



L.A. Unified Sharing Promising Practices Together Forum

Middle School Readiness for College & Career Success

Saturday, June 3, 2017

Julian Nava Learning Academy

1420 E. Adams Blvd., Los Angeles 90011



Superintendent's Message

Dear L.A. Unified Family,

Thank you for honoring us with your presence at the second L.A. Unified Sharing Promising Practices Together Forum. We are focusing our learning today on middle school students and the supports we provide to youth during their adolescent years. We are also celebrating our many wonderful middle school programs throughout the District, where students are engaged in rigorous coursework; wrap-around services are coordinated to meet the needs of students and families; and educators every day inspire students to dream without limits. While we have made significant progress with our middle school students, we know that a great deal of work remains to be done. Today's forum seeks to complement the dialogue sparked by our Board of Education and the Division of Instruction with the *Reimagining the Middle Grades Learning Group and Framework*. You can download a copy of the framework by visiting: <http://bit.ly/msframework>.

Today's forum is also designed to provide you with a space to share promising practices and expand professional networks. My hope is that you make new connections and leave today's forum with the contact information of a colleague who will welcome you to their school site to see today's presentations in practice, and that you similarly will coordinate a time for a colleague to visit your school.

I want to close by thanking our workshop presenters who accepted the call to share the transformative work they are leading in communities across the District and in a variety of school types and programs. I wish you an exciting day of learning and sharing of promising practices.

In partnership,

Michelle King



AGENDA

TIME	ACTIVITY	LOCATION
7:00 AM	<i>Registration & World Café Breakfast</i>	The Plaza
8:15 AM	<i>Opening Remarks Dr. Michelle King, Superintendent</i>	Multi-Purpose Room
9:00 AM	<i>Keynote Address: Judy Willis, M.D., M.Ed.</i>	Multi-Purpose Room
10:45AM	<i>Workshop Session #1</i>	Workshop Rooms
12:05 PM	Lunch	Covered Eating Area
1:00 PM	<i>Workshop Session #2</i>	Workshop Rooms
2:20PM	<i>Evaluation Submission</i>	Workshop Rooms

KEYNOTE SPEAKER: Dr. Judy Willis, M.D. M.Ed.

Dr. Judy Willis combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written seven books and more than 100 articles for professional journals applying neuroscience research to successful teaching strategies. She is on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara. Dr. Willis travels nationally and internationally giving presentations, workshops, and consulting while continuing to write books. She has been selected by Edutopia as one of their “Big Thinkers on Education” and featured on their website as well as being a staff expert blogger for NBC News Education Nation, Edutopia, Psychology Today, and The Guardian. Website www.RADTeach.com .



