



**Back to School Night**  
**9/12/2024**



## Tonight's Agenda!

- Welcome by Principal Lanisha Mckenzie
- Introduction of the Faculty
- Introduction of Community Advocate
- Administrative Team, Ms. Naeiri Policky
- Instructional Coaches, Ms. Michele Manzanares (ELA/ELD/Science) and Dr. Erica Peters (Math/History/Technology)
- Magnet Grant Coordinator, Armenui (Amy) Manasarian
- Library Services, Ms. Summer St. Pierre
- Annual Title 1 Presentation
- Parent Leadership
- Schedule for the Evening
-

# Priorities for 2024-2025

- Literacy and Numeracy Everyday, Every Class
  - Common Writing Strategies
  - Common Note Taking Strategies
- Student and Parent Engagement
  - Restorative Practices – Restorative, Reflective, Instructional
  - Social Contract – Capturing Kids Hearts
- High Quality Instructional Practices
  - Teach Like a Champion
  - Data Chats – focus on student data with students, teachers, coaches, admin, community
- Learning Ecosystem
  - Intentionally foster a sense of belonging for ALL students

## Principal



[mckenzie.lanisha@pusd.us](mailto:mckenzie.lanisha@pusd.us)  
(626) 396-5680 ext. 70099

## Lanisha Mckenzie

- MA, Educational Leadership, CSULA
- BA History UCR
- 14 years teaching experience at JMSH
- 8 years in administration
- Passionate about student engagement and high quality instruction for ALL students

## Naeiri Policky Assistant Principal

- 12 years classroom experience as Special Education teacher; 4 years working as admin in charge of English Learners
- 2nd year at Eliot
- MA in Special Education and Administration
- Passion is to empower every child to reach their personal best and foster strong partnerships between school and families.



[policky.naeiri@pusd.us](mailto:policky.naeiri@pusd.us)  
(626) 396-5680, ext. 70098

## Jody Simmons Counselor

Supporting students academically, socially and emotionally.

Providing a safe confidential space for all students to communicate without judgement.

Engaging with parents and families in their student(s) academic goals.



Contact Information:

Phone: 626-396-5680

Ext. 70025

Email:

[simmons.jody@pusd.us](mailto:simmons.jody@pusd.us)

## Stephanie Murcia, Clinical Social Worker

- Individual therapy with uninsured, underinsured, or privately insured students
- Crisis management support
- Skill building small groups
- Classroom presentations on social emotional learning topics
- Parent/Caregiver workshops
- Provide students, families, and staff with community resources, attendance support, linkage, and referrals



## RTI Coach



- B.A History, UC Berkeley
- M.A. English, Cal Poly Humboldt
- Served in the Peace Corps.
- 10 years in Education

- Restorative Practice
- Social Justice
- Behavior Intervention

[gyorgyovoich.christop@pusd.us](mailto:gyorgyovoich.christop@pusd.us)

Ext. 70027



## Ms. Michele Manzanares Instructional Coach

- Supporting English, science and English language learners
- 26 years as a middle and high school science teacher
- Helps to run ELAC, our parent advisory committee for language learners – please join us before the PTSA meetings



Contact me x70030 or  
[manzanares.michele@pusd.us](mailto:manzanares.michele@pusd.us)



**Dr. Erica Peters**  
**Instructional Coach**  
**(Math, History, Technology)**

- Instructional Coach supporting Math and History
- School Site Council Chair
- Eliot Technology Innovator
- District Technology Advisory Committee Member
- 23 years of supporting PUSD students, family, & staff



Ways to Contact Me:

-Extension 70115

-[peters.eric@pusd.us](mailto:peters.eric@pusd.us)

# Volunteers Needed

We need 2 parents and  
community members to join  
the School Site Committee.

Meetings are virtual  
once a month.

More Info :  
Erica Peters, Instructional Coach  
[peters.eric@pusd.us](mailto:peters.eric@pusd.us)

**Join  
Us  
Now**



## Community Schools

Community Schools supplement a core instructional program with expanded learning opportunities and a range of services that support students' physical, mental, and social-emotional health and other needs through partnerships with a variety of community members and organizations.

- Vision 4 Learning
- USC Mobile Dentist
- Monthly Fresh Produce Distribution
- TAP Cards
- Wellness Room



[velasquezmartinez.ma@pusd.us](mailto:velasquezmartinez.ma@pusd.us)

(626)396-5680 Ext: 70026

## Summer St. Pierre Librarian

Some of what I do...

