

HCPSS BRIDGE PROJECT PLANNING HANDBOOK SUMMER 2017

HCPSS Bridge Plan Quick Card

Assessment	Date of Initial Implementation	Grade Tested	Grade Target Bridge Completion	Key Changes	Models for Implementation
Algebra I PARCC	2017-2018	7 th 8 th 9 th	10 th	<ul style="list-style-type: none"> Projects are completely revised and aligned to state standards and PARCC assessment There is now just 1 project consisting of 4 modules. The Bridge Project Monitors pre-assess students for Modules 1-3. (Students may pre-test out of requirement to complete these modules) Modules 1-3 are completed in schools and scored by Bridge Project monitors. Module 4 is required for all students and is completed in schools, but is scored centrally 	<ul style="list-style-type: none"> Embedded in regular Geometry Course Flex time Before/After School Intervention Saturday Bridge Extended School Year Intervention Seminar Periods (Staff will explore the development of 0.5 credit seminar blocks)
English 10 PARCC	2017-2018	10 th	11 th	<ul style="list-style-type: none"> Projects are completely revised to model the three writing tasks on PARCC- literary analysis, research, and narrative. There will be 2 projects each with two versions. (1.1 & 1.2, 2.1 & 2.2) Students may be assigned to complete either project. Students earning a 1 will be required to complete the x.1 version. Students earning a 2 will be required to complete the x.2 version. 	<ul style="list-style-type: none"> Embedded in English 11 Mastery Course See Algebra I models
Government HSA	Continuing	10 th	11 th	<ul style="list-style-type: none"> HSA will be revised (2019-2020) with revised bridge projects to follow (SY 2020) 	<ul style="list-style-type: none"> Mastery course (fall or spring of grade 11) See Algebra I models
MISA – MD Integrated Science Assessment	2020-2021	11 th	12 th	<ul style="list-style-type: none"> Bridge will follow the first year of “high-stakes” MISA implementation. 	<ul style="list-style-type: none"> TBD

Distributed by HCPSS Department of Curriculum, Instruction and School Administration

June 2017

Maryland Integrated Science Assessment (MISA) for High School

BRIDGE PLAN PENDING

The 2016-17 administration of the Biology High School Assessment (HSA) was the last. A new assessment is under development to align with the new Maryland Science Standards. During this transition period, the testing requirements for students in high school science have been modified and are in flux. Table 1 outlines the timeline and anticipated participation requirements related to MISA.

This remains a dynamic situation and timely updates will be shared as information becomes available.

Table 1: High School MISA Implementation Timeline for HCPSS

School Year	State Assessment Requirement	HCPSS Impact
2017-18	MISA Field Test	<ul style="list-style-type: none"> No (or very few) students in HCPSS will participate. No Bridge plans during this year.
2018-19	MISA Operational Test	<ul style="list-style-type: none"> Students in grade 11 (class of 2020) who have not participated in Bio HSA must participate. No minimum passing score anticipated. No Bridge plans during this year.
2019-20	Full MISA Accountability	<ul style="list-style-type: none"> All students in grade 11 (class of 2021) will participate and must earn a minimum passing score. First year of minimum passing score requirement. No Bridge plans during this year.
2020-21	Full MISA Accountability	<ul style="list-style-type: none"> All students in grade 11 will participate and must earn the minimum passing score. Bridge projects for class of 2021 initiated.

HCPSS Office of Secondary Science
June 2017

Maryland Integrated Science Assessment (MISA) for High School
BRIDGE PLAN PENDING

2021-22	Full MISA Accountability	<ul style="list-style-type: none">• MISA in full operation including Bridge plans for students who are unsuccessful on the assessment.
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HCPSS Office of Secondary Science
June 2017

Government - Bridge Project Summary and Implementation Brief

Summary

- Beginning with the class of 2017, all Maryland students must pass the High School Assessment for American Government with a score of **394 or higher**.
- Both the HSA in Government and associated Bridge Plans will undergo significant changes beginning in 2019-20.

Determination of Projects

Project Assignment Chart	
Number of Projects to be Assigned	Government (passing score 394)
One	372-393
Two	350-371
Three	328-349
Four	306-327
Five	284-305

The following information relates to the 2017-2018 and 2018-19 school years. Both the HSA in Government and associated Bridge Plans will undergo significant changes beginning in 2019-20.

