A Handbook for Implementing Academic Leagues:
Using time to provide individualized academic support for each student

Clarence R. Edwards Middle School
Boston Public Schools

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Introduction

The Edwards Middle School in the Boston Public Schools district uses Expanded Learning Time (ELT) in focused ways to meet individual student needs. Academic League classes are an example of this utilization of time. Academic Leagues originated from the term "Math" Leagues, a pre-ELT, after school initiative that provided a daily one-hour extra math class for all students. Since the addition of time, the concept broadened to the term "Academic" Leagues meaning students currently receive a daily one-hour extra support class in Math, ELA, or Science. Within the past four years, the Edwards' MCAS scores have increased significantly, mostly due to excellent teachers delivering quality core instruction during core content area time and quality targeted instruction within Academic Leagues.

Academic Leagues are largely driven by the Edwards' school-wide accountability goal of increasing student achievement and growth as determined by the Massachusetts Comprehensive Assessment System (MCAS). Extra time is used to accelerate learning in the core academic subject classes and provide the supports and interventions that allow all students to achieve at high levels. Classes are created based on student needs, and student placement is determined based on data. Teachers are assigned a class list based on individual qualifications, experience, interests, and teaching personas. Academic League classes include highly differentiated lesson plans tailored to meet specific student needs.

Academic Leagues occur after students have received all four core content area classes in ELA, Math, Science, and Social Studies and one specialty course in Arts, PE, Health, Music, or Computers. They meet for one hour each day, Monday through Thursday, for a total of four hours per week. The 6th grade Academic League hour is called "Math League" and is serviced by Citizen Schools, an outside provider. Students in the 7th and 8th grade are assigned either an Academic League class in ELA or in Math, based on student need. Students in the 8th grade with high proficiency levels in both ELA and Math may be placed in a Science Academic League to experience a science-based enrichment opportunity. Academic League classes are taught by Edwards core academic teachers and contain an average of 12 students per class.

Using the Mass2020 six key principles of effective individualized academic support, this handbook will explain the Edwards Middle School's Academic League model. It includes detailed steps for school teams to follow in order to reach strong implementation levels of these six principles. Additionally, it will provide a view of these steps in practice and action at the Edwards. (Note: The six key principles are presented in numerical order for the purpose of this handbook. However, the principles should not be restricted as linear; rather the principles should be viewed in a cyclical process.)

This handbook represents more than a blueprint for school teams wanting to implement a similar model in their schools. More important, it is a guide for how time can be used by schools in a way to significantly impact student achievement. The Academic League model shows that a longer school day which includes time for targeted remediation delivered by highly qualified teachers to students who are grouped purposefully based on learning needs and compatibility can ultimately increase student achievement.

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Key Principle 1

Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment

- *Students who need additional support receive 3-5 hours per week of tiered intervention tailored specifically to their needs*
- *Time for academic support may reduce time spent in enrichment activities but does not eliminate that time altogether*

Steps for Implementation

1. Form a "School Schedule Design Team" (principal, administrators, program directors, and lead teachers) committed to the belief that expanding the school day yields numerous benefits for children, teachers, parents, administrators, and the greater school community.
2. Prior to the start of the upcoming school year, design a daily school schedule which includes the following instructional priorities:
    a. time for all students to receive courses in the core academics and specialties offering a high quality and results-driven focus on state standards
    b. blocks of extra time for all students to receive additional academic support courses tailored specifically to individual needs (at least 1 hour per day)
    c. blocks of extra time for all students to have access to quality visual/performing arts, athletics, enrichment, extra-curricular, and other non-academic based classes (at least 3-4 hours per week)
        i. to maximize the amount of offerings for students, consider:
            1. a rotating or alternating daily schedule for these blocks of extra time
            2. offering these courses on a semester basis
    d. identify additional time opportunities for students in need of more intervention to receive even more targeted instruction to improve fundamental knowledge and skills within a content area (at least 2 hours per week)
3. Operational factors to consider when designing the daily schedule:
    a. in order to maximize time for learning, minimize the amounts of transitions and travel to and from classes, lockers, and cafeteria
    b. be sure to include health and wellness time for students including breakfast, lunch, and snack
    c. adhere to teacher/faculty/staff contract agreements

In Practice at the Edwards

Towards the end of an academic school year, an Edwards team of administrators and teacher leaders meet, design, and review several drafts of an upcoming school year's schedule. The goal is to develop a schedule that maximizes time for teaching and learning. During the summer the schedule is refined and presented to the school community prior to the first day of school.

The Monday through Thursday daily schedule follows this structure below. Fridays are half days for students followed by professional development time for teachers.

7:10 – 1:20	Core	• 4 core content area classes (ELA, Math, Science, Social Studies) • 1 specialty (Art, Computer, Health, PE, or Music) • 1 breakfast, snack, & lunch
1:20 – 2:20	6th Grade 7th/8th Grade	• "Academic Math League" taught mostly by Citizen Schools • "Academic Leagues" taught by Edwards Teachers
2:20 – 3:45	6th Grade 7th/8th Grade	• "Life Skills/Apprenticeships" taught by Citizen Schools • "Electives" taught by Edwards Teachers and Outside Providers

Note: Monday-Thursday classes for Specialty, Citizen Schools and Electives follow an alternating schedule referred to as "A" day and "B" day.

- "A" day = Monday and Wednesday
- "B" day = Tuesday and Thursday
- Fridays = Alternates on weekly basis

Example: For her specialty classes, Carol has Computers on A days and PE on B days. Week 1 Friday is an A day so she will go to Computers. Week 2 Friday is a B day which means she will have PE.

A Sample Student Schedule	
7:10-7:35	*Breakfast & Homeroom*
Block 1 7:35-8:35	Core Subject: ELA
Block 2 8:35-9:35	Core Subject: Math
9:35-9:50	*Snack*
Block 3 9:50 -10:50	Specialty: PE, Music, Art, Health, or Computers A Day = Monday and Wednesday B Day = Tuesday and Thursday Friday = Alternate Weekly
Block 4 10:50 – 11:50	Core Subject: Social Studies
11:50 – 12:20	*Lunch*
Block 5 12:20-1:20	Core Subject: Science
Block 6 1:20-2:20	Academic League
Block 7 2:20-3:45	Citizen Schools (6th) & Electives (7th & 8th) A Day = Monday and Wednesday B Day = Tuesday and Thursday

Following the Academic League hour, 6th grade students remain in the Citizen Schools program and participate in non-academic based enrichment and extracurricular activities. Similarly, 7th and 8th grade students report to an Electives class, which are mostly performing arts, athletic, and special interest type classes.

A growing number of academic based Electives are offered each semester, providing the school with more layered opportunities to place students in academic support courses. These classes include ELA and ESL support, Read 180, Decoding, Wilson Reading, Algebra 1 Support, Math Foundations, Homework Help, and tutoring programs. If students are identified as needing more academic support beyond an Academic League class, these types of classes will be designed and offered during the Electives portion of the school day. Citizen Schools, although providing their program's curriculum to the majority of 6th graders during the 2:20 – 3:45 time, will work with the Edwards staff and their own staff to place students in academic support classes taught by Edwards teachers as a student's "Life Skill/Apprenticeship" Citizen Schools class. ***(See Appendix 1, Section A for sample student scenarios for scheduling and placement.)***

Key Principle 2

Careful selection and flexible grouping of students takes place based on student needs and assessment data

- *A systematic and inclusive process is used that includes analysis of data and teacher input to place students in specific support classes based on needs*
- *Students are grouped by academic needs and skill deficits*
- *Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports*

Steps for Implementation

1. Create student profile pages for each student in the building. These profile pages should include information in categories such as assessment data, social/emotional factors, and other areas of academic and behavioral information. Ideally, the information on these student profile pages should include the following:
    a. Student Demographics
    b. MCAS Data
    c. Other Assessment Data
    d. Final Course and Exam Grades
    e. Attendance/Tardy Data
    f. Behavioral Incident Discipline Reports
    g. Student Support
    h. Parent Communication
    i. Student and Teacher Survey/Interview Information that suggests:
        i. Learning Styles
        ii. Personality
        iii. Teacher Relationships and Compatibility
        iv. Peer Relationships and Compatibility
        v. Behavioral Outlook
        vi. Attitude / Motivation / Effort Outlook
        vii. Overall Strengths
        viii. Overall Areas of Growth
2. Sort the MCAS Data:
    a. Create an excel spreadsheet for each grade level containing student names and ELA MCAS scores. Create a second spreadsheet doing the same for Math MCAS scores.
        i. Sort the spreadsheets by levels of MCAS performance (i.e. from low warning to advanced) and create two master lists for each grade – one for ELA and one for Math.
        ii. For easy future reference, highlight the students on the cusp performance levels (2-4 points above or below an MCAS performance level).
        iii. For easy future reference, highlight the students at the warning performance levels.