- Manage instructional materials for students and staff
- Welcome students for book browsing, studying, and those seeking a quiet(er) space
  - Host book clubs and other lunchtime activities
- Collaborate with teachers to enhance curriculum



Contact:

[stpierre.summer@pusd.us](mailto:stpierre.summer@pusd.us)

Extension 70117



**Book club in the rose garden!**

## Ms. Armenui (Amy) Manasarian (Magnet Grant Coordinator)

- 21 years as a PUSD teacher
- MA degree in Education
- Magnet Grant Coordinator
- Helps support Eliot Arts Conservatory and arts integration in core classes



### Contact Information

- Email: [manasarian.armenui@pusd.us](mailto:manasarian.armenui@pusd.us)
- Extension 70028



# Artist Seminar Period 7- Wheel Model

## Wheel Rotation Schedule

Wheel 1(Starts Sep.3)	Wheel 2 (Starts Sept.23)	Wheel 3(Starts Oct. 14)	Wheel 4(Starts Nov.4)	Wheel 5 (Dec.2)
Bangle-Lief Mattson-Chavez New 6th Grade-New Band Teacher Sharp-Billy Rivas-Dani Schanen-Ching Jones-Moya Lambert-SEL (Imago) Horan-SEL (Imago) Pardovich-SEL (Imago) Herrera-SEL (imago) Harbison-SEL (Imago) Lozada-SEL(Imago) Aguilar-SEL (Imago)	Lambert- Lief Horan-Chavez Pardovich-New Band Teacher Herrera-Billy Harbison-Dani Lozada-Ching Aguilar-Moya Bangle-SEL (Imago) Mattson-SEL (Imago) New 6th Grade-SEL (Imago) Sharp-SEL (Imago) Rivas-SEL (imago) Schanen-SEL (imago) Jones-SEL(imago)	Bangle-Chavez Mattson-New Band Teacher New 6th Grade-Billy Teacher Sharp-Dani Rivas- Ching Schanen- Moya Jones- Lief Lambert-SEL (Imago) Horan-SEL- (imago) Pardovich-SEL (Imago) Herrera-SEL (Imago) Harbison-SEL- (Imago) Lozada-SEL (Imago) Aguilar-SEL (Imago)	Lambert- Chavez Horan-New Band Teacher Pardovich-Billy Herrera-Billy Harbison-Ching Lozada-Moya Aguilar-Lief Bangle-SEL (Imago) Mattson-SEL (Imago) New 6th Grade-SEL (Imago) Sharp-SEL (Imago) Rivas-SEL (Imago) Schanen-SEL (Imago) Jones-SEL (Imago)	Bangle-New Band teacher Mattson-Billy Sharp-Ching Rivas-Moya Schanen-Lief Jones-Chavez Lambert-SEL(Imago) Horan-SEL(Imago) Pardovich-SEL (Imago) Herrera-SEL (Imago) Harbison-SEL (Imago) Lozada-SEL (Imago) Aguilar-SEL (Imago)

## SEL Lessons

- Growth Mindset
- Self Awareness
- How to Prioritize
- 3 week lessons from Elective Teachers
  - Visual Arts
  - Ceramics
  - Costume/Sewing
  - Dance
  - Drama
  - Music/Rock Band

# Conservatory



## 2024-2025 Conservatory Schedule

Monday		Tuesday - Friday	
Period 7 (Artist's Seminar)	12:54 pm - 1:25 pm	Period 7 (Artist's Seminar)	2:36 pm -3:05 pm
Period 8	1:30 pm - 2:30 pm	Period 8	3:10 pm -4:10 pm
Break (Supper)	2:30 pm - 2:50 pm	Break (Supper)	4:10 pm -4:25 pm
Period 9	2:55 pm - 3:55 pm	Period 9	4:30 pm -5:30 pm
LEARNs Activities	3:55 pm -6:00 pm	LEARNs Activities	5:30 pm-6:00 pm



[mendez.estephanie@pusd.us](mailto:mendez.estephanie@pusd.us)  
Office: (626) 396-5680 Ext.70225  
| Cell 626 720 2585





# Title I Annual Meeting

2024-2025 Title I Program Overview  
for Targeted Assistance School (TAS)

# Purpose of the Overview

To inform parents and family members about the Title I Program, its requirements **and its related funds**

# Glossary of Terms

- Single Plan for Student Achievement (SPSA)
- Schoolwide Program (SWP)
- Targeted Assistance School (TAS)
- Consolidated Application (ConApp)

# Purpose of Title I

*“...is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Every Student Succeeds Act (ESSA), Title I, Part A, Section 1001*

# What is Title I?

Supplemental federal funds to help meet the educational needs of low-achieving students in high-poverty schools

\*\* Please complete LCPP form at Community assistant table in foyer

# **Responsibilities of Title I Schools**

Title I schools deliver supplemental services as a Targeted Assistance School (TAS) or through a comprehensive school-wide plan under the Schoolwide Program (SWP) model.

