



Academic Seminar: Ensuring ELs' Success in Core Content Area Classes

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Hudson High School, Hudson, MA

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Agenda

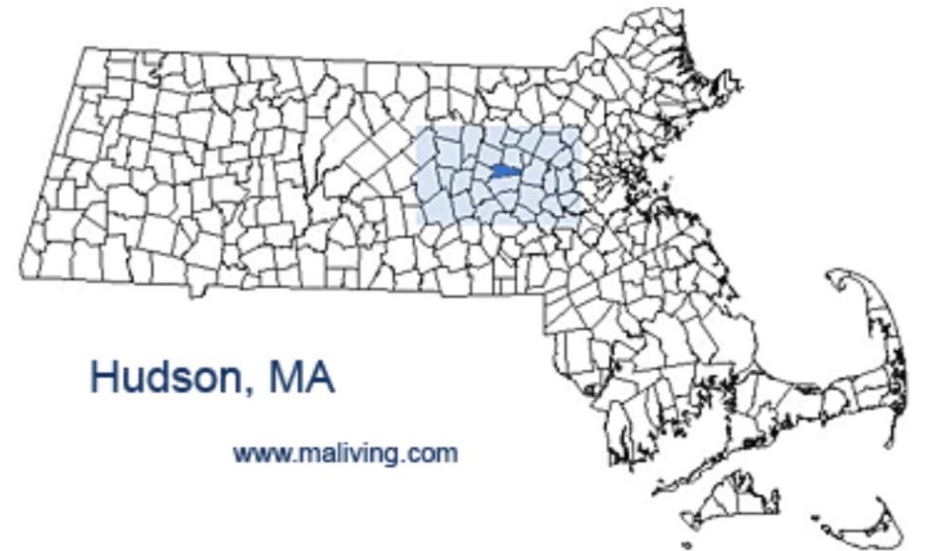
1. Where do I do this work?
2. Why does Academic Seminar work?
3. How does Academic Seminar work?
4. What are we doing to make it better?
5. Audience Questions



Where do I do this Work?