Note: It is helpful to start this process with MCAS data. After, school teams can create similar spreadsheets sorting other forms of assessment data applicable to their schools and districts.

3. Create MCAS Data Boards for a whole-school, big picture visual and manipulative tool:
    a. Purchase two large magnetic dry erase white boards (one for ELA and one for Math) and place in a secure location to maintain confidentiality of student scores.
    b. Create a table on each board categorizing grade level and MCAS performance levels. Indicate cusp performance levels by drawing hyphenated lines.
    c. Purchase business card size magnets, color code by grade level, and print student names on individual magnets. Create two sets of magnets for each student – one for ELA and one for Math.
    d. Stick magnets in the appropriate designated areas on the board. (i.e. Marcia's ELA magnet will be posted on the ELA board in the proficient area, since she scored proficient on last year's MCAS. Her Math magnet will be posted on the Math board right on the hyphenated line between low needs improvement and high needs improvement since she is on the cusp level.)
    e. Use magnets as a manipulative to move students towards projected and targeted performance levels.
    f. Throughout the year, add coding systems to indicate subgroup classifications, standards mastery levels, academic support systems, and other appropriate designations. (i.e. add a star sticker on magnets of students who are classified as ELL)
    g. Throughout the year, ask teachers to move student magnets to projected levels of performance based on interim assessment data. These projections can help schools teams calculate and estimate CPI points for aggregate and subgroups.
4. Form an "Academic League Planning Team" consisting of administrators, program directors, lead teachers, and outside providers. Consider including a diversity of roles and input from adults who know students well.
5. Schedule several planning meetings prior to the first day of school. Each student in the building should ideally be discussed and placed by the time all meetings have concluded. Also plan meetings for mid-year and/or at the turn of a semester for regrouping of students and rescheduling of courses. Meetings should take place where the MCAS Data Boards are located so they serve as a tool for analysis.
    a. August Planning Meeting
        i. Plan discussions one grade level at a time.
        ii. General rule but not always - students at high proficient and advanced levels in ELA and Math should be placed in enrichment based courses versus receiving a remedial course in a content area.
        iii. Start discussing students at the cusp performance levels, low warning levels, and then other levels moving forward.
        iv. Have completed student profile pages for reference during the planning meetings. During discussions of each student, these pages will be very helpful in making sound placement decisions for students. Also use the MCAS Data Boards when discussing individual students.
        v. Determine if a student should be placed in an ELA Academic League or a Math Academic League.

b. January Planning Meetings
    i. Using interim assessment data and other newly added data to student profile pages, regroup students and reschedule on an as needed basis.
c. April Planning Meetings (post-ELA MCAS)
    i. Students who were originally placed in ELA Academic Leagues but who could also benefit from several weeks of Math support can be shifted to a Math Academic League post-ELA MCAS in April.

In Practice at the Edwards

At the Edwards Middle School, assigning students to an Academic League class is an intense and elaborate process. First, a student profile page is developed and created for each student. The quantitative data is easily accessible through the DESE Security Portal and Boston Public Schools database systems. Qualitative data on each student is collected from student and teacher surveys, interviews, focus groups, and team meetings. This collection of data can be tedious and laborious. In the past, student teachers and interns created "Snapshot Pages" for a graduate school project led by the Director of Instruction. Through series of surveys, interviews, and data entry, these pages included all the data points mentioned above as well as a picture of the student. Snapshot pages were passed out to teachers and used by administration to schedule students in to Academic Leagues. ***(See Appendix 2, Section A for sample snapshot page template.)***

Since then, the idea of profiling students still exists is very crucial. When human resources are available, snapshot pages are still created for each student. Once the first "round" of snapshot pages were created by the interns, it was easy to update and renew data for students transitioning to the next grade level. For students that were not included in the original snapshot page creation (for instance the incoming 6th grade class) the information can be collected during the first few orientation days of school. If snapshot pages are not available or created, students are still profiled in an in-depth way and the data framework stays intact, but the format may look less formal. Regardless of the structure, the comprehensive data is always organized and housed by the Director of Instruction and shared with a team that consists of the school principal, the Director of Expanded Learning Time, the Director of Instruction, Citizen Schools Campus Director, and lead content area teachers.

In August, a month before school starts for a new academic year, this team meets (in a format of several ongoing meetings) and goes through a rigorous process of looking at student profiles and data. Following a simple sorting of MCAS data in an excel spreadsheet, using giant visuals such as MCAS Data Boards, and understanding students in a deep and detailed way using the student profile pages, the team engages in discussion and debate about each individual child. After reviewing all forms of data, the team determines the most appropriate Academic League placement for that student. ***(See Appendix 2, Section B for a photograph of an ELA MCAS Data Board.)***

All 6th graders are typically placed in a Math League with Citizen Schools teachers. All 7th graders are placed in either ELA or Math Academic Leagues. The majority of 8th graders are placed in an ELA or Math Academic League, with the remainder of 8th graders highly proficient

in ELA and Math being placed in a Science Academic League. A point person at the meeting controls a master spreadsheet and places students in these appropriate courses. Class lists are generated using this database.

The Academic League Planning Team will meet several times in August until all students are placed. Within the first few weeks of school, if the team determines that a student was inappropriately placed for any reason, the team will move students as soon as possible to a more appropriate setting. The Academic League Planning Team will formally meet again in January to assess student progress and review new assessment data. Academic Leagues schedules and groupings may shift based on this review.

After the ELA MCAS in April, a small percentage of students may move out of an ELA Academic League and into a Math Academic League. Messaging this to students, teachers, and parents is important. In doing this, the Edwards hopes not to send the message that, "since the ELA MCAS is over, ELA as a content area is not important and therefore you are getting placed in a Math Academic League to help you on the Math MCAS." Instead, the Edwards emphasizes that reading and writing skills will continue to be reinforced and practiced in all core content courses and the benefit of being placed in a Math Academic League for the last few months of school will allow students to receive focused support on specific math skills. The operations of this task do require the Edwards administration to pull these students from their existing Academic League classes, thus resulting in a slight readjustment of some classes. It also means hiring new teachers to accommodate for extra Math Academic League classes or shifting current Academic League teacher assignments.

As students enter the school throughout the year, they meet with the Director of ELT for scheduling their Academic League and Electives. The Director will obtain access to any available assessment data from the student's previous school or district. If no assessment data is available, the Director of ELT will interview the student and parent and place the student accordingly.

