

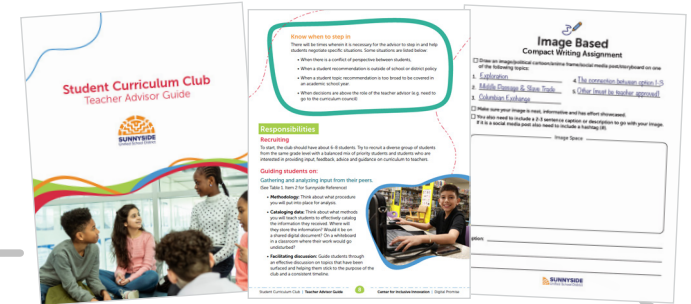
Engaging Students in Adolescent Writing



District Name
Sunnyside School District

District City, State
Tucson, AZ

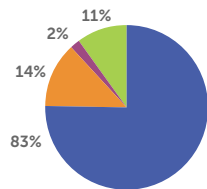
Superintendent
Jose Gastelum



Connect And Commit Building a Diverse Team and Identifying the Challenge

Challenge Statement

Students need a voice in selecting research topics that have social, cultural, and historical relevance to their lives and choice to explore those topics from multiple perspectives using accessible, diverse sources and varied assignments and formats.



- 12,228 students qualified to receive free and reduced-price meals
- 2,090 students were classified as English Language Learners
- 1,658 students received Special Education services.
- 300 students identified as homeless

Solution Concept

Create a solution that engages diverse students' ability to center their voice, choice, and contributions in the design and teaching of Social Studies inquiry units.

Inquire And Investigate Conducting Research to Gather and Analyze Data

Understanding The Challenge

Students in 9th grade were struggling to complete and turn in writing assignments from Social Studies World History inquiry units. The district wanted to understand why in order to provide students with the support they need to be critical thinkers and successful writers.

Creating A Journey Map

A diverse group of community members—including students, parents, teachers, school leaders, and faculty and staff from local institutions of higher education—gathered and analyzed data from student-completed personas to hear from students why they are disengaged in writing.

Identifying Goals And Outcomes

Students identified three goals:

- Students will feel inclusion and ownership in shaping their curriculum.
- Students will recognize the validity of other positions and viewpoints and understand the role society, culture, and power play in shaping opportunities available to them in their community.
- Students will indicate increased comfort as writers and demonstrate increased enjoyment and confidence as writers.

Sustain Creating spaces for student voice, choice, and contribution

Sustaining The Work

The students worked with teachers to implement their solutions and have continued implementing and refining the solutions. They are exploring ways to sustain these solutions in the upcoming school year.



Design And Develop Creating Solutions to Address the Challenge

Creating Opportunities For Voice, Choice And Contribution

The teams brainstormed and prioritized solution concepts during design studios to stretch their ideas specifically toward students furthest from opportunity. The team emerged with three concepts:

Student Goal	VOICE	CHOICE	CONTRIBUTION
	My ideas are valued and relevant to my interests	I have agency in how I investigate a topic and demonstrate my learning	I am recognized and rewarded for my participation in co-designing learning
Solution Concept	Digital Village Square	Compact Writing Assignments	Student Curriculum Club
	Students have opportunities to provide input and feedback on writing topics to ensure topics and content are relevant	Students can choose different modes from which to learn about the inquiry topic and different ways to express their knowledge and writing skills	Students can contribute their time, effort, and ideas to improving the curriculum and writing experience for their peers

Designing A Solution

To move the concepts to the design and development of solution prototypes, we invited students from the Education Professions Career and Technical Education class to join the project as Inclusive Innovation summer interns.

The interns engaged in a design and development sprint where the students led each aspect – from conducting research to creating writing journey maps to developing solution requirements documents to creating prototype designs to implementing the prototypes with teachers and students.