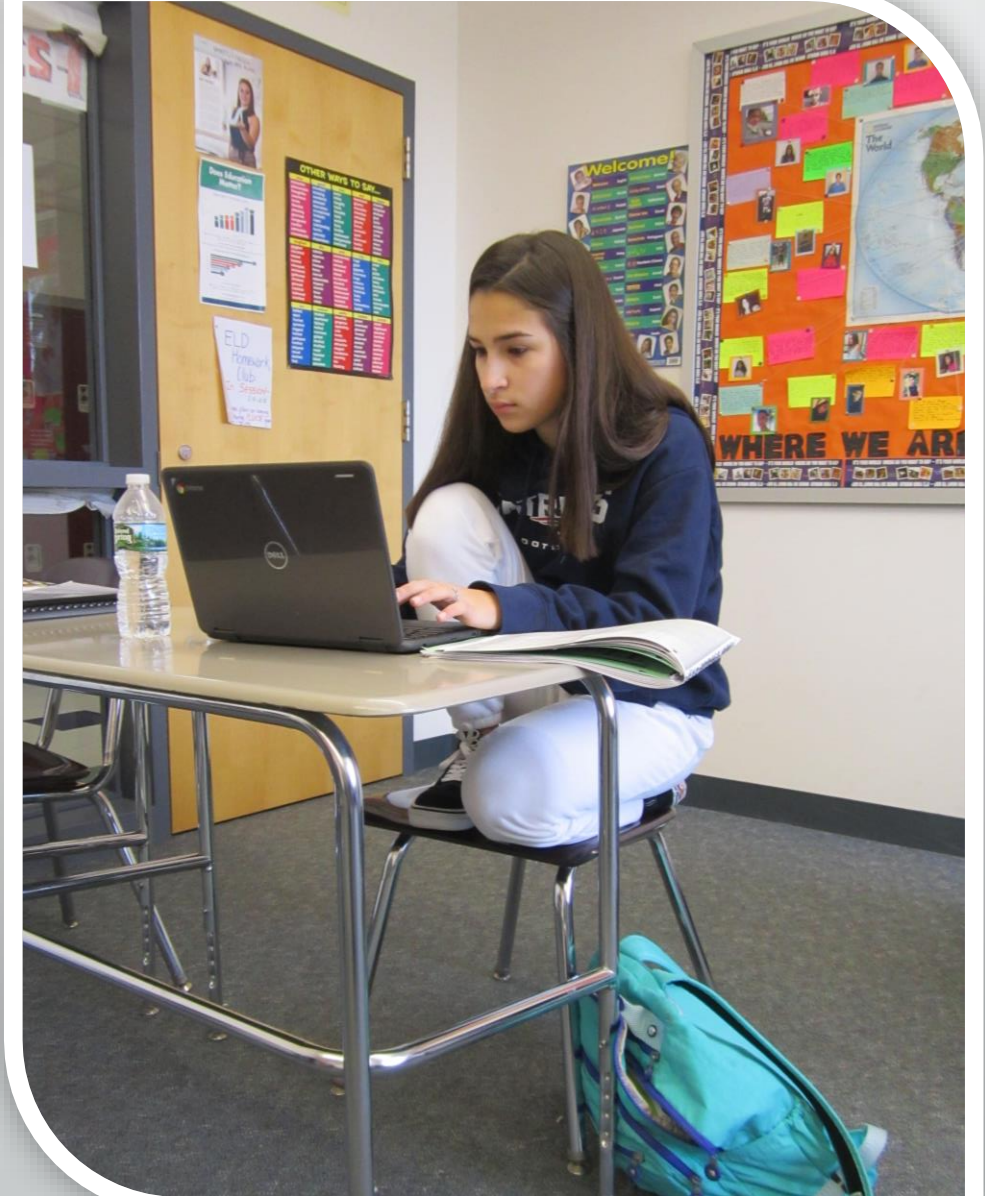
Hudson High School

- 934 students in grades 8-12
- 5% of student body are ELs
- Portuguese and Spanish speakers (Brazil, Puerto Rico, Guatemala and El Salvador)
- Other nationalities: Indian, Iraqi, and Portuguese
- English Language Development classes levels 1-6
- 2 Academic Seminar classes (grades 8-11)
- 2 full-time ESL teachers



Why does AS Work?

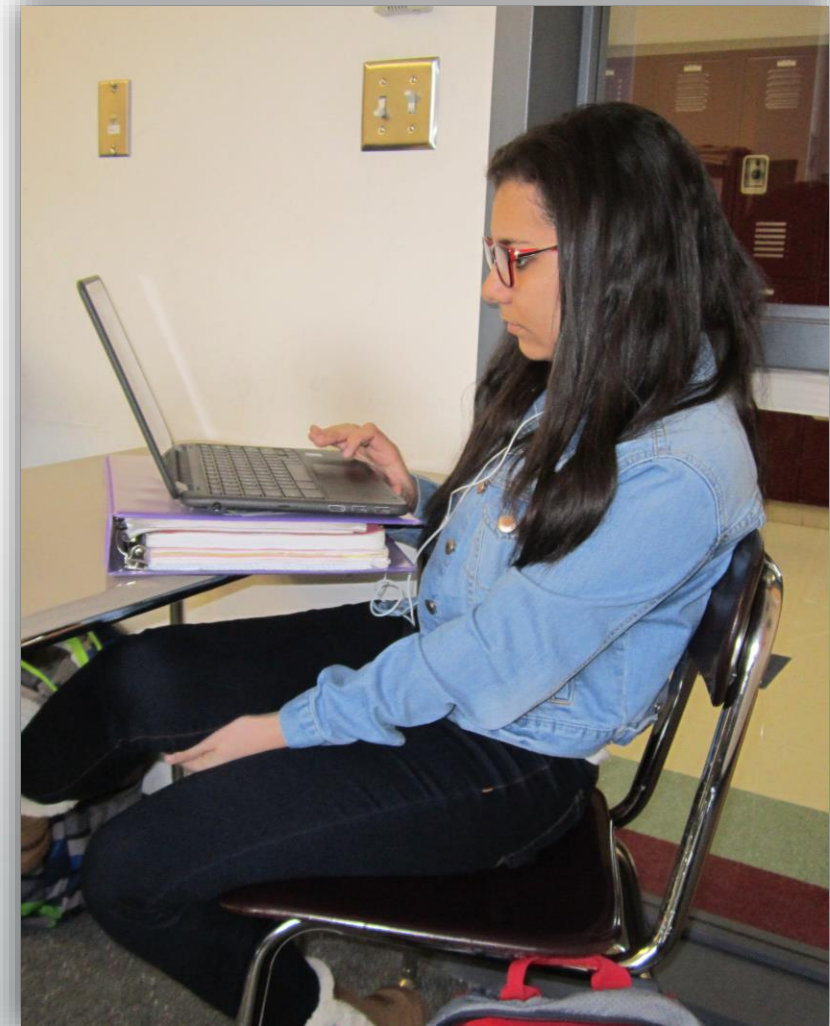
- Taught by an ESL teacher
- 8 students per class (selected English learners)
- 8-10 students with support staff
- Group similar grade levels together (ex. grades 8-9 or grades 10-11)
- 1- 70 minute block
- 5 times in a 7 day cycle



