

# Superintendent's Report

*Every School, Every Classroom, Every Student, Every Day!*

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*Dr. Noriega-Murphy, Superintendent  
November 13, 2023*

# Agenda

- ❑ Welcome and Introduction: Meklit Abel - School Committee Student Representative
- ❑ Celebrations
- ❑ Nature's Classroom: Traveling Permission Request - Ferryway and Salemwood
- ❑ Achievement Recognition:
  - ❑ Emilys Peña, Assistant Superintendent of Curriculum, Instruction, and Assessment
- ❑ District Enrollment: Welcome Center and Class Sizes
- ❑ SY 2021-2022 Emerging Priorities, Problem of Practice, Strategy, Instructional Framework
- ❑ Curriculum: Curricula, Process, Pedagogy
- ❑ Professional Symposium
- ❑ Literacy
- ❑ SY 2021-2022 K-8 ELA/Literacy Curriculum Adoption Timeline and Process
- ❑ SY 2022-2023 Professional Development, Success of Implementation
- ❑ Literacy and Numeracy: Differentiated Supports for Students
- ❑ SY 2023-2024 Looking Ahead
- ❑ Ferryway School Video

# School Committee Student Representative

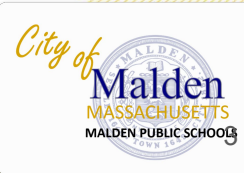


## Meklit Abel - Grade 12

“Meki” is a valued member of the Class of 2024. She has served as the President of the Class of 2024 for the past three years. She also founded and serves as President of the first Malden High School Black Student Union. Meki is a member of the National Honor Society (NHS) as well as the Science National Honor Society.

Along with her academic achievements at MHS, Meki is active in the community. She is part of the City Hall Racial Equity Team, Mayor's Youth Employment Program (MYSEP), YMCA, and the Massachusetts Ethiopian Support Association.

Meki is a great representative of the students that Malden High School is so proud to walk our halls and grace our city.

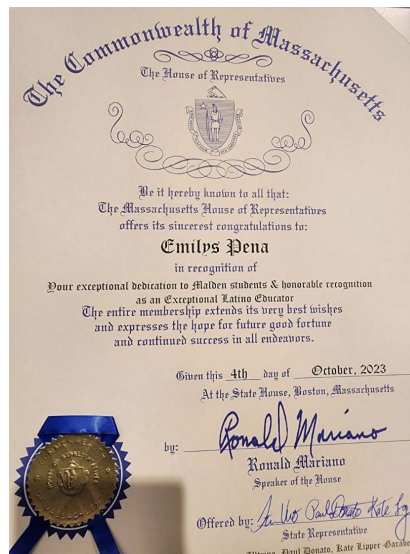



# Celebrations





# Congratulations!





**2023**

**MSAD**

### THE GOLDEN HAND AWARD

## EMILYS PEÑA

We are delighted to honor Emilsys Peña, a remarkable individual whose commitment and leadership have significantly advanced the Deaf and hard of hearing community.

**Leadership at HMS:**

- Emilsys Peña, the first tri-lingual Latine Assistant Head of School at Horace Mann School, played a pivotal role in establishing HMS as a dual language program with a focus on ASL and English equality.

**Campaign for ASL and English Equality:**

- Alongside her colleagues and dedicated staff, Emilsys worked tirelessly to gain recognition for ASL as an equal language to English.

**Dual Language Certification:**

- Their efforts led to the certification of HMS as a dual language ASL/English school, marking a significant milestone in the school's history.

**Advocating for Deaf Leadership:**

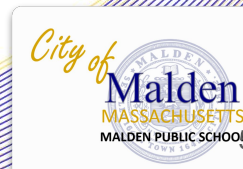
- Emilsys recognized the need for Deaf administrators and educators at HMS and played a key role in creating opportunities for Deaf professionals.

**Expanding Deaf Representation:**

- Through her dedication, Deaf staff, educators, and specialists were actively recruited, contributing to a significant increase in Deaf representation among the faculty.

**Empowering Deaf Individuals:**

- Emilsys Peña's ongoing commitment to empowering Deaf individuals and promoting ASL and English equality is truly commendable.



# Nature's Classroom



## FERRYWAY SCHOOL'S NATURE'S CLASSROOM TRIP



Date: May 28th-31st  
Location: Camp Cody 9 Cody Rd, Freedom NH, 03836  
Cost: \$350  
Transportation: Bus  
6th Grade Students Only

Immerse yourself in the wonders of the great outdoors with us! Our Nature's Classroom School Field Trip promises an enchanting journey, brimming with hands-on learning opportunities, collaborative teamwork, and transformative personal growth.

## Forestdale School

Date: April 8-10, 2024

Location: Camp Cody, NH

Cost: \$250

Transportation: Bus

130 students: 6th and 7th graders,

Fundraisers Fall Festival (Estimate income \$3000)

- \* Election Day Bake Sale (\$900)
  - \* Prize Calendar (Estimate income \$5000 based on past years)
  - \* Candy Bingo (Estimate income \$500)
  - \* Sponsor a Student ( 25 students, \$6,250)
  - \* Penny Wars in February (\$1,200 based on past years)
  - \* Restaurant nights (\$600)
  - \* Grant ( Pending approval \$10,000)
  - \* Current funding between the grades (\$4,000)
  - \* Hat day ( Estimate income \$300 based on past years)
- Total potential fundraising: \$31,750



## Salemwood School:

Date: March 26- March 28, 2024

Location: Charlton, MA

Cost: \$275

Transportation: Bus

- 120 students in Gr 6, hoping all can attend or close to all
- Fundraisers like Movie Night, Open Gym, Selling water bottles, etc.





## ABOUT NATURE'S CLASSROOM

Nature's Classroom, Inc. has given students and teachers the opportunity to experience education from another perspective: outside the walls of the classroom.

