



## Compass Charter Schools (CCS) of Los Angeles Low-Performing Scholars Block Grant June 2020 Update

The Board of Directors approved our Low-Performing Scholars Block Grant Plan in January 2019. This update provides a status of our work with our scholars through the Board-approved plan.

[Goal 1: To enable low performing scholars the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature as part of their preparation for high school and post-secondary education.](#)

[Goal 2: To enable low performing scholars a way to improve their computational and problem solving skills and prepare them for high school and post-secondary education.](#)

[Goal 3: To provide staff development in Common Core that support best practices in instruction for low performing scholars](#)

[Goal 4: To provide parents instruction that increases their knowledge and confidence in supporting their scholars' academic success at home.](#)

[Goal 5: Provide a foundation for safe and positive learning environment, while enhancing our scholars' ability to succeed in school, life, and career.](#)

[Appendix A: Goal 1 Data](#)

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**Goal 1: To enable low performing scholars the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature as part of their preparation for high school and post-secondary education.**

Objective	As a virtual school, expand access to evidence-based online resources that will increase scholars' ability to read accurately and with improved comprehension.
Activity 1	Participate in Multi-Tiered Systems of Support (MTSS) Reading Lab
Materials	Teaching staff, Thinking Storm Tutoring Services, Incentives
Update	<p>Online: Weekly academic tutoring sessions are offered to 122 identified at-risk scholars who need tiered supports. Scholars have been identified as needing Tier 2 and 3 support through the initial benchmark as well as through the Tiers Form submitted every Learning Period by the Supervising Teachers, who see the whole scholar picture. The academic tutoring sessions are 30 minutes long for reading. Tutors deliver Edgenuity and Istation intervention lessons within these groups whereby scholars are assessed at the end of each session to ensure mastery of the content. Other support sessions are offered monthly through Social-Emotional Learning (SEL) workshops and Behavioral Support Groups under the MTSS framework. The Scholar Success Coordinator (SSC) partners with the counseling team to deliver these lessons to scholars needing Tier 1 - Tier 3 support.</p> <p>Options: Weekly academic tutoring sessions are offered to 156 identified at-risk scholars who need tiered supports. Scholars have been identified as needing Tier 2 and support through the initial diagnostic assessment results, as well as anecdotal information provided on the Tiers Tracker from their Educational Facilitator (EF). The Tiers Tracker is filled out after each Learning Period and the EFs provide feedback on course completion, work samples, concept mastery and grade-level progress. Any scholar identified as at risk is added to our tutoring roster and invited to applicable sessions. Tutoring sessions are conducted by grade level or skill level in math and language arts and are 30 minutes long. The content of sessions is based off of Istation and Edgenuity lessons. Tutoring office hours are also held for scholars to ask specific questions and get additional support. In addition to tutoring sessions, various Academic Support Workshops are offered to enhance Tier 1 instruction. These workshops vary in math and English Language Arts (ELA) content and address a variety of skill gaps including math fluency, reading comprehension, narrative and informative writing and Science, Technology, Engineering, and Mathematics (STEM) topics.</p> <p>Thinking Storm Tutoring Services Update: No scholars have used the Thinking Storm Tutoring Services for reading. Information and reminders have gone out to those scholars participating in reading labs. Teachers are providing login</p>

details to those that need support. It has been determined that the scholars and families are more engaged with our tutor and internal MTSS supports.

Mid-year results: 242 Elementary School scholars tested in reading. 170 Middle School scholars tested for reading. Finally, 130 High School scholars tested in reading.

**Online Low Performing Scholars Data from Benchmarks**

- Mid-Year Reading
  - K-5: 33.3% at or above grade level
  - 6-12: 5.8% at or above grade level

**Options Low Performing Scholars Data from Benchmarks**

- Mid-Year Reading
  - K-5: 40% improved by at least one tier level
  - 6-8: 40% improved by at least one tier level
  - 9-12: 17% improved by at least one tier level

End of Year results: 279 Elementary School scholars tested in reading. 164 Middle School scholars tested for reading. Finally, 123 High School scholars tested in reading.

**Online Low Performing Scholars Data from Benchmarks**

- End of Year Reading
  - K-5: 57% at or above grade level
  - 6-12: 11% at or above grade level

**Options Low Performing Scholars Data from Benchmarks**

- End of Year Reading
  - K-5: 67% improved by at least one tier level from initial
  - 6-8: 44% improved by at least one tier level from initial
  - 9-12: 37.5% improved by at least one tier level from initial

Incentive Updates: Online scholars are provided with a 100% on the next checkpoint in the course. Options scholars may use the quiz or work completed during tutoring session as a work sample. Also, scholars who attend tutoring sessions will have the opportunity to participate in an open session based on a theme.

On our docket: We will continue to look at ways to improve participation in support sessions and communication methods to keep families aware of and interested in what is available to their scholars. We will also use the feedback we received via a recent survey to identify ways to increase interest and participation. The survey included questions specific to academic workshops and tutoring.

Objective	As a virtual school, provide struggling readers access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests.
Activity 1	Participate in online differentiated lessons and instruction for ELA
Materials	Freckle Subscription (K-12)
Update	<p>Usage over the summer was accessed by few scholars; too few to provide useful data. This is due to the fact that many of the initially identified low-performing scholars left the school, either voluntarily or via truancy report. Currently, our struggling scholars are being directed to use Istation and Edgenuity, which are also incorporated into our tutoring sessions. Low performing scholars who were also identified as Special Education (SPED) have access to Read Naturally to support ELA achievement. Low performing ELs have access to Raz-Kids for reading comprehension support.</p> <p><b>Schoolwide:</b> See Appendix A for data</p> <p>On our docket: We would like to discontinue the use of Freckle, as we have found that Istation and Edgenuity are similar in what they offer in the area of reading. As such, families are a bit unclear about which support tool to use and data is split between the tools.</p>

**Goal 2: To enable low performing scholars a way to improve their computational and problem-solving skills and prepare them for high school and post-secondary education.**

Objective	As a virtual school, expand scholar access to evidence-based online resources that will increase scholars ability to attack mathematical problems with ease
Activity 1	Receive one-to-one tutoring support 24/7
Materials	Yup Subscription
Update	<p>After piloting the Yup service with some scholars and reviewing the results, it was determined that Yup was not the best expenditure of funds, so it was not purchased. We decided to use Istation and Edgenuity.</p> <p>On our docket: Currently, our struggling scholars are being directed to use Istation and Edgenuity, which are also incorporated into our tutoring sessions. These are directly linked to our benchmarks, so they provide us with the most relevant achievement data. We will continue to look at ways to improve participation in support sessions and communication methods to keep families aware of and interested in what is available to their scholars.</p>

Activity 2	Use supplemental online math instruction/practice program
Materials	ST Math Subscription (K-8)
Update	<p>After initial issues with coordinating with ST Math representatives on its usage, a plan was finally created as of January 2020. We are still in the process of purchasing ST Math long-term. It can be used in tutoring sessions and is also available as an app that scholars can use on the go and on their own time. It will also be encouraged for low performing scholars via their teachers.</p> <p>After some limited response from the representative from ST Math, he recommended that we sign up on the website since ST Math is currently being offered for free through June 2020 due to COVID-19. The no-cost program was offered directly for individuals. We encouraged families to sign up on their own, but that put the oversight with the parent, so we do not have usage data. We are currently in talks with ST Math on how to create school-wide accounts with trackable data.</p> <p>On our docket: Currently, our struggling scholars are being directed to use Istation and Edgenuity, which are also incorporated into our tutoring sessions. We will continue to look at ways to improve participation in support sessions and communication methods to keep families aware of and interested in what is available to their scholars.</p>

Activity 3	Participate in MTSS Math Lab
Materials	Teaching staff, Thinking Storm Tutoring Services, Incentives
Update	<p>Online: Weekly academic tutoring sessions are offered to 122 identified at-risk scholars who need tiered supports. Scholars have been identified as needing Tier 2 and 3 support through the initial benchmark as well as through the Tiers Form submitted every Learning Period by the Supervising Teachers, who see the whole scholar picture. The academic tutoring sessions are 30 minutes long for math. Tutors deliver Edgenuity and Istation intervention lessons within these groups whereby scholars are assessed at the end of each session to ensure mastery of the content. Other support sessions are offered monthly through SEL workshops and Behavioral Support Groups under the MTSS framework. The SSC partners with the counseling team to deliver these lessons to scholars needing Tier 1-Tier 3 support.</p> <p>Options: Weekly academic tutoring sessions are offered to 156 identified at-risk scholars who need tiered supports. Scholars have been identified as needing Tier 2 and 3 support through the initial diagnostic assessment results, as well as anecdotal information provided on the Tiers Tracker from their EF. The Tiers Tracker is filled out after each Learning Period and the EFs provide feedback on course completion, work samples, concept mastery and grade-level progress. Any scholar identified as at risk is added to our tutoring roster</p>

and invited to applicable sessions. Tutoring sessions are conducted by grade level or skill level in math and language arts and are 30 minutes. The content of sessions is based off of Istation and Edgenuity lessons. Tutoring office hours are also held for scholars to ask specific questions and get additional support. In addition to tutoring sessions, various Academic Support Workshops are offered to enhance Tier 1 instruction. These workshops vary in math and ELA content and address a variety of skill gaps including math fluency, reading comprehension, narrative and informative writing and STEM topics.

**Schoolwide:**

Mid-year results: for K-5, 246 scholars took the math assessment. For 6-8, 180 scholars tested in math. Finally, 135 high school scholars tested in math.

**Online Low Performing Scholars:**

Mid-year results: for K-5, 40 scholars took the math assessment. For 6-8, 68 scholars tested in math. Finally, 78 high school scholars tested in math.

- Mid-Year Math
  - K-5: 32.4% at or above grade level
  - 6-12: 15.5% at or above grade level

**Options Low Performing Scholars:**

Grades K-5 take the Istation diagnostic and grades 6-12 take the Edgenuity benchmark. Both grade levels are assessed 3 times per year: initial (September), mid-year (February) and final (May).