SESSION 1: 10:45 AM – 12:05 PM

Workshop Title/ Description	Location
<p><i>Speech and Debate for SELs and ELLs</i> <i>Presented by Richard S. Ramos, Haddon STEAM Academy</i></p> <p>Haddon STEAM Academy opens doors and changes lives through speech and debate. The principles of debate are the lifeblood of our democracy, making society stronger by transforming policies, guiding public opinion, and casting light on injustice. Today, it is more crucial than ever that LAUSD students develop the skills to speak powerfully and persuasively in front of an audience, as well as, learn to think critically, explore all sides of an issue, and formulate evidence based, rock-solid points of view. Beyond the improvements in their academic performance that prepare them to excel in college, speech and debate students change in ways that influence every aspect of their lives. It gives them the social and academic confidence they need to grow as individuals, achieve educational goals, pursue meaningful work, and improve their own lives, the lives of others – and our world.</p>	Room 105
<p><i>Linked Learning Fostering Curiosity in Middle Schoolers</i> <i>Presented by Marguerite Williams, Linked Learning</i> <i>Hollenbeck Middle School, Bancroft Middle School and Nightingale Middle School</i></p> <p>Curiosity is a key to learning and providing a stage for student interest can drive curiosity. This session will highlight successful middle school programs that enhance curiosity through project based learning, connect it to career exploration and interests. Attendees will hear from panelists who will describe a variety of innovative opportunities for middle school students including successful summer programs, curriculum integration and pathway development. This is the first year of implementation and panelists will share successes, challenges, and growth areas around implementation.</p>	Room 107
<p><i>Social-Emotional Health Foundation for Success</i> <i>Presented by Ricardo Tamayo and Dr. Eddy Mata, Vista Middle School</i></p> <p>Given the strong link between relationships, social-emotional development, and learning, it is not surprising that there is a large connection between social-emotional development and academic success. At Vista Middle School, home of the vaqueros, we feel one of our main purposes is to build a positive school climate through our abundant avenues of student support, concentration on character building, instilling life skills, and intrinsically rewarding our students through various school-wide positive behavior intervention strategies. In addition, we offer our students a sundry of ways to belong and contribute to our school community including our brand-new drum line, intramural sports, and a total of twenty-three lunch and after-school clubs to choose from. This groundwork in conjunction with our school planting the seed of college and career readiness through our AVID courses, GEAR UP program, annual Career Fair, and numerous college field trips, helps us begin to prepare our middle school students for the future.</p>	Room 111
<p><i>Hollywood STEM Corridor: Collaborating For Student Success Across a K-12 Pipeline</i> <i>Presented by Elizabeth Lester, Le Conte Middle School/STEM Academy of</i> <i>Hollywood/Santa Monica Boulevard Community Charter School/Youth Policy Institute</i></p> <p>Three different types of schools in Hollywood (charter, traditional, and pilot) are part of the Los Angeles Promise Neighborhood and serve a pipeline of students in the same community. To ensure student success in STEM skills while on the road to college and career, the three schools have come together alongside Youth Policy Institute to work collaboratively to vertically align projects and curriculum. In addition to campus visits and collaborative professional development, teacher leaders at the three schools worked on a vertical integration plan based on the college and career skills needed for success in STEM fields. Curriculum mapping and basic vision-setting of what students need to know and can do at each transition (from elementary to middle school, from middle school to high school, and from high school to college) helped all stakeholders understand the role each school plays in the preparation of students.</p>	Room 117

<p><i>Reading and Writing Workshop: Meeting Students at their "Just Right" Level</i> <i>Presented by Vivian Chen, Studio School</i></p> <p>Our school uses reading and writing workshop to support students' literacy, language, and critical thinking skills. Using mini-lessons that incorporate a "teachpoint," teacher modeling, and an active engagement, students are set-up with the skills, strategies, and habits of mind they need to be successful during long blocks of reading and writing time. Students work at their independent reading and writing levels, and are supported by a level-alike partner, as well as structured small group and individual conferencing with teachers. Through the workshop model, we have seen gap-closing gains in students' literacy achievement, as well as an increase in students' skill in reading and writing across the content areas.</p>	<p>Room 106</p>
<p><i>Promoting Social Awareness & Social Emotional Learning in the Middle School Setting</i> <i>Presented by: (Co-Presented Workshop)</i></p> <p><i>Alyson Richards, Edison Middle School</i></p> <p>To implement social emotional learning at our school site, we chose to focus on social awareness based on the data from the School Report Card, which showed that Edison scored low in this area. Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Initially, we decided to evaluate what our teachers and students knew about social awareness and how they felt about their own social awareness. We conducted a survey tailoring questions specifically towards students and a separate survey tailored for teachers. We used this data as a starting point, which helped direct our efforts to improve our school environment. After assessing the data from the schoolwide survey, we developed a plan to improve our school's social awareness. To begin with, we needed to develop our teachers. During this session, participants will learn about the importance of using data to build a school-wide movement focused on social emotional awareness.</p> <p><i>Julia Pledl, New Heights Charter School</i></p> <p>New Heights Charter School uses Responsive Classroom and Developmental Designs to build community, TK-8. New Heights Charter School emphasizes academic, social, and emotional growth within a strong school community. We believe that academic success is inextricably tied to building social-emotional competencies.</p> <p>Teachers engage in professional development to learn strategies to implement a Morning Meeting to teach/practice social skills, welcome students into the classroom, and get prepared for the day. Teachers learn strategies to establish a calm, orderly, safe, and engaging environment for learning with a proactive approach to discipline. Teachers also learn how to use Interactive Modeling to support maintain routines and clarify expectations. The approach promotes teacher language that helps develop respectful, kind, and positive classroom communities.</p>	<p>Room 108</p>
<p><i>Building Bridges to Success (Restorative Justice and College and Career Readiness)</i> <i>Presented by Kecia Ravard, Patrick Henry Middle School</i></p> <p>Our practice is to connect our students, teachers, and families through building their social emotional connections, restorative justice practices and college and career ready awareness. We at Patrick Henry took to heart the District's Philosophy: Develop a culture that promotes positive beliefs about the academic ability of every student, and engages parents and community as partners in education for the success of all students. We fully believe that relationships at our school are crucial to building a successful school community. Restorative Justice Practices promote values and principles that use inclusive, collaborative practices for being in a community. Restorative Justice Practices help schools create and maintain a positive school culture and climate, (Discipline Foundation Policy, 2013). Success in the 21st-century demands skills, attitudes, and abilities that make some form of postsecondary education a virtual requirement. At our middle school, we make connections for students between a-g requirements, academic success, and being College and Career Ready. Participants will learn about the process to shift hearts and minds to a restorative approach that cares for the needs of an entire school community.</p>	<p>Room 112</p>