We take a holistic approach to learning, and foster not only the educational growth of students, but also social and personal growth. After living and learning together at Nature's Classroom, Inc. students develop a sense of community, a confidence in themselves, and an appreciation for others that is carried with them back into the school community. A trip to Nature's Classroom, Inc. is not simply just environmental education but a unique human experience



## FOR MORE INFORMATION...



### CONTACT THE TEACHERS:

Ms. Strayer: [sstrayer@maldenps.org](mailto:sstrayer@maldenps.org)  
Ms. Kalman: [pkalman@maldenps.org](mailto:pkalman@maldenps.org)

OR

### NATURE'S CLASSROOM:

☎ 508-248-2741

📍 19 Harrington Rd, Chariton, MA 01507

✉ [info@naturesclassroom.org](mailto:info@naturesclassroom.org)



## WELCOME TO



Join us for fun-filled days of learning, exploring, and growing!

[WWW.NATURESCCLASSROOM.ORG](http://WWW.NATURESCCLASSROOM.ORG)

## FREQUENTLY ASKED QUESTIONS

**Q: Will I need to send money or food with my child?**

A: No. There will be no need for any money beyond the camp tuition.

**Q: Can my child bring their cell phone?**

A: No. Nature's Classroom rules dictate that no electronics can be brought to camp.

**Q: How can I be updated of my child's learning experience?**

A: We will be using Class Dojo to send out stories and pictures of the kids' day.

**Q: What if my child gets injured or takes medication?**

A: There is an Emergency Medical Technician on site or on call 24 hours per day.

**Q: What do I pack for my child?**

A: Each family will receive a packing list in March or when a student's bill is paid in full.

**\*For a complete list of FAQ's, please visit [naturesclassroom.org](http://naturesclassroom.org)**



"Camping allows us to escape the bustle of everyday life and reconnect with nature."

## INFORMATION

### DURATION

- Two nights and three days
- Tuesday 3/26/24 - Thursday 3/28/24

### COST

- Approximately \$325 per student
- Cost includes food & transportation
- Fundraising and grants will help reduce the cost for each student

### SUPERVISION & DORMS

- During the day the Nature's Classroom staff will be leading classes and small group activities with no more than 12 children.
- At night and during breaks the Salemwood School staff will be supervising dormitory areas.
- Your child will be given the opportunity to choose who he/she would like to bunk with and we use that list to create table, room, and group assignments. Your child will be with at least 1 person of his/her choice all day.
- Boys and girls are housed in separate buildings with private bathroom stalls and showers.

## BEST



## MOMENTS



# Enrollment

District Enrollment  
Welcome Center  
Class Sizes



# District Enrollment

June 10, 2023 6,509 (End of SY 2022-2023)  
 September 11, 2023 6,275 (beginning of SY 2023-2024)  
 November 11, 2023 6,444

## Malden Public Schools

### District Enrollment

Page 1

November 11, 2023

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Other	Total
Beebe	Beebe School	0	95	112	114	108	95	102	96	101	94	0	0	0	0	0	0	917
ELC	Early Learning Center	262	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	262
Ferryway	Ferryway School	0	94	102	110	104	100	100	99	99	97	0	0	0	0	0	0	905
Forestdale	Forestdale School	0	52	58	63	61	58	66	49	70	79	0	0	0	0	0	0	556
Linden	Linden School	0	86	86	96	97	96	96	90	92	95	0	0	0	0	0	0	834
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	499	463	497	440	11	0	1910
OutDst	Out of District	1	1	4	1	4	4	4	4	3	7	12	5	5	8	9	0	72
Salem	Salemwood School	0	96	96	122	93	100	104	121	123	125	0	0	0	0	0	0	980
Services	Services Only - Private School	5	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	8
Totals		268	425	458	506	469	453	472	459	488	497	511	468	502	448	20	0	6444

# Update: Welcome Center

## Enrollment

### Number of students in the queue :

Kindergarten (2023-2024) 9

Grades 1-12: (2023-2024) 24

### Waiting lists information :

Beebe: Grades K & 5

Ferryway: Grades 2, 4, & 5

Linden: Grade K

Salemwood Grade K & 8



**OnLine REGISTRATION**

# Class Sizes

Class Size (as of 11/7/2023)	
School	Average Class Size
Beebe	19.0
ELC	7.2
Ferryway	19.2
Forestdale	16.3
Linden	20.0
Salemwood	18.0
MHS	21.3

MHS Number of Students Per Class	Percent of Classes	MHS Enrollment	
Less than 15	21%	Date	Enrollment
15-20	20%	6-10-23	1,861
21-25	23%	9-11-23	1,907
26-30	26%	11-11-23	1,910
31-35	8%		
	Choir Advanced Media Production, H Play Production, H		
More than 35	1% Study Hall		

# SY 2021-2022

Emerging Priorities  
Problem of Practice  
Strategy



Coherence

Alignment

Calibration

Measurable

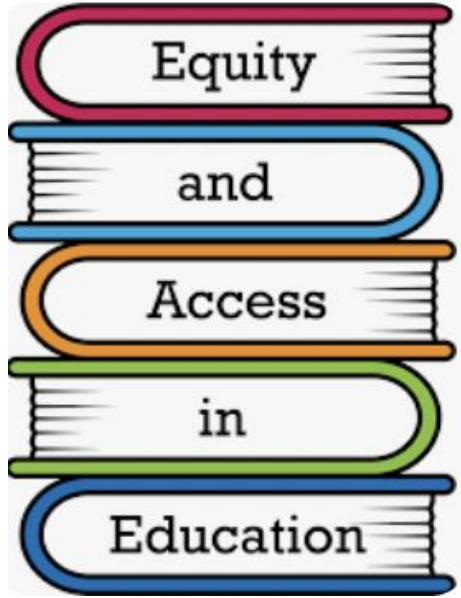
Accountability

## Emerging Priorities

- **Instructional Core**
  - Curriculum
  - Resources
  - Schedules: Time on Learning
  - Student Needs: Data - Interventions



# Problem of Practice (POP) SY 21-22



- Inconsistency of teaching and learning across grade levels, same subjects, and within schools on curriculum implementation due to lack of district curricula
- Students at each school were having different learning experiences and exposed to different learning
- Teachers creating their own curriculum
- Resources needed to support instruction
- K-8 schools had different schedules and offer different minutes for core courses
- EL no longer assigned to Salemwood only
- There are EL students with developing proficiencies who spend a period, several periods, or the entire day not in classes with their same-grade level peers and not exposed to grade level curriculum.