The Purpose of Academic Seminar

Purpose

- To build the confidence and skills to be a successful student
- To build a network of support
- To get the help ELs need



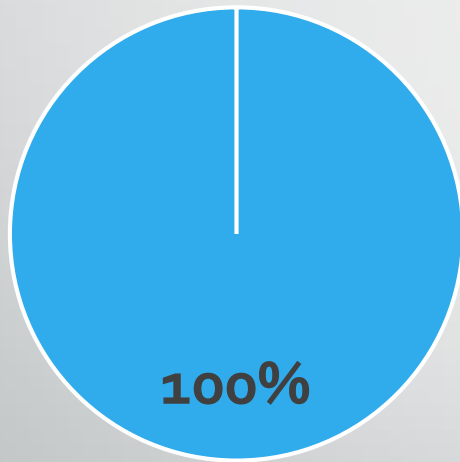
ACCESS Data

- 91% of students in AS made progress on ACCESS as defined by the State (based on their previous score, # of years in MA) compared to 38% who were not in AS (does not include students with disabilities in AS)
- 57% of students in AS met the 4.2 overall score and 3.9 score for literacy but may or may not have exited due to other criteria vs. only 17% of ELs who did not take AS met the ACCESS criteria for reclassification.
- Small sample size
- Only tracked for 1 year
- Data is a selective group



