

**Council of the Great City Schools
16th Annual Curriculum, Research, and Instructional Leaders Meeting**

**June 24 – 27, 2019 | San Diego, CA
Sheraton San Diego, Hotel and Marina**

Agenda

Monday, June 24, 2019

1:00PM – 5:00PM	<p>Academic Key Performance Indicators (KPI) Pre-Conference <i>Bel Aire Ballroom – Bay Tower Lobby Level</i></p> <p>The Council team will engage participants in a walkthrough of the KPIs and topics in the KPI Academic Report. This will include opportunities for participants to interpret the results, assess the quality of the CGCS indicators, and determine next steps for using this data in strategic planning at the district level. Additionally, participants will have time to network with comparable districts that have better results on specific indicators that are district priorities.</p>
6:00PM – 8:00PM	<p>Welcome Dinner – Coasterra 880 Harbor Island Drive San Diego, CA 92101 <i>Sponsored by McGraw-Hill Education</i></p>

Tuesday, June 25, 2019

7:00AM – 5:00PM	Registration
7:00AM – 7:55AM	Breakfast – <i>Fairbanks Ballroom AB – Bay Tower Lobby Level</i>
8:00AM – 8:30AM	<p>Welcome and Conference Overview <i>Bel Aire Ballroom – Bay Tower Lobby Level</i></p> <p>Lawrence Feldman, Council Chair Miami-Dade County School Board</p>
8:30AM – 12:00PM	<p>Joint Plenary Session <i>Bel Aire Ballroom – Bay Tower Lobby Level</i></p> <p><u>Examining the Characteristics of Our Lowest Performing Students</u></p> <p>Kisha Stanley, Senior Director of Volunteerism Brianna Alexander, Senior Community Engagement Manager Claire Arnold, Individual and Youth Engagement Manager United Way of Greater Atlanta</p> <p>This joint plenary session will begin our three-day examination of the root causes and current district efforts to support the lowest performing students across Council member districts. The plenary will engage participants in discussions focused on identifying and sharing supports employed across member districts for students in abject poverty, students with disabilities, English learners, students with interrupted formal education, young men and women of color, and other traditionally marginalized students.</p>

12:15PM – 1:15PM	<p>Lunch <i>Fairbanks Ballroom – Bay Tower Lobby Level</i> Presentation of the R.E.A.D. Award for Excellence in Research</p>
1:30PM – 2:30PM	<p>Joint Plenary Session <i>Bel Aire Ballroom – Bay Tower Lobby Level</i></p> <p><u>Youth Development and the Relationship Between Trauma, Social Emotional Learning and Academic Achievement</u></p> <p>Elizabeth Cauffman, Professor of Psychological Science, Education and Law Department of Psychological Science School of Social Ecology, University of California- Irvine</p> <p>Liz Townsend, Associate Program Officer, Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education The National Academies of Sciences, Engineering, and Medicine</p> <p>This joint plenary session will continue our examination of the root causes and current district efforts to support the lowest performing students by focusing on the impact of trauma on student development and social emotional learning. This will include a presentation and discussion from committee members, representing the National Academies of Science, Engineering and Medicine, who authored a recently published report, <u>The Promise of Adolescence: Realizing Opportunity for All Youth</u>. This team examined the neurobiological and socio-behavioral science of adolescent development, health, well-being, resilience, and agency including the science of positive youth development. The team will focus on how this knowledge can be applied to institutions and systems so that adolescent well-being, resilience, and development are promoted and that systems address structural barriers and inequalities in opportunity and access. They will share information and recommendations from the report.</p>
2:30PM – 3:30 PM	<p>Joint Plenary Session – Addressing and Alleviating Barriers Resulting from Trauma that Prevent Self-Regulation and Good Social Emotional Health</p> <p>Participants will jointly extend the conversation on trauma, social emotional learning, and academic achievement to focus on outside of the box thinking to maintain student focus on learning and engagement in the classroom.</p>
3:45PM – 5:00PM	<p>Joint Plenary Session – Overcoming Barriers that Impede Academic Progress for Lowest Performing Learners</p> <p>What programs, projects, and activities are districts currently employing that are showing promise for our lowest performing learners? How are districts intentionally addressing the needs of populations that pose the greatest educational challenges. This joint plenary session will include district’s sharing their support for challenging populations. Discussions will focus on current and future district practices that have the potential for overcoming barriers to student success.</p>
6:00PM	<p>Reception and Dinner - San Diego Bay Cruise <i>Sheraton Dock</i></p>

