

# Superintendent's Report

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

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*Dr. Noriega-Murphy, Superintendent  
April 1, 2024*

# Agenda

- Welcome and Introduction
- Malden Public Schools' Hero
- MHS Pathway Students
- Tornado Travelers Club
- Updates
  - Climate Survey
  - Family Engagement
  - Special Education Open Forum
  - Summer Programs
  - District Enrollment: Welcome Center MOST Survey
  - Human Resources
  - Structures and Systems (Dashboards- Data to inform practice)
  - Program of Studies: Links
  - Curricula



## Off Track Youth

**DATA: Off-Track to graduate:** Students who are two years behind the typical age and credit accumulation patterns of their peers at any time throughout high school

- Repeaters, overage, not enough credits.

## Off Track Youth

- Age, credit, and other factors thresholds for defining off-track to graduate Credit:

Grade level	Approximate Age	Cumulative Credits
9	16 +	Fewer than 5
10	16 +	Fewer than 5
11	17+	Fewer than 10
12	18	Fewer than 15
12+	19+	Fewer than 21



# My Story

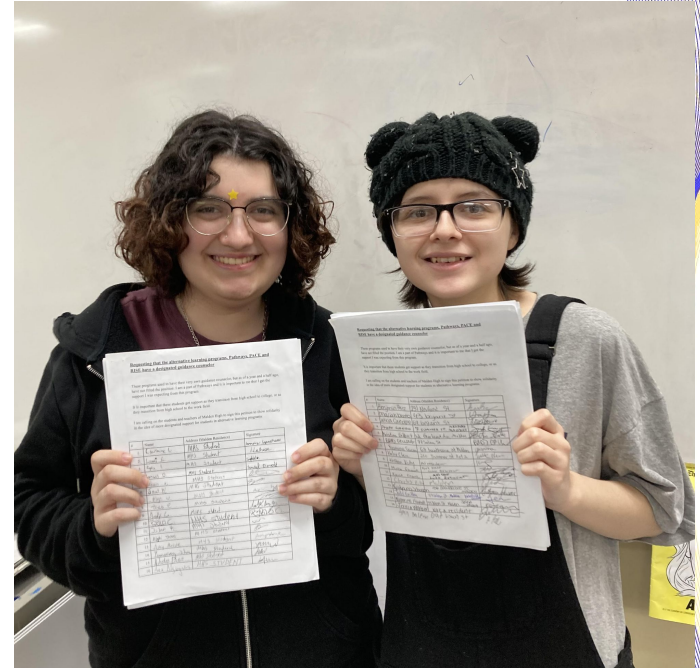
My name is Benjamin Perez and I am in the Pathways program at the Malden High School.

The Pathways, RISE and PACE programs have not had a guidance counselor since I enrolled a year and a half ago in September 2022. I need a proactive approach, like many of the students in Pathways, but unfortunately, I was unable to be proactive as I had no guidance for the process of college applications. This is why I started to advocate for a counselor in these programs.

The students in these programs need a higher level of academic support, as many of them are undercredited and overaged. In addition, many of the students in these programs have financial, cognitive and emotional needs/challenges, necessitating that they should at least get an equal amount of support that mainstream students receive on a daily basis.

# Making a Change

Leticia Carvalho and I, seniors in mainstream classes, went from classroom to classroom with a petition. We explained to the class about the Pathways, RISE and PACE programs, and the challenges students in these programs face. We handed out a petition for a designated guidance counselor for these programs. Students showed support by signing the petition and are now informed about this very real issue.



*“Photo of Leticia Carvalho and I with the petitions.”*

**Requesting that the alternative learning programs, Pathways, PACE and RISE have a designated guidance counselor**

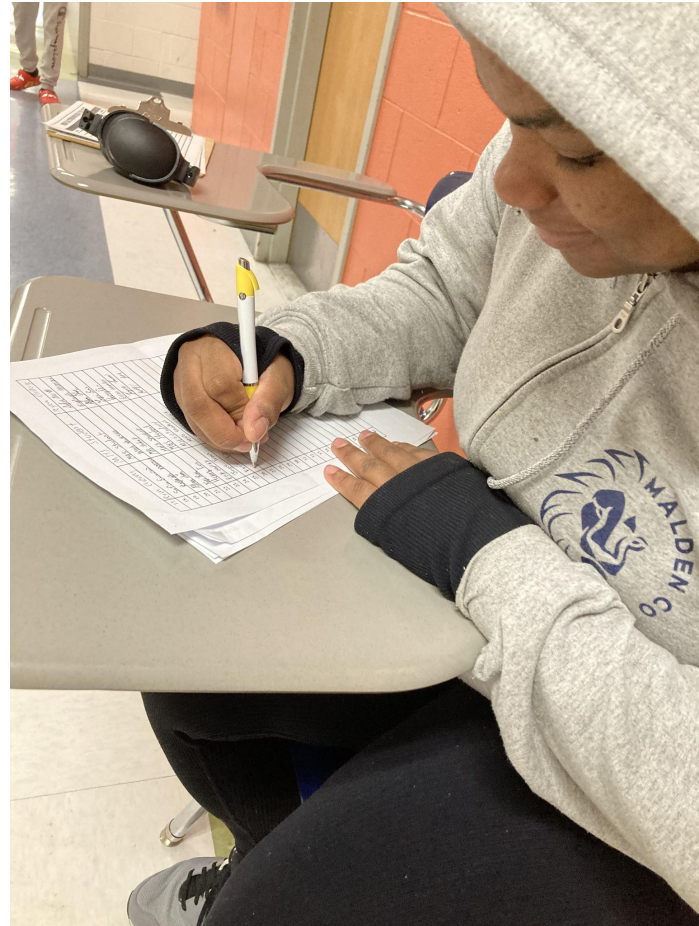
These programs used to have their very own guidance counselor, but as of a year and a half ago, have not filled the position. I am a part of Pathways and it is important to me that I get the support I was expecting from this program.

It is important that these students get support as they transition from high school to college, or as they transition from high school to the work field.

I am calling on the students and teachers of Malden High to sign this petition to show solidarity in the idea of more designated support for students in alternative learning programs.