Key Principle 3

Classes are staffed with trained and experienced individuals who have the specific expertise to meet student needs

- *Academic support classes (particularly for students with greatest needs) are taught by individuals knowledgeable of core curriculum and instructional strategies that support struggling students*

Steps for Implementation

1. Create a teacher inventory form or plan meeting times that allows teachers a format to sign up and teach an Academic League or Electives course. This form will include teachers' preference for content area, days, times, and specific curriculum areas of expertise.
2. Based on teacher availability and certification areas of expertise and experience, school administrators can create Academic League courses accordingly. Ideally there will be at least one or more offerings for the following courses:
    a. ELA Academic Leagues
        i. Low Warning Class
        ii. High Warning Class
        iii. Low Needs Improvement Class
        iv. High Needs Improvement Class
        v. Low Proficient Class
    b. Math Academic Leagues
        i. Low Warning Class
        ii. High Warning Class
        iii. Low Needs Improvement Class
        iv. High Needs Improvement Class
        v. Low Proficient Class
    c. Science and Social Studies Academic Leagues
3. If there is more than one class created within each class category, the Academic League Planning Team can group students together based on standards and skills.
4. Consider assigning teachers to teach a grade level different from their core content class.

In Practice at the Edwards

Before the start of a new semester at the Edwards, the Director of Expanded Learning Time requests all teachers to fill out a Teacher Inventory Form expressing interest in teaching Academic Leagues and Electives. Additionally, the Director meets with individual teachers to further understand their content area interest, performance level interest, standards and skill preference, and student grouping interest. ***(See Appendix 3, Section A for Teacher Inventory Form Sample contributed by Stephanie Edmeade, Director of Expanded Learning Time.)***

For 6th grade, the majority of Math Leagues are taught by Citizen Schools teachers. A few Edwards teachers co-teach a Math League class with a Citizen Schools teacher. Generally, sixth grade students in the lower levels of math will be placed in these co-teaching classes in order to

benefit from two teachers. If available, one or two Edwards teachers may teach an ELA Academic League within the Citizen Schools Math League block for the lowest performing students in ELA. These are the only 6th grade students who would not receive a Math League, as the rest of the 6th graders will receive Math League from Citizen Schools.

Once teachers are identified, the administrative team determines how many courses can be offered for each Academic League content area. Generally, teachers with successful rates of making significant academic gains with students are assigned to a class of students at lower performing levels. Similarly, teachers who are highly qualified and highly skilled in a particular content area are assigned a group of students who need in-depth intervention with certain skills and standards. However, not always are these teachers assigned the most challenging classes. For instance, consider a Math Academic League that is full of high needs improvement students. Perhaps this is the only math class offered for this level of students. Therefore, although the students are grouped together based on similar performance levels, students may vary within mastery of certain standards. A highly skilled teacher would need to understand where each student individually performed in regards to the standards and have the expertise to create a differentiated lesson plan to meet the needs of all the learners in that Math Academic League class in order to move them to proficiency. Based on detailed analysis of teacher availability, quality, and effectiveness, the actual courses for Academic Leagues are created and groups of students are assigned to each teacher accordingly.

Another common practice is to a consider placing teachers in a grade level different from their core content class. Take for example a teacher who has expressed interest in teaching an ELA Academic League. During the core part of the school day, this teacher teaches four blocks of 8th grade ELA. By assigning this teacher a 7th grade ELA Academic League, it gives those 7th students an opportunity to receive direct instruction in ELA from a different teacher they received it from earlier in their core ELA class. It also gives the 8th grade ELA teacher a change of students and grade level. Considering this teacher stays in the same teaching position in the following school year, this teacher already has a strong academic advantage with some of her incoming students as she may have had a percentage of them in her last year's 7th grade ELA Academic League class. Similarly, a 7th grade core Math teacher may make stronger gains with a group of 8th grade Math Academic League students composed of some of the same students he may have had in the previous school year in his core 7th grade Math class. In both these cases, the teachers establish a strong foundation of relationships, classroom dynamics, and instructional understandings that sometimes take considerable time to set up. Also, by having students assigned to these teachers for a second time, a faster focus on skills and instruction can result. This idea of looping has been put in place to a great extent and the Edwards has found tremendous benefits with this practice in teacher placement.

Key Principle 4

Teaching complements core instruction by previewing, reviewing, reteaching and providing additional practice on specific standards and relevant application of knowledge

- *Specific standards where students show weakness are identified prior to the design of program*
- *Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards*

Steps for Implementation

1. Identify and create a curriculum that will supplement and enhance the core content area curriculum in one or more of the following ways:
    a. Reviews previously taught standards.
    b. Teaches standards not covered in the core content area curriculum / pacing guide.
    c. Provides additional practice/enrichment opportunities with standards.
    d. Introduces and teaches test taking strategies and skills.
2. Teachers create lesson plans that are tailored to meet the individual needs of the students in relation to strengths/weaknesses on selected standards.
3. Teachers deliver high quality lesson plans in an engaging way that builds student stamina and interest level for that content area.
4. Teachers use ongoing data (informal and formal) to inform lesson planning and delivery of instruction.

In Practice at the Edwards

The curriculum and pacing guides of core classes at the Edwards Middle is determined by the Boston Public Schools Academic Office, Curriculum and Instruction Team. The Edwards Academic League hour allows teachers the flexibility and autonomy to create a curriculum that is tailored to meet the needs of the students in their Academic League class. Time is available to delve into the core academic curriculum at a deeper level and hone in on specific skills that students need more practice with. On the flip side, teachers can supplement their core academic curriculum and use the time during Academic Leagues to address specific standards and skills not included in their core content area pacing guides. The extra time also provides teachers with the opportunity to engage students at higher and richer levels of critical thinking and reasoning. Lastly, students can receive the help they need with basic test taking skills and strategies that will ultimately benefit them when they take the MCAS.

See Appendix 4

- ***Section A: MCAS Prep Workbooks Commonly Purchased by Edwards***
- ***Section B: Massachusetts Standards to be taught in Math Academic Leagues (contributed by Kevin Qazilbash, Math Coach and Teacher)***
- ***Section C: Lesson Plan for ELA Academic League (contributed by Stephanie Crement, Special Education ELA Teacher)***

- ***Section D: Course Syllabus for Elective Decoding Class (contributed by Stephanie Crement, Special Education ELA Teacher)***
- ***Section E: Citizen Schools Math League Curriculum Overview (contributed by Citizen Schools, Edwards Campus Team)***

The chart below shows the curriculum scope for core classes and Academic League classes:

ELA Core Curriculum	**Math Core Curriculum**	**Science Core Curriculum**	**Social Studies Core Curriculum**
America's Choice / Readers & Writers Workshop Model	Connected Mathematics Project (CMP2)	Full Option Science System (FOSS)	History & Geography Alive / Teachers Curriculum Institute
ELA Academic League	**Math Academic League**	**Science Academic League**	**Social Studies Core Curriculum**
Using ANet data, identify student weaknesses of skills and create curriculum that align with those standards.	Identify standards not taught directly in CMP2 based on pacing guide.	FOSS Kits and pacing guides spend minimal time on Technology & Engineering standards. A greater depth is also focused on the areas of life, physical and earth science.	N/A
Teacher created lesson plans mixed with purchased MCAS Prep workbook series.	Align the missing standards with pacing guides for CMP2 and teach standards accordingly. Use pre-post tests.	Teacher created lesson plans mixed with purchased MCAS Prep workbook series.	
Designed to target individual student needs based on review of assessment data and tracking.	Teacher created lesson plans mixed with purchased MCAS Prep workbook series.	Science Enrichment focus enhances critical thinking skills through complex labs, experiments, and inquiry.	
	Designed to target individual student needs based on review of assessment data and tracking.	*"In Science Academic League, we hope to enrich the students' understanding of science concepts while developing science process skills all the while creating an awareness of the importance of science in our everyday lives."* *- Jeanne McCabe* *7th Grade Science*	

Key Principle 5

Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies

- *Teachers routinely examine student progress (at least quarterly) through formative assessments and discussion with other teachers to decide on content*
- *Students are involved in goal-setting and charting their own progress*

Steps for Implementation

1. Administer a series of interim student assessments that test the concepts being taught in each teacher's Academic League class.
2. Report and analyze data in teacher-friendly formats that align student performance to the standards.
3. Use results to inform instruction in lesson planning, delivery, and future assessment.
4. Create student-friendly tracking forms that allow students to chart their own progress in regards to their learning and mastery of standards.
5. Organize school-wide MCAS rallies that help contribute to a culture of success, performance, and academic achievement.

