

Berkeley High School Universal 9th Grade Year 1

Update to the School Board
October 24, 2018

Goals for Students in U9

Strong and consistent academic
experience in the content areas

Smooth 8th->9th Transition

Personalized experiences

Early support and resources for students
who need them

Common classroom practices

Built by 9th grade faculty in collaboration

Improved Outcomes for
all Students

**Structured
Student
Support**

**Intentional
Community
Building**

**Coordinated
Professional
Development**

**Deep
Knowledge
and
understanding
of our
Students**

**Consistent
Common
Practices**

**Aligned
Performance
Based
Assessments**

U9 House Structure: Freshman “Hives”

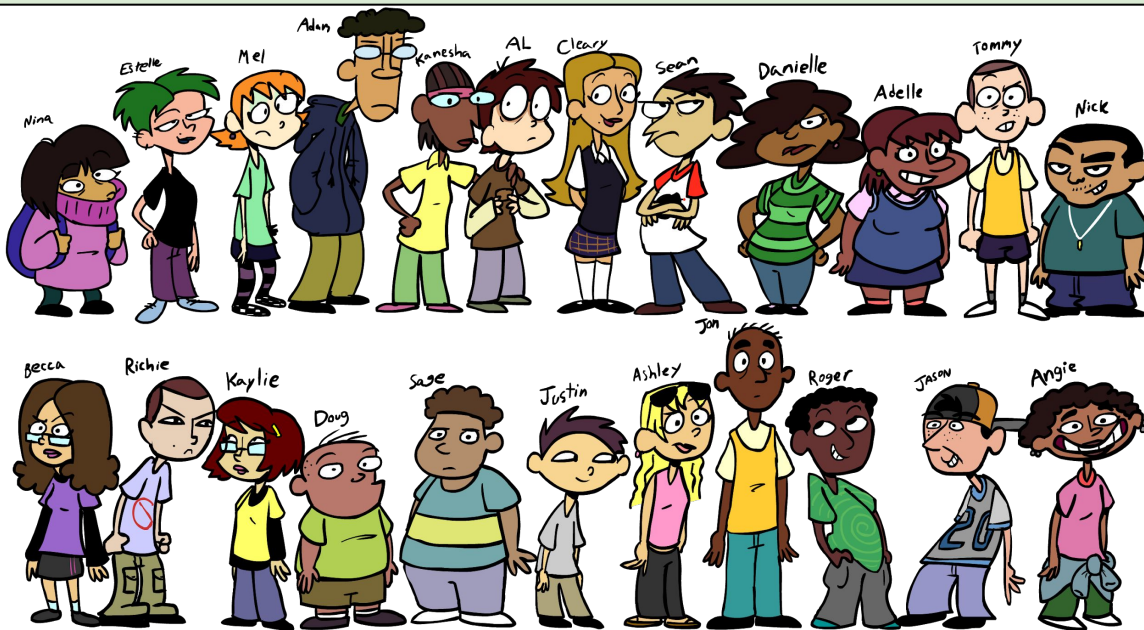
- 120 Students per Hive
- 4 Core Academic Classes (English, History, Math, Science)
- 4 Teachers wrapped around the 120 students
- 2 Electives taken out of the Hive

Sample Hive (there are 7 of them)

~115 students, 4 teachers



Physics 1
Teacher



Math 1
Teacher



English 1 Teacher

Freshman
Seminar
Teacher



Growth Hive

Commit to personal and academic growth through authentic learning.



Integrity Hive

Tell the truth and
keep your word;
Demonstrate the
courage to be your
most ethical and
most authentic self.



Voice Hive

Present convictions with consideration of your impact; Listen with an open mind and resolve conflict peacefully.



Justice Hive

Commit to becoming agents of social change who disrupt and dismantle systems and structures that prevent all of us from reaching our full potential.

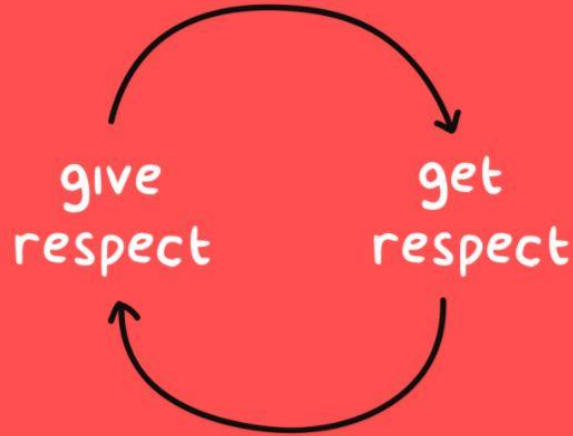


Empathy Hive

Value others, celebrate diversity, understand differing beliefs and behaviors; Reject actions that hurt or offend others and practice forgiveness.



Respect Hive



Treat each other with dignity. Exercise self discipline. Honor personal and physical boundaries.

Leadership Hive



Take responsibility for ourselves and ownership for the success of all members of our community; Lead the way in embodying all of our core values.