#	Name	Address (Malden Residence)	Signature
1.	Carmine C	MHS Student	Carmine Capachew
2.	Lumi L.	MHS Student	LLeChase
3.	Sophia L.	MHS Student	Sophia L.
4.	Samuel D.	MHS Student	Samuel Donald
5.	Heien xi	MHS Student	Heien xi
6.	Saul YL	MHS Student	Saul YL
7.	Pige v	MHS Student	Pige v
8.	Theo P.	MHS Student	Theo P.
9.	Andy Lv	MHS student	Andy Lv
10.	Rafael C.	MHS student	Rafael C.
11.	Jaden H.	MHS Student	Jaden H.
12.	Nghi Thieu	MHS student	Nghi Thieu
13.	Amy Arwe	MHS Student	Amy Arwe
14.	Yanyang zhu	MHS student	Yanyang zhu
15.	Nikolas Diaz	MHS student	Nikolas Diaz
16.	Anna Newman	MHS - STUDENT	Anna Newman

“One of the petition sheets.”



“Tris Ross, MHS senior, signing the petition.”



# DISCOVER THE DOMINICAN REPUBLIC

8 days | Santo Domingo | Jarabacoa | Santiago | Northern coastal region

The Dominican Republic offers a seamless blend of tropical terrain, rich history, and heritage. From evergreen rainforests to idyllic oceanside villages and bustling city squares, you'll explore colorful island life from a local perspective. Plus, you'll gain a sense of community as you visit an environmental school and art nonprofit.



## EVERYTHING YOU GET:

- Full-time Tour Director**
- Sightseeing:** Comprehensive sightseeing of natural attractions
- Entrances:** Alózar de Colón, Tres Ojos Caves; El Instituto del Ambiente; whitewater rafting; Centro León museum; pottery-making workshop; street art tour; Telefeico; jiu-jitsu lesson; Carnival experience; ziplining adventure; dance lesson; Cayo Arena mangrove and snorkeling tour
- Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
- All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 7 overnight stays in hotels with private bathrooms; 3 meals daily (Days 2-7); dinner on arrival day; breakfast on departure day



# THE ALPS & THE MEDITERRANEAN COAST

11 or 13 days | Switzerland | Italy | France | Spain

Each stop on your journey will leave you awe-inspired—from the tranquility of lakes Lucerne and Como, to the Mediterranean shores of Cinque Terre and Nice, to the culture and architecture of Provence and Barcelona. Museums will always have their place, but sometimes it's what's outside that really takes your breath away.

## YOUR EXPERIENCE INCLUDES:

- Full-time Tour Director**
- Sightseeing:** 2 sightseeing tours led by expert, licensed local guides (3 with extension); 3 sightseeing tours led by your Tour Director; 2 walking tours (3 with extension)
- Entrances:** Swiss Alps experience; Cinque Terre; Pont du Gard; Nîmes Amphitheater; Palais de Papes; Park Güell; with extension: Prado; Palacio Real
- Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
- All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 9 overnight stays in hotels with private bathrooms (11 with extension); European breakfast and dinner daily; lunch on Day 8 instead of dinner



## [The Alps and the Mediterranean Coast](#) [Discover the Dominican Republic](#)





# Updates

Happy  
Autism Awareness  
And  
Diversity Month



# **Professional Development**

**April 2, 2024**

**Early Release Day**

**11:00am**

# SPECIAL EDUCATION OPEN FORUM

*An informational event on the supports and programs available through the Malden Public Schools Special Education Program*

## LEARN ABOUT

- Our special education services
- Training events for parents on the new IEP process
- Support for students experiencing homelessness
- IDEA (Individual Disabilities Education Act) and LEAs (Local Education Agencies)
- Q&A from caregivers

**WEDNESDAY,  
APRIL 24, 2024**

**6:00-7:00 PM**

**Salemwood K-8 School**

*In the lower-level cafeteria*  
529 Salem St.  
Malden, MA 02148



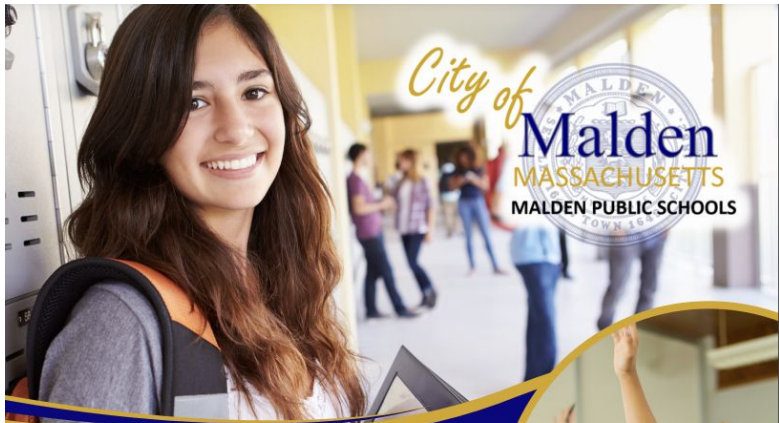
## SERVE ON THE SEPC!

We are seeking parent representatives to serve on our Special Education Parent Advisory Council. This is a collaborative support network dedicated to advocating for the needs of students with disabilities.

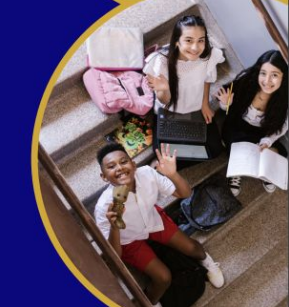
We are going to have  
interpretation services  
in Haitian Creole,  
Portuguese, and  
Spanish







City of  
**Malden**  
MASSACHUSETTS  
MALDEN PUBLIC SCHOOLS



# ATTENTION 8TH GRADERS

**Prepare for 9th grade course registration!**

*Bring your caregivers along for an informational session about registering for your 9th grade courses.*



**ATTEND VIRTUALLY**  
**THURSDAY, MARCH 14, 2024**

TIME: 6:00-7:30PM  
MEETING HOST: L.NORIEGA@MALDENPS.ORG  
ZOOM LINK: WWW.BIT.LY/MPSREGISTRATION2024



**ATTEND IN-PERSON**  
**THURSDAY, APRIL 11, 2024**

TIME: 6:00-7:30PM  
JENKINS AUDITORIUM | MALDEN HIGH SCHOOL



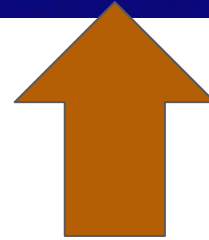
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JENKINS AUDITORIUM | MALDEN HIGH SCHOOL





# Malden Public Schools 2024 Climate Survey

MPS would like you to share your thoughts on the district's climate. MPS will use the feedback received to ensure that district offerings meet the needs of students, caregivers, and staff, consistent with the district's goals.

