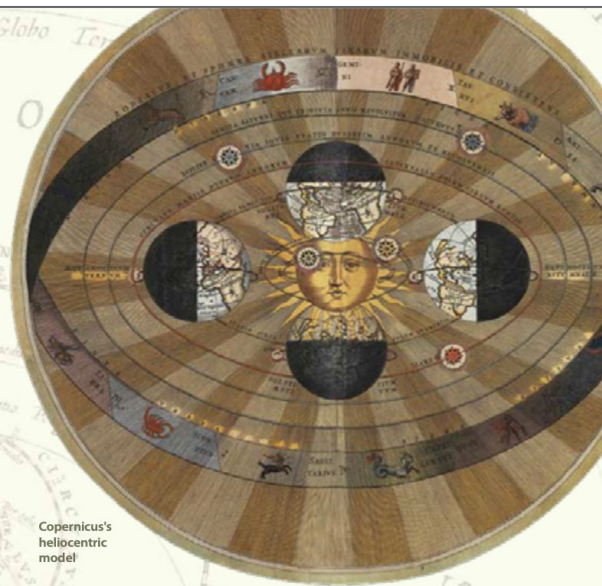
Challenge

Compare and contrast the terms *geo* and *helio*. What are some other words that you can find and define that use these terms, and how are they related to the earth and sun? (e.g., *geo*—geology, geode, geography; *helio*—heliotrope, helioscope, heliosis)

Challenge

What difference would a heliocentric approach to explaining the universe—instead of a geocentric approach—make, as far as the Church was concerned? Why was the Church concerned with scientific theories?

These types of 'challenge' sidebar activities are included in each lesson, K-5.



Copernicus's
heliocentric
model

Copernicus was born in 1473 CE, in the Polish city of Thorn (now called Toruń). In the early 1500s—about the time Martin Luther was forming his religious beliefs—Copernicus was studying the movements of the planets and stars. (He made all his observations with the naked eye, because the telescope hadn't been invented.) What Copernicus observed happening in the heavens, however, didn't really match Ptolemy's geocentric model. He concluded that Ptolemy and the ancients were wrong. Earth does not sit still at the center of the universe. Instead, Earth and other planets revolve around the sun! Copernicus's findings supported a heliocentric, rather than a geocentric, view of the universe.

Amplify ELA Six Levels of Differentiation

Differentiation

The Amplify ELA curriculum is designed so that, whenever possible, one engaging activity serves the needs of every student, providing appropriate challenge and access for all. The program was built on the principles of Universal Design for Learning and reviewed by CAST, a non-profit education research and development organization. In cases when Amplify's Universal Design cannot meet the needs of all learners, the program provides materials that enable teachers to deliver differentiated instruction to help each and every student meet grade-level standards.

Six levels to support all students



CORE

Designed for students reading and writing at grade level. **Universal Design for Learning** principles provide the foundation for these activities aimed at supporting students in reading and understanding complex texts.



SUBSTANTIAL

Designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters.



ELL/DEV

Designed for English Language Learners (ELLs) at the Developing level. Supports include simplified vocabulary, word banks, visual cues, prompts broken into small segments, shortened reading passages, guiding questions, and/or sentence starters.



MODERATE

Designed for students who need clear and strategic supports for vocabulary, language, and syntax in complex texts, including ELLs at the Expanding level. Supports include guiding questions, a list of ideas to consider, sentence starters, and simplified language in Writing Prompts.



LIGHT

Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters.



CHALLENGE

Designed for students who read and understand text at their grade level easily and fluently. The Core Writing Prompts often provide an appropriate challenge for these students. The Challenge prompts may ask students to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument.

Example of Challenge Activity for Amplify ELA - Grade 6

1. Choose one quote from the text that helped you predict what would happen later in the story.

A

"It was the den of a giant, who... lived aloof in his own lawless way. And what a formidable monster he was!" (17)

B

"I had an instant foreboding that we were going to find ourselves face to face with some barbarous being of colossal strength and ferocity, uncivilized and unprincipled." (19)

C

"My men were not going to be very likeable characters."