Wednesday, June 26, 2019

7:00AM – 8:15AM	Breakfast – <i>Fairbanks Ballroom AB – Bay Tower Lobby Level</i>
8:30AM – 12:00PM	<p>Breakout Session - Curriculum and Instruction Session <i>Bel Aire Ballroom – Bay Tower Lobby Level</i></p> <p><u>Balanced Literacy for Student Success</u> Carey Swanson, Senior English Language Arts/Literacy Specialist Student Achievement Partners</p> <p>This session will include a presentation and panel focused on <i>Adjusting Balanced Literacy for Student Success: The Early Reading Accelerators</i>. Additionally, participants will review the Supporting Excellence Curriculum Framework and assess sample units using the Curriculum Quality Rubric.</p>
8:30AM – 12:00PM	<p>Breakout Session - Research and Assessment Session <i>Coronado Room – 4th Floor Bay Tower</i></p> <p>Participants will engage in a discussion of current issues and concerns paramount to the work of research, evaluation, and assessment in urban school districts.</p> <p>Making Effective Use of the What Works Clearinghouse and Other Department of Education Resources Christopher Weiss, Program Manager Institute of Education Sciences</p> <p>The What Works Clearinghouse (WWC) strives to provide educators with the information they need to make evidence-based decisions, reviewing existing research on different programs, products, policies, and practices to answer the question "What works in education?" This session will focus on some of the recent changes in the WWC, such as revised Standards and Procedures handbooks, improved information on study reviews, and an online training system for WWC certification. Attendees will be able to provide feedback on how districts can better collaborate with the US Dept. of Education.</p> <p><u>Not All Measures Are Created Equal</u> Kevin Barlow, Assistant Superintendent of Research and Accountability Arlington Independent School District</p> <p>What is your process data telling you about your student outcomes? This session offers a unique perspective on identifying and measuring our processes that are crucial to student achievement. The focus of this session will be on the process of Tier 1 instruction. Participants will leave with a better understanding of the relationships between process measures and outcome measures as they carry out their continuous improvement efforts.</p>
12:05PM – 1:00PM	<p>Lunch <i>Fairbanks Ballroom – Lobby Level Bay Tower</i></p> <p>Presentation: Making Strides Together Curriculum Leadership Award <i>Sponsored by Curriculum Associates</i></p>
1:00PM – 4:00PM	Concurrent Sessions

Concurrent Sessions Wednesday, June 26th	<i>Bel Aire Ballroom – Bay Tower Lobby Level</i>	<i>Point Loma – 4th Floor Bay Tower</i>	<i>Coronado Room – 4th Floor Bay Tower</i>
1:00PM – 1:50PM	<p><u>The Philadelphia Story</u> Karyn Lynch, Chief Student Support Services Tonya Wolford, Chief of Evaluation, Research and Accountability Malika Savoy-Brooks, Chief Academic Officer The School District of Philadelphia</p>	<p>Developing Student Thinking, Grit, and Resilience through Complex and Rigorous instruction Iliia Molina, Executive Director of Middle School Redesign Miami-Dade County Public Schools</p>	<p><u>Broward's Education Model: Tailoring the Student's Learning Environment to Address Individual Needs, Skills and Interests</u> Daryl Diamond, Director, Innovative Learning Broward County Public Schools</p>
2:00PM – 2:50PM	<p><u>Building Real World Classroom Experiences with Hands on Learning</u> Michael Goodbody, STEM Innovation Manager, San Diego Unified Shana Tirado, Science Supervisor, Hillsborough County Public Schools</p>	<p><u>Tier 1 Instruction: Braiding Integrated School Supports to Serve All Students</u> Brenda Martinek, Chief of Student Support Services Kregg Cuellar, Chief of Schools Luis Valentino, Chief Academic Officer Portland Public Schools</p>	<p><u>Albuquerque Public Schools: One District Model of Success with ELL Learners Across the District Through the Use of Data</u> Jessica Villalobos, Director of Language and Cultural Equity Albuquerque Public Schools</p>
3:00PM – 3:50PM	<p>Inspiring Generation STEM: Collaborate, Create, Explore, Explain. Randi Munch, Teacher Trainer for San Diego Schools San Diego Unified School District</p>	<p>Using Data to Implement an Equity in Education Professional Learning Program Keasha Starks, Equity Facilitator Broward County Public Schools</p>	<p><u>Miami-Dade County Public Schools: Transforming Middle School with SEL Curriculum</u> Iliia Molina, Executive Director of Middle School Redesign Miami-Dade County Public Schools</p>