# Strategy to approach the POP

Use and follow the The Massachusetts Curriculum Frameworks (Standards) to provide Educators, students and families with clear and shared expectations for what all students should know and be able to learn by the end of each year. (Alignment and Coherence)

**Ensure that all students have access to consistent Grade-Level, Standards-Based, High-Quality Curriculum, with High Quality Materials, and High Quality instruction. (Calibration, Measurable, Accountability)**

***Every School- Every Classrooms, Every Student, Every Day!***

Created a coherent and transparent Program of Studies to support students and families/caregivers on having access to what students are expected to learn at each grade level, each subject, and at each school. (Transparency and Communication)

Invest in curricula that is standards-based and aligned all our assessments to the standards.

Set clear expectations for teaching and learning.

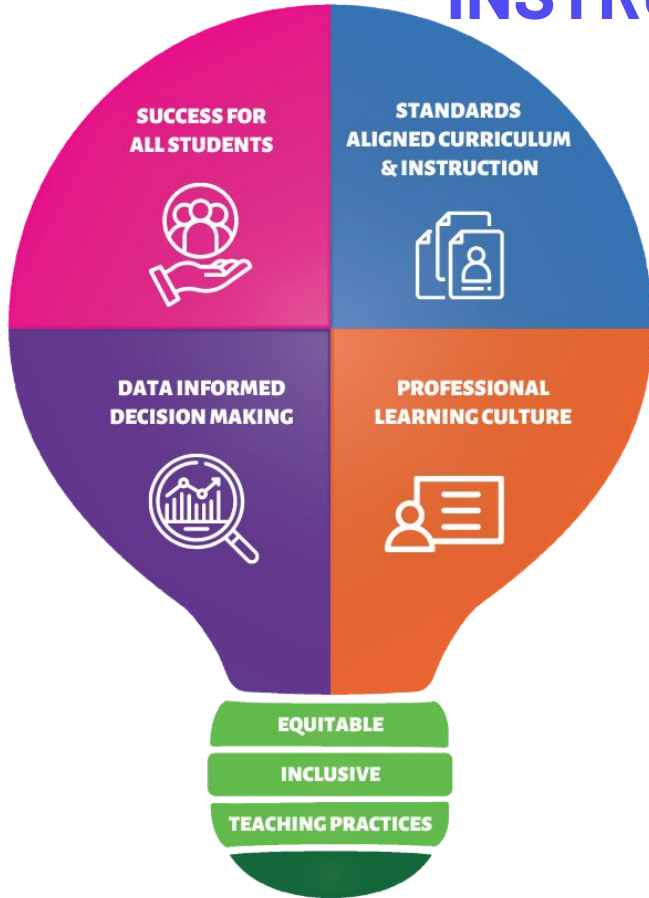
Set clear benchmarks and interventions to support all students

Groups of Educators developed explicit curriculum maps, scopes and sequences of skills that are in the Program of Studies.

For Multilingual Learners and Special Education students, we aim every day to create more inclusive, assets-based model where students fully engage in their school communities, and these communities engagement provides the fuel for their academic, linguistic, and social emotional development.

We aligned the Time on Learning for all courses based on DESE recommendations.

# Malden Public Schools INSTRUCTIONAL FRAMEWORK



## Five Core Principles

1. **Success for All Students**
2. **Standards Aligned Curriculum & Instruction**
3. **Data Informed Decision Making**
4. **Professional Learning Culture**
5. **Equitable, Inclusive, Teaching Practices**



# Curriculum

Process  
Curricula  
Pedagogy

# Curriculum

**“Curriculum** is the heart of the solution to educational inequities because it is a container for so much that happens during each school day.

**Curriculum** is much more than the content students learn in a given unit, semester, or grade. The curriculum includes students' texts and tasks, shapes pedagogy, and pedagogy affects how a student experiences school.

**A high-quality curriculum** includes lessons that empower students and develop their critical thinking and communication skills.

**A high-quality curriculum** creates a classroom culture that nurtures students' leadership, agency, and ownership of their learning and encourages critical analysis of the world. Such curriculum gives us a way to put equity into action day in and day out.” (ASCD 2023)

# Process



## English Language Arts & Literacy Products — Overview of Ratings

Through CURATE, the Department of Elementary and Secondary Education (DESE) convenes panels of Massachusetts teachers to review and rate evidence on the quality and alignment of comprehensive core curricular materials, then publish their findings here for educators across the Commonwealth to consult to support informed local decision-making about curricula.

CURATE panels only review comprehensive core materials that have been found by an independent, teacher-led gateway evaluator to be partially or fully aligned to college- and career-ready standards. Comprehensive core curricular materials, print or digital, are those that generally cover all the knowledge, skills, and practices outlined in the college- and career-ready standards for the content area. They are designed for use as the standalone primary instructional materials for core instruction through which *all students* access grade-level content standards during a year or semester of study, to support coherent sequence and progression of grade-appropriate knowledge, skills, and practices. This means that for ELA/Literacy grades K–5, comprehensive core materials would attend also to all components of foundational skills: print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency.

# Curricula:

## Literacy:

- Amplify CKLA (Literacy K-5)
- Amplify ELA (Literacy 6-8)

## Mathematics:

- Eureka and Eureka<sup>2</sup> (Math K-5)
- Open Up Resources (Math 6-8)
- Carnegie Learning, DESMOS (MHS)

## History

- TCI Pilot (K-4)
- Houghton Mifflin Harcourt (Gr. 9-12)

## Science

- Amplify Science Pilot (K-4)
- TCI Pilot (K-4)
- Open SciEd (Pilot 6-8)
- Active Learning—Physics (Gr. 9)
- Environmental Science -SAVVAS

## Social Emotional Learning K-8:

- Caring School Community (2nd year implementation)



# ART of Teaching: Pedagogical Methods and Techniques

## TEACHING METHODS & TECHNIQUES

### Understand the Curriculum:

Thoroughly understanding the curriculum goals, objectives, and content. What are the desired learning outcomes? What topics and skills should be covered?