<p><i>Feeder Family Fridays- Feeding Parents' Ability to Support Successful Students</i> <i>Presented by Natalie Neal, El Sereno Middle School</i></p> <p>Six years ago, when El Sereno Middle School (ESMS) and Wilson High School (WHS) jointly applied to be authorized International Baccalaureate (IB) Middle Years Program (MYP) schools; we wanted to find a way to keep our parents informed about the new program. IB Feeder Family Fridays (IBFFF) are meetings where the principals and the MYP (WHS and ESMS) and PYP (Farmdale Elementary School) coordinators come together to welcome families and educate them about the IB program and how it grows. A minimum of six meetings occur every year, with the location rotating between all three schools so that parents and the community get to see all schools in the feeder family whether they have children in the school or not. Parents who understand the fundamental instructional components of our program can reinforce them at home and become empowered as learners themselves. This model was commended as being an exceptional model by the team from the IB organization who came to complete our 5-year program evaluation.</p>	<p>Room 118</p>
<p><i>Small Group Instruction</i> <i>Presented by Luis Montoya, Markham Middle School</i></p> <p>Edwin Markham Middle School, historically, has been a school with instruction and discipline challenges. The main challenge was lack of student engagement that was reflective in our student behavior/discipline. Thus, our suspension rate and truancy were high, we experienced high teacher turnover and there was a limited focus on instruction. Therefore, we decided to reconstruct our common planning time by establishing common planning time expectations, creating agendas, and setting department goals. Next, we aligned Professional Developments to Standard 3 of the Teaching and Learning Framework with small group instruction. The next year, professional development calendar included: Kagan Strategies and Discussion Techniques. Additionally, we used Say? Mean? Matter? A strategy students use during small group to help develop their writing. We believe that by having our students work in small groups, in collaboration, implement discussion techniques to solve problems, setting goals in their reading levels, and by implementing writing techniques using Writer's Workshop, our students will be ready for College and Career ready for the middle school years.</p>	<p>Room 219</p>
<p><i>High School: The Next Step Toward College</i> <i>Presented by Christina Calderon, KIPP LA Schools</i></p> <p>At KIPP LA, we view the transition from middle school to high school as a critical point in a student's climb to and through college. In addition to the hands-on support provided to families as they enroll in high school, the High School Placement team (an arm of KIPP LA's KIPP Through College program) facilitates a High School Readiness curriculum to seventh and eighth grade students throughout our region. These monthly lessons take place during the school day, beginning in the spring of seventh grade and carry through until students complete eighth grade. The focus of the lessons is to provide students with the content and resources needed to successfully transition into high school. High School Readiness classes align with and are reinforced by a school-wide high school and college-going culture, which includes high school and college-focused parent programming and engagement.</p>	<p>Room 215</p>