2. How does the quote you chose help you predict what happens later in the story? What is the connection between this quote and later events?

3. Use these sentence starters to help you get started writing.

- The quote _____ shows that the Cyclops is _____.
- The quote _____ shows that Odysseus and his men are in _____.
- _____ helped me predict _____ because _____.

Write here...

Pick one of the details you highlighted and describe how Odysseus uses it to foreshadow what comes later in his story. Explain how the detail fits into the plot, and how it helps Odysseus hint at what kind of character the Cyclops is and how he will react to finding strangers in his cave.

Write here...

'Core' Support Prompt

Pick one of the details you highlighted and explain how Odysseus uses it to foreshadow what comes later in his story. Then select a detail that foreshadows what the Cyclops will do. Make sure to explain how each detail hints at what kind of characters both Odysseus and the Cyclops are and what they will do later in the story.

Write here...

'Challenge' Prompt

Differentiation in Task for Unit 6D, Sub-Unit 2, 'Odysseus'

Moderate → Substantial Support

Example of Challenge Activity for Amplify ELA - Grade 7

African American Women Writers Archive

Research Questions

1. What common themes unite the texts in this collection?
2. How do different women in this collection deal with the disappointments of being unable to fulfill their dreams?

African American Women Writers Archive

Excerpt: *To Be Young, Gifted and Black: An Informal Autobiography of Lorraine Hansberry*

Author: Lorraine Hansberry, adapted by Robert Nemirow
Published: 1969

The New York Times:

April 23, 1964

With reference to [civil disobedience](#) and the Congress of Racial Equality stall-in:

... My father was typical of a generation of Negroes who believed that the "American way" could successfully be made to work to [democratize](#) the United States. Thus, twenty-five years ago, he spent a small personal fortune, his considerable talents, and many years of his life fighting, in [association](#) with NAACP attorneys, Chicago's "[restrictive covenants](#)" in one of this nation's ugliest [ghettos](#).

That fight also required that our family occupy the [disputed](#) property in a hellishly [hostile](#) "white neighborhood" in which, literally, howling mobs surrounded our house. One of their missiles almost took the life of the then eight-year-old signer of this letter. My memories of this "correct" way of

African American Women Writers Archive

How It Feels to Be Colored Me

Author: Zora Neale Hurston
Published: 1928

I am colored but I offer nothing in the way of extenuating circumstances except the fact that I am the only Negro in the United States whose grandfather on the mother's side was *not* an Indian chief.

I remember the very day that I became colored. Up to my thirteenth year I lived in the little Negro town of Eatonville, Florida. It is exclusively a colored town. The only white people I knew passed through the town going to or coming from Orlando. The native whites rode dusty horses, the Northern tourists chugged down the sandy village road in automobiles. The town knew the Southerners and never stopped cane chewing when they passed. But the Northerners were something else again. They were peered at cautiously from behind curtains by the timid. The more venturesome would come out on the porch to watch them go past and got just as much pleasure out of the tourists as the tourists got out of the village.

The front porch might seem a daring place for the rest of the town, but it was a gallery seat for me. My favorite place was atop the gate-post. Proscenium box for a born first-nighter. Not only did I enjoy the show, but I

African American Women Writers Archive

Interior of a house in the Chicago slums, 1954



-African American Women Writers' Archive -
Can be Connected to 'A Raisin in the Sun' unit

Example of Challenge Activity for Amplify ELA - Grade 8

In *Maus*, Art Spiegelman tells his father's story as a survivor of the Holocaust. How did he portray his father?

Substantial Support

Copy and paste one piece of evidence that supports your idea.

Use your answers to write about how Art Spiegelman portrays his father in *Maus*. Include evidence from the text and/or images.

Choose one or two of the following sentence starters to help you get started writing.