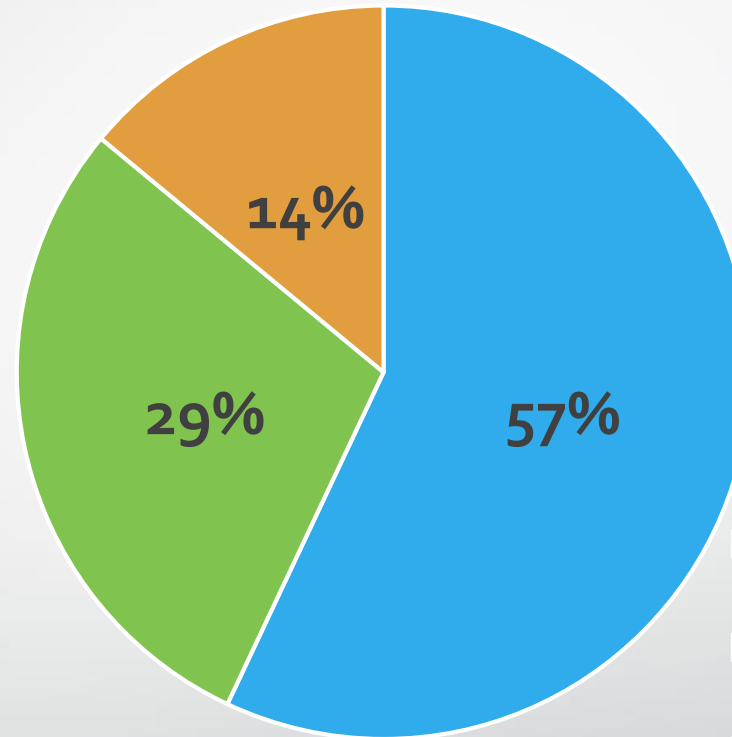
The Data

School Participation



■ Students who Stayed in School

Final Grades in Core Content Classes



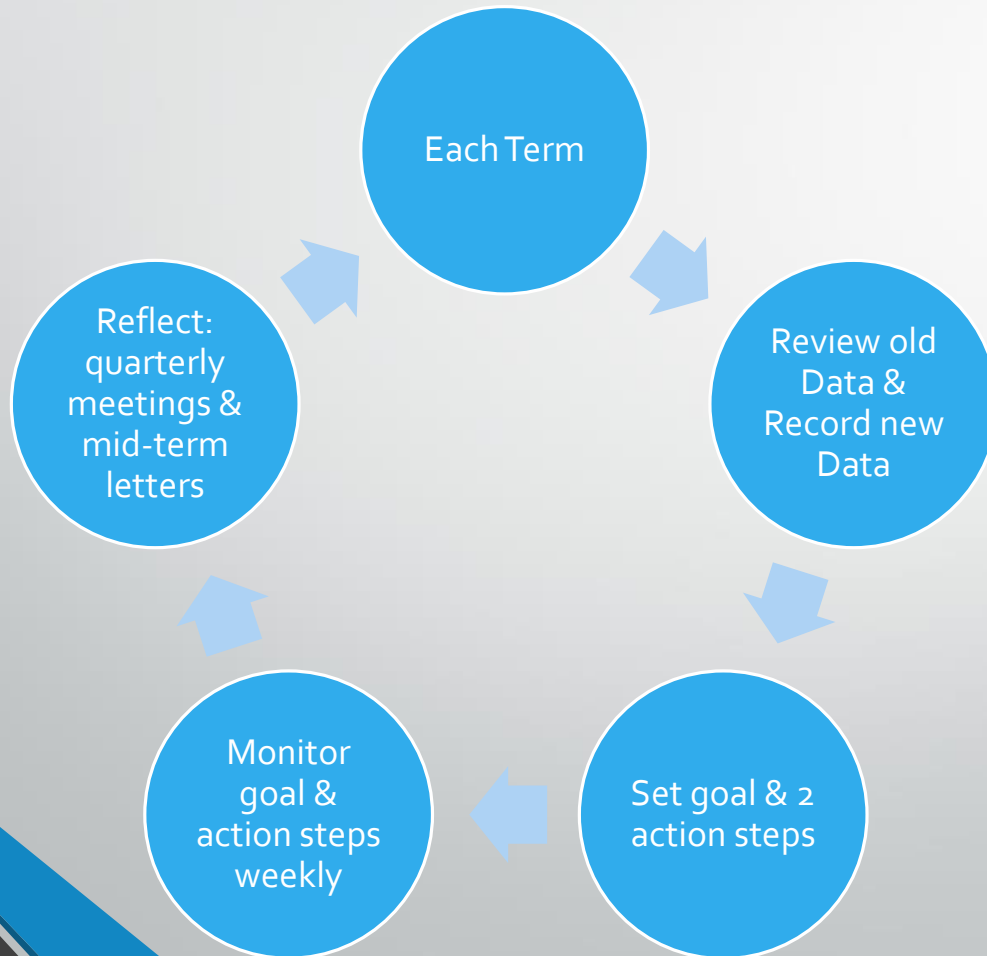
- Students who passed all classes
- Students who passed all but 1 class
- Students who passed 2 or fewer classes

Average of all final grades: 71%

Median of all final grades: 72%

How does AS Work?