In Practice at the Edwards

Edwards teachers have access to a variety of data to inform their planning and delivery of individualized instruction. MCAS data identifies students' performance levels and a detailed item analysis. The Edwards also subscribes to The Achievement Network (ANet), an organization that helps schools administer a series of five formative assessments in both ELA and Math throughout the school year. Results arrive quickly and the data is organized in a teacher friendly, student report database. Both MCAS and ANet data enable teachers to identify student strengths and weakness in a given standard. ***(See Appendix 5, Section A for sample 7th Grade ELA Academic League Teacher Tracking Sheet for ANet contributed by Stephanie Crement, Special Education ELA Teacher.)***

Additionally, teachers use assessment data from district assessments (mid/end year exams, module tests, skills inventories, reading and writing assessments) as well as from internal assessments created at the Edwards. For instance, the Math Academic League classes contain a pre and post test system that assesses student performance in relation to the set standards scheduled for each grading term. ***(See Appendix 5, Section B for sample Quarter 2 Math Academic League Pre/Post Test contributed by Kevin Qazilbash, Math Coach and Teacher.)*** The Director of Instruction requires teachers to submit the data from the assessments at the beginning and end of each quarter and works with teachers to make necessary adjustments as indicated by the data. (***See Appendix 5, Section C for Math Academic League Pre/Post Test Data Tracking sheet.)***

At a school-wide level, the Edwards Middle School's Specialty Team contributes to a larger success of Academic Leagues. The Specialty Team consists of our Music, Art, PE, Health, and Computer teachers. The team organizes two school-wide annual MCAS Rallies. In an attempt for

students to visually chart their progress, there will be grade level assemblies organized to the theme of the school's Musical Theater theme for the year. For instance, when the Musical Theater was performing Grease, a 50's themed MCAS rally was organized. The Specialty Team dressed in costume, decorated the auditorium, and inspired students to do well on the MCAS. During this assembly, Academic League teachers gave pep talks and motivational speeches. The Specialty team asked each student to place a sticker on the "jukebox", a large visual representation of an MCAS board. The sticker represented the student's MCAS goal.

Key Principle 6

Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs

- *Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes*
- *There is clear and regular communication between core classroom teachers and academic support teachers*
- *Where academic support classes are taught by partners, staff is well-trained with access to curriculum, professional development, and other support*
- *Administrators and peers visit classes regularly and provide feedback*

Steps for Implementation

1. In the school's Instructional Leadership Team (ILT), determine school-wide instructional priorities that will serve as areas of focus during teacher collaboration.
2. Schedule time for teachers to meet regularly (at least once a week) to talk about instruction.
3. Within this time, teachers should have opportunities to meet within grade level teams and within departments.
4. Create teacher leadership positions to facilitate, lead, and organize these meetings with a focus on the school-wide instructional priorities. Each team can create norms, identify steps to reaching the school-wide priorities, and create purposeful agendas and clear objectives to ensure effective and well-run meetings.
5. The ILT should meet regularly to monitor progress of the instructional priorities and make necessary adjustments to the ongoing professional development plan.
6. On a regular basis, administration and peers conduct learning walks during Academic League classes to identify areas of instructional strengths and growths.

In Practice at the Edwards

Professional development and teacher collaboration at the Edwards is a crucial component of a positive school culture focused on student achievement. The ILT, most responsible for setting the stage for collaboration, consists of the school principal, the Director of Instruction, the Director of Expanded Learning Time, Citizen Schools Campus Director, instructional coaches, and at least one lead teacher from each content area and ideally one representative from each grade level team. The content of professional development is determined by the ILT after whole school analysis of student data and review of curriculum practices. Instructional priorities are identified at the start of the school year and reinforced in department meetings and team meetings.

Department meetings occur several times a year. During these meetings, the designated department head who is also a member of the ILT, will create agendas aligned to the school's instructional priorities. For instance, the instructional focus in a recent school year was on using

various forms of formal and informal assessment data to inform instruction. The Achievement Network (ANet) was introduced during the year to support the focus. During department meetings, teachers analyzed the data closely, determining strengths and weaknesses in certain learning standards. Teachers then collaborated to develop lesson plan ideas and strategies to help address the areas of growth. In department meetings, core Math teachers can collaborate with Math Academic League teachers who share the same students. Both sets of teachers feel ownership and responsibility for the success of those students and at the same time recognize how they are supporting each other at a collegial level. Teachers often express this feeling of peer accountability in this setting, which has been a positive contribution to the success.

Grade level team meetings take place at least twice a week and focus mainly on operations, student support, and parent communication. However, during the school year teams are invited to meet with the school principal and Director of Instruction to update MCAS Data Boards or review ANet data trends. Teams also provide critical feedback for Academic Leagues and make recommendations to move or adjust a student's Academic League when necessary.

School-wide professional development is determined by the ILT throughout the school year. The team organizes a series of connected sessions on a particular topic aligned to the school-wide priority. For instance, in the previous school year, the instructional focus was on supporting English language learners (ELLs). Therefore, the ILT offered Category 4 training for all the teachers and used certified trained teachers within the school to train other teachers. Outside partners, such as Citizen Schools, also attended these sessions. Teacher Demonstration Lessons are another example of a selected school-wide professional development theme. In this model, several teachers volunteered to demonstrate a model 60-minute lesson in front of their peers. Following the lesson, the faculty provided critical feedback to the volunteer teacher and a written non-evaluative observation form, which is the same form created by the ILT for administrative walkthroughs. This structure opens up the teaching practices and provides peers with ideas for best strategies and effective lesson planning and delivery. (***See Appendix 6, Section A for Edwards Middle School Classroom Observation Form)***

The Citizen Schools team works very closely with the school's professional development model. In addition to being a part of the Academic League Planning Team and ILT, there is a Citizen Schools liaison to each grade level team and department. In addition to receiving the ongoing professional development topic for the year, the school administration identifies an Edwards-based math coach who is assigned to support and work closely with the Citizen Schools staff. This allows the Citizen Schools teachers to receive ongoing support with curriculum development and implementation of Math League curriculum. This math coach will visit Math League classrooms, provide feedback, and meet with the Citizen Schools team to analyze student data and discuss classroom practices to ensure high quality Math Leagues.