Participation

In order for a student to be eligible to participate in the Bridge Plan, he/she must:

- Be firmly on the path to completing the requirements for graduation,
- Have taken the same HSA exam without passing or meeting the Combined-Score Option (TBD), and
- Have participated in locally-administered or approved assistance.

Note: A student may begin work on a Bridge Plan project while awaiting the results of his/her second attempt to pass the exam.

Timeline

- Testing begins in May of grade 10
- Re-testing in January, May, or summer of grades 11 and 12
- Bridge Plan begins in grade 11

Best Practices for Bridge Plan Implementation

The goal is to have all Government Bridge Projects completed by the *end of grade 10*. Sample school-based implementation models may include:

- Bridge Plan monitor should be a certified social studies teacher
- If a student is being monitored by a staff member who is not a certified social studies teacher, the project must be reviewed by the Social Studies Instructional Team Leader prior to submission for scoring
- Bridge Plan Delivery Options: Mastery Course (fall/spring); Saturday Bridge Academy; before/after school; extended year; flex time; tutorial
- Select Bridge Plans using guidelines developed by the Social Studies Office (summary below; see full project analysis guide)

Government - Bridge Project Summary and Implementation Brief

Project Recommendations (Priority Order – Listed Most Interest/Least Cumbersome to Most Cumbersome for students)

#1 = *G-a.4 If I Can Drive. Should I Be Able to Vote?*

#2 = *G-b.5 You be the Judge.*

#3 = *G-c.5 SOS! Reporting on Government Responses to Disasters.*

#4 = *G-b.4 Rights of the Accused: The Miranda Rule.*

#5 = *G-d.5 A Balancing Act: Proposing Policy for Evolving Regions.*

#6 = *G-a.5 Eminent Domain: Private Property or Public Use?*

English 10 - Bridge Project Summary and Implementation Brief

Summary

The English 10 Bridge Plan will go live in SY 2017-2018. The English 10 Bridge Projects consists of 2 separate projects, each with two versions. Students who have passed the course, but not passed PARCC English 10, may begin working on either Bridge Project. The version is determined by the student score on PARCC English 10. Students can begin working on bridge after the first failure. Here are some details for the bridge projects:

Bridge Project 1.1 and 1.2

Analysis of “And of Clay Are We Created” by Isabel Allende

- Analysis of the short story “And of Clay Are We Created” by Isabel Allende
- Research examining the ethics of photojournalism
- Narrative story based on a character’s experiences

Bridge Project 2.1 and 2.2

“I Hear America Singing” Whitman and “I, Too” Hughes

- Analysis of two poems on a similar subject but from two different perspectives
- Research examining whether the United States provides opportunities for people to achieve the American dream
- Narrative letter to one of the poets explaining how the American dream has or has not come true for an adult in the 21st Century

Each project has two versions – .1 and .2. Project 1.1 is for the student who scored a 1 on PARCC, and this project has more scaffolded activities. Project 1.2 is for the student who scored a 2 on PARCC and has optional scaffolded activities.

Responsibilities of School-based Bridge Project Monitors

A Bridge Project Monitor (BPM) is a school-based individual assigned to help guide students who are participating in the Bridge Plan for Academic Validation process. BPMs are certified in Secondary English (7-12) and will meet with each student and parent(s)/guardian(s) to review the Bridge Project Student Planner and Agreement. The BPM can facilitate the student’s work; advise the student on content knowledge; provide direct instruction to the student when needed; advise the student on areas in need of improvement; or advise the student where to secure content resources. The monitor must not complete any of the student’s Bridge Project.

Recommendations for Implementation Models (approximately one-quarter to complete)

The goal is to have all English 10 Bridge Projects completed by the *end of grade 11*. Sample school-based implementation models may include:

- **Additional “Flex” Time per week** - Adding an additional 30-minute period per week will provide some time for students to receive services
- **Embedded in English 11:** During first semester, students enrolled in English 11 and needing bridge will begin a bridge project as part of regular class instruction. Student who do not need bridge, will engage in a parallel project. Both projects are aligned to 11th grade state standards. Students will reassess in January.
- **Grade 11/12 Mastery/Tutorial Models:** Students enrolled in ESOL or Special Education Tutorials, English HSA Mastery Class, or High School English Seminar could complete projects as part of those experiences.
- **Extended Day/Year** - Afterschool, Saturday, and Summer School Bridge opportunities could be designed to accommodate students needing to complete this graduation requirement.
- **Embedded in English 12 (not preferred)** - During first semester, students enrolled in English 12 and needing bridge will begin a bridge project as part of regular class instruction. Student who do not need bridge, will engage in a parallel project. Both projects are aligned to 12th grade state standards. Students will reassess in January.