- Mid-Year Math
  - K-5: 60% improved by at least one tier level
  - 6-8: 37.5% improved by at least one tier level
  - 9-12: 17% improved by at least one tier level

End of Year results: 278 Elementary School scholars tested in math. 170 Middle School scholars tested for math. Finally, 132 High School scholars tested in math.

**Online Low Performing Scholars Data from Benchmarks**

- End of Year Math
  - K-5: 29% at or above grade level
  - 6-12: 26% at or above grade level

**Options Low Performing Scholars Data from Benchmarks**

- End of Year Math
  - K-5: 50% improved by at least one tier level from initial
  - 6-8: 37.5% improved by at least one tier level from initial
  - 9-12: 13% improved by at least one tier level from initial

Incentive Updates: Online Scholars are provided with a 100% on the next

	<p>checkpoint in the course. Options Scholars may use the quiz or work completed during tutoring session as a work sample. Also, scholars who attend tutoring sessions will have the opportunity to participate in an open session based on a theme.</p> <p>On our docket: We will continue to look at ways to improve participation in support sessions and communication methods to keep families aware of and interested in what is available to their scholars. We will also use the feedback we received via a recent survey to identify ways to increase interest and participation. We are looking at the trends in the data and analyzing the data to determine next steps for our scholars.</p>
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Objective	As a virtual school, provide scholars struggling with math access to the general curriculum through the use of digital technologies that are similar to those used on SBAC tests and implement assessment techniques to track success
Activity 1	Participate in online, differentiated lessons and instructions for math
Materials	Freckle (K-8)
Update	<p>Usage over the summer was accessed by few scholars; too few to provide useful data. This is due to the fact that many of the initially identified low-performing scholars left the school, either voluntarily or via truancy report. Currently, our struggling scholars are being directed to use Istation and Edgenuity, which are also incorporated into our tutoring sessions.</p> <p>On our docket: We would like to discontinue the use of Freckle, as we have found that Istation and Edgenuity are similar in what they offer in the area of math. There is insufficient participation in the use of Freckle to provide meaningful data.</p>

**Goal 3: To Provide staff development in Common Core that support best practices in instruction for low performing scholars.**

Objective	We are providing Professional Development that focuses on what scholars need to achieve academic growth
Activity 1	Provide targeted online CCSS-Aligned professional development for teaching staff
Materials	Achieve the Core Online PD <a href="https://achievethecore.org">https://achievethecore.org</a>
Update	Webinars and (pre-COVID-19) in-person workshops/conference opportunities are posted in Workplace (our intranet). Teachers report to their supervisors if they are accessing the recorded webinars, but we are still working on a more

	<p>efficient way to track this. Supervisors reference this in evaluation meetings with staff members and record attendance as evidence on evaluation forms.</p> <p>On our docket: We will continue to provide targeted online CCSS-aligned professional development for teaching staff with a plan to track and monitor teacher completion as part of our yearly evaluation process. We are determining if it is more efficient to use our HR system to track this or a separate spreadsheet/program.</p>
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Activity 2	Provide internal CCSS-aligned professional development by CCS cadre
Materials	Various
Update	<p>Common Core support was integrated into our January mini-conference. This was also integrated into our October and March in-service workshops. See Appendix B for agendas.</p> <p>On our docket: We will continue to integrate CCSS-aligned professional development by CCS cadre throughout the year during our annual retreat, professional development days, and academic team meetings throughout the school year. We integrate best practices and concepts from organizations to which we belong, including AVID and CUE.</p>
Objective	Develop a training cadre to maximize the knowledge, skills and resources of designated staff who will then share learned skills with all CCS Personalized Learning (academic) team.
Activity 1	Attendance at professional educational conference (California Charter Schools Association Conference)
Materials	CCSAC Registration and expenses
Update	<p>Due to the COVID-19 pandemic, this conference was canceled for 2020. We are planning on sending a contingent to the 2021 conference.</p> <p>On our docket: We plan to continue to send representatives to this conference next year, as the information provided is valuable and very relevant to our school.</p>
Activity 2	Attendance at professional educational conference (AVID Summer Institute)
Materials	AVID Summer Institute Registration and expenses
Update	<p>The Avid Summer Institute was canceled due to the COVID-19 pandemic. In lieu, our representatives will be attending AVID XD which will provide the same level of professional development for CCS Options and Online Teachers. Dates of attendance are still pending.</p> <p>On our docket: We plan to continue to send representatives to this</p>



	conference next year, as the information provided is valuable and supports our scholars' success.
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**Goal 4: To provide parents instruction that increases their knowledge and confidence in supporting their scholars' academic success at home.**

Objective	Develop parenting workshops and a parent support group which results in increased knowledge and confidence that are measured by parent participation and survey feedback.
Activity 1	Parent (Learning Coach) Workshop: Supporting their independent study scholars
Materials	Online Videos "Coaches Corner" created by CCS Staff. Videos are already created
Update	<p>"Coaches Corner" was also referred to as Learning Coach Lounges. All videos can be viewed on our YouTube playlist at this link:  <a href="https://www.youtube.com/playlist?list=PLd9-AwEUf5zBPTV4dnXyrq9Yt4YQJ7IEz">https://www.youtube.com/playlist?list=PLd9-AwEUf5zBPTV4dnXyrq9Yt4YQJ7IEz</a></p> <p>Monthly Learning Coach Support sessions for Options:</p> <ul style="list-style-type: none"> <li>● September - How to Prepare for a Successful School Year</li> <li>● Oct - How to Encourage and Enhance Scholar Success</li> <li>● November - PBIS in the Homeschool Environment</li> <li>● December - Options Tutoring (specifically for T2, T3 scholars)</li> <li>● January - Mid-Year Diagnostic Assessments</li> <li>● February - CAASPP Testing</li> <li>● March - Social Emotional Learning and Supports for Scholars</li> <li>● May - Summer Learning Strategies &amp; Year in Review</li> </ul> <p>On our docket: Our Engagement Department will continue to provide support for families through our Learning Coach Academy. We are moving our Engagement department to our Academic Division to ensure the highest level of alignment with academic support needs.</p>

Activity 2	New Learning Coach Workshops: Targeted to support to increase academic achievement
Materials	New Online Videos
Update	Options Learning Coach Support sessions were provided in September, October, November, December, January, February, March, and May. These were recorded so that those who could not attend live could watch the

	<p>recordings at their convenience.</p> <p>The Director of Engagement oversees the Learning Coach Academy. Seven Learning Coaches (LCs) completed all 10 recordings for the Learning Coach Academy series, which included both live and on-demand topics such as attendance, onboarding, motivating your scholar, and SEL</p> <p>On our docket: We are planning to build out the Learning Coach Academy further by having LCs who have completed the series become Learning Coach Ambassadors next year. These Ambassadors could potentially serve as a support system for other learning coaches by providing insight into topics of concern for learning coaches.</p>
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Activity 3	Parent Support Group: Create collaborative environment within ParentSquare community for parents to share best practices
Materials	ParentSquare community group with facilitation by CCS Staff
Update	<p>There are currently several ParentSquare groups and all staff and parents have access to this platform. We ran our Learning Coach Academy via ParentSquare groups where we shared out weekly recordings and a discussion question every week for 10 weeks. We ran four cohorts for our Learning Coach Academies and the program was facilitated by our Director of Engagement. The weekly discussion question provided LCs the opportunity to share out best practices by answering the following question and commenting on other LCs responses -" After viewing the recording for this week, please comment on this post and share what was your biggest takeaway from the recording." It was decided not to make one specifically for families of low performers to avoid revealing academic information about the scholars (FERPA).</p> <p>While looking into additional, alternate methods of achieving a collaborative sense of community among our LCs, we continue to provide open lines of communication via program-specific town halls and LC support sessions.</p> <p>On our docket: This is something we desire and continue to explore and are, in search of the appropriate tool. We are also planning to expand our Learning Coach Academy next year to include Learning Coach Ambassadors who have completed the program and can support new LCs. We anticipate that activities like this will further create a sense of community.</p>

**Goal 5: Provide a foundation for a safe and positive learning environment, while enhancing our scholars’ ability to succeed in school, life, and career.**

Objective	As a virtual school, expand scholar access to social emotional learning through the MindUp curriculum to increase a child’s academic performance, self-control, empathy, and optimism.
Activity 1	Incorporate SEL lessons into the academic framework to build awareness and self-regulation.
Materials	MindUp curriculum
Update	<p>The counseling team consults with MindUp curriculum and uses it to inform their live learning sessions. Counseling delivers a monthly SEL themed based lesson that is followed up by the Online SSC that connects this theme to SEL standards throughout the month in teacher Learning Labs (LLs) and EF connect sessions, with SEL weekly warm up activities.</p> <p>Online: See Appendix C. Weekly SEL activities are incorporated into all live online LL lessons every week throughout the school year. In addition, relationship meters are also used at the beginning of all LLs as tools to strengthen our scholars’ Social Emotional Intelligence and promote greater self-awareness. When implemented with consistency and fidelity, we can help our scholars:</p> <ul style="list-style-type: none"> <li>● Identify how they are feeling and track the changes throughout the week,</li> <li>● Gain greater understanding as to why or what caused them to feel that way,</li> <li>● Differentiate and express each emotion correctly,</li> <li>● Self-regulate.</li> </ul> <p>We also held a LC Support session in March for our Options LCs on SEL and Supports for Scholars.</p> <p>On our docket: We will continue to deliver monthly SEL theme-based lessons that will be further supported by the SSC and aligned to SEL standards throughout the month with weekly SEL warm up activities.</p>

Additional Notes	The grant was originally written based on data from a prior school year. Since then, the school population has changed, with a marked increase in the number of scholars attending the Options program. Furthermore, we have adopted/will adopt new platforms and applications, as well as instituted live learning sessions and reading labs. The population of low performers has also
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	<p>changed. As a result, many of the original platforms selected may no longer be optimal to use for this purpose. As such, we have been careful on the expenditures made and review each one before proceeding. Analysis of the effectiveness of various interventions will require the final benchmark testing results. Additionally, due to the Governor's order regarding COVID-19, we will not be participating in state testing, so are unable to analyze state testing data this year. Therefore, we are relying heavily on our internal benchmark assessments. We found that our current Student Information System (SIS), StrongMind, was not set up to easily track these scholars, so we frequently tracked data manually. As a result of this and other factors, we are moving to a new SIS, School Pathways, that will allow us to easily tag these scholars and run reports without manual manipulation. This will support checking progress more frequently.</p>
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## Appendix A: Goal 1 Data