This study is for research purposes only; all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to MPS in an anonymized form (i.e., your name and identifying information such as race and gender will not be shared with the district or tied to your responses), so please be candid in your responses.

Please note that you should not use your name or other identifying items in your open-ended responses.

Thank you for your participation!  
Please click ">>" to begin.





# Malden Public Schools 2024 Climate Survey

SURVEY DEVELOPER and ANALYSIS: Hanover Research

**WHO:** Malden Staff, Students (Grades 4-12), and Caregivers

**WHEN:** April 1-15, 2024

**LANGUAGES:** Available in 6 languages in addition to English

**SURVEY LINK:** [Malden Public Schools Website](#)

**SURVEY URL:** [https://hanover-research.qualtrics.com/jfe/form/SV\\_6rRuSIMBX2goJP8](https://hanover-research.qualtrics.com/jfe/form/SV_6rRuSIMBX2goJP8)

# Title I: Events and Participation

## Family Engagement

Title I	Number of Events	Total participation
SY 2021-2022	6	1,913
SY 2022-2023	12	1,976
SY 2023-2024	9	1,367





# Parent/Caregiver English Language Classes





**When?** April 22 - May 23

**Time?** 4:00 - 5:30 pm

**Where?** Salemwood School

**2nd round of classes starting soon!**



# SUMMER PROGRAMS

MALDEN PUBLIC SCHOOLS

# REQUIRED FOR PROMOTION

Program	Grade Level	Contact	Dates	Times	Location
<b>HS Credit Recovery Grades 9-12</b>	Grades 9-12	Chris Mastrangelo <a href="mailto:cmastrangelo@maldenps.org">cmastrangelo@maldenps.org</a>	July 1 to August 1 (Mon. - Thurs.) (19 days)	8:00-10:00 am, 10:15am-12:15pm	MHS
<b>Title I Middle School Credit Recovery</b>	Current 6-8	Heather Castonguay <a href="mailto:hcastonguay@maldenps.org">hcastonguay@maldenps.org</a>	June 24 to July 24 (Mon. - Thurs.) (18 Days)	8am-12pm	MHS



# ACADEMIC PROGRAMS

Program	Grade Level	Contact	Dates	Location / Times	
<b>Extended School Year Services (ESY)</b>  <b>ONLY students with ESY in their IEP</b>	PreK-age 22	Stephanie Scalsese, K-8: <a href="mailto:sscalsese@maldenps.org">sscalsese@maldenps.org</a> Joanna Rizzo, K-8: <a href="mailto:jrizzo@maldenps.org">jrizzo@maldenps.org</a> Alanna Shone, ELC: <a href="mailto:ashone@maldenps.org">ashone@maldenps.org</a> , Jared Wickham, MHS: <a href="mailto:jwickham@maldenps.org">jwickham@maldenps.org</a>	July 1 to August 1, 2024	ELC at Ferryway 8:30am-11:30am  Ferryway K-8 8:00am-12:00pm  MHS 9-12/PG -	
<b>MLL Summer Enrichment</b>	Rising 3-8 ML Levels	Carmen Livesay <a href="mailto:clivesay@maldenps.org">clivesay@maldenps.org</a>	July 8 to August 1 (Mon. - Thurs.)	8:30-9 breakfast 9am-12pm 12-12:30 Lunch	Forestdale
<b>MLL Summer Enrichment Rising Students</b>	Gr 10-11 MHS ML Levels 1-2	Carmen Livesay <a href="mailto:clivesay@maldenps.org">clivesay@maldenps.org</a>	July 8 to August 1 (Mon. - Thurs.) Aug 2 summer graduation	8:30-9 breakfast 9am-12pm 12-12:30 Lunch	MHS
<b>MLL Grade 5 ESL Levels 1-2 only</b> <a href="#">STARBASE @ Hanscom</a>	Gr 5 ESL 1-2 ONLY	Carmen Livesay <a href="mailto:clivesay@maldenps.org">clivesay@maldenps.org</a>	July 15 to July 19 (Mon. - Fri.) Off site trips	8:00am - 3:00pm	MHS Back Parking Space Hanscom AirForce base
<b>Title I Summer Enrichment Program (Elementary)</b>	Rising K-6	Martha Jancaitis <a href="mailto:mjancaitis@maldenps.org">mjancaitis@maldenps.org</a>	June 24-July 24 (Mon. - Thurs.) (18 Days)	8:00AM-12:00PM *free breakfast and lunch served each day	Forestdale
<b>Malden Academics &amp; Adventure Program (MAAP) 8th to 9th grade transition program</b>	Entering Grade 9	Erin Craven <a href="mailto:ecraven@maldenps.org">ecraven@maldenps.org</a>	July 8 - July 18 (Mon-Thurs.)	8:00 am to 12pm	MHS

