

## 9th Grade House Structure

This document serves as a guide to the redesign team for 17-18 to help implement a universal 9th grade program. As the U9 goes from an idea to implementation, the 9th grade teaching team and administration can use this to help guide decisions that need to be made. The answers are suggestions to the future team and represent our best thinking on these issues. It was compiled over several meetings and a retreat by a team of 7 teachers and 2 administrators.

### Goals (as presented to School Board in Feb, 2017):

- Improved Student Outcomes
- Improved Structure for Personalization
- Improved Student Assignment System
- Improved Transition from 8th to 9th
- Structured Collaboration for 9th Grade Teachers

Tasks	Question	Answer
PD	When will teachers get trained in GFSF?	Teachers have already begun training in Get Focused, Stay Focused. AMPS is already running this class and there are teachers signed up for more trainings this summer. By next year, all ninth grade teachers should be trained in Get Focused, Stay Focused. There are also support classes in AC and BIHS that will be offered in 17-18 that will be utilizing this curriculum.
PD	When will teachers get AVID trained?	Many teachers are already AVID trained. 9th grade teachers will get training this summer through next year with the goal of all teachers trained in AVID by the start of 18/19.
PD	How will staff get together and become a 'team'?	Next year, the ninth grade team will start to meet in order build parts of the program together. This work will happen during Professional Development

		and will require additional hours. Over next summer, there will be a retreat for ninth grade teachers to work on curriculum, team building, and student support within the house structure.
PD	What does an optimal PD structure look like for the 9th grade?	PD will be split between content area and house. The house will focus on student support and interdisciplinary projects. The content area will meet across all houses and work on common assessments and aligning curriculum. There will be opportunities for the ninth grade team to meet with content alike upper grade teachers on vertical skill alignment. One of the PD coordinators will be assigned to the ninth grade and meet with the House Leaders. There will be a Teacher Leader in each subject area to coordinate PD within content areas.
Administration	Would there be a balance between new teachers and veteran teachers?	Ideally yes - we'd work for a balance and also with people who have indicated interest in being part of this model. As of right now we have both veteran and new teachers interested in joining this program.
Administration	Who is involved in interviews?	Admin with house leaders but with an eye to hiring for general 9th grade positions, not for specific houses.
Administration	How does physical space work?	We would prefer for them to be co-located if possible. To that end, we would need to decide if we were grouping 9th grade science/math etc or grouping houses together. This would mean that we would need to have conversations about other teachers being displaced and needing to move for 18/19.
Administration	Is it possible to have a discipline point-person who works specifically with 9th grade? (Important if there are common practices/expectations that need to be held by OCI).	Shift admin responsibilities to cover 9th grade - possible structure would be: VP 1 - AC VP 2 - BIHS VP 3 - CAS/AMPS/AHA VP 4 - Grade 9 Departments will be assigned to different VPs.

Administration	How will houses be named?	The design team is still working on this. It isn't crucial for this year.
Administration	What is the job description for the .2 House Leader	<p>The House Leader will:</p> <ul style="list-style-type: none"> <li>Attend bi-weekly meetings with house leaders to connect houses</li> <li>Lead PD for House and Content areas</li> <li>Interdisciplinary Project planning</li> <li>House Field Trips</li> <li>Organizing LEAP classes</li> <li>Attend teacher leader meetings (on a rotating basis)</li> </ul>
Administration	How is the House Leader chosen?	Much like our process we began last year for 0.2 FTE; an announcement would go out from admin describing job and soliciting interest from the staff, and then admin would interview/make decisions. We want to create house leaders that represent all four subject areas and house leaders will rotate over time.
Administration	What is the role of the VP in charge of ninth grade?	The VP in charge of ninth grade has some responsibilities to ensure the success of the program. They will work with parents and the Development Group on fundraising for the ninth grade program as well as oversee Professional Development. The VP will manage the curriculum and keep track of 9th grade goals.
Community Building	What community building activities will houses take part in?	<p>Examples include:</p> <ul style="list-style-type: none"> <li>Ropes Course</li> <li>Ice breakers and participatory norm setting</li> <li>Restorative Practices</li> <li>Service projects</li> <li>Socratic Seminars</li> <li>Performance Based Assessments and collaborative interdisciplinary projects</li> <li>All 9th grade assemblies and possible house assemblies</li> <li>Shout outs and Appreciations built into Houses or classes</li> </ul>