Online																				
SEP	reading	K	1	2	3	4	5	K-5	6	7	8	6-8	9&10	11&12	9-12					
LA	Total at or above grade level	3	5	6	5	3	10	32	10	5	12	27	11	3	14					
	Total Tested	4	7	8	7	7	11	44	15	23	34	72	44	48	92					
	% at or above grade level	75%	71%	75%	71%	43%	91%	73%	67%	22%	35%	38%	25%	6%	15%					
	math	K	1	2	3	4	5	K-5	6	7	8	6-8	9	10	11	12	9-12			
LA	Total at or above grade level	4	5	6	4	3	6	28	16	9	13	38	3	3	0	0	6			
	Total Tested	4	6	6	6	8	8	38	18	26	37	81	17	27	17	29	90			
	% at or above grade level	100%	83%	100%	67%	38%	75%	74%	89%	35%	35%	47%	18%	11%	0%	0%	7%			
Online																				
FEB	reading	K	1	2	3	4	5	K-5	6	7	8	6-8	9&10	11&12	9-12					
LA	Total at or above grade level	2	4	6	5	5	9	31	10	4	8	22		11	0	11				
	Total Tested	3	8	7	7	6	11	42	16	18	32	66		40	34	74				
	% at or above grade level	67%	50%	86%	71%	83%	82%	74%	63%	22%	25%	33%	#DIV/0!	#DIV/0!	15%					
	math	K	1	2	3	4	5	K-5	6	7	8	6-8	9	10	11	12	9-12			
LA	Total at or above grade level	3	6	6	7	4	9	35	17	8	10	35	2	1	1	1	5			
	Total Tested	3	6	7	7	6	11	40	20	18	30	68	20	24	17	17	78			
	% at or above grade level	100%	100%	86%	100%	67%	82%	88%	85%	44%	33%	51%	10%	4%	6%	6%	6%			
Online																				
	reading	K	1	2	3	4	5	K-5	6	7	8	6-8	9&10		11&12		9-12			
Sep		75%	71%	75%	71%	43%	91%	73%	67%	22%	35%	38%	25%		6%		15%			
Feb		67%	50%	86%	71%	83%	82%	74%	63%	22%	25%	33%	28%		0%		15%			
	math	K	1	2	3	4	5	K-5	6	7	8	6-8	9	10	11	12	9-12			
Sep		100%	83%	100%	67%	38%	75%	74%	89%	35%	35%	47%	18%	11%	0%	0%	7%			
Feb		100%	100%	86%	100%	67%	82%	88%	85%	44%	33%	51%	10%	4%	6%	6%	6%			

Options																					
SEP	reading	TK	K	1	2	3	4	5	(T)K-5	6	7	8	6-8	9&10	11&12	9-12					
LA	Total at or above grade level	7	18	10	12	16	15	10	88	13	11	10	34	8	1	9					
	Total Tested	7	20	14	15	18	18	12	104	22	28	31	81	27	19	46					
	% at or above grade level	100%	90%	71%	80%	89%	83%	83%	85%	59%	39%	32%	42%	30%	5%	20%					
	math	TK	K	1	2	3	4	5	(T)K-5	6	7	8	6-8	9	10	11	12	9-12			
LA	Total at or above grade level	6	13	12	13	17	9	10	80	17	13	8	38	3	0	0	0	3			
	Total Tested	7	13	14	15	18	16	13	96	21	28	33	82	11	16	14	5	46			
	% at or above grade level	86%	100%	86%	87%	94%	56%	77%	83%	81%	46%	24%	46%	27%	0%	0%	0%	7%			
Options																					
FEB	reading	TK	K	1	2	3	4	5	(T)K-5	6	7	8	6-8	9&10	11&12	9-12					
LA	Total at or above grade level	20	33	18	27	24	25	16	163	14	13	17	44		4	0	4				
	Total Tested	23	41	28	33	37	34	27	223	28	34	42	104		32	24	56				
	% at or above grade level	87%	80%	64%	82%	65%	74%	59%	73%	50%	38%	40%	42%	#DIV/0!	#DIV/0!	7%					
	math	TK	K	1	2	3	4	5	(T)K-5	6	7	8	6-8	9	10	11	12	9-12			
LA	Total at or above grade level	22	37	28	27	32	19	20	185	22	13	17	52	2	0	0	0	2			
	Total Tested	22	42	32	30	37	35	30	228	31	35	46	112	16	18	16	7	57			
	% at or above grade level	100%	88%	88%	90%	86%	54%	67%	81%	71%	37%	37%	46%	13%	0%	0%	0%	4%			
Options																					
	reading	TK	K	1	2	3	4	5	(T)K-5	6	7	8	6-8	9&10		11&12		9-12			
Sep		100%	90%	71%	80%	89%	83%	83%	85%	59%	39%	32%	42%	30%		5%		20%			
Feb		87%	80%	64%	82%	65%	74%	59%	73%	50%	38%	40%	42%	13%		0%		7%			
	math	TK	K	1	2	3	4	5	(T)K-5	6	7	8	6-8	9	10	11	12	9-12			
Sep		86%	100%	86%	87%	94%	56%	77%	83%	81%	46%	24%	46%	27%	0%	0%	0%	7%			
Feb		100%	88%	88%	90%	86%	54%	67%	81%	71%	37%	37%	46%	13%	0%	0%	0%	4%			

schoolwide																	
Sep																	
	reading	K	1	2	3	4	5	K-5	6	7	8	6-8	9&10	11&12	9-12		
Online	Total at or above grade level	3	5	6	5	3	10	32	10	5	12	27	11	3	14		
Options	Total at or above grade level	18	10	12	16	15	10	81	13	11	10	34	8	1	9		
	school total =/+ grade level	21	15	18	21	18	20	113	23	16	22	61	19	4	23		
Online	Total Tested	4	7	8	7	7	11	44	15	23	34	72	44	48	92		
Options	Total Tested	20	14	15	18	18	12	97	22	28	31	81	27	19	46		
	school total tested	24	21	23	25	25	23	141	37	51	65	153	71	67	138		
	reading (Sep)	K	1	2	3	4	5	K-5	6	7	8	6-8	9&10	11&12	9-12		
	% at or above (schoolwide)	88%	71%	78%	84%	72%	87%	80%	62%	31%	34%	40%	27%	6%	17%		
	math	K	1	2	3	4	5	K-5	6	7	8	6-8	9	10	11	12	9-12
Online	Total at or above grade level	4	5	6	4	3	6	28	16	9	13	38	3	3	0	0	6
Options	Total at or above grade level	13	12	13	17	9	10	74	17	13	8	38	3	0	0	0	3
	school total =/+ grade level	17	17	19	21	12	16	102	33	22	21	76	6	3	0	0	9
Online	Total Tested	4	6	6	6	8	8	38	18	26	37	81	17	27	17	29	90
Options	Total Tested	13	14	15	18	16	13	89	21	28	33	82	11	16	14	5	46
	school total tested	17	20	21	24	24	21	127	39	54	70	163	28	43	31	34	136
	math (Sep)	K	1	2	3	4	5	K-5	6	7	8	6-8	9	10	11	12	9-12
	% at or above (schoolwide)	100%	85%	90%	88%	50%	76%	80%	85%	41%	30%	47%	21%	7%	0%	0%	7%

schoolwide																	
Feb																	
	reading	K	1	2	3	4	5	K-5	6	7	8	6-8	9&10	11&12	9-12		
Online	Total at or above grade level	2	4	6	5	5	9	31	10	4	8	22	11	0	11		
Options	Total at or above grade level	33	18	27	24	25	16	143	14	13	17	44	4	0	4		
	school total =/+ grade level	35	22	33	29	30	25	174	24	17	25	66	15	0	15		
Online	Total Tested	3	8	7	7	6	11	42	16	18	32	66	40	34	74		
Options	Total Tested	41	28	33	37	34	27	200	28	34	42	104	32	24	56		
	school total tested	44	36	40	44	40	38	242	44	52	74	170	72	58	130		
	reading (Feb)	K	1	2	3	4	5	K-5	6	7	8	6-8	9&10	11&12	9-12		
	% at or above (schoolwide)	80%	61%	83%	66%	75%	66%	72%	55%	33%	34%	39%	21% #DIV/0!	0% #DIV/0!	12%		
								-8%				-1%					
	math	K	1	2	3	4	5	K-5	6	7	8	6-8	9	10	11	12	9-12
Online	Total at or above grade level	3	6	6	7	4	9	35	17	5	10	32	2	1	1	1	5
Options	Total at or above grade level	37	28	27	32	19	20	163	22	13	17	52	2	0	0	0	2
	school total =/+ grade level	40	34	33	39	23	29	198	39	18	27	84	4	1	1	1	7
Online	Total Tested	3	6	7	7	6	11	40	20	18	30	68	20	24	17	17	78
Options	Total Tested	42	32	30	37	35	30	206	31	35	46	112	16	18	16	7	57
	school total tested	45	38	37	44	41	41	246	51	53	76	180	36	42	33	24	135
	math (Feb)	K	1	2	3	4	5	K-5	6	7	8	6-8	9	10	11	12	9-12
	% at or above (schoolwide)	89%	89%	89%	89%	56%	71%	80%	76%	34%	36%	47%	11%	2%	3%	4%	5%

## Appendix B: Agendas



**#CCSFallInService19**

*Friday, October 25, 2019*

### **Schedule**

#### **OPENING SESSION**

8:30-8:55a

#### **Home Ergonomics**

[Sophie Trivino](#), Chief of Staff

Description: Please join HR for tips, tricks and ideas when creating your safe and functional home office space. We will cover basic ergonomics and safety, desk yoga and stretching, as well as sharing creative ideas for personalizing your workspace.