What are students expected to learn by the end of the day, lesson, unit, school year?

### Identify Learning Styles and Needs: BUILD Relationships with students

Know your students. Consider the diverse learning styles and needs of your students. Are there visual learners, auditory learners, kinesthetic learners, or other types of learners in your class? Recognizing these differences will help you choose appropriate teaching methods

### Scaffold Learning:

Break down complex topics into smaller, manageable chunks. Use a scaffolded approach where each lesson builds upon the previous one. This helps students gradually master the material.

### Differentiate Instruction:

Recognize that students have different learning paces and abilities. Differentiate instruction by offering various levels of difficulty or alternative assignments to cater to individual needs.

### Use Amazing Teaching Strategies: to unpack the standards and goals

Choose teaching strategies that align with the curriculum's goals and the needs of your students.

Use teaching methods such as the small group work, turn-and-talk, checking for understanding, peer-to-peer reading/work, hands-on activities, role playing (Skits), integrate project based learning, use multimedia, and presentations.

### Use Active Learning:

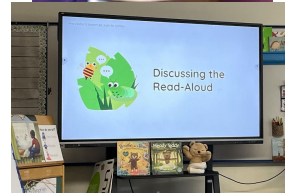
Incorporate active learning techniques that engage students in the learning process such as critical-thinking, problem-solving exercises, debates, simulations, and real-world projects.



# Art of Teaching:



curriculum



# Professional Symposium

November 7,  
2023

# MALDEN PUBLIC SCHOOLS

## PD REFLECTIONS/FEEDBACK

453  
TOTAL  
RESPONSES

### STRONGLY AGREE OR AGREE

96.3%

the presenters  
were  
knowledgeable  
and effective

88.8%

they gained  
knowledge and  
skills to  
implement this  
pd into their  
professional  
roles

89.9%

the strategies used  
by the presenters  
were helpful in  
helping them attain  
the pd goals or  
outcomes

86.1%

the pd provided  
them with research-  
based instructional  
strategies to assist  
students in meeting  
rigorous academic  
standards



November 7,  
2023

# MALDEN PUBLIC SCHOOLS

## PD REFLECTIONS/FEEDBACK

453  
TOTAL  
RESPONSES

STRONGLY AGREE OR AGREE

72.6%

the array of pd  
options provided  
them with  
sufficient choices

77.7%

the professional  
learning sessions  
aligned with  
their specific  
needs and goals

87.2%

setting up their  
professional  
learning schedule  
using SCHED was a  
straightforward and  
user-friendly  
experience

the array of pd  
options provided  
helped students  
achieve high  
levels of learning

the array of pd  
options provided  
helped them with  
their work with  
students and  
caregivers

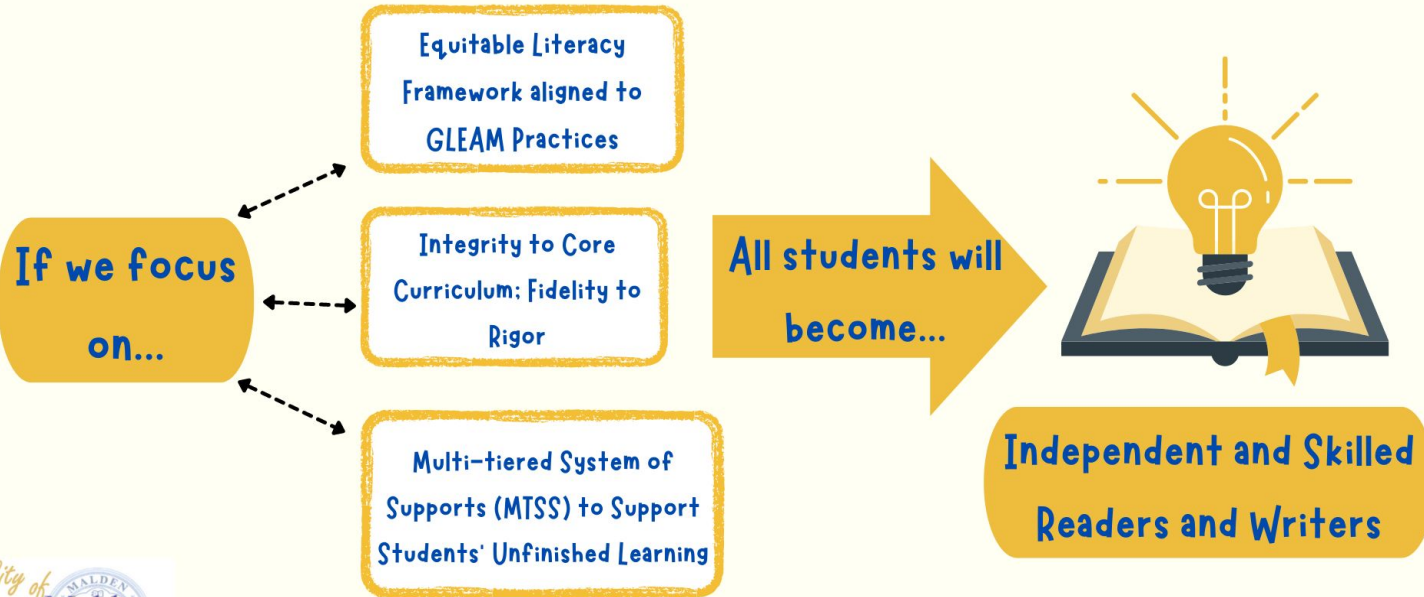
# Literacy

# Malden's Vision for Literacy

The Malden Public School district believes ALL students have the right to equitable opportunities in literacy, in all five (5) pillars of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). All MPS students deserve daily access to grade-level, complex texts through a knowledge-building core curriculum grounded in the Science of Reading; supplemented with targeted, evidenced-based, tiered interventions to address students' unfinished learning. Across all grade levels, educators will strive to provide students with Grade-Level, Engaging, Affirming, and Meaningful (G.L.E.A.M.) instruction in order for all students to become independent, skilled readers and writers.