<p><i>Building A Community School</i> <i>Presented by Orlando M. Johnson, Mann UCLA Community School</i></p> <p>School improvement efforts that are led from within the leadership of a school community have the greatest impact on student achievement outcomes. This has been the case at Mann Middle School. The Mann UCLA Community School formed a partnership with UCLA that is dedicated to provide students of the Chesterfield Square neighborhood with:</p> <ul style="list-style-type: none"> • Quality innovative instruction from highly qualified instructors • Social Emotional Support • Access to A through G core and elective courses • A Safe Environment • Access to quality enrichment programs <p>The partnership is building a student focused pedagogy, a professional development model and providing resources housed at UCLA Center X. Participants will learn about the importance of partnerships and building a coordinated plan to address the needs of students, families and parents. Furthermore, participants will learn about the story at Mann and host coordinated partnerships can provide educators the fuel to continuously improve the capacity of all school staff and families.</p>	<p>Room 207</p>
<p><i>FDLA: LAUSD's First Spanish-English Dual Language High School</i> <i>Presented by Regina Marquez Martinez, Franklin High School</i></p> <p>Our "Promising Practice" is dual language immersion. The Franklin Dual Language Academy is committed to serving all families and students that seek to take advantage of the benefits of a Spanish-English Dual Language education option at the secondary level, especially those from the many Dual Language elementary programs in the district. We know from research that students in Dual Language programs not only tend to score higher on standardized tests than their monolingual peers, but also have the benefit of having acquired a second language (Thomas and Collier 2003:63). Developing bilingualism enhances executive brain functions such as problem-solving, mental dexterity, task switching, inhibitory control, and attentional control; thus, the bilingual brain is nimbler, more comfortable with handling ambiguity, and more able to resolve conflicts (Adesope 2010). Biliteracy is a 21st century skill, and FDLA is committed to helping to build a kindergarten through twelfth grade pathway in which children from all backgrounds can learn and learn to value both Spanish and English.</p>	<p>Room 201</p>
<p><i>Middle School Advisory Programs: Supporting the Whole Child</i> <i>Presented by Jeanne Fauci, Young Oak Kim Academy</i></p> <p>Middle School Advisory programs provide a space and place to support each student's academic and social-emotional growth and college and career preparation. Having a strong advisory program allows a middle school to realize its mission and student outcomes, gives teachers a place to make meaningful connections with a small group of students and can provide families with a central contact for their child's education and well-being. It is also a time in which students can explore career interests and learn how to best prepare for high school and college. Students can also learn valuable 21st Century learning skills such as collaboration and teamwork, critical thinking and problem solving. Center for Powerful Public Schools is an expert in advisory design and implementation and worked with Young Oak Kim Academy to institute the school's advisory program</p> <p>Young Oak Kim Academy (YOKA) Middle School has had an advisory program since its inception in 2009. The advisory program encompasses a range of purposes from socio-emotional support, to improving reading and writing, to college prep activities using Avid strategies. YOKA devotes one hour after lunch four days per week to have all students meet in groups of about 30 youth with one teacher/advisor. At YOKA advisory is also a place to practice restorative justice, connect with families and make sure that each student has the individualized support they need to be successful in high school.</p>	<p>Room 206</p>