#### **SESSION I: *Google & Productivity***

9:00-9:50a

#### **AVID Focused Note-Taking Strategies (High School)**

[Jason Bee](#), AVID Coordinator

Description: This session is for all Online and Options teachers and EFs in grades 9-12, and is also applicable to grades 6-8. The session will focus on the 5 phases of the Focused Note-Taking Process including a review of note-taking strategies. The session will include several opportunities for collaboration and discussions on implementing note-taking strategies across the curriculum, grade levels, and programs. Participants will receive access to AVID note-taking resources for use during and after the training.

#### **GSuite Basics**

[Marco Mattaliano](#), Help Desk Technician

Description: Take your Google skills to the next level with tips for Gmail, Google Calendar, and Sheets! Learn how to delay emails, send mail merges, add multiple calendars, use formulas and

formatting in sheets, and more! Come with any Google questions you have!

### **Google Hacks and Research Strategies**

[Aviva Ebner](#), Assistant Superintendent & Chief Academic Officer

Description: Tired of getting less than optimal Google search results? Learn some Google hacks and how to get better information AND be able to share those tips with scholars and families.

### **StrongMind Refresher**

[Jessica Franco](#), Director of Operations

Description: Need a StrongMind Refresher? Dealing with sensitive scholar information? Join us for an overview of the scholar dashboard features! We will be covering a general overview with a focus on contact notes and a segment on FERPA compliance. Leave this session with a few best practices to support your communication with scholars and families.

**SESSION II: Strategy Hour**  
10-10:50a

### **AVID Scholar Goal-Monitoring and Support**

[Jason Bee](#), AVID Coordinator

Description: This session is a workshop for teachers and EFs. During the session, we will review the 3 phases in the goal writing process, collect and analyze goal setting data, and collaborate on best practices to monitor and support scholars' goals. Attendees should bring any goal setting work that has been completed with scholars so far this year.

### **English Language Scaffolding (High School)**

[Karen Houle](#), English Language Support Coordinator

Description: We will discuss planning for scaffolding lessons, which may require looking backward to recognize gaps from the past that could interfere with learning and then looking forward to foresee hurdles in upcoming tasks. Anticipating some of our scholars' needs and creating bridges to new learning assists with mastering new learning goals. We will create a list of prerequisite skills required for scholar success and then apply some of these scaffolding strategies to implement for scholars to meet their academic goals.



### **Google Sheets Intermediate**

[David Brasch](#), Director of IT

Description: This presentation will focus on Google Sheets with instruction on how to use formulas, filters and sorting. We will also take a look at how to create charts using data on a sheet.

### **What is Design Thinking and Why Do We Need to Know it?**

[Oscar De Jesus](#), Project Administrator

[Mae Van Vooren](#), Assistant Superintendent & Chief Information Officer

Description: This presentation will be an overview of the Design Thinking Process and how it will be incorporated into projects, programs, and initiatives within CCS. Get ready to Empathize, Define, Ideate, Prototype, and Test!

## **SESSION III: Additional Sessions**

11-11:50a

### **Attendance Refresher and Best Practices**

[Nora Barnhart](#), Attendance Coordinator

Description: Attendance is the life blood of our organization and how we get funded! In this session you will learn some hot tips for attendance to help make the process smooth and we'll review the attendance resources we have available.

### **English Language Scaffolding (K-8)**

[Karen Houle](#), English Language Support Coordinator

Description: We will discuss planning for scaffolding lessons, which may require looking backward to recognize gaps from the past that could interfere with learning and then looking forward to foresee hurdles in upcoming tasks. Anticipating some of our scholars' needs and creating bridges to new learning assists with mastering new learning goals. We will create a list of prerequisite skills required for scholar success and then apply some of these scaffolding strategies to implement for scholars to meet their academic goals.

### **Promoting Inclusive Practices for School Teams**

Lauren Bechtol, El Dorado County Charter SELPA Program Specialist

Juliet, El Dorado County Charter SELPA Program Specialist

Description: In this training, participants will understand the value of inclusive practices and the ways in which they improve outcomes for all students. A number of strategies to promote

collaboration between general education and special education staff will be discussed, including how to implement IEP goals, accommodations, and modifications for students with disabilities. Finally, participants will become familiar with the legal obligations for supporting students with disabilities.

### **Work Smarter, Not Harder: Productivity Tools and Chrome Add-Ons**

[Janae Smith](#), High School Coordinator

Description: Join us as we explore tools that will help us work smarter, not harder. Dive into staying organized with Linoit, and let Google do the work for you with Autocrat. You will leave this session with these tools to help you stay organized and be prepared for upcoming parent meetings.

### **LUNCH**

12-1p

### **SESSION III: Division Best Practices Hour**

1-1:50p

#### **Academic Services Division**

[Aviva Ebner](#), Assistant Superintendent & Chief Academic Officer  
Focus on research strategies to support LCAP goals ...

#### **Financial Services Division**

[Lisa Fishman](#), Assistant Superintendent & Chief Financial Officer  
Focus on time management ...

#### **Information Services Division**

[Mae Van Vooren](#), Assistant Superintendent & Chief Information Officer  
Focus: Public Relations & Time Management: Come with your best practices and ideas too!

### **SESSION IV: Department Best Practices Hour**

2-2:50p

#### **Counseling Services Department**

[Debra Stephan](#), Director of Counseling Services

#### **Engagement Department**

[Rebecca MacAlpine](#), Director of Engagement

#### **Enrollment Department**

[Vanessa Beyer](#), Admissions Coordinator

#### **Information Technology Department**

[David Brasch](#), Director of Information Technology

**Information Services Division**

[Mae Van Vooren](#), Assistant Superintendent & Chief Information Officer

**Online Learning Department**

[Erin Smith](#), Director of Online Learning

**Operations Department**

[Jessica Franco](#), Director of Operations

**Options Learning Department**

[Kristy Smith](#), Director of Options Learning

**Scholar Support Services Department**

[Susana Tolchard](#), Director of Scholar Support Services

**Special Education Department**

[Gabi Golan](#), Director of Special Education

**SESSION V**

3-5p

**Self-Directed Time**

- Committee Work
- Grading
- Projects
- Etc.



## #CompassConference2020

January 29-31, 2020

### Schedule

#### Wednesday, January 29

##### HOTEL CHECK-IN

4p

Lobby - Lagoon 1

##### WELCOME RECEPTION

7p

Sunset Deck

##### WELCOME DINNER

8p

Sunset Ballroom

#### Thursday, January 30

##### BREAKFAST & WELCOME

7:30-8:15a

Sunset Terrace

##### OPENING KEYNOTE

8:15-9:15a

**Niki Spears, Chief Energy Officer of The Energy Bus**

Sunset III, IV, V

##### SESSION I

9:15-10:50a

##### **(Group A) Using the 4 A's to Develop Digital Lessons**

Description: Participants will engage with AVID's Digital Learning Framework, the 4 A's, exploring how instructors Adopt, Adapt, Accelerate, and Advocate while integrating digital tools with WICOR instructional practices. They will participate in a well-known AVID activity with a digital component and then work to incorporate technology into their lesson plans, with an emphasis on differentiating instruction and increasing student ownership of their learning.

##### **(Group B) Academic Language & Literacy**

Description: This module is designed for schoolwide content teachers to support academic language and literacy in elementary through higher education classroom settings. Participants will connect WICOR with intentional language development practices and routines to strengthen listening, speaking, reading, and writing literacy for all scholars. AVID Schoolwide team members will experience opportunities to gain insight and align philosophies,

resulting in students navigating rigorous content, achieving academically, and adequately preparing for career success.

**(Group C) Critical Reading Digitally**

Description: The purpose of this module is to introduce the 4 A's framework and experience a digital critical reading process.

**(Group D) Culture Building**

Description: Facilitated by Altitude Learning, a six-part journey for our classified staff.

**SESSION II**

11-12:30p

**(Group C) Using the 4 A's to Develop Digital Lessons**

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**(Group B) Critical Reading Digitally**

Description: The purpose of this module is to introduce the 4 A's framework and experience a digital critical reading process.

**(Group D) What and Why of Innovation**

Description: Facilitated by Altitude Learning, a six-part journey for our classified staff.

**LUNCH**

12:30-1:30p

Sunset Terrace

**SESSION III**

1:45-3:15p

**(Group B) Using the 4 A's to Develop Digital Lessons**

Description: Participants will engage with AVID's Digital Learning Framework, the 4 A's, exploring how instructors Adopt, Adapt, Accelerate, and Advocate while integrating digital tools with WICOR instructional practices. They will participate in a well-known AVID activity with a digital component and then work to incorporate technology into their lesson plans, with an emphasis

on differentiating instruction and increasing student ownership of their learning.

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**(Group A) Critical Reading Digitally**

Description: The purpose of this module is to introduce the 4 A's framework and experience a digital critical reading process.

**(Group D) Scholar Personas**

Description: Facilitated by Altitude Learning, a six-part journey for our classified staff.

**SESSION IV**  
3:15-5p

**Department Work Sessions**

**Online K-8 Department** (Sunet IV)

**Online High School Department** (Sunset V)

**Options Department** (Sunet I & II)

**Counseling Services / Special Education Departments** (Sunset III)

**Classified Staff** (Bay View Room)

**DINNER**  
7p

Sunset Terrace

**Friday, January 31**

**BREAKFAST**  
7:30-8:15a

Sunset Terrace

**SESSION I**  
8:30-9:15a

**(Group C) The Edumagic of CUE Craft and Eduprotocols**

Description: CUE's Chief Learning Officer and best-selling education author Jon Corippo is excited to share ways you can *teach better* and *work less* using the CUE Craft and Eduprotocols mindset. Jon will be sharing several make-and-take style Eduprotocols that will ignite all the FOUR Cs (Creativity, Collaboration, Critical Thinking and Communication) in your classroom that will also dramatically lower your grading workload. These Eduprotocols gently weave the best of AVID, PBL, UDL and integrate edtech into a magical approach that has kids

begging for more (and you'll be able to teach your parent-leaders how to use these skills easily as well). Academic results can jump between 20-50% per day using these time-tested, easy to adopt mindsets and pedagogical practices. Join Jon and change the way you teach!