Moving Forward: Areas of Future Focus for the Edwards

Although the Edwards Middle School has experienced great success with Academic Leagues, there are several areas for improvement and refinement of the model. Below is a list of future areas of focus in an effort to make greater impact on student learning and achievement:

1. Offer a Social Studies Academic League to provide similar enrichment-based opportunities as the Science Academic League provides for students who are highly proficient in ELA and Math.
2. Conduct quantitative evaluations of the program beyond the traditional review of MCAS assessment reports which simply indicate a student's performance. For example:
    a. Examine Student Growth Percentile (SGP) as a way to measure how much change or "growth" there has been in performance from year to year. This would help the school analyze how much extra time in a particular content area contributed to a student, or a group of students, growth.
    b. Determine if there is an impact in the student's course grades in the content area of Academic League.
    c. Does a student's grade in Academic League correlate to SGP or MCAS scores?
3. Conduct a qualitative evaluation of the program by surveying students and teachers outlook on Academic Leagues:
    a. For example, on a scale of 1-4 students could answer the following statements:
        i. My Academic League is helping me understand this subject better.
        ii. I work and learn well with my Academic League classmates.
        iii. I learn well from my Academic League teacher.
        iv. I think my Academic League class is helping me feel more confident about taking the MCAS and improving my grades in my Academic League subject.
        v. My attitude towards my Academic League subject has improved.
    b. For example, on a scale of 1-4 teachers could answer the following statements:
        i. I feel personally invested in the Academic League concept and goals.
        ii. I feel my students are gaining a greater understanding of my subject area due to my Academic League.
        iii. The students in my class work well together.
        iv. I think the Academic League curriculum I plan is an effective instructional tool.
        v. My style/way of teaching is a good match for the students in my Academic League.
4. Student Grouping and Tracking
    a. When grouping students, the Edwards can continue to further consider ways to target and support student subgroups such as students with special needs and ELL students.
    b. Similarly, more in-depth analysis should be conducted on items and standards to group students beyond performance level and more specifically by strands. (if the teacher quantity and matching for this is possible)

c. Create more structures for students to track their own progress. Although many teachers do this in the classroom setting, the Edwards can consider more long-term, purposeful ways that take the success of the MCAS Rallies to a higher level. For instance, if there is a way to secure student information, students can be a part of the magnet board movement with school leaders and teachers. They can meet with their team of teachers and provide their own input to how they think they are moving forward towards their MCAS goals.

5. Provide teachers with more formal time and structures for teacher collaboration specifically in regards to Academic League focus.
    i. For instance, build common planning time for all ELA Academic League teachers to meet on a weekly basis.
    ii. A future teacher demonstration lesson could specifically be an Academic League lesson.
    iii. Designate time for administrators and peers to conduct classroom-walkthroughs during Academic League time with followed debrief sessions.
    iv. Provide structured and formal processes for lesson plan reviewing, curriculum pacing, and other opportunities for teachers and administration to work together for higher accountability levels and measures.

Appendix 1, Section A:

Example: Mike, 6th Grade Student

Mike is a 6th grade student at the Edwards. He will follow the core part of the day from 7:10 – 1:20. Since he is in the 6th grade, he automatically will report to Citizen Schools at 1:20 for his Math League class taught by a Citizen Schools teacher. Given that Mike's 5th grade MCAS ELA score is at the Warning Level and he is at a 2nd grade reading level based on a formal reading assessment, on A days Mike will be placed in a Reading Decoding class taught by an Edwards ELA teacher while most 6th graders attend a Citizen Schools "Life Skills/Apprenticeship" class from 2:20 – 3:45. On B days Mike will attend his Mock Trial Apprenticeship class. Thus, an overview of Mike's Layered Academic Support looks like this:

Academic Support Content Area	Time of Day	Days per Week	Teacher
Math League	Academic League 1:20 – 2:20	Monday – Thursday	Citizen Schools Staff
Reading (Decoding)	Elective 2:20 – 3:45	A days (Mon & Wed)	Edwards ELA Teacher

Example: Bobby, 8th Grade Student

Bobby scored very low in Math and ELA on last year's 7th grade MCAS. He was assigned to a 7th grade Academic League for Math. On his A day Elective, Bobby participates in the Read 180 technology-based reading curriculum designed specifically for students with very low literacy skills. The other two days a week, his B day, Bobby participates in the Football Elective. At the semester break, Bobby's scores on ELA interim assessments improved significantly. He was no longer scheduled for the Read 180 elective on A days. His new A day elective became Rock Band and he continued in Football for B days.

Academic Support Content Area	Time of Day	Days per Week	Teacher
Math	Academic League 1:20 – 2:20	Monday – Thursday	Edwards Math Teacher
Reading (Read 180)	Elective 2:20 – 3:45	A days (Mon & Wed)	Edwards ELA Teacher

Example: Jan, 7th Grade Student

Jan is in the 7th grade. Looking at her SGP, she grew tremendously in her math skills and benefitted from her Citizen Schools Math League. She performed at a high needs improvement level in ELA, so she will be placed in an ELA Academic League with the goal to move her into the proficient category. Her core ELA teacher and ELA Academic League teacher believe that through both core and support classes that she will grow in ELA. Thus, she will not require a

placement in an academic based elective course. After attending the Electives Choice Fair, Jan selected Musical Theater as her first choice on A days and Break dancing as her second choice on B days. She was placed in these courses for her Elective at the start of the year. However in mid-semester, Jan's teachers noticed that she was not completing her homework in her core classes. Therefore, after conversations with her parents and Jan, the decision was made to pull her from her Break dancing class for the next term. If her homework success rate improves by the end of the semester, she will stay in Musical Theater (a year-long Elective) and she will choose her second semester Elective.

Academic Support Content Area	Time of Day	Days per Week	Teacher
ELA	Academic League 1:20 – 2:20	Monday – Thursday	Edwards ELA Teacher
Homework Help	Elective 2:20 – 3:45	B days (Tues & Thurs)	Edwards Social Studies Teacher

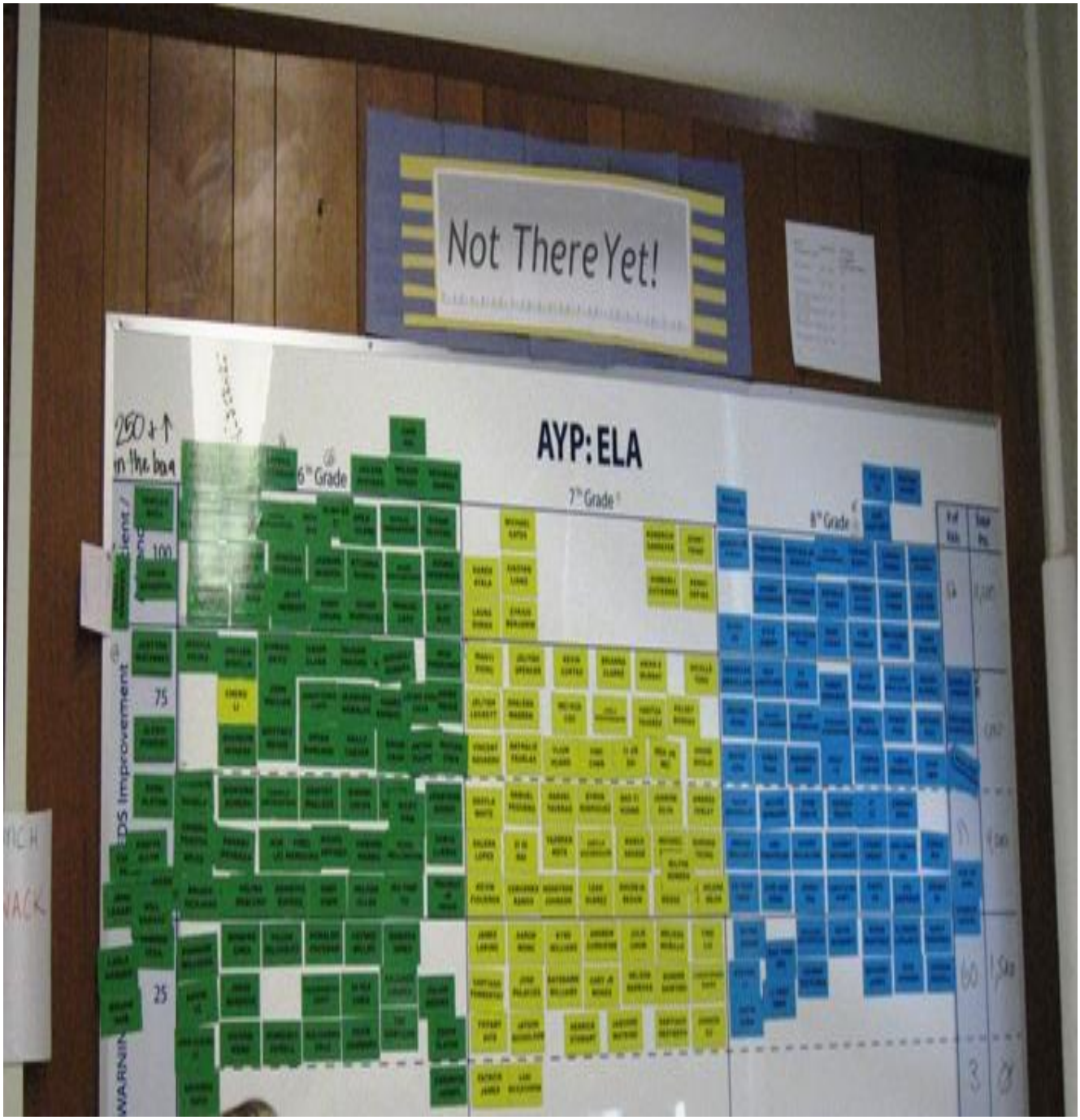
Appendix 2, Section A: Snapshot Page Template