# Literacy Three Tenets

## MPS LITERACY THEORY OF CHANGE





# What is the 'Science of Reading'?

# The Science of Reading

## The Basics



### What it IS

#### A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.



#### Teaching Based on the 5 Big Ideas

**Phonemic Awareness** - The ability to identify and play with individual sounds in spoken words.

**Phonics** - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

**Fluency** - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.

**Vocabulary** - Knowing what words mean and how to say and use them correctly.

**Comprehension** - The ability to understand what you are reading.

#### Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.



### What it IS NOT

A program, an intervention, or a product that you can buy.

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.



Phonics-based programs that drill phonics skills.

Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.



Complete and no more study needs to be done.

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.



# Scarborough's Reading Rope

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly  
Strategic

## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

## Word Recognition

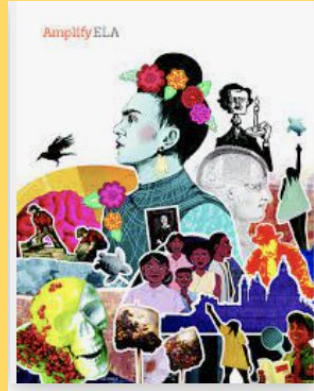
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly  
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

# Why Amplify CKLA & ELA?

# Amplify CKLA



## About the New Curriculum

**Amplify Core Knowledge Language Arts (CKLA) and ELA** is the literacy curriculum which will be implemented in all of our Grades K-8 classes in the 2022-2023 school year. The Amplify curriculum is based on decades of research about how students' brains learn how to read. Therefore, in Grades K-2 the CKLA curriculum combines a multi-sensory approach to phonics with rich, complex texts carefully sequenced to build content knowledge—so that students learn to read *and* read to learn at the same time.



# How it works

## Knowledge

Through complex read-alouds with an emphasis on classroom interactivity, oral comprehension, and contextual vocabulary, students start to build their awareness of the world around them—and the way the reading skills they're building give them access to it.



Knowledge

Vocabulary

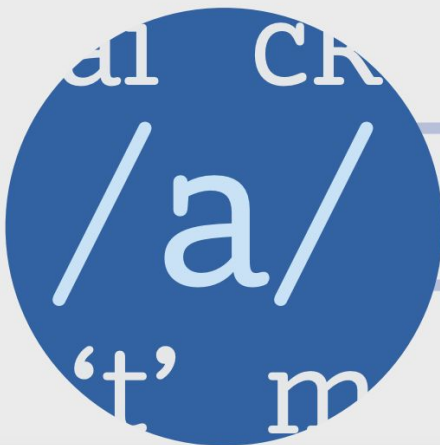
Sentences

Connections

Gist

## Skills

Starting with sounds, students practice their phonemic awareness, handwriting skills, vocabulary, spelling, and grammar. Through daily practice, students become aware of the connection between reading and writing, building confidence as they go.



Sounds

Letters

Words

CKLA is built on the science of how kids learn to read.

Every day in grades K–2, students complete one full lesson that builds foundational reading skills, as well as one full lesson that builds background knowledge. In grades 3–5, students start to master the basic skills of reading, further opening up their worlds.

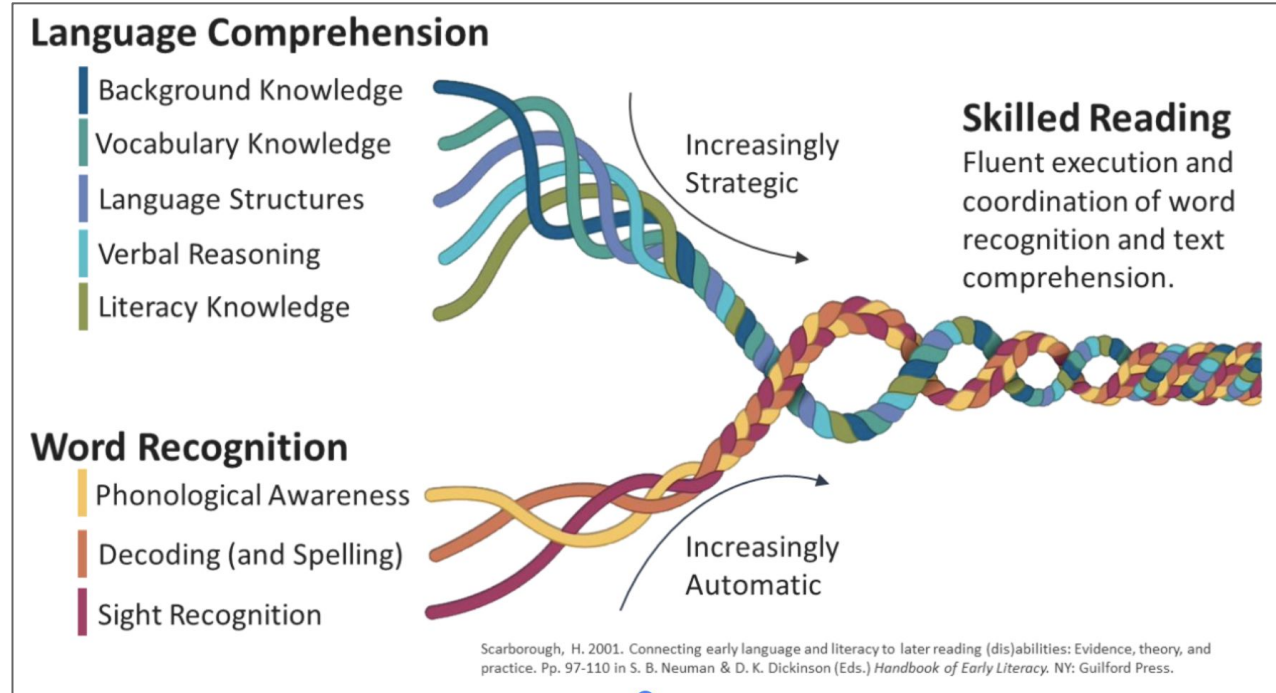


## Integration

Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading adventures.