Thursday, June 27, 2019

7:30AM – 8:15AM	Breakfast – <i>Fairbanks Ballroom AB – Bay Tower Lobby Level</i>
8:30AM – 10:00AM	Legislative/Legal Update <i>Bel Aire Ballroom – Bay Tower Lobby Level</i>
10:15AM – 12:15PM	<p>Joint Session for All Participants – Sharing best practices from district programs, interventions, and initiatives. <i>Bel Aire Ballroom – Bay Tower Lobby Level</i></p> <p>What works! Districts will be asked to share interventions, programs, and/or initiatives that you have implemented to support the most pressing needs in your district for lowest performing learners. Participants will share 10 – 15 minute summaries of their programs in round table discussions with peers. Presentations will describe the intervention, program, or initiative; how the district is measuring the success of the project; and how the district identified the need for the project.</p>
12:30PM – 1:30PM	Lunch – <i>Catalina Terrace – 4th Floor Bay Tower</i>
1:45PM – 3:00PM	<p>Breakout Sessions - Curriculum and Instruction Session <i>Point Loma – 4th Floor Bay Tower</i></p> <p>Participants will engage in a discussion of current issues and concerns paramount to the work of developing high quality professional learning opportunities and resources that will contribute to the overall academic success for all special populations in urban school districts.</p> <p>Breakout Sessions - Research and Assessment Session <i>Coronado Room – 4th Floor Bay Tower</i></p> <p>Participants will engage in a discussion of current issues and concerns paramount to the work of research, evaluation, and assessment in urban school districts.</p>
3:00PM	Adjourn

Concurrent Session Descriptions, Wednesday June 26th

Session #1

[The Philadelphia Story](#)

Bel Aire Ballroom – Bay Tower Lobby Level

Karyn Lynch, Chief Student Support Services

Tonya Wolford, Chief of Evaluation, Research and Accountability

Malika Savoy-Brooks, Chief Academic Officer

The School District of Philadelphia

The School District of Philadelphia uses the School Progress Report (SPR) to look across multiple dimensions and examine extensive information on school climate, academic achievement and growth, and college and career readiness. Now in its sixth year, the SPR has become a principle tool for evidence-based decision-making about interventions, replication, renewal, and expansion and is used to focus resources to support lower performing schools. Attendees will learn how to begin designing their own progress reporting system, while current progress reporting attendees will learn new ways to make data more accessible and useful to decision-makers to ensure evidence-based decision making can involve and include school-based staff, district administrators, and the community.

Developing Student Thinking, Grit, and Resilience through Complex and Rigorous instruction

Point Loma – 4th Floor Bay Tower

Ilia Molina, Executive Director of Middle School Redesign

Miami-Dade County Public Schools

School systems are faced with an important challenge: How do we help our students gain valuable critical-thinking and solution-seeking skills for life? Learn how Miami-Dade Public Schools is building and scaling a culture of STEAM teaching and learning that will prepare EVERY student for success in college, careers, citizenship, and beyond. Through a unique professional development model designed to build teacher capacity, along with digital tools powerfully integrated into instruction, Miami-Dade is creating transdisciplinary learning environments that allow students to: Ask deep real-world questions; Collaborate with their peer; Arrive at meaningful conclusions; and Explore STEM careers in context.

[Broward's Education Model: Tailoring the Student's Learning Environment to Address Individual Needs, Skills and Interests](#)

Coronado Room – 4th Floor Bay Tower

Daryl Diamond, Director, Innovative Learning

Broward County Public Schools

Broward County Public Schools' has worked to help develop a tool that teachers can use to identify students with specific learning needs, offer accommodations for those students, and document those accommodations within a learning management system.