Community Building	Who plans whole house community building?	House Leaders with support from the teachers in the house. Activities are shared at all ninth grade PD meetings and in 'leadership meetings'
Community Building	How can Tier 1 Restorative Justice be utilized to build community	Teachers will be trained in Restorative Justice and RJ resources will be used to support students in the ninth grade. Tier 1 circles can happen in every house to build community in the classroom.
Community Building	How do teachers use culturally responsive practices to make classroom spaces equitable?	Professional Development will occur with the 9th grade team focusing on culturally responsive practices. Training in AVID, Constructing Meaning and Restorative Justice will enable teachers create equitable spaces in their classrooms. Peer observations with a focus on culturally responsive practices allows teachers to grow in their practice.
Community Building	How do we ensure field trips, special events stay similar for each house?	Field trips based on content will ensure they happen across all houses because all students are in similar classes. There can be all ninth grade field trips as well. Each house will have similar community building activities and it will be planned by the 'leadership team'.
Resource Allocation	Who plans and pays for house field trips?	The House Leader plans field trips for the house and uses money from the ninth grade fund. Grants can be written to the Development Group for all ninth grade field trips.
Resource Allocation	How does the ninth grade program raise money?	The VP will be in charge of meeting with parents to fund raise for the ninth grade. Each House will get a certain amount of funds for field trips and community building activities. There will be a leadership group that approves of funding outside of that allocation.
Resource Allocation	How does development group allocate money to ninth grade program?	Each house will have an equal number of funding available to run programs. House Leaders can request money from the 'leadership team' to fund specific projects.
Student Support	How does a house provide Student Support?	The Houses are built for student support. Teachers will have a common prep which allows for more time to talk about struggling students.

		Consistent practices throughout the house and the 9th grade will support students transitioning from 8th to 9th grade. The LEAP course will provide some students with academic support as well as social/emotional support. Because teachers are 'all in' 9th grade, they can focus on their 9th grade students and PD time will be dedicated towards meeting the needs of the ninth grade students.
Student Support	How are counselors assigned to houses?	Counselors will each have a ninth grade house that they interface with. This way they can come to SLC meetings and work directly with the teachers that are teaching their 9th grade caseload.
Student Support	How will students be placed in academic support classes and/or other interventions so each high needs student is served?	For the LEAP class, students will be identified by middle school counselors as well as the 8th grade transition rubric. Families will be contacted in the spring. If a student has a specific need, they can be in a LEAP class with a teacher that specializes in those skills. The class is voluntary.  Bridge, Rise, AVID, and after school tutoring will be available for ninth grade students 7th period.
Student Support	Would there be ongoing relationship with acad dev after ninth grade?	Each program has different student support structures in grades 10 - 12 and during the 9th -10th grade transition, students will be recommended for those classes.
Student Support	What will collaboration between gen.ed and special ed look like	Case managers will be assigned to houses much like counselors so that they can work with a smaller number of teachers with a specific group of students. They will be present at some SLC meetings as part of student intervention.
Student Support	How will students of color be welcomed and validated in a House system?	Teachers need to be culturally responsive and hold the space for students. Teachers have been and will continue to participate in professional development around culturally responsive teaching. The curriculum choices will validate student's experiences. Additionally, Link Crew can offer support

		to students and students of color can be recruited as higher grade mentors. The Office of Parent Engagement can be utilized to invite families to Open Houses, exhibitions, and Back to School night. There are possibilities to create advisory councils, leadership structures and affinity groups with students of color taking leadership roles.
Performance-based Assessments	What performance based assessments are currently being done in the 9th grade?	Performance Based Assessments are projects that apply skills that students have been learning. They stand on their own and have a clear purpose. These projects represent knowledge and skills that includes writing, speaking, collaborative and/or individual assessment, research, art, drama, labs, and have real world value. These projects are already happening in many classes and will be systematized throughout the ninth grade by subject area.
Performance-based Assessments	What interdisciplinary projects will we have in the 9th grade and how will that be implemented?	There will be an opportunity for <u>all 9th students</u> to pursue interdisciplinary projects and having a goal of having at least one project for all ninth graders. Common time with partners is critical and PD will be utilized for each house to develop the project. Outside experts can be brought in to help with implementation. Field trips can support the project. This is a great place for faculty within house to connect. Interdisciplinary project could be part of Open House and 8th grade families could be invited. The projects can incorporate all house subject areas.
Performance-based Assessments	Could there be a 9th grade culminating project?	<p>Yes. History teachers could end with a research paper or another performance based assessment.</p> <p>There could also be ninth grade portfolios that includes presentations and gallery walks. These would be opened to the community and include reflections on the year, growth, and look towards the future.</p>