# Amplify is Designed with the Research Base in Mind!

This image highlights the two strands of the 'reading rope', which represents the framework and research behind which the Amplify curriculum was designed. Simply put, the Amplify curriculum is 'what' we teach, while the reading rope and the framework behind it are 'how' we teach students to read.



# Recent Amplify Highlights in the News Media

INTERNATIONAL  
LITERACY  
ASSOCIATION

## READING RESEARCH QUARTERLY

Sonia Q. Cabell

### Special Issue: Building Content Knowledge to Boost Comprehension in the Primary Grades

#### ABSTRACT

Well-established theoretical models and a body of empirical research elucidate the critical role of content knowledge in comprehending texts. However, the potential of supporting knowledge in service of enhancing linguistic and reading comprehension has been a relatively neglected topic in the science of reading. The authors explicate why knowledge building in English language arts instruction (i.e., content-rich instruction) can support language and content knowledge, leading to better linguistic and reading comprehension, based on theoretical arguments and empirical studies. In particular, the authors review the evidence on this claim, paying special attention to experimental trials conducted in K-2 settings. The authors also share preliminary findings from a novel intervention study testing one instantiation of a widely used content-rich English language arts curriculum. Whereas this growing literature base demonstrates evidence of promise, further rigorous trials are needed to examine the efficacy of this integrative approach to teaching reading for understanding.

—Study evaluating the  
boost in students'  
comprehension and oral  
language development  
with CKLA in K.

## ELA programs that excel in building knowledge

In our estimation, six English language arts curricula currently meet the criteria for knowledge-building detailed here. (We know of at least one more on the horizon.)

While these curricula share common virtues and are all solidly grounded in what matters most for literacy, each has a unique and compelling identity. They present students with substantive, rich content and lack “fluff.” They support access for all students. They motivate and engage students through their content and design. They help all students achieve at high levels. And teachers get ever better at their craft by using them.

Learn what characterizes each curriculum – and gives all of these materials an advantage over programs that are organized around strategies and skills.

CORE KNOWLEDGE/AMPLIFY

– From The Knowledge Matters  
Campaign Scientific Advisory  
Committee

EdWorkingPaper No. 23-755



### A Kindergarten Lottery Evaluation of Core Knowledge Charter Schools: Should Building General Knowledge Have a Central Role in Educational and Social Science Research and Policy?

David Grissmer University of Virginia	Richard Buddin University of Virginia	Mark Berends University of Notre Dame	Daniel Willingham University of Virginia
Jamie DeCoster University of Virginia	Charles Duran University of Virginia	Chris Hulleman University of Virginia	William Marsh Auburn University
Tanya Evans University of Virginia			

The Core Knowledge curriculum is a K-8 curriculum focused on building students' General Knowledge about the world they live in that is hypothesized to increase reading comprehension and Reading English-LA achievement. This study utilizes an experimental design to evaluate the long-term effects of attending Charter schools teaching the Core Knowledge curriculum. Fourteen oversubscribed kindergarten lotteries for enrollment in nine Core Knowledge Charter schools using the curriculum had 2200 students applying from parents in predominantly middle/high income school districts. State achievement data was collected at 3rd-6th grade in Reading English-LA and Mathematics and at 5th Grade in Science. A new methodology addresses two previously unaddressed sources of bias inherent in kindergarten lotteries that include middle/high income families. The unbiased counterfactual Reading English-LA results show statistically significant ITT (0.24)\*\* and TOT (0.47)\*\* effects for 3rd-6th grade achievement with statistically significant ITT and TOT effects at each grade. Exploratory analyses also showed significant ITT (0.15\*) and TOT (0.300\*) unbiased effects at 5th grade in Science. A CK-Charter school in a low income school district also had statistically significant, moderate to large unbiased ITT and TOT effects in English Language Arts (ITT = 0.044\*, TOT = 1.299\*), Mathematics (ITT = 0.735\*, TOT = 0.997\*) and positive, but insignificant Science effects (ITT = 0.468, TOT = 0.622) that eliminated achievement gaps in all subjects.

-Longitudinal study on  
the effects of the Core  
Knowledge Sequence  
on Students' Reading  
Achievement.

# School Year 2021-2022



# K-8 ELA/Literacy Curriculum Adoption Timeline



October-November	December	January-February	March	April-May	June-August
<b>Gathering Input from the Community</b>  Committee Interest Survey  Caregiver Survey  Educator Survey  Feedback from other districts and DESE	<b>Formation of Committees</b>  Steering Committee Meetings  Selection Committee Meetings  <b>Development of vision statement</b>	<b>Evaluation of Curricular Programs and RFP Bid Opening</b>  Subcommittee evaluation of programs based on local priorities  Development of a Request for Proposal (RFP) to send out to bid  Selection of 2-4 finalists	<b>Pilots, Selection Committee Consensus-Building</b>  Opening and review of bids from RFP process  Piloting and reviews of 'finalist' programs  Scoring and consensus by selection committee	<b>Recommendation &amp; Selection of New Curriculum</b>  Recommendation on 2 programs by committee  Superintendent and E-Team final selection  Official decision to SC  Purchase of materials	<b>Acquisition, Distribution, and Training of Curricula</b>  Purchase and intake of new materials  Staff distribution of materials before summer break  Initial trainer and teacher PD sessions

# Composition of Selection Committee Members *(Literacy SY21-22)*

- ❑ Encompassing all stakeholder groups and all school communities
- ❑ 11 Teachers
- ❑ 5 Administrators
- ❑ 15 Caregivers
- ❑ 2 School Committee Members
- ❑ 4 MHS Students

Made final recommendation to Superintendent, Executive Team, and School Committee Members.