Participants in this session will learn how to collaborate around creating tools for teachers to create individualized pathways for students with education plans.

Session #2

[Building Real World Classroom Experiences with Hands on Learning](#)

Bel Aire Ballroom – Bay Tower Lobby Level

Michael Goodbody, STEM Innovation Manager, San Diego Unified
Shana Tirado, Science Supervisor, Hillsborough County Public Schools

Join leaders from San Diego Unified and Hillsborough County as they share strategies and ongoing outcomes from the implementation of an imbedded STEM initiative with LEGO Education. We will hear about the ongoing work to engage students from PK-8 from all communities in meaningful, engaging and playful learning experiences.

[Tier 1 Instruction: Braiding Integrated School Supports to Serve All Students](#)

Point Loma – 4th Floor Bay Tower

Brenda Martinek, Chief of Student Support Services
Kregg Cuellar, Chief of Schools
Luis Valentino, Chief Academic Officer
Portland Public Schools

Portland Public Schools is in the process of implementing a multi-tiered system of support across our 81 schools. In this presentation, we will show how we are braiding the guaranteed viable curriculum, PLCs and Improvement Science approaches under this umbrella. We will also show how differing large offices of teaching and learning, schools and students support services to move forward a comprehensive cross-department approach to supporting all of our students.

[Albuquerque Public Schools: One District Model of Success with ELL Learners Across the District Through the Use of Data](#)

Coronado Room – 4th Floor Bay Tower

Jessica Villalobos, Director of Language and Cultural Equity
Albuquerque Public Schools

ELL students are at the forefront of student learning in the Albuquerque Public Schools. Through the strategic implementation of dual language programs, targeted teacher professional development focused on language development strategies, and the use of data monitoring and student growth models in a culturally responsive environment, our district, is experiencing academic growth and success with our ELL student population. Our presentation and brief discussion will focus on our comprehensive monitoring of student data and the successful outcomes that are resulting in increased language growth for our ELL students.

Session #3

Inspiring Generation STEM: Collaborate, Create, Explore, Explain.

Bel Aire Ballroom – Bay Tower Lobby Level

Randi Munch, Teacher Trainer for San Diego Schools
San Diego Unified School District

Based on STEM4: The Power of Collaboration for Change, authored by national STEM leaders, learn how inventive STEM activities integrate content, technology and resources to engage all learners. Through problem-based, cross-curricular content, students engage in productive struggle, grit and challenging tasks. Accessing free STEM activities built on research-based practices, adaptive learning and outcome-based mastery, students create their own toolbox of resources. This generation of students demands a multifaceted, integrative and holistic approach to solve problems to impact their academic achievement and prepare them for their future.

Using Data to Implement an Equity in Education Professional Learning Program

Point Loma – 4th Floor Bay Tower

Keasha Starks, Equity Facilitator
Broward County Public Schools

Learn how Broward County Public Schools used data to create an equity based, comprehensive blended learning program that features the online course Courageous Conversations about Race. Participants will explore challenges in using data to manage professional learning and examine best practices in creating and sustaining learning communities in to meet the needs of a school district. Participants will examine how blended learning encourages educators to collaborate with their colleagues to provide equitable learning opportunities for all students. Additionally, participants will assess their current progress towards implementing a blended learning approach and develop next steps based on system goals and readiness.

[Miami-Dade County Public Schools: Transforming Middle School with SEL Curriculum](#)

Coronado Room – 4th Floor Bay Tower

Ilia Molina, Executive Director of Middle School Redesign
Miami-Dade County Public Schools

Miami-Dade County Public Schools (M-DCPS), through the Middle School Redesign (MSR) initiative, has partnered with several experts in the field of Social Emotional Learning (SEL) to provide our traditional middle schools with curricula that develops grit, growth mindset and resilience in both academic, and non-academic settings. We are collecting the traditional quantitative data: state test scores, attendance rates, in-door suspension rates, and school climate data in order to determine the effectiveness of the many sub-components. Join Ilia Molina, Executive Director of Middle School Redesign, to learn how M-DCPS is navigating the challenges of implementing a bold new initiative and is transforming the middle school experience with the application of SEL tools across the curriculum.