- Vladek is mainly portrayed as a _____ in the text.
- The author shows this when he writes _____.
- Vladek's actions show this when he _____.
- You can see this in the images when Vladek _____.

'Challenge' Prompt

In *Maus*, Art Spiegelman tells his father's story as a survivor of the Holocaust. How did he portray his father: mainly as a victim, mainly as a resister, or something else?

Use evidence from the text to support your reasoning. Include a possible counterclaim and argue against this counterclaim.

B / U [List Icons]

Write here...

'Core' Support Prompt

In *Maus*, Art Spiegelman tells his father's story as a survivor of the Holocaust. How did he portray his father: mainly as a victim, mainly as a resister, or something else?

B / U [List Icons]

Write here...

Example of Differentiation Support Provided in Teacher Manual - Gr. 1

Differentiation: Support

If students need support with comparing, they can use the one-to-one matching strategy of touching fingertips to compare their numbers.

Consider also having students say their counts as they touch fingertips so that they experience the greater number being said last.

Support Suggestions

Differentiation Challenge

Differentiation: Challenge

Consider asking the following questions:

- If you didn't have a number path, how would you compare two amounts?
- Which numbers on the number path are greater than 7? Which numbers on the path are greater than 9?

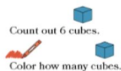
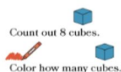
If students are ready, briefly introduce the greater than symbol ($>$) by recording a comparison on a whiteboard, such as $9 > 7$.

Although the concept of difference is not taught until module 2, some students may notice how many more or how many fewer there are in one set than another.

For these students, ask the following questions:

- How many extra blue cubes are there?
- How many more green cubes would we need to make the groups the same?

EL Supports throughout



Example of Differentiation Support Provided in Teacher Manual - Gr. 4



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Cuisenaire rods can be used to model 1 whole (brown), 2 halves (pink), 4 fourths (red), and 8 eighths (white). If concrete Cuisenaire rods are unavailable or otherwise challenging, virtual rods can be found at the link below:

<http://nrich.maths.org/4348>.

Notes on Multiple
Means of Action
and Expression

Notes on Multiple
Means of
Engagement:
Challenge

Notes on Multiple Means
of Representation for EL
students



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

While discussing sixths, eighths, tenths, and other fractional units that end in *-th*, check that English language learners are able to hear and say the ending digraph /th/. Help them distinguish the meaning and pronunciation of, for example, the whole number *six* and the fraction *sixths*.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Offer an alternative to Problem 2 on the Problem Set for students working above grade level. Challenge students to compose a word problem of their own to match one or more of the tape diagrams they construct for Problem 2. Always offer challenges and extensions to learners as alternatives, rather than additional *busy* work.

Example of Differentiation Support Provided in Teacher Manual - Gr. 6

Support for Students with Disabilities

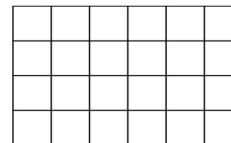
Support for Students with Disabilities

Executive Functioning: Visual Aids. Create an anchor chart (e.g., definition and visual for ratio as described in the lesson) publicly displaying important definitions, rules, formulas or concepts for future reference.

“Are you ready for more?”

➡ Are you ready for more?

1. Use two colors to shade the rectangle so there are 2 square units of one color for every 1 square unit of the other color.
2. The rectangle you just colored has an area of 24 square units.



Draw a different shape that does *not* have an area of 24 square units, but that can also be shaded with two colors in a 2 : 1 ratio. Shade your new shape using two colors.

Support for English Language Learners

Support for English Language Learners

Conversing: MLR 8 Discussion Supports. To help students identify, and have language for, the types of categories that can be quantified, ask students to count out loud how many there are of a particular type (e.g., blue items). Publicly record a list quantities that surfaced (e.g., number of blue items).