#### **(Group A) Eduprotocols and AVID**

Description: Travis Engstrand, one of the phenomenal Digital Learning coaches in the Grossmont Union High School District, has experience teaching AVID and is an outstanding and charismatic leader of professional learning. Travis will be sharing several Eduprotocols that have been optimized for use in an AVID teaching environment. In this hands-on session, you'll learn several popular Eduprotocols that can easily be adapted to a range of subject areas and grade levels. Being able to have students work in Eduprotocols across grade ranges will dramatically reduce your need for planning and also reduce the cognitive load on your students. These lesson frames are also very effective in a remote setting, such as independent study. And the best part? Kids love doing Eduprotocols.

#### **(Group B) Google Skills and Tools for Educators**

Description: With G Suite for Education, fast and easy collaboration empowers educators to create opportunities for deeper learning. Bonus: These tools make teachers' lives easier by streamlining administrative tasks! Gain knowledge as well as practical strategies to engage and empower learners, build a classroom community, and make collaboration a natural way of learning in your classroom. This session will be a rich source of ideas, resources, and information about these collaborative tools.

#### **(Group D) Reconnections and Connections**

Description: Facilitated by Altitude Learning, a six-part journey for our classified staff.

**SESSION II**  
9:30-10:15a

#### **(Group B) The Edumagic of CUECraft and Eduprotocols**

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### **(Group D) Reflection**

Description: Facilitated by Altitude Learning, a six-part journey for our classified staff.

**SESSION III**  
11:30-12:15p

### **(Group A) The Edumagic of CUE Craft and Eduprotocols**

Description: CUE's Chief Learning Officer and best-selling education author Jon Corippo is excited to share ways you can *teach better* and *work less* using the CUE Craft and Eduprotocols mindset. Jon will be sharing several make-and-take style Eduprotocols that will ignite all the FOUR Cs (Creativity, Collaboration, Critical Thinking and Communication) in your classroom that will also dramatically lower your grading workload. These Eduprotocols gently weave the best of AVID, PBL, UDL and integrate edtech into a magical approach that has kids begging for more (and you'll be able to teach your parent-leaders how to use these skills easily as well). Academic results can jump between 20-50% per day using these time-tested, easy to adopt mindsets and pedagogical practices. Join Jon and change the way you teach!

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**(Group D) Exhibition of Learning**

Description: Facilitated by Altitude Learning, a six-part journey for our classified staff.

**LUNCH**

12:15-1:15p

Sunset Terrace

**SESSION IV**

1:30-1:55p

**Gallery Walks**

**CLOSING KEYNOTE**

2-3p

**Dr. Alexa Altman**

Sunset III, IV, V



**Paradise Point**  
San Diego's Island Resort

- FACILITIES**
- 1 Lobby & Business Center
  - 2 Spa & Salon
  - 3 Fitness Center
  - 4 Bike Rentals
  - 5 Island Market
  - 6 Observation Tower
  - 7 Golf Putting Course
  - 8 Tennis & Basketball Courts
  - 9 Croquet, Bocce & Ping Pong
  - 10 Island Adventure Club
  - 11 Marina & Boat Rentals

- POOLS**
- 12 Lagoon Pool
  - 13 Adult Pool
  - 14 Meadow Pool
  - 15 Waterfall Pool
  - 16 Main Pool

- RESTAURANTS & BARS**
- 17 Coffee Bar
  - 18 Tidal & Bayside Lounge
  - 19 Barefoot Bar & Grill
  - 20 Tropics Cantina
  - 21 Caveman Pizza Company

- MEETING FACILITIES**
- 22 Mission Bay Room & Foyer
  - 23 Paradise Ballroom & Foyer
  - 24 Sunset Ballroom
  - 25 Bay View Room
  - 26 Dockside Room
  - 27 Garden Room
  - 28 Palm Room
  - 29 Island Room
  - 30 Pacific Room
  - 31 Royal Room
  - 32 The Director's Room
  - 33 The Board Room
  - 34 Sunset Pavilion

**KEY**




## **#CCSSpringInService20**

*Friday, March 20, 2020*

### **Schedule**

#### **OPENING SESSION**

8:30-9:00a

#### **Working through the Growth Mindset Lens (all staff)**

[Aviva Ebner](#), Assistant Superintendent & Chief Academic Officer

Description: What impact do we have on scholars? A lot! Let's review the importance of Growth Mindset and use the concepts, embedded in neuroscience, to motivate scholars and equip them with the tools to succeed.

#### **SESSION I:**

9:00-9:50a

#### **#CompassExperience - Serving our Subgroups (all staff)**

Dr. Damian Jenkins, Accreditation Specialist - [Cognia](#) (formerly AdvancEd)

Description: Scholar populations have many subgroups, including, but not limited to, homeless youth and foster youth. These scholars face unique barriers that can directly impact their academic success. We will learn about those barriers and how all staff members can implement strategies to help these scholars overcome those barriers and achieve success.

#### **SESSION II:**

10:00-10:50a

#### **Self-Directed Time**

#### **SESSION III:**

11-11:50a

#### **AVID Strategies (Online Learning Team)**

[Jason Bee](#), AVID Coordinator

Description: This session from AVID is designed to support schools in using a Continuous Improvement Cycle for the purpose of extending schoolwide impact. The focus for this module is the Do phase. We will revisit the sessions from our Mini-Conference, and share ways to bring what we learned to life at Compass.

#### **Supporting our EL Scholars (Options Learning Team)**

[Shannon Davis](#), Interim English Language Coordinator

[Alysia Hurtado](#), Educational Facilitator

[Debbie Kasper](#), Educational Facilitator

[Melissa Ramon](#), Educational Facilitator

Description: How can we serve our ELs in their current classes (beyond a supplemental ELD curriculum)? In this workshop, we will explore specific strategies to support your EL subgroup in the Options program.

### **Implementing a Certificate of Completion (Counseling Services & Special Education Teams)**

[Gabi Golan](#), Director of Special Education

[Debra Stephan](#), Director of Counseling Services

Description: What's the difference between a Certificate of Completion (COC) and a diploma? We will explore our current COC guidelines, when a COC is appropriate to include in an IEP, how to plan coursework for a COC, how this impacts post-secondary plans, and how to support its implementation involving other staff members.

### **Legal Compliance in School Registration (Admissions & Operations Teams)**

Jason Miller, Attorney at Law - [Young, Minney & Corr, LLP](#)

Description: Jason Miller, an Attorney from Young, Minney, and Corr, Compass Charter School's legal counsel, will present an overview of the various ways in which scholars can qualify to attend Compass and how to collect and verify the paperwork needed for each family. He will discuss how to account for homeless scholars (many of whom might not know they are homeless), children in military families and children of parents who have recently been deported. Mr. Miller will also be available to field specific questions about properly accounting for scholar registration.

## **LUNCH**

12-1p

## **SESSION IV:**

1-1:50p

### **Introduction to Accelerate Education (Online Learning Team)**

[Erin Smith](#), Director of Online Learning

Description: Accelerate Education: The Who, What, When, Where, Why. We will have an overview of how and why this curriculum was selected, an overview of the curriculum, and the roll-out timeline for training and implementation. We will also discuss how to best support scholars in reaching our LCAP goals via this curriculum.

### **AVID Strategies (Options Learning Team)**

[Jason Bee](#), AVID Coordinator

Description: This session from AVID is designed to support schools in using a Continuous Improvement Cycle for the purpose of extending school-wide impact. The focus for this module is the

Do phase. We will revisit the sessions from our Mini-Conference, and share ways to bring what we learned to life at Compass.

**ASCA Best Practices (Counseling Services Team)**

[Debra Stephan](#), Director of Counseling Services

Description: The latest best practices from the American School Counselor Association will be presented, along with how they will be implemented at Compass. We will cover the changes made to the ASCA model with respect to the four components, as well as discuss the potential updates that will need to be incorporated within our counseling program, such as our lesson plan template.

**PWN Best Practices (Special Education Teams)**

[Gabi Golan](#), Director of Special Education

Description: Prior Written Notice: When, Why, and How to Use It. The Special Education Department will receive crucial training to ensure compliance with all IEP legal requirements. Specifically, the topic of Prior Written Notice (PWN) is being covered in depth.

**SESSION V:**

2-2:50p

**Counseling Services Department**

[Debra Stephan](#), Director of Counseling Services

**Online Learning Department**

[Erin Smith](#), Director of Online Learning

**Options Learning Department**

[Kristy Smith](#), Director of Options Learning

**Special Education Department**

[Gabi Golan](#), Director of Special Education

**SESSION VI**

3-5p

**Self-Directed Time**

- Alludo
- Committee Work
- Grading
- Projects
- Etc.

## Appendix C: Goal 5 SEL

March Theme: We All Make Mistakes

Week 16 (3-23 - 3-27)

Script: This week we are wrapping up our final discussion on our social-emotional learning topic of We All Make Mistakes. I love making mistakes because that's how I learn. I encourage you all to attempt challenging tasks, even if you're fearful, because you will learn and grow from that failure. Let's first have a discussion on the emotions that arise when making mistakes and then we will see the science behind the mistake.

*Here are a few discussion points to get you started with a class reflection (choose a few and have scholars type their responses in the chat box or jump on the mic):*

- How do you feel when you make a mistake? Why?
- How do you think other people see you when you make a mistake?
- Have you ever discovered something new from making a mistake?
- Have you ever felt proud of making a mistake?
- Has a mistake ever made you think more deeply about a problem? (You can start by talking about a non-academic setting, and then talk about how the lessons apply to academics.)

*After having a discussion on a few talking points, show the short video (less than 2 minutes) and ask scholars to share what they learned from the video.*

Let's watch a quick [video](#):

*Summary (prompt scholars and ask what they learned from the video, see below):*

- Many scholars shy away from challenging school work and get discouraged quickly when they make mistakes. These scholars are at a significant disadvantage in school—and in life more generally—because they end up avoiding the most difficult work.
- Successful entrepreneurs make more mistakes and learn from their mistakes.
- Making mistakes is one of the most useful ways to learn in math. Our brains develop when we make a mistake and think about the mistake. This brain activity doesn't happen when people get work correct.