# ENRICHMENT PROGRAMS

## MOST Enrichment Programs Fee / Referrals Associated with Services

Program Name	Grade Level	Contact	Dates / Days	Hours	Location	Application/Notification Information
<b>Chinese Culture Connection (CCC)</b> Fee Required	Rising K-5	<u><a href="mailto:mhung3@chinesecultureconnection.org">Mei Hung</a></u> <u><a href="mailto:mhung3@chinesecultureconnection.org">mhung3@chinesecultureconnection.org</a></u>	June 24 - August 2, 2024 (Mon. - Fri.) 28 days	8am-5 pm	Forestdale	Caregivers apply via paper registration. Download the form here: <u><a href="https://www.chinesecultureconnection.org/out-of-school-enrichment">https://www.chinesecultureconnection.org/out-of-school-enrichment</a></u>
<b>Malden Out of School Time Summer Program</b>	Rising K-6	MOST <u><a href="mailto:MPsafterschool@maldenps.org">MPsafterschool@maldenps.org</a></u>	June 24-July 26, 2024 (Mon. - Fri.) 23 days	8am-4pm	Forestdale	Caregivers apply via <u><a href="#">EZChildTrack Parent Portal</a></u> by: March 25-April 5, 2024  Caregivers notified by: April 12, 2024
<b>YWCA School Aged Child Care program</b> Fee Required	K-5	Peg Crowe (YWCA) <u><a href="mailto:pcrowe@ywcamalden.org">pcrowe@ywcamalden.org</a></u>	Monday, Tues, and Wed 9-1 and Thursday 9-4		St. Paul's Church	<u>Contact YWCA: <a href="mailto:pcrowe@ywcamalden.org">pcrowe@ywcamalden.org</a></u> <b>Referral From School Required</b>
<b>YWCA 21st Century program</b>	3-8	Peg Crowe (YWCA) <u><a href="mailto:pcrowe@ywcamalden.org">pcrowe@ywcamalden.org</a></u>	Monday, Tues, and Wed 9-1 and Thursday 9-4		MHS	<u>Contact YWCA: <a href="mailto:pcrowe@ywcamalden.org">pcrowe@ywcamalden.org</a></u> <b>Referral From School Required</b>

# Enrollment



# District Enrollment

## Malden Public Schools

### District Enrollment

Page 1

March 28, 2024

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Other	Total
Beebe	Beebe School	0	101	108	114	108	100	102	94	101	94	0	0	0	0	0	0	922
ELC	Early Learning Center	313	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	313
Ferryway	Ferryway School	0	97	100	107	106	100	100	100	100	96	0	0	0	0	0	0	906
Forestdale	Forestdale School	0	54	57	65	63	57	65	58	73	77	0	0	0	0	0	0	569
Linden	Linden School	0	84	84	94	98	93	96	86	91	94	0	0	0	0	0	0	820
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	509	473	497	431	16	0	1926
OutDst	Out of District	0	1	6	1	4	4	3	4	4	8	12	5	6	8	9	0	75
Salem	Salemwood School	0	103	99	139	94	106	106	121	125	126	0	0	0	0	0	0	1019
Services	Services Only - Private School	19	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	23
Totals		332	441	455	520	475	460	472	463	494	495	521	478	503	439	25	0	6573

# Welcome Center



# Update: Welcome Center

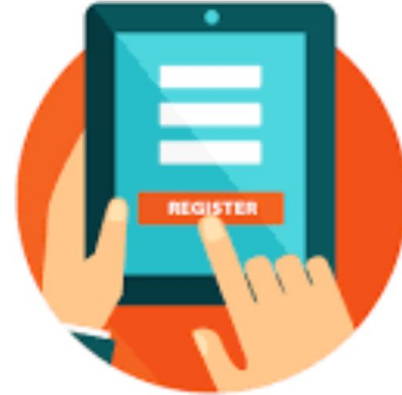
## Enrollment

### Number of students in the queue :

Kindergarten (2023-2024)	1
Grades 1-12: (2023-2024)	22
Kindergarten ( <b>2024-2025</b> )	210

### Schools /Grades with no seats available:

Beebe:	Grades 4, 5
Ferryway:	Grades 4, 5, 6,7
Forestdale	Grade 2
Salemwood	Grade 7, 8



OnLine REGISTRATION



# Human Resources

# Human Resources & Licensure Support

**There are a total of 103 staff who have one or more license related issue to resolve.**

Content Licensure Attention Needed	1/3	2/29	3/28
Expiring licenses	72	41	35
Emergency Licenses	41	41	41
Waivers	19	3	3
No license	6	6	6
Staff needing <b>ONLY</b> SEI	22	18	18
<b>TOTALS:</b>	<b>160</b>	<b>109</b>	<b>103</b>

SEI Endorsement Attention Needed	1/3	2/29	3/28
<b>*Staff needing SEI Endorsement</b>	<b>50</b>	<b>42</b>	<b>40</b>

\*includes those that ONLY need SEI endorsement, as well as those who also fall into one of the other Licensure issue categories.

Check actual license needed and expiration date

# Update: Athletics Department

The "host" school is typically the school with the largest number of student athletes in a cooperative team. Malden is the "host" school for Wrestling and Boys Lacrosse. Malden is a "secondary school" for both boys and girls ice hockey (5 players for boys, and one for the girls).

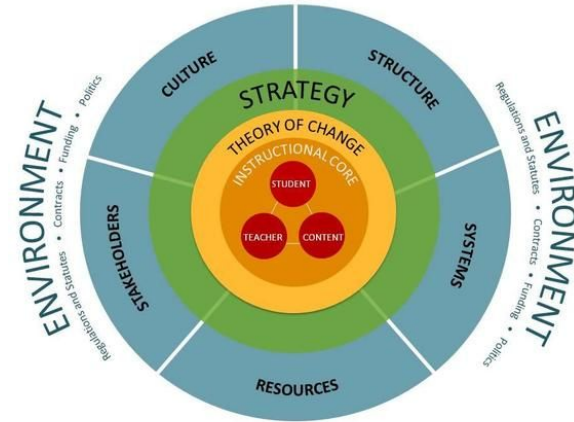
- Boys Ice Hockey - four schools - Malden, Everett, Revere, Mystic Valley
- Girls Ice Hockey - Medford, Malden, Somerville,
- Wrestling - Malden, Medford, Everett, Revere
- Boys Lacrosse - Malden, Everett