<p><i>Project-Based Learning the Wright Way</i> <i>Presented by Myla Jacques, Wright Middle School STEAM Magnet</i> Project-based learning (PBL) is a school-wide practice at Wright Middle School STEAM Magnet. Each semester, our Wright MS scholars participate in an event that launches a sustained inquiry into a myriad of topics. Since our PBL units are interdisciplinary, scholars develop deep and complex answers to challenge questions and solutions to challenge problems.</p>	Room 208
<p><i>College and Career Awareness</i> <i>Presented by Scherazade DeFontenelle, Ellen Ochoa Learning Center</i> Ellen Ochoa Learning Center has been a member of the College and Career Club since 2012. The Club is supported by the National Council for Community Education Partnership Organization (NCCEP). They provide all lessons, which are aligned to the state standards. The purpose of the club is for the students to build their capacity in becoming aware of the necessary components to be college bound. The club encourages for the students to become self-advocates and it promotes leadership skills amongst the members. Leadership is built through the counselor serving as the facilitator and where students are prepared to be the teachers to present information in a clean and understandable manner.</p>	Room 209
<p><i>RISE Robotics Instruction for Social Emotional Learning</i> <i>Presented by Charmain Young and Valerie Doby, Audubon Middle School</i> Share the practice of effectively building a Coding Academic Instructional Class and Robotics Program that incorporates the District strategic key indicators at the middle school level. Focusing on building a comprehensive program that includes cumulative understanding of math, science, coding, and the relationship of Google Classroom and Social Emotional Confidence through team building and academic competition. Fostering a Team Approach to Community Problem Solving and Project Based learning.</p>	Room 211
<p><i>Building Your Summer Bridge: A Model of a Successful High School Bridge Program</i> <i>Presented by: (Co-Presented Workshop)</i> Meeting Student Social Emotional Needs and Improving Grades This session will introduce two school communities with programs designed to support middle school students through the transition from middle school and into high school.</p> <p><i>Monica Iannessa, Palisades Charter High School</i> The Dolphin Leadership Academy is designed to help prepare our incoming freshmen who have been at risk during their eighth-grade year to be successful and establish roles as leaders in a high school setting. The students attend sessions that will help prepare them for freshman classes. In addition to learning about academic and behavioral expectations, students can learn about graduation requirements, school spirit, sports teams and clubs. However, their most challenging assignment is to help design and organize our school-wide freshman orientation day. The mission of the Palisades Charter High School’s Dolphin Leadership Academy is to teach students techniques in decision-making, leadership and team building that will promote a successful freshman orientation and freshman year.</p> <p><i>Jaime Doñate, San Fernando High School</i> San Fernando High School 9th Grade House Promising Practices supports student social emotional needs and student academic improvement, which supports students to be career and college ready. Teachers involved in this practice monitor student grades during their second period classes. Teachers monitor specific identified students. The identified students are selected based on academic performance. In addition, the identified students receive supplemental support by our Associated Student Body peer mentorship. The peer mentors provide guidance, friendship, and give mentees a sense of belonging. The peer mentorships take place once a week, during the last 5 to 10 minutes of 4th period classes. The combination of teacher support and peer mentorship support, have increased academic performance in our first year of implementation.</p>	Room 218

SESSION 2: 1:00 PM – 2:20 PM

Workshop Title/ Description	Location
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<p><i>High School: The Next Step Toward College</i> <i>Presented by Christina Calderon, KIPP LA Schools</i> At KIPP LA, we view the transition from middle school to high school as a critical point in a student’s climb to and through college. In addition to the hands-on support provided to families as they enroll in high school, the High School Placement team (an arm of KIPP LA’s KIPP Through College program) facilitates a High School Readiness curriculum to seventh and eighth grade students throughout our region. These monthly lessons take place during the school day, beginning in the spring of seventh grade and carry through until students complete eighth grade. The focus of the lessons is to provide students with the content and resources needed to successfully transition into high school. High School Readiness classes align with and are reinforced by a school-wide high school and college-going culture, which includes high school and college-focused parent programming and engagement.</p>	<p>Room 215</p>
<p><i>Reinventing Academic Excellence For All Students</i> <i>Presented by Carlos Lauchu, The Science Academy STEM Magnet Millikan Middle School</i> All students, regardless of culture or background have the innate ability to learn. But just "learning" isn't enough. The instructional pathways created for the student must be designed in such a way that it is applicable, realistic and consistent if the student is to grow and become a successful contributing member of his/her society. In this presentation, Mr. Lauchu, 2011 LAUSD Teacher of the Year and current Principal of the Science Academy STEM Magnet, will describe and prioritize educational strategies and instructional techniques that his school has identified as essential for promoting student engagement and intrapersonal empowerment for all learners. Innovative leadership techniques, both on the teacher level and on the administrative level that consistently access the maximum potential of every student will also be discussed.</p>	<p>Room 207</p>