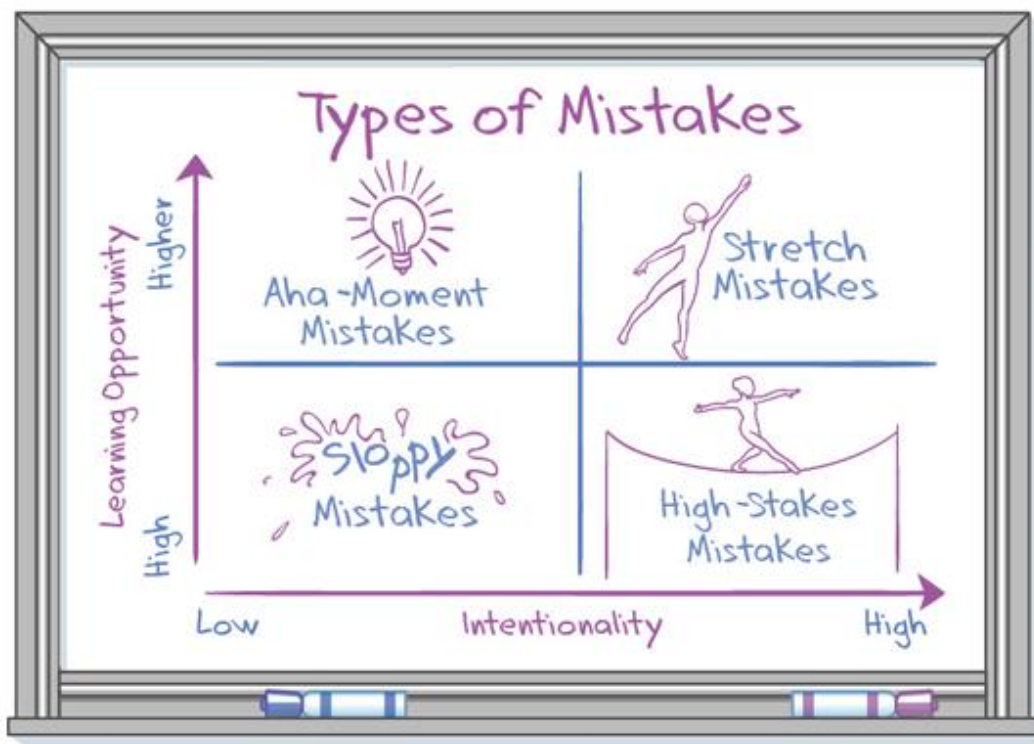
*Close session.*

Week 15 (3-16-3-20)

Script: We've been learning about growth mindset and how it applies to making mistakes. A growth mindset thrives on challenge and sees failure not as evidence of unintelligence, but as a springboard for growth and for stretching our existing abilities. Today, we are going to dive

deeper into why making mistakes is a natural part of life and how it can harness a learning opportunity.

Show poster below and discuss the meaning with scholars. Ask scholars to observe the poster and react to their observations--share on mic or chat box.



Discuss the poster with scholars after they share their observations. Read each definition below.

Script:

- 1) **A stretch mistake** happens when we're working to expand our current abilities. We're trying something that is beyond what we can already do without help, so we're bound to make some errors. Stretch mistakes are positive! If we never made stretch mistakes it would mean that we were never truly challenging ourselves to learn new things. When we make stretch mistakes it is important to stop and reflect, see what we can learn, and adjust our approach to mastering the new skill.

Now it's time for you to think of a stretch mistake. Take a minute to think of an example of a stretch mistake you have made while I share one of my own. feel free to jump on the mic or share in the chat box. *(share an example with scholars to help them think of a personal example:* because I am an athlete, there are a lot of sports and agility movements that come naturally to me. Therefore, I like to try new and challenging events, such as Spartan Races, because they are out of my comfort zone. I didn't place first in the race and couldn't do some of the obstacles, so now I know what to work on and focus my efforts towards to be more prepared for the next race! Now, here is your opportunity to share your stretch mistake. Please raise your hand to jump on the mic or if you are more comfortable, you may share in the chat box.

- 2) **The aha-moment mistakes** happen when we achieve what we intend to do, but then realize that it was a mistake to do so because it is now clear that we lacked some other knowledge that was needed. For example, there is a fire to put out but we don't have water. We extinguish it with alcohol and then learn -aha- alcohol is flammable!

*Repeat step 1 for each mistake--share an example with the scholars and have them share their personal examples on the mic or in the chat box.*

- 3) **The sloppy mistakes** happen when we're doing something we already know how to do, but we do it incorrectly because we lose concentration. We all make sloppy mistakes occasionally because we're human. A sloppy mistake signals we need to enhance our focus.

*Repeat step 1 for each mistake--share an example with the scholars and have them share their personal examples on the mic or in the chat box.*

- 4) **The high-stakes mistakes** are mistakes that have catastrophic results. They are mistakes that take place in life-threatening situations or high-stakes performances, like the Superbowl. Fortunately, we won't run into too many high-stakes mistakes in our setting!

*Repeat step 1 for each mistake--share an example with the scholars and have them share their personal examples on the mic or in the chat box.*

Wrap up warm up and close session.

Week 14 (3-9 - 3-13)

Script: In October, we learned about growth mindset. To recap, Growth mindset is when you make an effort to get better at something instead of just thinking 'I'm not good at that' or 'I'll never be good at that'. Instead you think, 'I'm not good at that YET' or 'I could be good at that if I practice.' It's when you remember that your brain is always growing and can learn new things. People with growth mindsets believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. A growth mindset thrives on challenge and sees failure not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities.

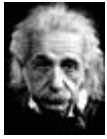
This month, we are learning about "We All Make Mistakes." Making mistakes is a normal part of life; taking responsibility and facing up to our mistakes is a great way to learn, and to avoid doing the same thing again. It's ok to make mistakes - we all do it! However, the important things are to recognize that when we make a mistake, (1) we need to show ourselves compassion (and not be too hard on ourselves if we mess up) and also to show others compassion by apologizing when we make a mistake that hurts them; these are examples of growth mindset and self-care.

Have a discussion and have scholars answer these two questions:

- 1) What does growth mindset have to do with making mistakes?
- 2) Why is it important to show yourself compassion when you make a mistake?



Now, with these two things in mind, take a few minutes and think to yourself. I'd like you to come up with a quote to represent what you learned today. To help you get started, let's take a look at some quotes from a few very influential people (show quotes):



"Anyone who has never made a mistake has never tried anything new."  
— **Albert Einstein**



"Freedom is not worth having if it does not include the freedom to make mistakes."  
— **Mahatma Gandhi**



"Have no fear of perfection - you'll never reach it."  
— **Salvador Dali**



"We learn from failure, not from success!"  
— **Bram Stoker, Dracula**

*-Give scholars a few minutes to think of a quote by writing on paper or Google Doc. first and then post their finished product in the chat box or share on the mic.*

Script: I encourage you to write down your quote and place it in your workstation so it's a constant reminder of how it's ok to make a mistake, because you will learn and grow from it!

*Please send me these quotes by email! :[kwingate@compasscharters.org](mailto:kwingate@compasscharters.org)*

-Close warm up.

February Theme: Emotions  
Week 13 (2-24 - 2-28)

Script: last week we learned a few vocab words and how to regulate emotions. Controlling our emotions is something you can do with different strategies. There are several strategies that you can use, many are positive ones.

We are going to learn about 1 strategy and how it will help us control our emotions. What do I mean when I say I want to give you a 'strategy'? *Does anyone know what a strategy is?* (wait for response)

A strategy is a method that you use to achieve a goal. It can take time and practice to develop. Example: in basketball, to improve your shots you need to practice shooting hoops every day. The more and more you go to the gym and practice this skill, the better you will get and eventually you will be shooting perfect hoops automatically...one after the other! Remember though, it takes practice to learn how to use our strategies more effectively and to control our emotions

Cognitive emotion-regulation is a COPING STRATEGY. This will help us change the way we think about stressful events and help us control our emotions in a positive way and get along better with one another. Here are 10 coping strategies you can start practicing today:

1. **Be** **positive!**  
Look at each obstacle you encounter as a learning experience  
*e.g. you may not have done well semester 1, but that has motivated you to study harder and pass all of your courses semester 2.*
2. **Make the choice not to over-react to stressors and deal with them one at a time**  
*e.g. take a few deep breaths and carry on.*
3. **Take an objective view of your stressor**  
*e.g. is preparing dinner for 12 people really that horrible?*
4. **Communicate!**  
*Don't ruminate or bottle up your emotions, as this will lead to an explosion later on.*
5. **Accept yourself (and others).**  
*No one is perfect and there is always room for mistakes.*
6. **Make connections with people**  
*Social support is key!*
7. **Deal effectively with mistakes**  
*Learn from your mistakes and apply them to future decision making.*
8. **Deal effectively with successes also!**  
*This will build on your competence and motivation.*
9. **Develop self-discipline and control**  
*e.g. train yourself to study harder in preparation for your final exam, or train yourself to work out five times a week to pass PE!*
10. **Maintenance!**  
*Practice, practice, practice for a long life of resilient living!*

Being able to use positive strategies to control your emotions does not depend on your age – you may think adults all know how to control their emotions, but this is not the case. Scholars don't always use negative strategies and adults don't always use positive strategies. Everyone can benefit from learning how to think about their emotions and practice using positive strategies to help us keep our emotions under control.

Let's practice thinking about stressful experiences that can make us feel and think negatively.

Example: When Suzy was 9, she got a hamster for her birthday. She called her hamster Bubbles and she loved him a lot. Last week, 4 years later, her hamster died. She was really sad and wouldn't leave her room for days.

- What was the stressful event in this story?
- How did it make Suzy feel?
- What thoughts did Suzy have?
- Were they positive and happy thoughts?
- Were they negative and unhappy thoughts?
- What could Suzy do to make herself feel better?
- Can she change her mind and think happier thoughts?
  - What is one coping strategy that we learned about a few minutes ago that Suzy could use to think more positively?