Profile of the Class of 2022 (In Percent)

Hive Demographics	1	2	3	4	5	6	7	All
Total Students	108	119	110	114	109	110	108	778
Percent English Learners	3.7	3.4	2.7	4.4	3.7	2.7	2.8	3.3
Percent ASI 3+	38.0	31.9	34.5	40.4	36.7	30.0	38.0	35.6
Percent Asian	9.3	5.9	7.3	7.0	7.3	8.2	0.9	6.6
Percent Black or African American	13.0	16.8	13.6	10.5	10.1	10.0	13.0	12.5
Percent Hispanic/Latino	14.8	12.6	21.8	19.3	22.0	17.3	20.4	18.3
Percent Two or More Races	16.7	10.9	10.9	21.1	16.5	12.7	15.7	14.9
Percent White	46.3	51.3	45.5	42.1	43.1	50.9	50.0	47.0

Profile of the Class of 2022 (In Percent)

Tier 2 and 3 Programs for Support and Enrichment	1	2	3	4	5	6	7	All
Total Students	108	119	110	114	109	110	108	778
Percent Advanced Math	15.7	16.8	16.4	14.0	20.2	17.3	18.5	17.0
Percent Students in Special Education	5.6	10.9	10.0	9.6	6.4	5.5	9.3	8.2
Percent Focal Students (supported by Intervention Counselors)	12.0	13.4	13.6	14.0	11.0	10.9	9.3	12.1
Percent African American Success Project	0.0	3.4	7.3	0.9	2.8	3.6	1.9	2.8
Percent LEAP	5.6	5.9	6.4	7.9	6.4	6.4	6.5	6.4
Percent Bridge	2.8	4.2	3.6	4.4	2.8	5.5	3.7	3.9
Percent AVID	2.8	0.8	2.7	0.9	1.8	1.8	5.6	2.3

The Launch

Early Hiring and Tight Master Scheduling

Eight (8) days of Summer Professional Development,

Spirited Orientation + Introductory weeks with Values Activities

Student Experience Survey: Focus on Hope, Goals, Academic Self Perception, Motivation/Self Regulation, Attitudes Towards Math

Support Structures in Place

New Math Coordinator

LEAP Class

Push In Supports

Intervention team

U9 Tardy Policy

Math Coordinator

Supporting and monitoring student growth

- Support the U9 mathematics program by using its strengths
- Maintain and share best-practice research
- Build collaborative teams and networks
- Gather, analyze, interpret, and share data
- Evaluate U9 math teachers

Math Support Cohort

- 3 Math 1 Teachers
- Specific schedules
- Specific caseload
- One-on-one/small group support

LEAP Class: Who, What, When?

Learn. Engage. Accelerate. Persist.

Who: Each class has 8-10 students selected and recruited through 8th grade counselor recommendations as well as students/families who self-select. Enrollment in the class is voluntary. LEAP teachers are also a core subject teacher. Still enrolling students through Quarter 1.

What: A Sample Week in a LEAP Class

<u>Shortened</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Monday</u>	Deepen Math	College &	Pre-Teach	Team Building
Illuminate	Skills w/Math	Career	Ethnic Studies	Skill Building
Grade/Progress	teacher	Readiness	Reading using	Illuminate Check
Checks*		Curriculum	skills instruction	

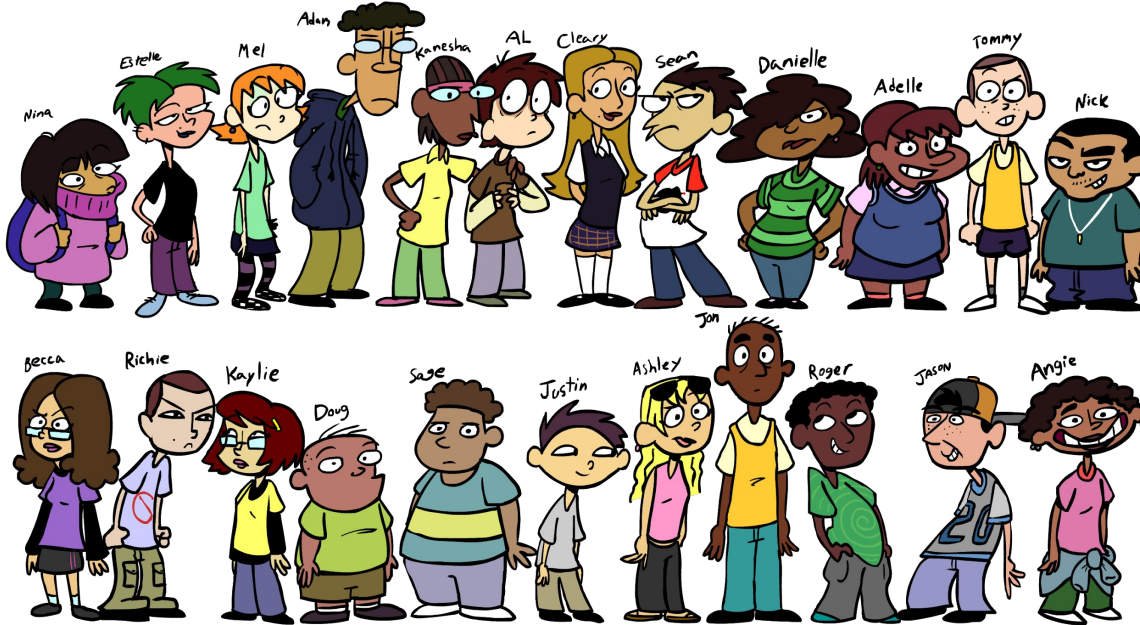
When: 5 days week; counts as a "G" elective credit class, which means it is approved as a college prerequisite.