# Organizational Structures and Systems

- Coherence
- Alignment
- Accountability
- Transparency



# Data Informs Practice - Coherence- Alignment - Accountability



**STUDENT ATTENDANCE**  
MALDEN PUBLIC SCHOOLS

CHRONIC ABSENCE BAR %: 10

DATE RANGE: 8/30/2023 - 3/26/2024

SCHOOL: All

ETHNICITY: All

EL STATUS: All

GRADE LEVEL: All

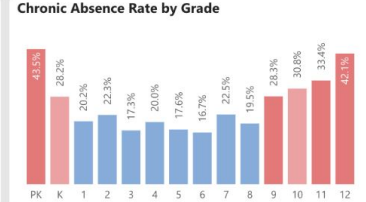
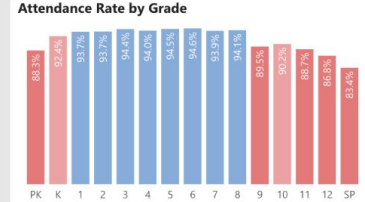
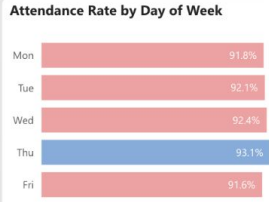
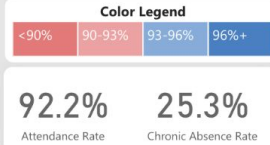
504 STATUS: All

GENDER: All

IEP STATUS: All

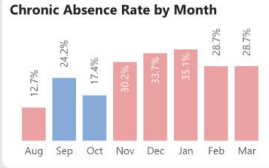
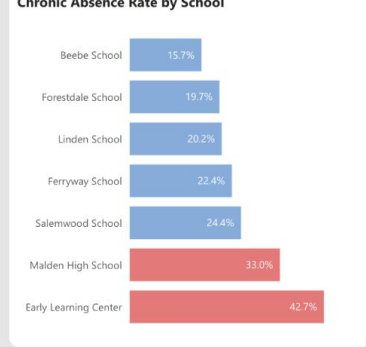
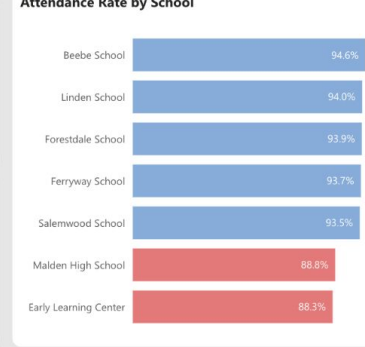
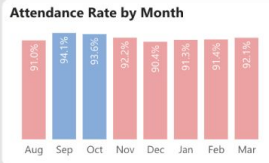
SUMMARY STUDENT DETAILS ANALYSIS

Reset Filters



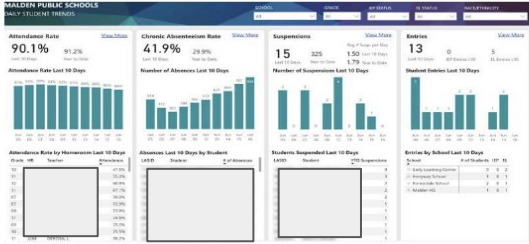
**Lowest Attended Days**

Date	Day	Attendance Rate
11/22/2023	Wed	74%
12/22/2023	Fri	80.6%
03/05/2024	Tue	86.3%
02/06/2024	Tue	86.8%
01/08/2024	Mon	87.3%
12/18/2023	Mon	87.9%
01/16/2024	Tue	88.5%
12/11/2023	Mon	88.8%
02/16/2024	Fri	89.3%
01/26/2024	Fri	89.9%
12/15/2023	Fri	89.9%
01/05/2024	Fri	90.1%
10/03/2023	Tue	90.3%
12/08/2023	Fri	90.4%
01/29/2024	Mon	90.6%
01/19/2024	Fri	90.8%
08/20/2023	Wed	90.8%



# DAILY STUDENT TRENDS

Displays how attendance, behavior, and e...



# MCAS EXPLORER

View historical MCAS data across the stat...



# ENROLLMENT MONITORING

Displays current and historical enrollmen...



# STUDENT BEHAVIOR

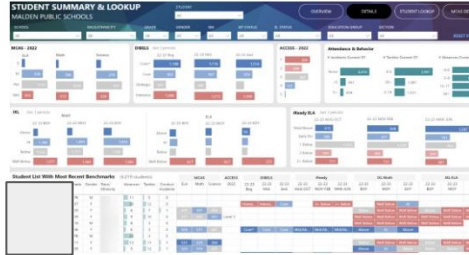
Displays behavior information including o...





## MY STUDENTS EXPLORER

Provides a filterable view of student perfo...



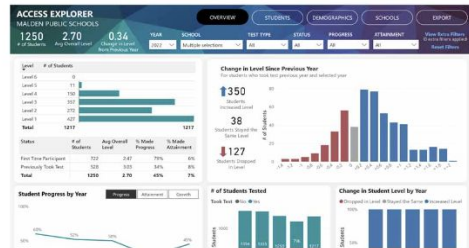
## STUDENT ATTENDANCE

Track student attendance over time by sc...



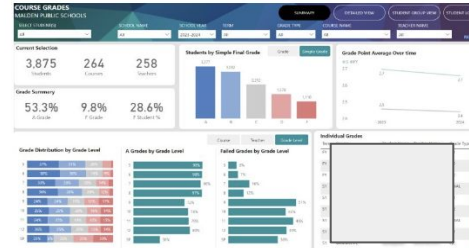
## ACCESS EXPLORER

View key ACCESS statistics at the school ...



## COURSE GRADES

Displays course grade performance by stu...



## COUNSELING SERVICES PRINCIPALS

Summary statistics and student lookup fo...



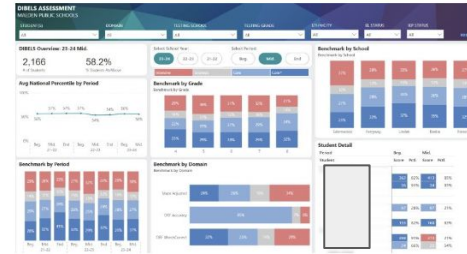
## I-READY

Summarizes i-Ready assessment results



## DIBELS

Displays DIBELS assessment results.





Malden Public Schools

# PROGRAM OF STUDIES

## 2024-2025 SCHOOL YEAR



## PURPOSE OF THE PROGRAM OF STUDIES



The program of studies is designed to provide students, caregivers, and other stakeholders a full description of all the academic and social emotional courses and support offerings across schools, grade levels, and programs. It also provides the educational guidelines mandated by the Department of Elementary and Secondary Education (DESE) such as time on learning, attendance, assessments, grade level promotion, and graduation requirements.