Insert Picture	**Name:** Attendance:	
	Grade: **Date of Birth**:	
	Special Needs Status:	**ELL Status:**

6th Grade Student 5th Grade MCAS Data		**7th Grade Student 6th Grade MCAS Data**		**8th Grade Student 7th Grade MCAS Data**	
ELA		ELA		ELA	
Math		Math		Math	
MEPA		MEPA		MEPA	
Final Report Card Grades		**Final Report Card Grades**		**Final Report Card Grades**	
ELA		ELA		ELA	
Math		Math		Math	
Science		Science		Science	
Social Studies		Social Studies		Social Studies	
Specialty		Specialty		Specialty	
AL Elective		AL Elective		AL Elective	
Reading Assessment (SRI / GRADE / FAST-R)		**Reading Assessment (SRI / GRADE / FAST-R)**		**Reading Assessment (SRI / GRADE / FAST-R)**	
Fall		Fall		Fall	
Spring		Spring		Spring	

Student Support:	Overall Strengths: Overall Areas of Growth:
Parent Communication:	Motivation: Low Medium High
Works Well with these peers: Does Not Work Well with these peers:	Learning Style: Visual Auditory Kinesthetic
Behavior Scale: 0 1 2 3 4 5 0 = no issues 5 = disruptive	Teacher Compatibility: A. No Preference/Self Motivated B. Relationship Oriented C. Structured Oriented

Appendix 2, Section B: Picture of an ELA MCAS Data Board



Appendix 3, Section A: Teacher Inventory Form

Name_____ E-mail _____ Date_____

CLARENCE R. EDWARDS MIDDLE SCHOOL
EXPANDED DAY STAFF INVENTORY

Please complete this form clarifying your level of interest in either continuing to teach or wanting to teach an academic league/elective class for the spring semester. *(Academic League/elective classes will be selected by Administration and will be determined on a needs basis).*

Turn in this form to Ms. Edmeade's box or email by May 14th.

Academic League (*Fall*)
Subject: _____ ____I will continue ____I want to teach an academic league
____not interested

Commitment: Monday – Thursday *Time TBD (depending on new schedule)*

Comments: _____

Elective A Day **Yes** **No** **Elective Topic:**
Brief explanation of activities: (Clarify if your class is currently closed)

Commitment: Monday, Wednesday Time TBD

Elective B Day **Yes** **No** **Elective Topic:**
Brief explanation of activities: (Clarify if your class is currently closed)

Commitment: Tuesday, Thursday Time TBD

Substitute (*as needed*) Yes No
Circle the following days you will be available and specify Academic League, Electives, or BOTH:

Commitment: Monday, Tuesday, Wednesday, Thursday
Comments:

Other: (*Office, Support Staff*) Yes No
Circle the following days/times you will be available:

Commitment: Monday, Tuesday, Wednesday, Thursday

I am not interested at this time in teaching during ELT _____

Appendix 4, Section A: MCAS Prep Workbooks

ELA 6th
MCAS English Language Arts Grade 6 (Dana Henricks)
Amsco
978-1-56765-178-2

ELA 7th
MCAS English Language Arts Grade 7 (Amy Kaiman)
Amsco
1-56765-092-9

ELA 8th
MCAS English Language Arts Grade 8 (Dana Henricks)
Amsco
978-1-56765-180-5

Math 6th
We do not order a 6th Grade MCAS Prep Workbook given that our Citizen Schools staff implements a math curriculum for our 6th graders created and designed by our math teachers and Citizen Schools staff.

Math 7th
MCAS Prep Mathematics Grade 7 Rise and Shine
Queue
Item Code RAS 3031

MCAS Prep Mathematics Grade 7 Problem Solving
Queue
Item Code QWK 3958

Math 8th
MCAS Prep Mathematics Grade 8 Rise and Shine
Queue
Item Code RAS 3033

MCAS Prep Mathematics Grade 8 Problem Solving
Queue
Item Code QWK 3987

Science 8th
Sharpen Up on Massachusetts Science and Technology Book 8
Buckle Down
0-7836-2552-9

Building Big
PBS

Appendix 4, Section B: Massachusetts Standards To Be Taught in Math Academic Leagues

Note: These standards have previously not been taught directly in CMP classes. The quarterly placement of these standards has been chosen to align with what is being taught in the regular CMP classes. For example, during the 3rd quarter 6th grade CMP classes use the book Covering and Surrounding to teach area and perimeter concepts, standard 6.M.6 is assigned to the 3rd quarter because it covers a related concept – surface area and volume.

	1st Q	2nd Q	3rd Q	4th Q
6th	***Number Sense and Operations:*** • Positive integer exponents • Place value to billions and thousandths • Very large and very small positive numbers (e.g. expanded notation without exponents)	***Geometry:*** • Three-dimensional shapes and their properties • Graphing points and the Cartesian coordinate plane ***Number Sense and Operations:*** • Number lines to model addition and subtraction of integers	***Measurement:*** • Volume and surface area of rectangular prisms ***Patterns, Relations and Algebra:*** • Symbolic, arithmetic, and geometric patterns and progressions • Problem-solving using properties of equality	***Number Sense and Operations:*** • Order of Operations for expressions involving addition, subtraction, multiplication, and division with grouping symbols • Addition and subtraction of integers (with exception of subtracting negative integers)
7th	***Measurement:*** • Conversion from one system of measurement to another; use of technology as appropriate. ***Number Sense and Operations:*** • Scientific notation • Absolute value	***Number Sense and Operations:*** • Positive integer exponents: Order of Operations and problem-solving • Problem-solving with estimates ***Patterns, Relations and Algebra:*** • Simple algebraic expressions	***Geometry:*** • Interior angle measures of polygons • Drawing polygons and circles with ruler, compass, protractor • Three-dimensional figures: appearance, attributes, and spatial relationships	***Measurement:*** • Area, perimeter, and circumference of parallelograms, trapezoids, and circles; Surface area and volume of rectangular prisms and cylinders ***Data Analysis, Statistics and Probability Strand:*** • Circle graphs, Venn diagrams, stem and leaf plots, tables, and charts • Tree diagrams, tables, organized lists, and area models to compute probabilities
8th	***Geometry:*** • Interior angle measures of polygons • Congruence and similarity • Relationships of angles formed by intersecting lines	***Geometry:*** • Using tools to formulate and test conjectures, and to draw geometric figures • Transformations on unmarked or coordinate planes • Three-dimensional figures: appearance, attributes, and spatial relationships	***Patterns, Relations and Algebra:*** • Using the identity (-x)(-y)=xy to simplify algebraic expressions ***Measurement:*** • Ratio and proportion in problem-solving • Models, graphs and formulas to solve simple rate problems	***Data Analysis, Statistics and Probability:*** • Mean, median, mode and range; comparison of data sets • Characteristics and limitations of a data sample; selecting a sample (e.g. convenience sampling, responses to a survey, random sampling)

Appendix 4, Section C: Lesson Plan for ELA Academic League

Objective: Students will be able to read and spell two syllable words with the vowel-consonant-e pattern.

