

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.



YORBA LINDA MIDDLE SCHOOL

Designated 2016; Re-Designated 2019

Placentia-Yorba Linda Unified School District

Orange County

Greg Kemp, Principal

4777 Casa Loma Avenue, Yorba Linda, CA 92886

(714) 986-7080

<http://www.ylms.org/>

SCHOOL CHARACTERISTICS

Community: Suburban; Enrollment: 954; Grades: 6-7-8

School Schedule: Seven-period day with early release on Wednesdays. 6th grade has three-period social studies/ English core, 7th and 8th grade have two electives.

STUDENT DEMOGRAPHICS

1.06% American Indian/Native American; 20.14% Asian/Asian American; 3% Black/African American; 3.1% Filipino/Filipino American ; 23.5% Hispanic/Latino; 0.3% Pacific Islander; 50.7% White; 8% Other; 18% Free/ Reduced Lunch; 3.3% English Learners

SCHOOL CHARACTERISTICS AND REPLICABLE PRACTICES

- B3, a weekly intervention program, gives teachers the opportunity to collect missing work, re-teach or reinforce a lesson, allow make-up, provide enrichment, or reward students with an extended lunch period.
- PBIS is implemented throughout the school, with all teachers teaching PBIS social skills, school-wide procedures, and expectations during B3 at the beginning of the school year.
- Over half of the staff is trained in, and actively uses, explicit direct instruction. All teachers have been trained in informational reading across the disciplines.
- All teachers have websites and Google Classroom and all students have a Gmail account and use Google Drive, allowing them to write and work collaboratively.
- As needed, math intervention is provided through math lab class, reading intervention is provided through the Voyager class, and homework club is offered once a week after school.
- Students who demonstrate maladjusted behaviors that impact academics receive specialized support through collaborative classes, SDC, or ASPIRE. These programs call upon Social Services to provide wrap-around activities for families and students.
- All teachers have been trained in Step Up to Writing, facilitating interdisciplinary reinforcement of concepts and skills.
- During the first few weeks of school, all students set academic and career goals which are revisited with their designated teacher twice during the year.
- Weekly PLC groups meet in a cycle to allow for vertical content teams, horizontal grade level teams, staff conversations, and individual teacher development. School-wide implementation of direct interactive instruction and emphasis on interactive notebooks, Cornell notes, and sentence frames.