# Who receives Title I services?

Although schools are eligible for Title I funding based on poverty, the selection process for providing Title I **services** to students is **not** based on low-income.

It is based entirely on **academic achievement.**

# **Title I Targeted Assistance School (TAS)**



# Two Title I Models for Serving Students

## **Schoolwide Program (SWP)**

Supplemental funds may serve All Students at the school based on the needs assessment but must address the needs of students most at risk

## **Targeted Assistance School Program (TAS)**

Serves only Identified Title I Students based on multiple objective criteria

### **Eliot:**

- Hispanic/Latino
- Students with Disabilities

# Schoolwide Plan for Student Achievement (SPSA) Targeted Assistance School (TAS)

Develop a school plan to provide Title-I funded services **only to students identified as Title I eligible.**

In a TAS school, a student is eligible for Title I services if identified by the school staff as failing or most at-risk of failing to meet the state academic achievement standards based on multiple, educationally related, objective criteria.

# Schoolwide Plan for Student Achievement (SPSA) Targeted Assistance School (TAS)

- ***The plan will include effective methods and instructional strategies to strengthen the academic program through activities such as:***
  - Professional development for staff who work with participating students
  - Expanded learning time
  - Implement strategies to increase the involvement of parents of eligible students
  - Review progress of **Title I participants**
  - Provide an accelerated, high-quality curriculum for **Title I participants**
  - Minimize the removal of children from the regular classroom
  - Schoolwide tiered model to prevent and address behavior problems
  - Coordinate with and supporting the regular education program
  - Annual evaluation and revision of the SPSA

**Title I, School Plan for Student  
Achievement (SPSA), & School Site  
Council (SSC)**

# School Plan for Student Achievement (SPSA)

- **California Education Code 64001 requires** that districts receiving funding through the Consolidated Application (ConApp) process ensure that participating schools **write a SPSA**.
- The Consolidated Application is an application that the District submits to request Title I, II, III and IV funds from the federal government.

# School Site Council (SSC) & the SPSA

**California Education Code 65000 requires** Title I schools to **establish a School Site Council** (SSC) as the decision-making council for all programs funded through the Consolidated Application.

SSC is responsible for developing, reviewing, and approving the SPSA.

Goals and activities described in the SPSA must be aligned to data that will address specific student needs.

SPSA must be evaluated annually.

# School Plan for Student Achievement (SPSA)

The SPSA includes:

- Comprehensive Needs Assessment (data analysis and annual SPSA Evaluation)
- Goals and objectives (measurable and based on student data)
- Evidence-based, effective methods and instructional strategies that address student needs
- Budget
- Process for monitoring implementation of planned actions

# **Title I SWP and Parent & Family Engagement**



# What is Parent and Family Engagement?

## **Under *ESSA*:**

The term, *parent and family engagement*, means the participation of parents and family members in regular, two-way and meaningful communication involving student academic learning and other school activities. *Title VIII, Part A, Section 8101(39)*

# Title I Family Activities Examples

- School Site Council
- English Learner Advisory Committee
- School Plan for Student Achievement
- Title I Annual Meeting and other Informational Meetings
- Title I Parent and Family Engagement Policy, Compact
- Parent and Family Workshops

## 2024-2025 School Parent and Family Engagement Activities

- Monthly AAPC Meetings
- ELAC 10 monthly participants on average
- SSC 15 monthly participants on average
- PTSA 20 monthly participants on average

# Parents' Rights to Know

*ESSA* requires Title I, Part A schools to notify parents at the beginning of each school year that they may request information about the qualifications of their children's teachers and paraprofessionals who provide educational assistance to their children. *ESSA, Title I, Part A, Section 1112(e)*

# Resources

For additional questions regarding the school's Title I Program, please contact the Principal or designee.

[PUSD Special Projects, State and Federal Programs](#)



## Eliot Parent Leadership

“A great school is made by parent involvement. Get involved!”

PTSA President  
Evette Cisneros

Join us for our next meeting  
9/15/24

[president@eliotartspta.org](mailto:president@eliotartspta.org)

Wendy Silva,  
Annual Fund Chair

\*Save the Date”  
Fauxchella 5/3/25



[eliotartsannualfund@gmail.com](mailto:eliotartsannualfund@gmail.com)

## Schedule for Tonight

Visit your Child's Classes

Periods 1-7

1. **6:30-6:37**
2. **6:39-6:45**
3. **6:47-6:54**
4. **6:56-7:04**
5. **7:06-7:13**
6. **7:15-7:22**
7. **7:25-7:30 "0 Period" (No Advisory)**

- Visit tables for information
  - Parent Portal
  - LEARNs
  - Conservatory
  - Boys and Girls Club
  - Day One
  - PTSA
  - Annual Fund
  - Copies of Schedules available online and in the Main Office
- 6th grade families stay in auditorium



# Thank you!

Thank you for letting us be  
a part of your child's  
educational journey!