<p><i>Analyzing our Global World Through Model United Nations</i> <i>Presented by Mia Kang, Lawrence Gifted Magnet</i></p> <p>Our promising practice is Model United Nations (MUN). Student delegates in seventh and eighth grades are assigned a country to represent within an overall UN committee. Each UN committee has a specialized problem that must be solved. Delegates learn and practice authentic skills in research, writing, and speaking. These skills culminate in a Model UN conference where they meet with student delegates from other schools to create a resolution for their committee's topic. Eighth grade delegates participate in an end of the year culminating activity in which they create and run a MUN conference on our campus.</p>	<p>Room 201</p>
<p><i>Blended Learning for School Transformation</i> <i>Presented by Richard Thomas, New Horizons Charter Academy</i></p> <p>Through our Blended Learning Model students learn and gain access through a variety of modalities. Our Promising Practice at New Horizons Charter Academy is focused on the Future Ready Framework - curriculum, instruction, and assessment which are tightly aligned, redesigned to engage students in 21st Century, personalized, technology-enabled, deeper learning. Curricula and instruction are standards-aligned, research-based, and enriched through authentic, real-world problem solving. Students and teachers have robust and adaptive tools to customize the learning, teaching, and assessment, ensuring that it is student-centered and emphasizing deep understanding of complex issues.</p>	<p>Room 206</p>
<p><i>Connecting Youth to STEAM Careers in Sustainability</i> <i>Presented by Carla Barrera-Ortiz, STEAM at Legacy High School</i></p> <p>Throughout California, government agencies allocate billions of dollars to renovate and build new public facilities to serve the growing demand for services and changing constituencies. These capital project investments are not only designed to meet sustainability policies and LEED certification standards, but they are built using project delivery methods beyond design-bid-build to achieve other best value factors, such as the inclusion of diverse contractors and workforce. This new approach increases diverse stakeholder engagement and maximizes the local economic impact of public works investment.</p> <p>The USGBC established three Social Equity Credits to facilitate the participation of diverse populations and businesses within the project team and supply chain to best reflect and serve community needs. One important approach is engaging diverse youth by creating a platform for STEAM (Science, Technology, Engineering, Arts and Math) college and career readiness that will serve long term industry needs. The implementation of Project Lead the Way Engineering courses during the school day and as a partnership, ACES (Architecture, Construction, Engineering Student) School, STEAM High School provides students with industry exposure, paid internships, industry certification courses and in collaboration with the LA Community College District, college architecture and engineering courses as early as the summer of a STEAM student's freshmen year and throughout the school year.</p>	<p>Room 208</p>
<p><i>Bringing It All Together: Integrating Project-Based Learning and STEM Through Experiential Lessons</i> <i>Presented by: John Foster, TGR Learning Lab</i></p> <p>TGR Learning Lab focuses on providing students with engaging STEM-focused curriculum that spotlights a career field and gives students hands-on experiential learning opportunities. Participants attending this workshop will take part in a hands-on STEM activity designed to highlight the engineering design process and demonstrate to the participants the connections between science, engineering, technology and math through challenges and situations from our everyday life. To reach more students, TGR Learning Lab has put those lessons, pedagogy and college access information online through a collaboration with Discovery Education to create TGR EDU: Explore.</p>	<p>Room 219</p>