# Framing the Work for the Committee - GLEAM Materials & Instruction

## What is GLEAM™?



**Instruction that is . . .**

grade-level

engaging

affirming

meaningful

# MPS 'Must-Haves'

- These 'must-haves' were decided upon by members of steering committee after numerous discussions and norming around High-Quality Instructional Materials (HQIM) and literacy development.
- The selection committee divided into 5 smaller 'subcommittees' based on these 'must-haves' to conduct a preliminary review process of the 8 programs that were 'highly rated' by third-party independent review agencies such as EdReports and **CURATE**.

# The 5 MPS 'Must-Haves'

1. Grade-level, engaging, affirming texts that are reflective of our students and community
2. Explicit, systematic, foundational skill instruction in Phonological Awareness, Phonics, and Fluency
3. Explicit writing instruction in connection to reading
4. **Supports (scaffolds) and supplemental materials for English Learners (ELs) and Students with Disabilities (SWD)**
5. Interesting, FUN, content-based non-fiction topics and units that make students think critically!



# 3 'Finalist' Programs

- Amplify CKLA/ELA
- HMH Into Reading/Into Literature
- Imagine Learning EL Education

# Composition of Teachers Who Piloted One of the 'Finalist' Curricula

- ❑ Encompassing all 5 schools and every grade-level
  - ❑ Grades K-2: 23 teachers
  - ❑ Grades 3-5: 8 teachers
  - ❑ Grades 6-8: 3 teachers
- ❑ 2 Sheltered English Immersion (SEI) classrooms
- ❑ 2 sub-separate ILP special education classrooms
- ❑ 7 co-taught and/or inclusion special education classrooms

# Data gathered during piloting process

- Classroom observational notes
- Piloting teacher qualitative reflections
- Piloting teacher quantitative rubric ratings (based on 5 'must-haves')
- Piloting student qualitative reflections
- Sample student work from piloting programs

Amplify CKLA was overwhelmingly agreed upon as the #1 choice in the smaller breakout rooms and also when the whole committee came back together due to the program's overwhelming strengths, such as:

- Engaging, social studies and science-based units of study that support students in building background knowledge over time
- Explicit, focused foundational skills instruction for K-2 students
- Multiple modalities to assess student mastery of content (speaking, writing, reading comprehension, etc.)
- 'Language studio' complement for EL students aligned to WIDA standards and connected to Amplify units
- Culturally-responsive trade-book list to supplement each unit K-5
- Numerous opportunities for differentiation and acceleration

# School Year 2022-2023

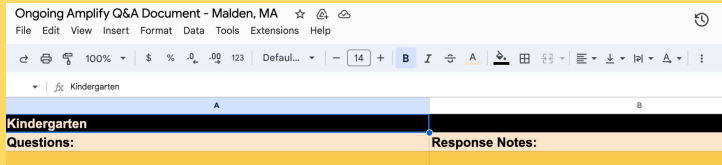


# Professional Development Sessions Offered to Educators

**167** Educators Participated in at least ONE training session!

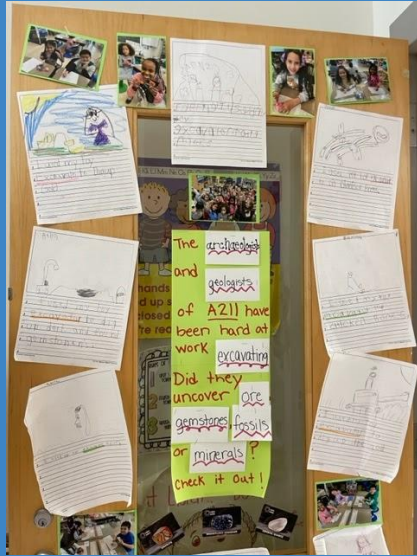
Grades	June	July	August
<b>Grades K-2, ESL, &amp; SPED Educators</b>	In-Person Initial Training	Remote Initial Training	1) Remote Initial Training 2) Enhancing Planning and Practice Training for 'Skills' 3) Language Studio for ELs Training
<b>Grades 3-5, ESL, &amp; SPED Educators</b>	In-Person Initial Training	Remote Initial Training	1) Remote Initial Training, 2) Language Studio for ELs Training
<b>Grades 6-8, ESL, &amp; SPED Educators</b>	In-Person Initial Training	Remote Initial Training	Remote Initial Training

# Support Provided to Educators Throughout SY 2022-2023



- In-house, ongoing coaching from literacy coaches
  - Literacy coaches were provided with monthly coaching sessions by Amplify
- Open 'Q&A Google Spreadsheet' created by Amplify just for Malden educators to ask questions and get them answered by Amplify reps on the spot
- Opportunities to engage in after-school PLCs with grade-level colleagues (stipended)
- Partnerships with consultants through DESE Grants
  - GLEAM (Grades 6-8 - TNTP)
  - LAN (Grades K-5 - TNTP)
  - Early Literacy Grant (Grades K-3 - DESE)
- LETRS course offering (30 educators) to receive comprehensive training on the Science of Reading

# Successes of Implementation



- Student engagement in the literacy classroom is higher than we've ever seen it!
  - Students love the topics they are learning about!
- Teachers have commented about how students' writing has improved because they now have more to write about (i.e. in response to text rather than open ended prompts)
- Students are using the vocabulary they are learning from the curriculum in their discussion and writings
- Since students are loving the topics and are making gains, an increasing percentage of educators are also seeing the benefits of the curriculum, even if they were hesitant at first
- We are starting to have success with 'strategic small groups' in the early elementary grades to provide students with more targeted daily instruction
- Amplify representatives have visited our schools and called us a 'model district' for implementation
  - Amplify has asked us to host other districts in the curriculum adoption process
- Creation of 'lab classrooms' and start-up of 'peer visits' among teachers