Association 1 (symbol to sound)
Phonograms:

- /a/, /e/, /o/, /u/, /i/, a-e, e-e, o-e, i-e, u-e
- Review how to divide words with vccv-e pattern
  - Underline vowels - reptile
  - Look for vccv pattern and divide between consonants – rep/tile

Words/ sentences drill:

- Have students independently divide words on word list.
- Have students read word lists to partners while teacher circulates and monitors.
- Have students identify which words need to be divided on sentence list and divide those words.
- Have students read sentences to partners while teacher circulates and monitors.

Association 2: (Sound to symbol oral)
"What says?

- /a/, /e/, /o/, /u/, /i/, a, i, o, u, e, ch/tch, x, /k/

Association lll. (Sound to symbol- written spelling using SOS)
Sounds:

- u_e
- e

Words: (Use colored chips to segment words orally before spelling on paper.)

- compute
- invite
- ignite
- trombone
- vampire
- insane

Sentence(s):

- The bride did insist that she had the best dress.
- Did you win a prize in the extreme contest?

Oral Reading:

- Story: "Pothole" in Wilson Reading Student Book
- Before students read, teacher will show a picture of a pothole and build some background knowledge. Students will make a prediction about what the story will be about, how the pothole may have been caused, and what problems it might cause.
- Using copy of story on overhead, teacher will model how to identify which words need to be divided and how to divide two and three syllable words with vccve pattern.
- Students will divide word in story on their own.
- Students will then do a timed reading of the story with a partner. Each partner will read the story two times while his or her partner times each reading.

Multisensory Activity:

- Students will play "I have, do you have?" with their partner to practice shifting between short and long vowel sounds.
- Each student will draw five cards.
- Students will read a card and ask their partner if he or she has the match for that card. (Matches are words with a silent e or without, e.g. – The match for *hop* is *hope*. The match for *time* is *Tim*.)
- If the other student has the match, he or she hands it over, and the first student can make a pair. If the other student does not have the match, he or she says "go fish," and the first student must draw a card.
- The student who gets rid of all of his or her cards first wins the game.

Appendix 4, Section D: Course Syllabus for Elective on Decoding

ELT
EDWARDS MIDDLE SCHOOL: COURSE SYLLABUS (SY 2009-2010)

Teacher's Name: Ms. Crement Room #:

AL/Elective Name: Sixth Grade Decoding Course Course #:

___Math __X__ELA _____Science _____Social Studies ____Physical Education

Major Topics / Units (in order of presentation):

Week of November 9	Lessons 1.1 and 1.2	Blending, short vowel sounds, digraphs
Weeks of November 16 and 23	Lesson 1.3	Nonsense words
Week of November 30	Lessons 1.4 and 1.5	F, l, s rule; all; am; an
Week of December 14	Lesson 1.6	-baseword and –s; k/ck rule
Week of December 21	Post-testing for Unit 1	ALL
Week of January 4	Lesson 2.1	ang, ing, ong, ung, ank, ink, onk, unk; define closed syllable
Week of January 11	Lesson 2.2	Blend versus digraph
Week of January 18	Lesson 2.3	ild, old, olt, ind, ost; closed syllable exceptions
Week of January 25	Lesson 2.4	Blending and segmenting five sounds in closed syllable

Key Concepts / Terms: (*STANDARDS)**
By the close of this course, students will understand the following concepts and related terms:

- short vowel sounds
- consonant sounds
- digraphs
- closed syllables
- f, l, s spelling rule
- ck, k spelling rule
- sight words

STANDARDS COVERED THORUGHOUT THE COURSE:
4.9: Identify the meaning of common prefixes *(un-, re-, dis-).*
4.10: Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.
4.17: Determine the meaning of unfamiliar words using context clues *(definition, example).*
4.18: Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.
5.14: Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences,

paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).

*7.5: Demonstrate orally that phonemes exist:

• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;

• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations *(as in star)* to read words.

*7.6: Recognize common irregularly spelled words by sight (*have, said, where).*

*7.7: Use letter-sound knowledge to decode written English:

• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;

• read accurately many irregularly spelled words, special vowel spellings, and common word endings;

• apply knowledge of letter patterns to identify syllables;

• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;

• know and use more difficult word families *(-ought)* and known words to decode unknown words;

• read words with several syllables;

• read aloud with fluency and comprehension at grade level.

*7.8: Use letter-sound knowledge to decode written English.
8.22: Identify and analyze main ideas, supporting ideas, and supporting details.

Subject-Area Skills / Learning Strategies: (How students will achieve the above concepts) ACTIVITIES:

Daily lesson format:

I. Review phonograms
II. Read word lists – real and nonsense words
III. Drills with sentence reading
IV. Dictation with simultaneous oral spelling strategy
V. Story reading
VI. Extension activity – game, worksheets, tracking, or extension of story

Assessments: Describe the major products, projects, open response tests, exams, performances and other assessments students will complete to demonstrate their skills and understanding.

*Students will complete daily drills and dictation exercises that will be kept in their binders.
*Students will receive grades for participation in independent and partner reading done in class.
*Students will receive grades for weekly tracking of word reading with teacher.
*Students will take an end-of-unit assessment at the end of each unit.
Notebooks / Portfolios / Work Folders:
Students will be expected to collect, organize, and maintain their work according to the following system.

*Student work will be organized in binders.

*Binders will be divided into four sections: sounds and drills, rules, spelling, and stories. Work will be organized into its appropriate section.

Major Texts, Readings, Equipment, Music, Videos and Other Instructional Materials:

Orton Gillingham materials

Wilson Reading System Student Reader

Wilson Reading System Student Workbook

Wilson Reading System Stories for Older Students

High Noon Books

Teacher-created, Orton Gilingham based materials

Other decodable texts

Phonogram cards, sound chips, timers, highlighters, highlighter tape, game boards

Tips for Parents: What parents can do to help students succeed in this class:

*Ensure that students read for at least 20 minutes each night.
*Ensure that students complete a reading response based on reading each night.
*Ensure that students practice saying short vowel sounds and key words each night.

Appendix 4, Section E: Citizen Schools Math League Curriculum Overview

The Citizen Schools Math League program at the Edwards Middle School is a supplemental math curriculum meant to support the school's mathematics classes and further prepare students for the MCAS.

The curriculum focuses on the tested 6th grade standards that are not taught by CMP (the program currently in use by the morning core math classes). Through the combination of instruction-based lessons, and "game"- based lessons, Math League directly contributes to students' confidence, along with their ability to complete and understand a wide selection of the 6th grade math standards.

The flow of Math League involves daily time for students to begin working on, and ask questions about, their homework assignments. Unit assessments will be completed by each student in a stress free way to ensure an accurate depiction of how overall student ability and comprehension. Broken into units that teach or support the tested math standards, math league begins heavy on instruction and then makes a transition to games and activities where students can put their newfound knowledge to use.