## 6th grade Updates

- HR Expediting the hiring process
- Support for new teachers
  - Induction Program
  - New Teacher Support
  - Instructional Coaches

## 6th grade curriculum

English – StudySync

History – TCI Ancient Worlds

Math – iReady

Science – Stemsscopes

# Unit 1: Testing Our Limits **English**



# Unit 2: You and Me



# Unit 3: In the Dark



# Unit 4: Personal Best



# History



## Early Humans and the Rise of Civilization

### Unit 1

#### Compelling Question:

Learn about early humankind and the development of human societies.



## Ancient Egypt and the Middle East

### Unit 2

#### Compelling Question:

Learn about ancient Egypt and the Middle East.



## Ancient India

### Unit 3

#### Compelling Question:

Learn about ancient India's people, cultures, and ideas.



## Ancient China

### Unit 4

#### Compelling Question:

Learn about ancient China's people, cultures, and ideas.



## Ancient Greece

### Unit 5

#### Compelling Question:

Learn about ancient Greece's people, cultures, and ideas.



## Ancient Rome

### Unit 6

#### Compelling Question:

Learn about ancient Rome's people, cultures, and ideas.

## Core Instruction in History

# & Lots of Art

Learning about Ancient Cultures, traditions, geography, religions and those that "create" the history.

Practice reading informational texts and citing text evidence.

Read primary and secondary sources, determining meanings and author's point of view.

# Math

## Math 6

SEMESTER ONE	SEMESTER TWO
<ul style="list-style-type: none"><li>• Expressions and Equations</li></ul>	<ul style="list-style-type: none"><li>• Ratio and Reasoning pt. 2</li></ul>
<ul style="list-style-type: none"><li>• Number Systems</li></ul>	<ul style="list-style-type: none"><li>• Algebraic Thinking</li></ul>
<ul style="list-style-type: none"><li>• Ratio and Reasoning pt. 1</li></ul>	<ul style="list-style-type: none"><li>• Statistics</li></ul>

SEMESTER ONE	SEMESTER TWO
<ul style="list-style-type: none"><li>• Number System &amp; Rational (grades 6 &amp; 7)</li></ul>	<ul style="list-style-type: none"><li>• Ratios &amp; Proportions pt. 2 (grade 6)</li></ul>
<ul style="list-style-type: none"><li>• Ratios &amp; Proportions pt. 1 (grade 6)</li></ul>	<ul style="list-style-type: none"><li>• Expressions &amp; Equations (grade 7)</li><li>• </li></ul>
<ul style="list-style-type: none"><li>• Ratio and Reasoning pt. 1</li></ul>	<ul style="list-style-type: none"><li>• Statistics &amp; Probability (grade 6)</li></ul>

## Math 6H

# Standards for Student Mathematical Practice


**1** **Make sense of problems and persevere in solving them.**



**Keep on going!**

**2** **Reason abstractly and quantitatively.**

Write a story for the mathematical equation



$$\frac{1}{2} \times 4$$

DeJuan exercises  $\frac{1}{2}$  hour a day for 4 days. How many total hours does he exercise?

**Think what makes sense.**

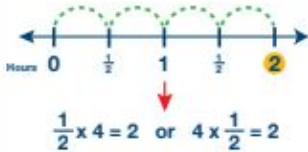
**3** **Construct viable arguments and critique the reasoning of others.**



$\frac{2}{4} = \frac{1}{2}$  I agree.

**Talk and explain.**

**4** **Model with mathematics.**



**Show your thinking.**

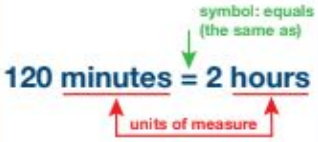
**5** **Use appropriate tools strategically.**



$3 \times 2 = 6$

**Use the right tools.**

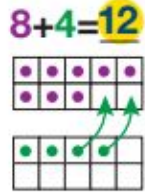
**6** **Attend to precision.**



$120 \text{ minutes} = 2 \text{ hours}$

**Check your work.**

**7** **Look for and make use of structure.**



$8 + 4 = 12$

**See the pattern or connection.**

**8** **Look for and express regularity in repeated reasoning.**



**See the pattern or connection.**

# Science



**Human Impact on the Environment**  
Earth and Space Science



**Energy Transfer and Temperature**  
Physical Science



**Bodies and Systems**  
Life Science

Unit 1 – Energy

Unit 2 – Earth's Systems

Unit 3 – Human Impact

Unit 4 – Structure, Function and Information processing

Unit 5 – Growth Development and Reproduction of organisms

And tobacco use prevention