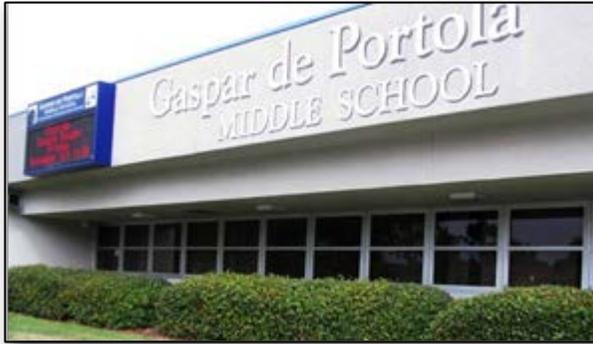


SCHOOLS TO WATCH-TAKING CENTER STAGE

Schools to Watch™-Taking Center Stage is a statewide program implemented by the California League of Middle Schools, California Department of Education, California Middle Grades Alliance, National Forum to Accelerate Middle-Grades Reform and the Schools to Watch™-Taking Center Stage Model Schools

For more information, visit www.clms.net/stw.



DE PORTOLA MIDDLE SCHOOL

Designated 2006, Re-Designated 2009, 2012, 2015, 2018

San Diego Unified School District

San Diego County

Ryan Brock, Principal

11010 Clairemont Mesa Blvd., San Diego, CA 92124

Tel (858) 496-8080

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SCHOOL CHARACTERISTICS

Community: Large city. Enrollment: 900. Grades 6-8. Schedule: Seven period day with "0" period P.E. option, and fifth period "Advisory" class.

STUDENT DEMOGRAPHICS

Free Reduced Lunch: 46%; English Learners: 5%

REPLICABLE PRACTICES

- In addition to the extensive use of technology throughout the school, De Portola supports a "Genius Lab" - a combination of makerspace and high-level technology exposure for students to design, create and refine projects. The lab includes: 36 high-end laptops, flexible seating, 9-3D printers a Laster Cutter, Carvie, Vinyl Cutter and VR Center. Classrooms include a Promethean Board, Surround Sound System, multimedia system, 34 laptops and a teacher laptop that converts into a tablet.
- De Portola has a fully functioning garden that allows students to participate in every aspect of raising food from planting seeds to composting.
- Honoring the need for all students to be engaged and find their interests, De Portola hosts an extensive number of clubs including, but not limited to: Bible Club, CJSF, Kids Club, Latino Club, Builders Club, Circle of Friends, Robotics, Fishing Club, Young Scholars, We the People Club etc.
- After an extensive review of PLC practices, English teachers have committed to: minimum proficiencies at each grade level, a set of common assessments, and utilizing "pull out days" for teachers to work with students individually as well as supportive interventions during and after the school day.
- A school-wide effort to implement a "rigorous reading and writing program" in all classes has produced shifts in student reading and writing in science, history and physical education elevating the level of academic demand across the campus.
- Supported by a district initiative, all staff received training from the "National Equity Project" resulting in changes in course placements, ramped up efforts to engage parents from underrepresented groups, implementing learning partnerships, and created an instruction focus targeting the gatekeeper skills of reading and academic language.
- Although many parents were already engaged in the school, the focus on equity led to more underrepresented parents playing an important role. Night meetings were held in neighborhoods and training was offered in reading Lexiles and supporting students at home. Parents have been engaged as "the home reading teacher!"
- De Portola is a highly collaborative school with teachers completing walkthroughs, setting the staff focus for the year and participating in reflective, collaborative evaluation experiences.