Common Practices	<p>What types of common practices will House teachers utilize? (binder set up, board set up, AVID strategies, community builders, research writing)</p>	<p>The general theory is that everything that can be aligned should be aligned. This will keep houses similar to avoid any one house from being better or worse than another. More structure and consistency will have an impact on 10th - 12th grade. 9th grade teachers can look at common practices at middle schools and build off of those to help transition the students to high school. In the planning process, 9th grade teachers can visit the middle schools to better understand the transition to 9th grade</p> <p>Boards containing agenda/learning objective/HW/possible calendar will be similar. Classes will utilize AVID and CM strategies. There should be a consistent homework policy as well as classroom norms. Restorative Justice can be embedded in the classes and teachers can be trained on how to run Tier 1 interventions. There will be performance based assessments embedded in the curriculum and each course will have similar objectives and assessments. There can also be a common approach to groupwork developed by the 9th grade team.</p>
Common Practices	<p>Are there common classroom agreements that will exist in the ninth grade? (Food/drink/grading/homework/cell phone/tardy policy/late work policy/discipline)</p>	<p>There will be a process starting in 17-18 to create common classroom agreements with 9th grade teachers. The VP in charge of ninth grade will be responsible for holding consistent expectations. At the end of each year, the 9th grade team will re-evaluate the agreements and practices and make necessary changes. There will be a 9th grade assembly and a Sexual Harassment Advisory Committee assembly for all 9th grade students. Some agreements to discuss in 17-18 include:</p> <ul style="list-style-type: none"> <li>Grading policies regarding zeros</li> <li>Binder policy</li> <li>Start of class/End of class</li> <li>Cell phone policy</li> <li>Late work policy</li> <li>Food/Drink Policy</li> <li>Technology Agreements</li> <li>Discipline policies including ground rules and interfacing with OCI</li> <li>Homework policy</li> </ul>

		Hall passes/bathroom passes
Common Practices	How will 9th grade curriculum be backwards planned and from what?	<p>Currently Math 1 has common assessments, common curriculum, a diagnostic, and is closely aligned.</p> <p>Ethnic Studies/Social Living has shared texts possibly in the form of a reader and content goals. Common assessments will be built as well as agreements about common core skills and research writing.</p> <p>Physics is being built next year and will have common assessments, curriculum, and will be closely aligned.</p> <p>English will have common assessments, common core skills, pre/post assessments, leverage Constructed Response and a common sequence of units.</p> <p>Teachers will get together in the spring of 17-18 to build courses. 8th grade teachers will be consulted as well as 10-12 teachers to reduce redundancy.</p>
Common Practices	To what extent will there be flexibility in the ninth grade curriculum?	<p>Content goals and core texts will be similar - teachers collectively can choose but they should choose together. There should be a process for making changes every year.</p> <p>In order to serve focal students, more consistency will allow CLC and Bridge teachers better support students who are doing similar work.</p> <p>In anticipation of changes along the way, we'll need a proposal and decision process with a defined body/leadership.</p> <p>The program coordinator will keep houses aligned through meetings with house leaders.</p>
Common Practices	How are we thinking about Gradual Release of Responsibility so they are prepared for 10th grade?	<p>It would be helpful to understand 10-12 better. There should be a clear set of 9th grade skill goals. Some of these will include organization, advocacy, time management, research writing, speaking, reading, technology, collaboration. The scope and sequence of each class will be constructed with all of this in mind. AVID will be utilized where appropriate.</p>



Common Practices	How will AVID be used in the House?	All 24 teachers will be trained in AVID. There will be money to train during the year. Teachers will get together and discuss how AVID will be used in each house in 17-18.
Student Populations	How does newcomer program fit into this? Will it be totally separate?	The Newcomer Program will continue how it is now and can collaborate with the U9 team for all ninth grade assemblies or activities.
Student Populations	How are students with IEPs placed?	Decisions to integrate students with IEPs into the U9 will be made on a case by case base according to their IEP. They will be spread evenly throughout the houses.

VP Assigned to 9th Grade



House Teacher Coordinator/Leader .2	House Teacher Coordinator/Leader .2	House Teacher Coordinator/Leader .2	House Teacher Coordinator/Leader .2	House Teacher Coordinator/Leader .2	House Teacher Coordinator/Leader .2
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House 120 Students Common Prep for 4 Core Teachers	House 120 Students Common Prep for 4 Core Teachers	House 120 Students Common Prep for 4 Core Teachers	House 120 Students Common Prep for 4 Core Teachers	House 120 Students Common Prep for 4 Core Teachers	House 120 Students Common Prep for 4 Core Teachers
4 Core Teachers (English, History, Math, Science) Each	4 Core Teachers (English, History, Math, Science) Each teaches 4	4 Core Teachers (English, History, Math, Science) Each teaches 4	4 Core Teachers (English, History, Math, Science) Each teaches 4	4 Core Teachers (English, History, Math, Science) Each teaches 4	4 Core Teachers (English, History, Math, Science) Each teaches 4

teaches 4 9th grade content classes and 3 have a LEAP with 8-10 students	9th grade content classes and 3 have a LEAP class with 8-10 students	9th grade content classes and 3 have a LEAP class with 8-10 students	9th grade content classes and 3 have a LEAP class with 8-10 students	9th grade content classes and 3 have a LEAP class with 8-10 students	9th grade content classes and 3 have a LEAP class with 8-10 students
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