Bridge Project Staff Training

MSDE will provide training for school-based English 10 Bridge Project Monitors and other school based Bridge Project Leadership members on **August 29, 2017** (WLHS 1:00 pm - 3:00 pm).

Algebra I Bridge Project Summary and Implementation Brief

Summary

The Algebra I Bridge Plan will go live in SY 2017-2018. The Algebra I Bridge Project consists of 4 modules. Students who have passed the course, but not passed PARCC Algebra I may begin working on Modules 1-3 of the Algebra I Bridge Project. Students can begin working on the bridge after the first failure. Here are some details for the bridge projects:

- Module 1 (Linear Functions), Module 2 (Quadratic Functions) and Module 3 (Exponential Functions) are completed in schools and scored by Bridge Project Monitors. Each of these modules contains: implementation instructions, pre-assessments (passing score can replace completed module), interactive instructional resources, contextually-based activities, post-assessments (optional), and follow-up support activities.
- Schools should plan to have students who eligible for the Algebra Bridge Project retake PARCC Algebra I in January. Module 4 (Culmination) will be used for students who have then failed PARCC Algebra I *twice*. A completed Module 4 is submitted to the HCPSS Bridge Project Review Panel for scoring.

Recommendations for First Instruction

First instruction must focus on the fidelity of implementation of MD's College and Career Ready Standards for Mathematics. These standards focus on opportunities for all students to develop conceptual understanding of key mathematical ideas, flexibly use mathematical procedures, and engage with mathematics content through the use of the Standards for Mathematical Practice. Mathematics teaching and learning must be guided by daily planning and implementation of NCTM's (2014) Effective Mathematics Teaching Practices: 1) Establish mathematics goals to focus learning; 2) Implement tasks that promote reasoning and problem solving; 3) Use and connect mathematical representations; 4) Facilitate meaningful mathematical discourse; 5) Pose purposeful questions; 6) Build procedural fluency from conceptual understanding; 7) Support productive struggle in learning mathematics; and 8) Elicit and use evidence of student thinking.

Responsibilities of School-based Bridge Project Monitors

A Bridge Project Monitor (BPM) is a school-based individual assigned to help guide students who are participating in the Bridge Plan for Academic Validation process. BPMs are certified in Secondary Mathematics (7-12) and will meet with each student and parent(s)/guardian(s) to review the Bridge Project Student Planner and Agreement. The BPM can facilitate the student's work; advise the student on content knowledge; provide direct instruction to the student when needed; advise the student on areas in need of improvement; or advise the student where to secure content resources. The monitor must not complete any of the student's Bridge Project.

Recommendations for Implementation Models

The goal is to have all Algebra I Bridge Projects completed by the *end of grade 10*. Sample school-based implementation models may include:

- **Additional "Flex" Time per week** - Adding an additional 30-minute period per week will provide some time for students to receive services.
- **Geometry Seminar (Existing Structure)** - If this course is taught by a certified mathematics teacher, then the teacher may serve as the project monitor and students may complete bridge as part of the course.
- **Geometry (Existing Structure)** - For high volume school only: Beginning around May 15, students enrolled in Geometry will begin preparation for Algebra II by completing Bridge Projects during Geometry class. While it is not ideal to forgo a unit of Geometry instruction, this may a more viable solution for high volume schools.
- **Geometry Pull Out (Using Existing Resources)** - At each school, there exists mathematics teachers whose schedules become open once seniors graduate in May. These teachers could serve as project monitors for a select group of student who would be pulled from regular Geometry instruction. If necessary, students could be pulled for blocks of time to meet this graduation requirement.
- **Extended Day/Year** - After school, Saturday, and Summer School Bridge opportunities could be designed to accommodate students needing to complete this graduation requirement.
- **New/Modified Grade Seminar Course (Beginning SY18-19)** - The Office of Secondary Mathematics will develop a half-credit (or quarter-credit) version of the seminar course to accommodate this graduation requirement without consuming too much of a student's schedule. This might be an ideal option for 11th grade students still needing to complete the requirements as it might be paired with an ELA option as many students need support in both content areas.

Bridge Project Staff Training

MSDE will provide optional training for school-based Algebra I Bridge Project Monitors and other school based Bridge Project Leadership members on **August 29, 2017 from 8:30-11:00 a.m. at Oakland Mills High School.**