(get examples and close session)

Week 12 (2-18- 2-21)

**Go over vocab words and/or have them listed on the screen**

**Stress:** something that causes strong feelings of worry or anxiety

**Emotion:** a strong feeling like excitement or anger

**Emotion Regulation:** being able to properly control our emotions.

**Consequences:** the result of an action

**Strategy:** a method used to achieve a goal

Script: life is full of stressful experiences. We have different ways to deal with the stressors in our lives. One way is by managing the emotions that we feel in relation to these stressors. One of the ways that we deal with stressful experiences is to manage the emotions that we feel in relation to these stressors. This means that we try to control our emotions.

*Can anyone give me an example of a stressful experience that they have had?*

*What emotions did this experience make you feel?*

(have scholars type in the chatbox)

Regulating our emotions is complex and it involves having control over different things:

1. The way that we experience our emotions
2. The way that we think about our reactions to the stressful experience.
  - a. We want to understand how we think about our emotions so that we can control them and change them
3. The feeling we get in our body after experiencing stressors  
Ex: heart rate, breathing, etc.
4. Our behavior  
Ex: our actions or facial expressions when we feel an emotion

We can control our emotions if they are positive or negative.

*Can anyone give me an example of a positive and a negative emotion?*

(have scholars type in the chat box)

The way that we control our emotions can also have positive or negative consequences. When we control our emotions in a good way, we feel better about ourselves (increased self-esteem) and about the future (optimism). Next time, we will learn several strategies including coping skills and emotion regulation!

Week 11 (2-10- 2-14)

Script: Managing emotional reactions means choosing how and when to express the emotions we feel. People who do a good job of managing emotions know that it's healthy to express their feelings — but that it matters how (and when) they express them. Let's watch a short [video](#) (4:20) then have a short discussion about why naming emotions and understanding them is important for our mental health.

After the video, ask scholars “why it is important to recognize our emotions and moods?”

Possible answers:

- we will know how to control them
- we will know how to express them
- others will be able to recognize our emotion/mood
- we will know how to self-reflect and change behavior

January Theme: Self-Care

Week 10 (1-27 - 1-31)

Self-Care

1. Display and go through the self-care checklist with your scholars. You may set it up as a poll for each question or use the voting tools. If they have not completed each activity step by step, complete some applicable steps with them:
  - a. take deep breaths with your scholars
  - b. have scholars drink a glass of water
  - c. etc.
2. Step 2: ask scholars to share if they've had breakfast. Advise scholars to eat a healthy breakfast everyday (avoid sugar).
3. Step 6 (final step of the checklist): if scholars are on camera, have them smile on camera. If they are not, remind them to smile big for a few seconds, and practice this important mood changer a few times a day.
4. Read the last piece of the self-care checklist: “each day, try to...

Week 9 (1-21 - 1-24)

Self-Care

Guided stretch. Gently and calmly have your scholars roll their shoulders, rolls their wrists, and breathe full, slow breaths to help them recenter (one minute is all it takes). Practice this together and demonstrate each movement.

After this practice, ask the question: How can you take care of **you** today? Or, what do **you** need in order to be your best self? *This is a hard question for many scholars to answer so you may prompt them after an appropriate wait-time.*

#### **Ideas:**

- Oxygenate by taking three deep breaths. Breathe into your abdomen, and let the air puff out your stomach and chest.
- Get down and boogie. Put on your favorite upbeat record and shake your booty.
- Run (or walk, depending on your current physical health) for a few minutes. Or go up and down the stairs three times.
- Narrow your food choices. Pick two healthy breakfasts, lunches, and dinners and rotate for the week.
- Activate your self-soothing system. Stroke your own arm, or if that feels too weird, moisturize.
- Drink an extra glass of water each day, and/or have an extra portion of veggies each meal.
- Give your body a treat. Pick something from your wardrobe that feels great next to your skin.
- Be still. Sit somewhere green, and be quiet for a few minutes.
- Get fifteen minutes of sun
- Inhale an upbeat smell. Try peppermint to suppress food cravings and boost mood and motivation.
- Have a good laugh. Read a couple of comic strips that you enjoy.
- Take a quick nap. Ten to twenty minutes can reduce your sleep debt and leave you ready for action.

#### **Week 8 (1-13 - 1-17)**

##### Self-Care

**Read** definition of self-care: *self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health. Although it's a simple concept in theory, it's something we often overlook. Good self-care is key to improved mood and reduced anxiety. It's also key to a good relationship with oneself and others.*

*Script: last month, we learned about compassion and how to show it to others; we provided you with a list of tools you could use at home and in a public setting. This month we are going to focus on you, as self-care is to show compassion for yourself. It is easy to practice self-care and compassion to yourself; you just have to find the time and learn how to do it. We are going to start with a simple activity--you are more than welcome to print this at home and I encourage you to fill it out and hang it near your workspace so it is a constant reminder of how much you love and are proud of yourself, as that is truly the first step to implement self-care.*

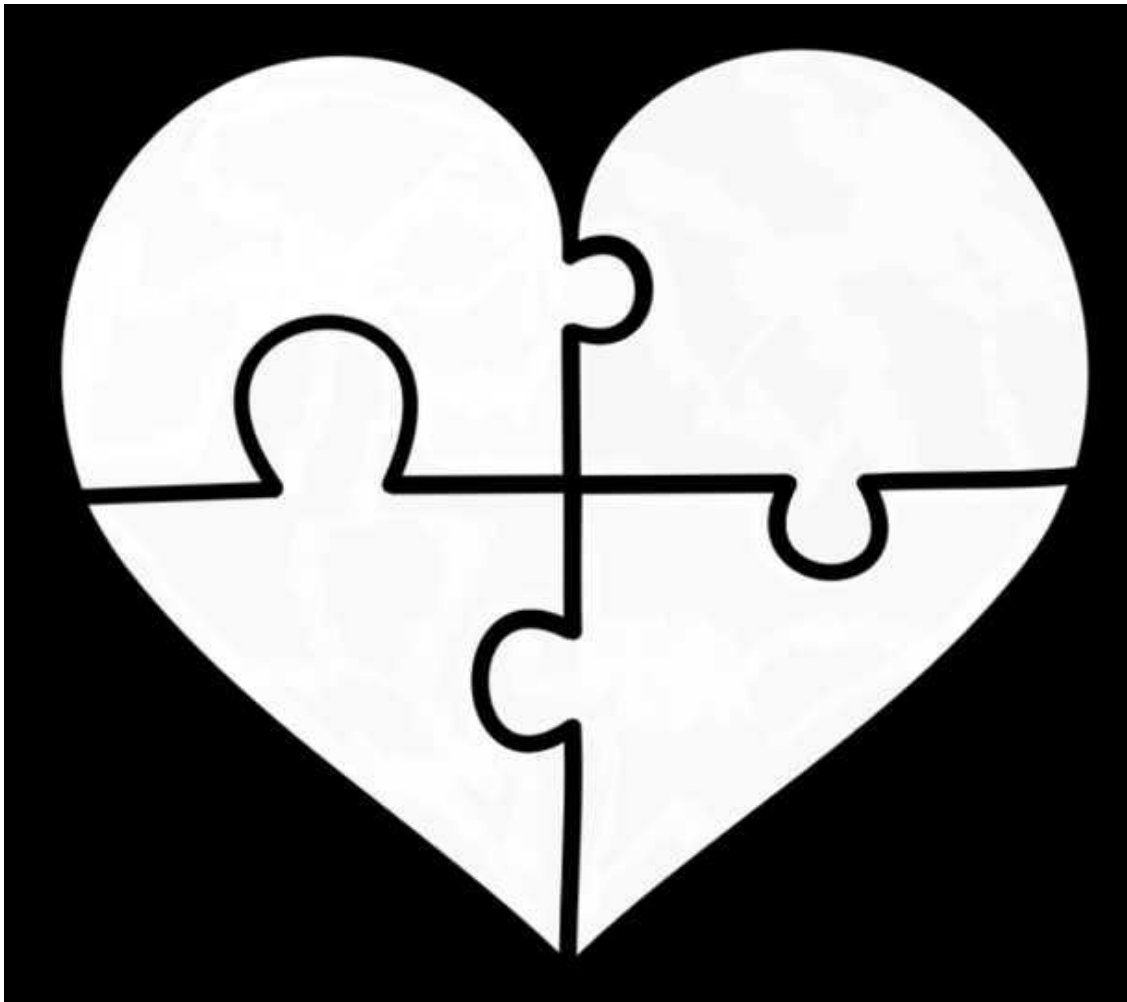
Complete the heart activity with your scholars. Have them add their responses onto the chart (blank, below) or in the chat box and you add for them. Display both, so scholars know what traits belong to each box.

TRAITS THAT  
I LIKE ABOUT  
MYSELF

STRENGTHS THAT I  
HAVE OR  
ACCOMPLISHMENTS  
I HAVE DONE

THINGS THAT  
I DO TO TAKE  
CARE OF  
MYSELF

THINGS THAT  
MATTER TO ME



December Theme: Compassion

**Week 7 (12-16- 12-20)**

Compassion

*Script: last week we learned ways to show compassion in Learning Labs. Compassion is when you notice another person or animal is in need, and you have concern for them that you want to show. Compassion can include a number of components: feeling in your heart for others; understanding and caring about the feelings of others; understanding what others need or want; and wanting to do something that might help. To know if someone needs compassion we look for clues, like emotions. We show compassion by saying and doing things that show others we care. After hearing this definition again, let's try to remember a few examples from last week--ways to show compassion in Learning Labs (have scholars name a few again):*

**Possible answers:**

- Listen to each other intently
- Respond (related to the topic) to other classmates to show you listened
- Do not interrupt others while sharing on the mic

*Now, we are going to think of ways we can show compassion outside of the classroom--at home, running errands, being in public places, etc. What are some examples you can think of to show*

*compassion? Remember, compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.*

**Possible answers:**

Open the door for someone

Always say please and thank you

Allocate time to bond with friends and family

Share a hug or handshake (if touch is welcome)

Volunteer

Do a random act of kindness (**prompt scholars on this one, if this one is not shared**).

After all answers are provided, share poster and call on scholars to read a few aloud or read them to the class (your choice). Then, ask scholars which one they could do today, then this week, then over holiday break.