# Literacy and Numeracy

Differentiated Supports for  
Multilingual Learners  
Special Education Students  
High-Performing Students

# Curriculum-Based Differentiated Support for MLs and Sp.Ed

## 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
  - Notes in the teacher guide 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 MLs and Sp.Ed

## 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



# Curriculum-Based Differentiated Support for High-Performing Students


## CKLA (Literacy K-5)

- ‘Challenge’ sidebar options for teachers to extend and/or enrich a lesson for students who have demonstrated mastery of the lesson objective(s)
- Culturally responsive trade books that align with each unit in each grade level for students to read and engage in extension projects with peers
- 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
- 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

## Eureka and Eureka^2 (Math K-5)

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    - Differentiation: Support
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    - Language Support
    - Promoting Standards of Mathematical Practice
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  - “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)	Open Up Resources (Math 6-8)
<ul style="list-style-type: none"><li>● ‘Challenge’ differentiation support that students can be assigned to on the online platform that provides them with extended writing prompts and assignments such as:<ul style="list-style-type: none"><li>○ Comparing two sections of a text</li><li>○ Creating counter-arguments as opposed to only one argument</li><li>○ Finding evidence to support both sides of an argument</li></ul></li><li>● An adaptive ‘vocabulary app’, adjusted based on students’ prior performance level, that provides students with ongoing practice with frequently used Tier 2/3 vocabulary words</li><li>● An Amplify library that includes over 700 e-books and audio books that students can read at school or at home</li><li>● Archives within the Amplify Library that are closely connected to unit texts, for students to engage in research questions and projects</li></ul>	<p>Select classroom activities include an opportunity for differentiation for students ready for more of a challenge.</p> <ul style="list-style-type: none"><li>● Every extension problem is made available to <i>all</i> students with the heading “Are You Ready for More?”</li><li>● 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.</li><li>● 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.</li></ul> <div data-bbox="1657 944 1845 1053">The logo for the City of Malden, Massachusetts, featuring a circular seal with the text "CITY OF MALDEN MASSACHUSETTS" and a central emblem. The words "City of Malden" are written in a stylized font above the seal.</div>

# School Year 2022-2023 Looking Ahead



# Fall 2023 and Beyond

- Continue to provide 'in-house' support on a daily basis for educators through the expertise of literacy coaches and DESE partners.
- Continuation of grants with DESE & TNTP
- Implementation DIBELS mClass for K-3 with extra dyslexia screening tools
- Targeted 'success plan' support for students not reading at grade-level and 'action plans' for students reading one full grade level above
- Hold grade-level PLCs with coaches and admin to collaborate on best practices of CKLA and Amplify ELA.
- Provide an additional cohort of ~30 educators with Language Essentials for Teacher of Reading and Spelling (LETRS) training starting in January 2024 to support their understanding of the Science of Reading.
- Implement DIBELS mClass for K-3 with extra dyslexia screening tools (through grant money)
- Create 'crosswalk' between Amplify and Social Studies/Science curricula

# Literacy Curriculum (Amplify):

WE ARE MAKING AN IMPACT AROUND THE GLOBE.

6

CONTINENTS

50

U.S. STATES AND D.C.

4,000+

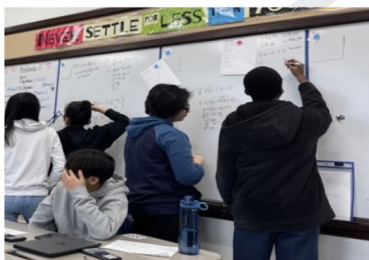
SCHOOL DISTRICTS IN THE U.S.

15,000,000+

STUDENTS IN 2022

**100 vs. 180  
Days  
(Middle School Only)**





# Student at the Center of the Work

**PREVENTION**  
for all Students

**ENRICHMENT**  
for all Students

**INTERVENTION**  
for all Students




**COMMUNICATORS WHO...**

- Listen actively
- Speak and write with clarity
- Know their audience, understand their purpose, and choose precise language
- Use media thoughtfully/purposefully
- Engage in productive discussions



**CRITICAL THINKERS WHO...**

- Ask questions
- Make connections between ideas
- Apply logic and reasoning
- Evaluate and analyze information
- Read insightfully
- Make decisions and arguments based on evidence
- Reflect on and critique ideas



**EMPOWERED CITIZENS WHO...**

- Are aware and knowledgeable of other cultures
- Are aware of and work to reduce implicit and explicit bias
- Take initiative to make change
- Are tolerant of others
- Show empathy
- Understand media



**COLLABORATORS WHO...**

- Actively contribute (and compromise) to reach a common goal
- Take responsibility for themselves and their team
- Give and receive feedback and revise accordingly
- Encourage and support each other
- Value diverse strengths



**INNOVATIVE LEARNERS WHO...**

- Build on knowledge and apply to new situations
- Are curious and seek new knowledge and challenges
- Create to solve challenges
- Make mistakes and persevere



**PERSISTENT INDIVIDUALS WHO...**

- Seek feedback to grow from it
- Apply effort to continuously improve
- Work persistently to reach goals
- Embrace challenge with confidence
- Utilize time management
- Are open to risk taking
- Seek independence

PROGRAM OF STUDIES | 2023-2024 School Year

## MALDEN HIGH SCHOOL VISION OF A GRADUATE

Malden High School educates an inclusive and equitable community of diverse learners whom we are preparing to be Communicators, Collaborators, Critical Thinkers, Innovative Learners, Empowered Citizens, and Persistent Individuals. In each, MHS instructional practices present authentic and relevant experiences that are intellectually engaging, student-centered, inquiry-based, cognitively complex, present-oriented, and encourage productive struggle. Furthermore, these instructional practices encourage students to pursue their interests, leverage their strengths, and explore unfamiliar concepts that prepare students for life in our ever-changing modern world.

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- Know their audience, understand their purpose, and choose precise language
- Use media thoughtfully/purposefully
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## Ferryway School K-8 Video