### How to Read Course Descriptions

This is the information that you will find in this program of studies :

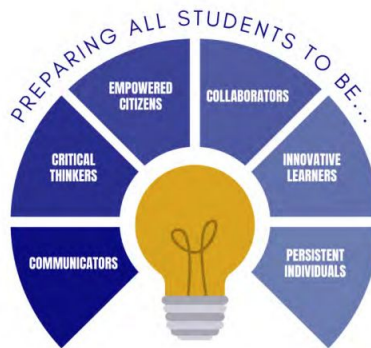

- Course Title: name assigned to each course
- Aspen Course Code: number assigned to the course for use with the Student Information System, Aspen. The course code is generally used by school administrators and school counselors to plan schedules
- DESE Code: number assigned to the course for use with the MA Department of Education to categorize all courses.
- Levels: indicate whether the course is grade level or honors or AP
- Prerequisites: the requirements a student must meet to be able to enroll in that class
- Credit: indicates if course receives a high school credit (1.0 or 0.5)
- Term: Length of course (i.e. Full year or half year/semester)
- Pacing Guide / Scope and Sequence / Curriculum Overview



## VISION OF THE MPS GRADUATE

### Malden Public Schools educate

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. As such, MPS instructional practices present authentic and relevant experiences that are intellectually engaging, student-centered, inquiry-based, cognitively complex, process-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.


**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



**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



**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



**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



**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



**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



## ACADEMIC, SOCIAL & CIVIC EXPECTATIONS

*We strive for academic excellence, and therefore we expect students to:*

- Read critically for understanding.
- Listen critically for understanding.
- Write for a variety of purposes.
- Communicate clearly through speaking.
- Apply critical thinking skills for reasoning and problem-solving.
- Utilize technology to conduct research, to support critical thinking, and to present information.
- Work collaboratively with peers and staff.
- Develop personal interests and goals within a course of study.


*We expect every student at Malden Public Schools to:*

- Exhibit responsible, respectful, and appropriate personal behavior.
- Demonstrate teamwork and cooperation in their school and in their extended community.
- Make informed, healthful decisions in and out of school.
- Demonstrate respect for others in their school and in their extended community.
- Value and respect school and community property.
- Exercise the rights and responsibilities of citizenship in a democracy.





# GRADE 1



## GRADE 1

LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"><li>• Phonological Awareness</li><li>• Phonics</li><li>• Handwriting</li><li>• Comprehension<ul style="list-style-type: none"><li>◦ Literature</li><li>◦ Informational</li></ul></li><li>• Narrative Writing<ul style="list-style-type: none"><li>◦ Narrative</li><li>◦ Informational</li><li>◦ Opinion</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Counting, Comparison, and Addition</li><li>• Addition and Subtraction Relationships</li><li>• Properties of Operations</li><li>• Comparison and Composition of Length</li><li>• Place Value Concepts</li><li>• Attributes of Shapes</li></ul>	<ul style="list-style-type: none"><li>• The Human Body</li><li>• Astronomy</li><li>• The History of the Earth</li><li>• Animals and Habitats</li><li>• Lights and Sounds</li><li>• Plant Superpowers</li></ul>	<ul style="list-style-type: none"><li>• Different Lands, Similar Stories</li><li>• Early World Civilizations</li><li>• Early American Civilizations</li><li>• A New Nation</li><li>• American Independence</li><li>• Frontier Explorers</li></ul>	<ul style="list-style-type: none"><li>• Art</li><li>• Health</li><li>• Music</li><li>• Physical Education</li><li>• Spanish Language and Culture</li><li>• STEM</li></ul>

This is an overview of what your student will be learning in grade 1. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All first graders at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs) will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

Building upon the social-emotional and cognitive development gained in preschool and kindergarten, grade 1 students are encouraged to explore, create, discover, and learn through a rigorous academic program. Students are exposed to inspiring new book titles, writing genres and topics, math concepts, science experiments and projects, mindfulness practices and community building routines.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every elementary classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.



Grade 1 students continue developing their literacy skills through the two strands of the Amplify CKLA curriculum. As in Kindergarten, students hone their literacy skills through both the 'Skills' and 'Knowledge' blocks. In the 'Skills' block, grade 1 students will be expected to add, delete, and substitute sounds from words (i.e. 'snack' - 'n' = 'sack'); break words into syllables, such as helping (help - ing); understand that the same word can take different forms: for example, look, looks, looking; and recognize and apply long vowel combinations in their reading and writing. In the 'Knowledge' domain, students will be expected to notice when a story has a message or lesson for its readers, such as when an author uses a character's actions to show why being kind is important; understand who is telling a story, (i.e. an author or a character in the story); use clues like headings and a table of contents to find information in a text; and understand that the same word can take different forms: for example, look, looks, looking.

[Grade 1 Foundational Skills Pacing Calendar](#)  
[Grade 1 'Knowledge' Pacing Calendar](#)  
[Grade 1 Foundational Skills Curriculum Map](#)  
[Grade 1 'Knowledge' Curriculum Map](#)

Similarly to Kindergarten, the writing curriculum in grade 1 is integrated into both 'Skills' and 'Knowledge' domains of the Amplify CKLA curriculum, providing students with ample opportunities to practice their writing development and conventional skills. In grade 1, students are expected to choose and use words in speech and writing to show whether something happened in the past (like I ate), is happening now (like I am eating), or will happen in the future (like I will eat); have a clear ending when writing about something; and describe people, place, things, and events clearly in both speech and writing. Student will also continue working on their conventional writing skills, such as understanding that numbers (like 2) can also be written with words (like two); capitalize the names of months (like January) and people (like Martin Luther King, Jr.); and end written sentences with a period (.), question mark (?), or exclamation point (!).