<p><i>The Academic Achievement Team: A model for leadership sustainability and student success</i> <i>Presented by Monica Iannessa, Palisades Charter High School</i></p> <p>The PCHS Academic Achievement team is a team of teachers, classified, and PCHS administration who work together during the school day to help reach the student achievement goals of the school. For our PCHS staff, this looks like 5 part-time job reassignments with out of the classroom time to work on these goals. The model expands the team to include PLC coordinator, Data Coordinator, Intervention Coordinator and three part-time teacher coaches/mentors. This team works out of the same office space. Staff who apply are the type of people who enjoy collaboration, sharing work assignments, and sharing work space. The benefit of this model is the internal structure at the school to meet the needs of instruction and student achievement. It also expands professional growth opportunities for our staff. The creation of teacher leader opportunities is challenging at a single site institution. This structure provides for a school succession model and builds the leadership capacity at our site.</p>	Room 118
<p><i>Restorative Communities in Elementary Schools to Build a Foundation for Social-Emotional Strength in the Middle Grades</i> <i>Presented by: (Co-Presented Workshop)</i></p> <p><i>Restorative Communities: Dynamic School Culture Change Presented by: (Co-Presented Workshop)</i></p> <p><i>Carlos Montes, Los Angeles Jordan High School</i> <i>Tanya Franklin, Partnership for Los Angeles Schools</i></p> <p>At Partnership schools, we cultivate Restorative Communities through multi-tiered systems of support that emphasize social-emotional strength and lead to dynamic school culture change. This includes universal instructional strategies like restorative circles and mindfulness, which have been particularly effective at Florence Griffith Joyner Elementary School. Restorative Communities also include purposeful and integrated professional learning and coaching cycles led by the Instructional Leadership Team, through which the team at 107th Street Elementary School has been especially intentional and successful. And Restorative Communities especially include our student leaders as models of restorative dialogue to transform conflict and school-wide activities to promote tolerance and love, which has been particularly important this year at Jordan High School. In this session, participants will experience promising practices from three Restorative Communities at Partnership schools in Local District South.</p>	Room 121
<p><i>Single Gender Model, Growth Mindset, and STEM Preparation</i> <i>Presented by Elizabeth Ackerman – Hicks, Girls Academic Leadership Academy (GALA)</i></p> <p>Building the STEM college and career pathway begins in middle school. In elementary school, girls and boys have similar interest and ability in math and science. Beginning in middle school, girls show less interest and success in math and science. There are several ways to increase girl’s success in STEM, one is single gender classes in math and science, another is adopting growth mindset and mastery learning/standards based grading. Thirdly providing female math and science role models for girls assists. We will discuss these promising practices in our presentation.</p>	Room 111
<p><i>Full Inclusion: Avenues to Learning for All Students</i> <i>Presented by Steve Goin, Benjamin Franklin High School</i></p> <p>Franklin High School implemented their full integration model school-wide. This began with building our master schedule to support the clustering of our students with disabilities in all core area classrooms. Partnerships were developed between special education teachers, general education teachers and paraprofessionals to enhance instruction and provide support in English Language Arts, Mathematics, Science, and Social Studies. We further developed the integration model matrix to support the school-wide academic matrix. The unintended outcome was improvement in achievement school wide for all students and support for college and career readiness.</p>	Room 108

Partnering for Middle School Student Success: Case study of effective nonprofit/school partnership and Implementation of Maker's Space

Presented by Pearl Arredondo, San Fernando Institute for Applied Media

SFiAM is a YPI partnership school, which means that staff from both the nonprofit agency and school site need to work effectively together to leverage resources and ensure success. Through working together on a shared vision and using data to drive the results of students, the school and nonprofit have instituted systems of communication while always keeping students at the center of the work. Through unique resources such as GEAR UP and a Maker's Space, as well as a focus on best practices for instruction and school climate transformation, the partnership has grown and become more effective.

Room 105

Promising Practices Evaluation: <http://bit.ly/evaluationprompractices17>

Workshop Materials: <http://bit.ly/presenterfiles2017>

Acknowledgements



Los Angeles Unified School District School Board of Education

Dr. George J. McKenna III, Board District 1
Mónica García, Board District 2
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Steve Zimmer, Board District 4
Dr. Ref Rodriguez, Board District 5
Monica Ratliff, Board District 6
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ADAMS BLVD

MAIN GATE

REGISTRATION

THE PLAZA

WORKSHOP SESSIONS ROOMS 101 – 219

ELEVATOR

ENTRANCE

ELEVATOR

MULTI PURPOSE
ROOM

COVERED
EATING AREA

COMPTON AVENUE

EXIT TO
NEVIN ES PARKING LOT

JULIAN NAVA LEARNING ACADEMY

1420 E Adams Blvd, Los Angeles, CA 90011