Math League lessons are implemented in order to help students…

- Practice basic multiplication and division abilities
- Build pride in their abilities and their teams
- Solve multiple digit multiplication and division equations
- Use "factor families" to better grasp the relationships between multiplication and division, and factors and multiples.
- Build confidence in the ability to solve higher level multiplication/division problems
- Understand how to solve expressions with multiple operators using the acronym PEMDAS
- Practice using PEMDAS to solve advanced order of operations problems
- Master the techniques to solving multiple operation problems
- Learn to place numbers, both positive and negative, on a number line
- Master use of number lines to solve basic positive and negative integer equations
- Comprehend the relationships between positive and negative numbers
- Identify exponents and their expanded forms
- Solve equations with exponents in them
- Use mathematical vocabulary and terminology correctly
- Find connections between math and student's daily and future lives

Appendix 5, Section A: 7th Grade ELA Academic League Teacher Tracking Sheet & ANET

Student Names	Open Response	Long Composition	Parts of Speech	Context Clues	Sequence Details	Main Ideas	Identifying Details	Drawing Conclusions	Character Traits	Author's Purpose	Style and Language	Figurative Language	Genre	Annotation	ANet 1	ANet 2
			★		★	★	★	★	★	★	★	★	★		72%	75%
					★	★	★	★	★				★		63%	60%
					★	★	★	★	★				★		61%	55%
									★						44%	50%
						★									47%	53%
					★	★	★		★				★		66%	65%
			★				★	★	★	★	★				70%	77%
			★		★	★	★	★	★	★	★	★	★	★	81%	85%
					★								★		55%	63%
															51%	49%
						★			★				★		63%	60%
			★		★	★	★	★	★	★	★	★	★	★	82%	80%
					★								★		55%	59%
					★	★	★	★	★		★		★	★	69%	73%
					★	★	★		★				★		66%	62%
			★		★	★	★	★	★	★	★	★	★		74%	75%
															33%	51%
						★							★		41%	55%
			★		★	★		★	★	★		★	★		66%	69%

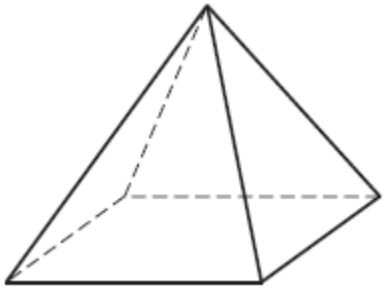
★ Denotes proficiency based on ANet scores for this topic

As ANet assessments #3, 4, and 5 are administered during the course of the school year, the teacher will enter those columns and continue to track student proficiency.

Appendix 5, Section B: Quarter 2 Math Academic League Pre/Post Test

1. *Standard: 8.G.7*

A square pyramid is shown below.

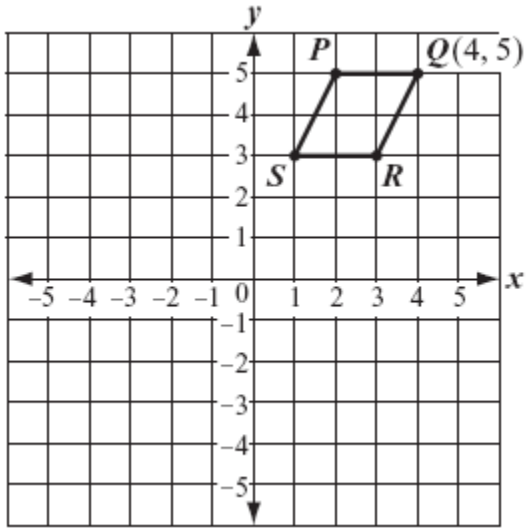


What is the total number of edges in a square pyramid?

A. 4
B. 5
C. 6
D. 8

2. *Standard: 8.G.6*

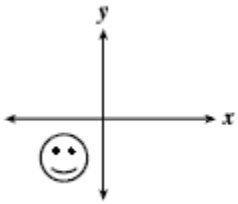
Parallelogram *PQRS* and the coordinates of point *Q* are shown on the coordinate plane below.



What are the coordinates of the image of point *Q* after parallelogram *PQRS* is translated 6 units to the left?

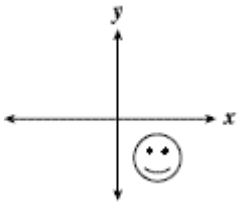
3. *Standard: 8.G.6*

The coordinate plane shown below has a figure in the third quadrant.

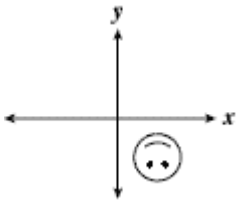


Which of the following shows the same figure after it has been reflected across the *y*-axis and then reflected across the *x*-axis?

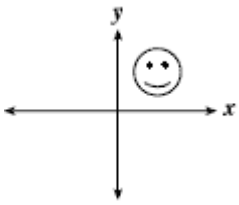
A.



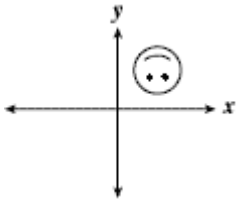
B.



C.



D.



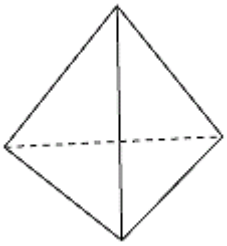
4. *Standard: 8.G.7*

Mei Ling gave the following description of a three-dimensional figure.

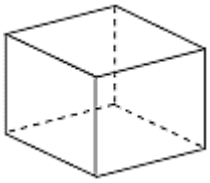
- The solid has 6 faces.
- The solid has 8 vertices.
- The solid has 12 edges.

Which of the following figures matches Mei Ling's description?

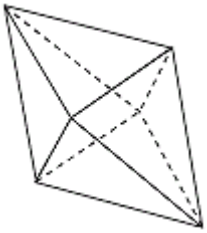
A.



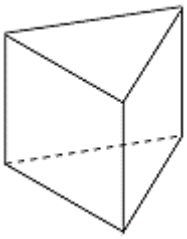
B.



C.



D.



Appendix 5, Section C: Quarter 2 Math Academic League Pre/Post Test Data Tracking

1 = Correct	1 pre	1 post	2 pre	2 post	3 pre	3 post	4 pre	4 post
0 = Incorrect	8.G.7	8.G.7	8.G.6	8.G.6	8.G.6	8.G.6	8.G.7	8.G.7
Student Name								
Average PreTest								
Average PostTest								
Increase/Decrease Points	8.G.7		8.G.6		8.G.6		8.G.7	

Appendix 6, Section A: Edwards Middle School Observation Form (for demo lessons and walkthroughs)

EDWARDS MIDDLE SCHOOL: FEEDBACK FORM FOR CLASSROOM VISITS

Teacher_____Subject ____ Team_____ Grade Level _____ Date _____
Start Time _____ End Time _____
Observer _____ # of Students _____ (Girls ___ Boys ____)

OBJECTIVE:
(A mastery / learning objective should be posted for every class. How does this objective fit into larger classroom goals? How do daily objectives connect over time?)
Copy Objective:

Dimension 1: Equity & High Expectations, Dimension 5: Instructional Plng. & Implementation, Dimension 6: Content Knowledge

Agenda supports daily objective ….. YES NO
Daily Agenda (copy below):
1. 4.
2. 5.
3. 6.

Classroom procedures posted……...YES NO

Evidence of student thinking visible.... YES NO

Homework clearly posted.....YES NO NA

Key learning strategies posted .....YES NO NA

Subject area vocabulary posted.....YES NO NA

BEHAVIOR: (Are the students well behaved?)

Dimension 3: Safe, Respectful, Culturally Sensitive and Responsive Learning Communities

ENGAGEMENT: (Are the students actively involved with the activity?)

Dimension 1: Equity & High Expectations, Dimension 5: Instructional Plng. & Implementation

HIGH EXPECTATIONS: (Does the lesson push students to high standards for reading, writing, thinking, or problem solving?)

Dimension 1: Equity & High Expectations, Dimension 5: Instructional Plng. & Implementation

ACCOUNTABILITY: (Does the teacher monitor student understanding and hold students accountable for producing their best work?)

Dimension 7: Monitoring and Assessment of Progress