[Grade 1 Writing Curriculum Map](#)

**LINKS****LINK**



Academic Pacing Calendar 2023-2024  
Grade: 1 Course: Literacy/Foundational Skills

Units of Study
<b>Skills 1: Review OF CVC, CCVC, CVCC, CCVCC words; tricky words (32 Days)</b> Dates: September 5 - October 19
<b>Skills 2: Basic code spellings for /ee/, /ae/, /le/, /oe/, and /ue/; tricky words (22 Days)</b> Dates: October 20 - November 22
<b>Skills 3: Basic code spellings for vowel sounds /oo/, /oe/, /ou/, /oi/, and /aw/; tricky words (20 Days)</b> Dates: November 27 - December 22
<b>Skills 4: Basic code spellings for r-controlled vowel sounds; past-tense; 2-syllable words (27 Days)</b> Dates: January 3 - February 9
<b>Skills 5: Common spelling alternatives for consonant sounds; tricky words (24 Days)</b> Dates: February 12 - March 21
<b>Skills 6: Common spelling alternatives for consonant sounds (28 Days)</b> Dates: March 22 - May 7
<b>Skills 6: Spelling alternatives for long-vowel sounds ('ai' and 'ay' for /ae/; 'oa' for /oe/)</b> (21 Days) Dates: May 8 - June 6
<b>**PAUSING POINT DAYS FOR ENRICHMENT, ASSESSMENT, AND OTHER SCHOOL-BASED EVENTS**</b>

August/September 2023						
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December 2023						
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March 2024						
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January 2024						
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May 2024						
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- Marking Periods:
  - o Quarter 1: Aug. 30 - Nov. 3, 2023
  - o Quarter 2: Nov. 6, 2023 - Jan 23, 2024
  - o Quarter 3: Jan. 24 - Apr. 3, 2024
  - o Quarter 4: Apr. 4 - Jun. 12, 2024
- Assessments:
  - o Fall DIBELS & i-Ready Diagnostic: Sept. 6 - Sept. 29, 2023
  - o Winter DIBELS & i-Ready Diagnostic: Dec. 1 - Dec. 22, 2023
  - o Spring DIBELS & i-Ready Diagnostic: May 6 - May 31, 2024



## Academic Pacing Calendar 2023-2024 Grade: 1 Course: Literacy/Knowledge

Curriculum Units
<b>Unit 1: Fables and Stories (15 Days)</b> Dates: September 5 - September 25
<b>Unit 2: The Human Body (16 Days)</b> Dates: September 26 - October 18
<b>Unit 3: Different Lands, Similar Stories (15 Days)</b> Dates: October 19 - November 10
<b>Unit 4: Early World Civilizations (21 Days)</b> Dates: November 13 - December 13
<b>Unit 5: Early American Civilizations (17 Days)</b> Dates: December 14 - January 17
<b>Unit 6: Astronomy (14 Days)</b> Dates: January 18 - February 6
<b>Unit 7: The History of the Earth (15 Days)</b> Dates: February 7 - March 5
<b>Unit 8: Animals and Habitats (14 Days)</b> Dates: March 6 - March 25
<b>Unit 9: Fairy Tales (15 Days)</b> Dates: March 26 - April 22
<b>Unit 10: A New Nation: American Independence (17 Days)</b> Dates: April 23 - May 15
<b>Unit 11: Frontier Explorers (15 Days)</b> Dates: May 16 - June 6

August/September 2023						
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October 2023						
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November 2023						
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December 2023						
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January 2024						
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February 2024						
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March 2024						
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April 2024						
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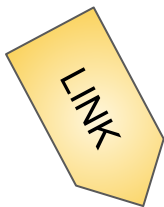
May 2024						
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June 2024						
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- Marking Periods:
  - o Quarter 1: Aug. 30 - Nov. 3, 2023
  - o Quarter 2: Nov. 6, 2023 - Jan 23, 2024
  - o Quarter 3: Jan. 24 - Apr. 3, 2024
  - o Quarter 4: Apr. 4 - Jun. 12, 2024
- Assessments:
  - o Fall DIBELS & i-Ready Diagnostic: Sept. 6 - Sept. 29, 2023
  - o Winter DIBELS & i-Ready Diagnostic: Dec. 1 - Dec. 22, 2023
  - o Spring DIBELS & i-Ready Diagnostic: May 6 - May 31, 2024







## [Grade 1 'Knowledge' Curriculum Map](#)

# Grade 1 Curriculum Map

## Knowledge Domain 1: Fables and Stories

### Unit Summary

Students are introduced to fables and stories that have delighted people for generations, including Aesop's fables, a folktale of Anansi the Spider, and Beatrix Potter's "The Tale of Peter Rabbit." Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.

Unit Length:  
10 Days

Anchor Text: *Fables and Stories*  
(Read-Aloud)  
Text Type: Literary  
Lexile: 770L

### Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension through "Somebody Wanted But So Then" strategy
- Set a purpose for listening and understand the meaning behind sayings and phrases
- Begin to explore the genre of narrative writing
- Domain Assessment

### Big Ideas

- Fables and stories have delighted generations of people around the world and are essential for cultural literacy.
- They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction.
- This domain helps students develop a strong foundation for the understanding and enjoyment of fiction.



## Grade 1: Text Types and Range of Writing

Skills	Description of Writing	Knowledge	Description of Writing
1	<p><b>Unit 1</b>  <b>Writing:</b> At the beginning of the year, students review and write uppercase and lowercase letters and write words with short vowels, consonants, double letter spellings, digraphs, and Tricky Words. Starting in Lesson 19, students write responses to questions about stories in the Student Reader.</p>	1	<p><b>Fables and Stories</b>  <b>Formal Writing: Narrative</b>            As a group, students review the writing process and draft a narrative retelling of "The Tale of Peter Rabbit." Begins in Lesson 10.  <b>Informal Writing:</b> Story Map, Personification Chart, Somebody Wanted But So Then chart, Write About It, and notes. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
2	<p><b>Unit 2</b>  <b>Writing:</b> Students continue to practice spelling and writing simple words, words with long vowel sounds, and Tricky Words. Students regularly respond to stories with written responses to questions, and are encouraged to write their answers in complete sentences. There are additional writing activities in Pausing Points.</p>	2	<p><b>The Human Body</b>  <b>Formal Writing: Informational</b>            Students write sentences about body systems to create informational booklets while working as a whole class to craft an informational paragraph. Students will use the planning and drafting stages of the writing process. Begins in Lesson 2.  <b>Informal Writing:</b> notes, drawing/labeling, graphic organizers, short responses to text, and Write About It. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
3	<p><b>Unit 3</b>  <b>Formal Writing: Narrative and Informational</b>            Students are introduced to the writing process when they plan, draft, and edit a narrative. They draw on the knowledge they</p>	3	<p><b>Different Lands, Similar Stories</b>  <b>Writing:</b> Students focus on retelling narrative text with a focus on story elements, including characters, setting, plot, and conflict. Students</p>

Link

[Grade 1 Writing Curriculum Map](#)

**Math**

**DESE CODE #52038**

**ASPEN CODE #1800**

**Term: Full Year**

In grade 8, students complete their final year of the Open Up Resources curriculum, continuing to build the foundation for their high school classes and beyond. Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation.