Remember Our Sample Hive?

(~115 students, 4 teachers)



**Physics
Teacher**



**Math 1
Teacher**

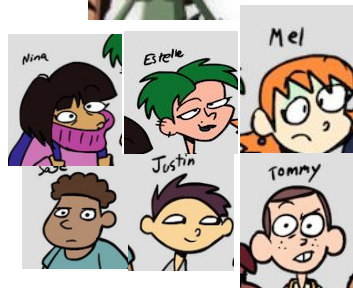


**Freshman English
Teacher**

**Ethnic Studies &
Social Living
Teacher**



Each Hive is running one LEAP class with 8-10 students each, plus two support teachers-- the *same* teachers from the Hive.



LEAP Class



Push In Support



Push In Support

What does Support Look Like?

Support teachers calendar 2 weeks at a time to push in one period a day in:

- Their Hive's LEAP class to pre-teach content
- Another Hive teacher's room to work 1:1 with students on the in-class assignment/work with students in the hallways
- Another **U9** teacher in their content area to co-teach a lesson or teach a lesson so the teacher can support specific students



Push In Support.



Push In Support

MATH SUPPORT: Schedule is built with individual students in mind. Elaborate tracking system to connect Math support 1:1 with students in the class

Student Support Contacts

Subject	Number of Student and Family Contacts as of 10/15
Math 1/Advanced Math 1	156
Physics 1	66
English 1	122
Ethnic Studies	125

Intervention Team

Three Intervention Counselors- Caseloads by Hive

Two Academic Counselors- Caseloads by Hive

U9 Dean of Culture and Climate- Safety Officer in student support & prevention

Two Restorative Justice Coordinators - Circles and harm reduction curriculum in each hive

New MEET Counselor- Mental and Emotional Education Team

Health Center visits to every freshman class

Student Welfare Attendant

New U9 Tardy Policy

- English teachers introduced to students
- Parent informed at Back to School Night
- Tardy Policy started October 1st

First 2 Weeks in October

2017 - 2018	2018 - 2019
15 Students w/ 5+ tardies	18 Students w/ 5+ tardies

The Unforeseen

Staffing instability: Jury Duty,
Bereavement, Maternity Leave and delays
with Substitutes and Human Resources

Blessing and Curse of **Communal Space:**
Volume and Spirit on C3

Anecdotes from the Ground

Student Voice:

I, along with most of my friends agree that we like it. It is so much less stressful to see the way the small schools work instead of being blindly thrown into them. So, I definitely like the **U9**, as I think many of my peers would agree. One thing I love about the **U9** is how it ties everyone together. It's so nice being able to ask someone in your history class about the math homework. It's also a great feeling when you start such a big school and start to see familiar faces in your classes.-- *Ariel Skolnick, Integrity Hive*

Anecdotes from the Ground

Parent Voice: The **U9** program at Berkeley High has been a great transition for my twins. Having a smaller group of kids in one hive (or group) has made it easier for my kids to get to know other kids as freshman. They are both glad to not have the pressure of choosing a school at Berkeley High yet and are grateful to learn about the offerings of each school before stating their preferences at the end of freshman year.

I also want to commend the **U9** teachers for working collaboratively within their hives to make the classes and lessons complementary. This type of integrated approach greatly benefits the kids.

--Jenny Wong, Parent of Justice and Growth Hive Students

Anecdotes from the Ground

Parent Voice: Olivia's experience was much better than we initially thought it would be and had anticipated. Her high school transition which began with an amazing introduction meeting in the theater (and a few follow-ups), was extremely smooth as was her adoption of the new curriculum which I believe is a testament to the BHS faculty and staff. Her experience was not as mine was in high school which was very difficult in comparison and I am very thankful for that.

Alford Forney-Father of student in Growth Hive

Anecdotes from the Ground

Teacher voice: As a new teacher I am also "new" to teaching at Berkeley High. Since June, I have felt that **U9** has provided a structure that not only supports students in their transition to high school, but also supports teachers in providing strong, equitable, and aligned instruction. The level of collaboration I have witnessed and participated in both within and across disciplines is impressive. I have been able to teach at a higher level and with more confidence because of the emphasis placed on alignment and equitable student experience across the 9th grade which has encouraged a strong culture of collaboration among my **U9** colleagues. - *Maia Wachtel, English teacher in the Justice Hive*

Needle in a Haystack? Not anymore...

Data Points We Are Continuously Tracking

Student **Experience** survey (3x)

Attendance: Unverified absences and tardies

Grades at Progress Period

Proficiency rates on pre and post assessments

Staff **Contacts** with Students and Families

Questions?