*Script: which random act of kindness do you think you could do today? Possible answer: prepare a meal for my family*

*What random act of kindness do you think you could do this week? Possible answer: donate old clothes Goodwill / Salvation Army.*

*What random act of kindness do you think you could do over break? Possible answer: mow the lawn for my neighbor*



# 100 RANDOM ACTS OF KINDNESS

naturalbeachliving.com

1. Leave money on vending machine for someone
2. Bake cookies for the elderly
3. Serve at a homeless shelter
4. Do a 5k for a good cause
5. Help at a veterinarian office
6. Pick up litter on the beach
7. Let someone go in front of you in line
8. Give a stranger a compliment
9. Make for a family in need
10. Insert coins into someone's parking meter
11. Buy flowers to hand out on the street
12. Leave letters of encouragement on people's cars
13. Buy a movie ticket for the person behind you
14. Pay for someone's meal at a restaurant
15. Write letters to soldiers
16. Donate your Christmas gifts to an orphanage
17. Participate in a fundraiser
18. Use your allowance to donate to a charity
19. Hold open the doors for people
20. Thank a teacher with a gift
21. Donate your old clothes to the Salvation Army
22. Help an elderly person with their groceries
23. Shovel a neighbor's driveway when it snows
24. Walk a neighbor's dog
25. Babysit for free
26. Plant a tree
27. Do a favor without asking for anything in return
28. Take someone new in your neighborhood on a tour
29. Show the new kids around your school
30. Buy an ice cream cone for a child
31. Learn to say hello in different languages to different people
32. Prepare a meal for your family
33. Pay for a stranger's library fees
34. Send valentine's day cards to everyone in your class
35. Spend a day at a homeless shelter
36. Give drinks out to people on a hot day
37. Send a letter to a good friend instead of a text
38. Bring in donuts for your coworkers
39. Help a child or older person cross the street
40. Water a neighbor's lawn/flowers
41. Snap a photo for a couple
42. Give someone a gift card that you don't intend to use
43. Wash someone's car
44. Read to kids at the library for story time
45. Plan a surprise birthday party for someone
46. Perform a concert at a retirement home
47. Help do chores at a farm/harvest ranch
48. Save your pop tabs for a children's hospital
49. Leave your waiter a generous tip
50. Start mentoring a younger child
51. Spend time with your grandparents
52. Make a family member breakfast in bed
53. Hold the elevator for someone
54. Pay for someone's dry cleaning
55. Pack someone a lunch for the day
56. Write a kind or encouraging message on a napkin
57. Do a sibling's chores without them asking
58. Offer to take a shopper's cart to the line outside
59. Help someone who has a flat tire
60. Let someone else pick what to watch on TV
61. Send care packages to soldiers overseas
62. Rake the leaves for your neighbors
63. Mow the lawn for your neighbors
64. Take the day to not complain
65. Write a list of things that you adore about a friend
66. Pay for someone's morning coffee
67. Participate in Pack-A-Backpack for a child
68. Spread some encouragement online
69. Share Bible verses/quotes to the company billboard
70. Give up your seat on the bus to another person
71. Pay for someone's bus/cab fare
72. Offer someone your pen
73. Lend a friend a favorite book/movie
74. Recommend someone your favorite book/movie
75. Take your younger siblings out to play in the rain
76. Make hot chocolate for your family on a cold day
77. Take the time to appreciate the sunrise and sunset
78. Write someone an encouraging poem
79. Send coloring books to sick kids in the hospital
80. Celebrate your own best friend appreciation day
81. Help tutor a struggling student
82. Pay for another student's lunch
83. Offer to give a friend a ride home
84. Take the time to listen to someone
85. Recycle things that you see in the road
86. Help sick animals find homes
87. Make someone a homemade blanket or scarf
88. Feed the birds in the park
89. Leave some change on a wishing fountain
90. Help out the janitors at school
91. Donate your hair after a haircut
92. Give your umbrella to a stranger
93. Volunteer to work some overtime at your job
94. Ride your bike or walk to work
95. Offer compliments to strangers and friends and family
96. Buy your waiter/waitress dessert
97. Wash a neighbor's dog for free
98. Buy groceries for the person behind you
99. Reconnect with old friends
100. Hide money in random places for strangers to find
101. Be kind to yourself!

## Week 6 (12-9-12-13)

### Compassion

Show this short [video](#) (1:30) and have a discussion. Script: After watching this video, let's brainstorm on ways we can show compassion to each other in **Learning Labs**. *Have scholars type*

*in the chatbox, on the mic or writing on the whiteboard. **Preferred (for classroom management and appropriate answers):** scholars answer in the chatbox **then** teachers add answers onto a whiteboard.*

*Prompt scholars if they are stuck.*

**Possible answers:**

- Listen to each other intently
- Respond (related to the topic) to other classmates to show you listened
- Do not interrupt others while sharing on the mic
- Congratulate each other for successes--small and large
- Motivate others
- Say only positive and encouraging words
- Say thank you
- Smile (if scholars are on camera)

Script: now that we have come up with great answers on how to show compassion, let's start practicing today. Next week, we will brainstorm ways to show compassion outside of the classroom.

November Theme: Mindfulness

**Week 5 (11-18-11-22)**

Breathing Strategy #2

Demonstrate a deep breathing strategy and have scholars complete this with you. *Ask them how they feel after this exercise. (Make sure you practice this on your own prior to demonstrating it to your scholars).*

As we practice together, try to focus on "blowing away" your strong negative emotions and think of things that make you happy or make you feel content. Breathe in for a count of 2 and then breathe out for a count of 4. Repeat 4 times. Then lengthen your breath: breathe in for 3 and out for 4, Repeat 2 times. Breathe in for 4 and out for 8.

How are you feeling? (have scholars share in the chat box or on the mic). Validate their thoughts/feelings as they share.

**Week 4 (11-12 - 11-15)**

Breathing Strategy #1

Demonstrate a deep breathing strategy and have scholars complete this with you. Ask them how they feel after this exercise. (make sure you practice this on your own prior to demonstrating it to your scholars).

1. Sit in a comfortable position with your hands in your lap

2. Close your eyes and touch your thumb to your index finger. Take a deep breath as you think about a time when you felt very relaxed and content (pause for a moment, before moving on the next directive).
3. Touch your thumb to your middle finger. Take a deep breath and think about how it feels to hug someone you love (pause for a moment, before moving on the next directive).
4. Touch your thumb to your ring finger and think about something you really enjoy doing (pause for a moment, before moving on the next directive).
5. Touch your thumb to your little finger and think about your favorite place to be.
6. Take a deep breath and release.  
Pause (5 seconds)— ask scholars how they feel. Type responses in the chat box or hop on the mic.

October Theme: Growth Mindset

Week 3 (10-28-11-1)

Growth Mindset Lesson Plan from Khan Academy

Play Video (2 minutes): [John Legend](#)

Have a discussion (have scholars share on the mic or post something in the chatbox):

Script:

What is the message? What is John Legend trying to tell us? (have scholars share) Now, I want you to think about a time when you overcame a struggle in learning and learned to solve a problem.

Prompt scholars by sharing **your** story. As a teacher, share a personal story about a time you had to work hard to get better at something and relate it to the video. Highlight:

1. Hard work
2. Strategies
3. Help from others

**Here's an example below of a personal story to share with scholars:**

Script: When I was in middle school, I remember struggling with adding negative numbers. I had a hard time figuring out what a 'negative' even meant when talking about a number - how can you have less than nothing? I ended up going through many practice problems and continuing to get many of them wrong. I was a very shy kid, so I didn't ask my teacher many questions. My thought was that I had reached 'the peak' of my math talent, and it was all downhill from here. I eventually asked my mom about this topic and she explained to me the basic concept of negative numbers. This helped me understand it a little, but it was still fuzzy to me. I then researched online for some real-life contexts to show what these mysterious numbers represented outside of some abstract universe. Some of them made sense, and others didn't. I still didn't entirely get it and I was so frustrated that I wanted to just give up (or continue hoping that negative numbers were not going to appear in math class ever again). I started to dislike math simply because I couldn't understand it anymore. Instead of entirely giving up on my academic career, I eventually mustered up the courage to ask my teacher for help as well. She explained it in a few different

ways, and gave me new strategies to try out. After some practice with these new strategies, I started to solidify my understanding of negatives which allowed me to quickly pick up basic algebra afterwards. While it was a lot of work and I wanted to give up at many points during my journey, I eventually was able to 'rewire' my brain so that negative numbers actually made sense to me.

Ask scholars to share a story about a time that they made their brains smarter. This leads to a discussion about how working hard, taking on challenges, and finding the right strategy can make people smarter.

Week 2 (10-21-10-25):

Play Video (3 minutes): [Growing your mind](#)

Have a discussion:

What stood out to you in this video? (gauge responses here and provide your thoughts)

Example: for me, I found it fascinating that our brains grow more when we get answers incorrect, which tells me it's ok to fail, because I'm going to learn from it and my brain will get stronger.

Ask some questions based on what scholars learned from the video:

- How do people become more intelligent?
- How does the diagram of the neurons "At birth vs. At age 6" demonstrate this?
- What about the second diagram of the nerves of the animal living in a cage vs. an animal living with other animals and toys?
- How are our brains like muscles?
- When do our brains grow the most?

Week 1 (10-14-10-18):

Play Video (90 seconds): [You Can Learn Anything](#)

After playing the video, ask scholars to share their thoughts:

- What are your thoughts? Are we born to learn? With effort and persistence can we learn anything?
- Responses in chat box or use raise hands:
  - agree with this video: You can learn anything
  - disagree with this video: Your abilities are what you are born with
  - are unsure or think it is a mix

Script:

Thank you all for sharing. There are no wrong or right answers here. However, the idea that you can learn anything is a way of thinking or a Growth Mindset. Growth mindset is when you make an effort to get better at something instead of just thinking 'I'm not good at that' or 'I'll never

be good at that'. Instead you think, 'I'm not good at that YET' or 'I could be good at that if I practice.' It's when you remember that your brain is always growing and can learn new things.