[Open Up Resources \(OUR\)](#)  
[Grade 8 Math Pacing Calendar](#)

Links



Link

[Open Up Resources \(OUR\)](#)

## Family Materials

Unit 1 ▸  
**Rigid Transformations  
And Congruence**

Rigid Transformations  
Properties of Rigid Transformations  
Congruence

[Go to Unit ▸](#)

Unit 2 ▸  
**Dilations, Similarity,  
And Introducing Slope**

Dilations  
Similarity  
Slope

[Go to Unit ▸](#)

Unit 3 ▸  
**Linear Relationships**

Proportional Relationships  
Representing Linear Relationships  
Finding Slopes

[Go to Unit ▸](#)

Unit 4 ▸  
**Linear Equations And  
Linear Systems**

Puzzle Problems  
Systems of Linear Equations

[Go to Unit ▸](#)

Unit 5 ▸  
**Functions And Volume**

Inputs and Outputs  
Linear Functions and Rates of Change  
Cylinders and Cones  
Dimensions and Spheres

[Go to Unit ▸](#)

Unit 6 ▸  
**Associations In Data**

Does This Predict That?  
Associations in Categorical Data

[Go to Unit ▸](#)

Unit 7 ▸  
**Exponents And  
Scientific Notation**

Exponent Review  
Scientific Notation

[Go to Unit ▸](#)

Unit 8 ▸  
**Pythagorean Theorem  
And Irrational  
Numbers**

The Size of Shapes  
The Pythagorean Theorem  
Side Lengths and Volumes of Cubes

[Go to Unit ▸](#)

Unit 9 ▸  
**Putting It ALL  
Together**

There are no family materials for this unit

[Go to Unit ▸](#)



**Academic Pacing Calendar 2022-2023**

**Grade:8 Course: Math**

Units of Study
<b>Unit 1: Sept 12</b> Dates: Sept 12 - Oct 4 + 2 days Assessment: Oct 6
<b>Unit 2: Oct 11</b> Dates: Oct 11 - Oct 31 + 2 days Assessment: Nov 2
<b>Unit 3: Nov 3</b> Dates: Nov 3 - Nov 29 + 1 day Assessment: Nov 30
<b>Unit 4: Dec 1</b> Dates: Dec 1 - Dec 22 Assessment: Dec 22
<b>Unit 5: Jan 3</b> Dates: Jan 3 - Feb 7 + 1 day Assessment: Feb 9
<b>Unit 6: Feb 13</b> Dates: Feb 13 - March 6 Assessment: March 7
<b>Unit 7: March 8</b> Dates: March 8 - March 29 + 1 day Assessment: March 31
<b>Unit 8: Apr 3</b> Dates: Apr 3 - Apr 27 Assessment: Apr 28
<b>Unit 9: After MCAS</b> Dates: Assessment:

August/September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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April 2023						
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May 2023						
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June 2023						
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- Marking Periods:
  - o Quarter 1: August 31 - November 4, 2022
  - o Quarter 2: November 7, 2022-January 23, 2023
  - o Quarter 3: January 24 - April 4, 2023
  - o Quarter 4: April 5 - June 13, 2023
- Assessments:
  - o Fall IXL Diagnostic: August 30, 2022 - September 30, 2022
  - o Winter IXL Diagnostic: November 28 - December 22, 2022
  - o Spring IXL Diagnostic: May 8, 2023 - June 2, 2023

# Honors Pathway SY 23-24

## HONORS

**SY 2022-2023:** 366 Students were recognized

This year, **686 students** are reported by principals as participating in the Honors Pathway Recognition, meaning students:

- Have grades of 89 or higher
- Working on 10 hours of community service
- Completing above-grade-level academic lessons/activities





# Educators who have participated in HGM Curriculum scaffolding work over the last three years



Content	K-5	6-8	9-12
ELA	15	8	14
Math	22	13	27
Science	8	9	6
Social Studies	13	2	1
Art/Music	13 (K-8)		
PE/Health	6 (K-8)		

# ELA Curriculum

- **2021-2022**
  - Teacher created based on Mass. ELA Curriculum Frameworks and district scope-and-sequence
- **2022-2023**
  - Middle School adopts Amplify ELA for grades 6-8
  - Teacher created based on Mass. ELA Curriculum Frameworks and district scope-and-sequence with adjustments
  - Anticipated results on IXL and MCAS matched reality (no significant change)
- **2023-2024**
  - Middle School year two of Amplify ELA for grades 6-8
  - Further changes to HS curriculum texts due to overlapping HQIM
- **2024-2025**
  - Continue Middle School Amplify ELA gr 6-8
  - MHS continue to implement ELA Curriculum Frameworks and district scope-and-sequence

# Math MHS Curriculum

- **2021-2022**
  - Teacher created based on Mass. Math Curriculum Frameworks and district scope-and-sequence
- **2022-2023**
  - Implementation of Carnegie Math in Integrated Math I and Math II (grades 9 & 10)
  - Middle School adopts Open Up Resources for grades 6-8
  - Anticipated results on IXL and MCAS matched reality (no significant change)
- **2023-2024**
  - Continued implementation in Math I and Math II
  - New implementation of Carnegie curriculum in Math III
- **2024-2025**
  - Continued implementation of Carnegie Math in Integrated Math I, II, and III.



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**THANK YOU!**