1. Goal Setting Process



2. Study Habits

Developing organization through the agenda

Keeping track of grades

Understanding how grading works

***Mid-Term and Final Exams are presentation based reflections on each core content area class and a skill they have perfected in each of those classes.**

Syllabus

Course Evaluation: Grades are calculated using the following percentages. A final grade of at least 60 is required to pass the course.

Assessment	%	Description
Participation	30	Students are expected to contribute to a respectful and safe learning environment for all learners. Participation is composed of classroom behaviors (including organizational skills), ability to work independently, attitude, and effort.
Agenda	30	Students are expected to keep track of their class assignments in an agenda. Agenda books will be graded periodically.
Progress Monitoring	40	Students are expected to monitor their academic goals via graphs, written reflections, and meetings with EL support staff. This includes the student's progress in meeting the student's Progress Monitoring Goal.

Agenda

AFTER SCHOOL	February 12 MONDAY	February 13 TUESDAY	February 14 WEDNESDAY
ENGLISH	The giver through chapter 20 Paragraph and complete the chart	finish reading the book and complete the chart	XXXXXXXXXX
MATH	S.116 #1-10 IXL	XXXXXXXXXX	Pg 95-97 1-4
SCIENCE	Goggle Slides Presentation tomorrow	Section 1 - due today Section 2 - Friday Section 3 - Monday finish presentation	Section 2 finish presentation
SOCIAL STUDIES	Finish Study guide due tomorrow	finish study guide and study for Quiz on Thursday	XXXXXXXXXX
ELD	XXXXXXXXXX	None	The packet she gave us
WELLNESS/ELECTIVE	Finish the zentangle and goggle project	None	Finish the two projects
ACADEMIC SEMINAR	IXL up to 90% and stay after & get agenda signed.	XXXXXXXXXX	None

Weekly Agenda Rubric

Criteria	Point Descriptions			
	1	2	3	4
Daily Usage	Assignments (or other indications) are rarely written.	Assignments (or other indications) are written some days.	Assignments (or other indications) are written most days.	Assignments (or other indications) are written every day.
Indication of Completed Assignments	Assignments are rarely checked off to indicate completion.	Assignments are sometimes checked off to indicate completion.	Assignments are usually checked off to indicate completion.	Assignments are always checked off to indicate completion.

Semester 1				Semester 2			
Date	Daily Usage	Completed Assignments	Total Points	Date	Daily Usage	Completed Assignments	Total Points
9/8	4	4	8	1/26	X	X	X
9/15	4	4	8	2/2	4	4	8
9/22	4	4	8	2/9	4	4	8
9/29	4	4	8	2/16	4	4	8
10/6	4	4	8	3/2	4	4	8
10/13	4	4	8	3/9	4	4	8
10/20	4	4	8	3/16	4	4	8
10/27	4	4	8	3/23	4	4	8
11/3	4	4	8	3/29	4	4	8
11/9	4	4	8	4/6	4	4	8
11/17	4	4	8	4/13	4	4	8
11/22	4	4	8	4/27	4	4	8
12/1	4	4	8	5/4			
12/8	4	4	8	5/11			
12/15	4	4	8	5/18			
12/22	4	4	8	5/25			
1/5	4	4	8	6/1			
1/12	4	4	8	6/8			
1/19	X	X	X	6/15			