Design Principle(s): Cultivate conversation

Curriculum-Based Differentiated Support for ELs and SWD

CKLA (Literacy K-5)

'Language Studio' supplemental program purchased for all ESL teachers

Audio and e-Book versions of the student readers

Image cards in Grades K-3 to enhance student understanding of concepts

Editable slides for educators to add additional audio, visuals, and/or graphic organizers to their lessons

Assessment and Remediation Guide (ARG) for supplemental lessons to support students with unfinished learning

Intervention Toolkit with lessons and activities to support unfinished learning

Fluency supplement with a variety of short passages for students to practice their accuracy, automaticity, and prosody

Eureka and Eureka^2 (Math K-5)

Eureka Math Squared

The teacher manual provides:

- Differentiation: Support
- Differentiation: Challenge
- Language Support
- Promoting Standards of Mathematical Practice
- Increased visuals and sentence frames

Eureka Math

- "Notes on Multiple Means of Engagement" in the margins of the teacher manual to address both students working above grade level as well as ELL students and students working below grade level.
- "Notes on Multiple Means of Action and Expression" help provide teachers with multiple ways for students to show understanding.

Curriculum-Based Differentiated Support for ELs and SWD

Amplify ELA (Literacy 6–8)

Six (6) levels of differentiation on online platform for educators to provide students with differentiated writing prompts while still meeting grade-level standards

Audio, e-Book, and chunked versions of the texts and passages

Ability for educators to translate the online platform and passages into students' home languages by right clicking the page

Sentence starters for writing prompts

Additional supplemental lessons for teachers to use with students on unfinished learning in grammar, vocabulary, and morphology

Audio and visual supports to provide entry points for students into the context of a complicated text

Open Up Resources (Math 6–8)

This curriculum builds on foundational principles for supporting language development for *all* students in the:

Course- foundation of curriculum: theory of action and design principles that drive a continuous focus on language development

Unit- unit-specific progression of language and content development included in each unit overview

Lesson- language goals embedded in learning goals describe the language demands of the lesson

Activity- additional supports for English language learners and SWD based on demands of the activity & math language routines

A.E.A.P Update

SY 2022-2023



Promotion and Time Invested in A.E.A.P

Promotion

Superintendent's Monthly District Updates Since March 17, 2022

[Website Announcement since May 2, 2022](#)

Registration Booklet

Webinars – May 9 & June 14, 2022

Numerous In-Person and Zoom Meetings as well as Telephone Calls with Parents, School Committee Members, and Internal Staff to develop, promote and clarify the AEAP program.

Information shared with Principals to share with families who were interested in the program

FOIA requests March 17, 2022:

- 1,848 emails under Gifted
- 13,091 under A.E.A.P
- 221 under Accelerated Enriched Academic Program

Data requests

- Hours invested: 40 hours

Superintendent:

- 31,300 emails under A.E.A.P (as of 3/3/2023)
- 158 meetings; approximately 316 hours: prep time for creating the format of the current program, presentations, answering inquiries, meeting with parents, in-district meetings.

Staff:

- Almost 100,000 emails related to A.E.A.P. (as of 3/3/2023)
- 210+ in-district meetings: Approximately 2-4 hours per meeting to analyze data, assess students, creating the structures, systems, and implementing the new program admissions criteria.
- 9 working Group meetings
- Multiple meetings with parents, answering questions, and having phone conversations.
- Assigned a coordinator for the program

Note: No other program in the entire district received this amount of time, effort, and attention from district administration and staff during the last 10 months.

District Enrollment: 6,448

Program Enrollment: 109



Every School – Every Classroom – Every day

Curriculum alignment across grade levels and subjects providing opportunities for expansions, interventions, and supports.

- Malden Public Schools believes that ALL students have the right to a great education in every single school and in every single classroom
- Malden Public Schools believes all students deserve rigorous curriculum and instruction and strong relationships with peers and adults.
- Malden Public Schools believes in an inclusive school environment rather than creating exclusionary classroom settings.
- Malden Public Schools **focus is on individual student growth**. Each student must be making academic and social emotional progress.