Progress Monitoring Goal Rubric

Name _____ Block _____ Date _____

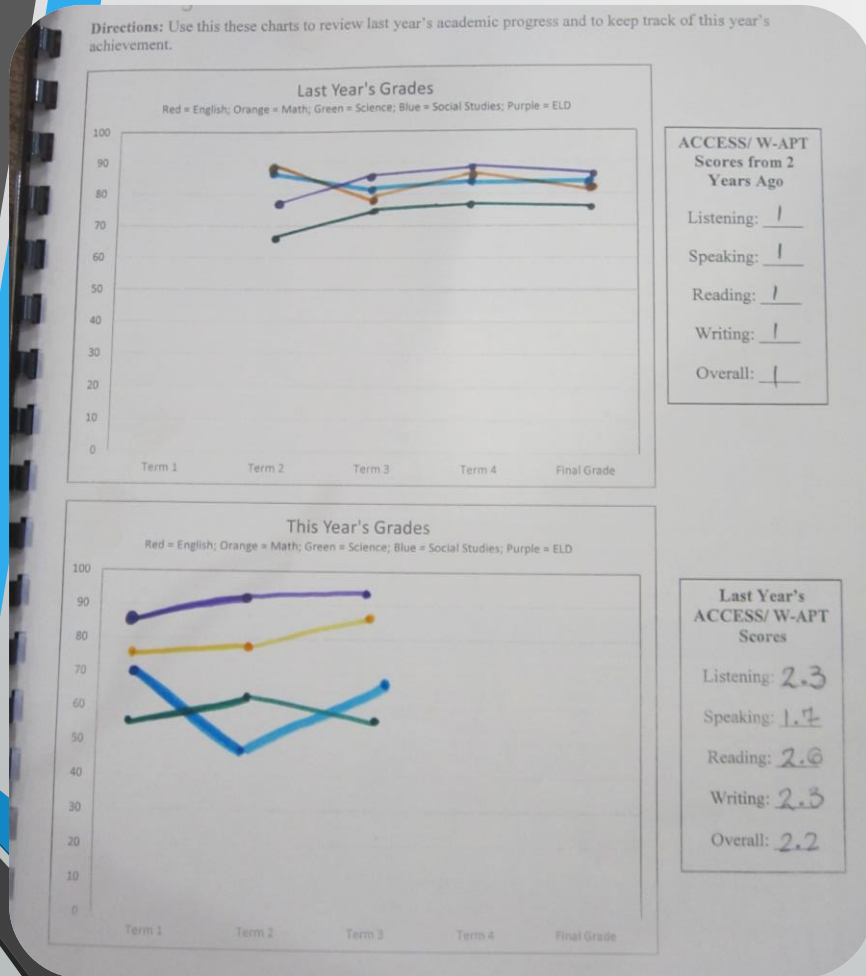
Criteria	Point Descriptions	
	0	1
Action Step	Student does not meet action step.	Student meets or exceeds action step.

Term 3 Goal: I will get at least a B in every class this term.

Date	1/26	2/2	2/9	2/16	3/2	3/9	3/16	3/23	3/29	4/6
Action Step #1 Stay after at least once a week.	X									
Action Step #2 Get at least an .90% on IXL every week.	X				Y.9-916 Y.12-100	Y.11-92 Y.4-100	.5 Y.10-76	.5 Z.10-502 Z.1-1006	1 Z.9-1008 Z.11-842	1 AA.1-929 AA.2-947

Progress Monitoring Meeting

(once per term)



Directions: Use this progress monitoring chart to set goals, monitor progress, and reflect on your achievement.

Meetings	Grades					Student Reflections	Teacher/Parent Comments
	English	Math	Science	Social Studies	ELD		
Term 1 Goal Meeting Date: <u>10/2/17</u> Progress Monitoring <u>10/10</u>	X	69	48	92	80	<ul style="list-style-type: none"> Do the corrections on assessments for math. Reach out about staying after 2 days a week 	
Mid-Term 1 Check In (Letter) Date: _____	XXXXXXXXXX						
End of Term 1 Goal Review & Establish Term 2 Goal Date: <u>11/8/17</u>	X	70	56	75	86		
Mid-Term 2 Check In (Letter) Date: <u>11/29/17</u>	X	80	78	No Grade	93	<ul style="list-style-type: none"> Super work! 	
End of Term 2 Goal Review & Establish Term 3 Goal Date: <u>2/13/18</u>	X	78	78 64	64 48	92	<ul style="list-style-type: none"> I need to talk more in class (S.S.) Balancing work and school 	

What am I doing to Make it Better?

Moving Forward

- Still work to be done!
- Google Classroom
- Teacher involvement
- Parent involvement
- Forming relationships
- Valuable and meaningful for students

Audience Questions

- Emily Smyth, Ed.M.
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