



DAL FEEDER FOCUS ON RESULTS

FALL DATA CHAT

November 15, 2023

9 AM

Parking lot:



Please “park” your questions and comments on this digital parking lot.



Norms

Meetings & Data Analysis

- **Professional Courtesies:**
 - Come on Time
 - Be Prepared
 - Silence Phones
 - Be Respectful to POVs
 - Participate Fully
- Be a 21st Century Learner
- Collaborate with Others
- Be Present
- **Keep Student Learning a Focus**
- Participate with Respect and Confidentiality
- We have an agreed process for violations of norms
- We contribute equally to the workload of the team
- **Have Fun!**

Fall 2023 Data Chat Questions 1 and 2

- What do we want all of our students to learn?
- How do we know our students are learning it?

I. Across the feeder schools, what is the observation of student achievement on the 2022-2023 Essential Standards Assessment #3 relative to the CAASPP?

- On a data table, display K-12 achievement scores for ESA 3 (% met or exceeded standards) and school's overall CAASPP score (% met or exceeded standards).
- On a data table, display grades 3-8, and 11 achievement scores for ESA 3 (% met or exceeded standards) and grade level CAASPP scores (% met or exceeded standards).
- Identify any and all positive outliers in any grade level.
- Were there any surprises?

II. Across the feeder schools, what is the collective observation (pattern, trend, and a-ha) about participation and student learning on 2023-2024 ESA 1 for English-language arts and Math?

- Pattern: On a data table, display K-12 achievement scores by grade level/course from school to school.
- Trend: What are your observations of ESA achievement data as stu progress from grade to grade (K-12)?
- A-ha: Were there any standouts by teacher, grade level, school, and/or course?

III. PBIS Implementation

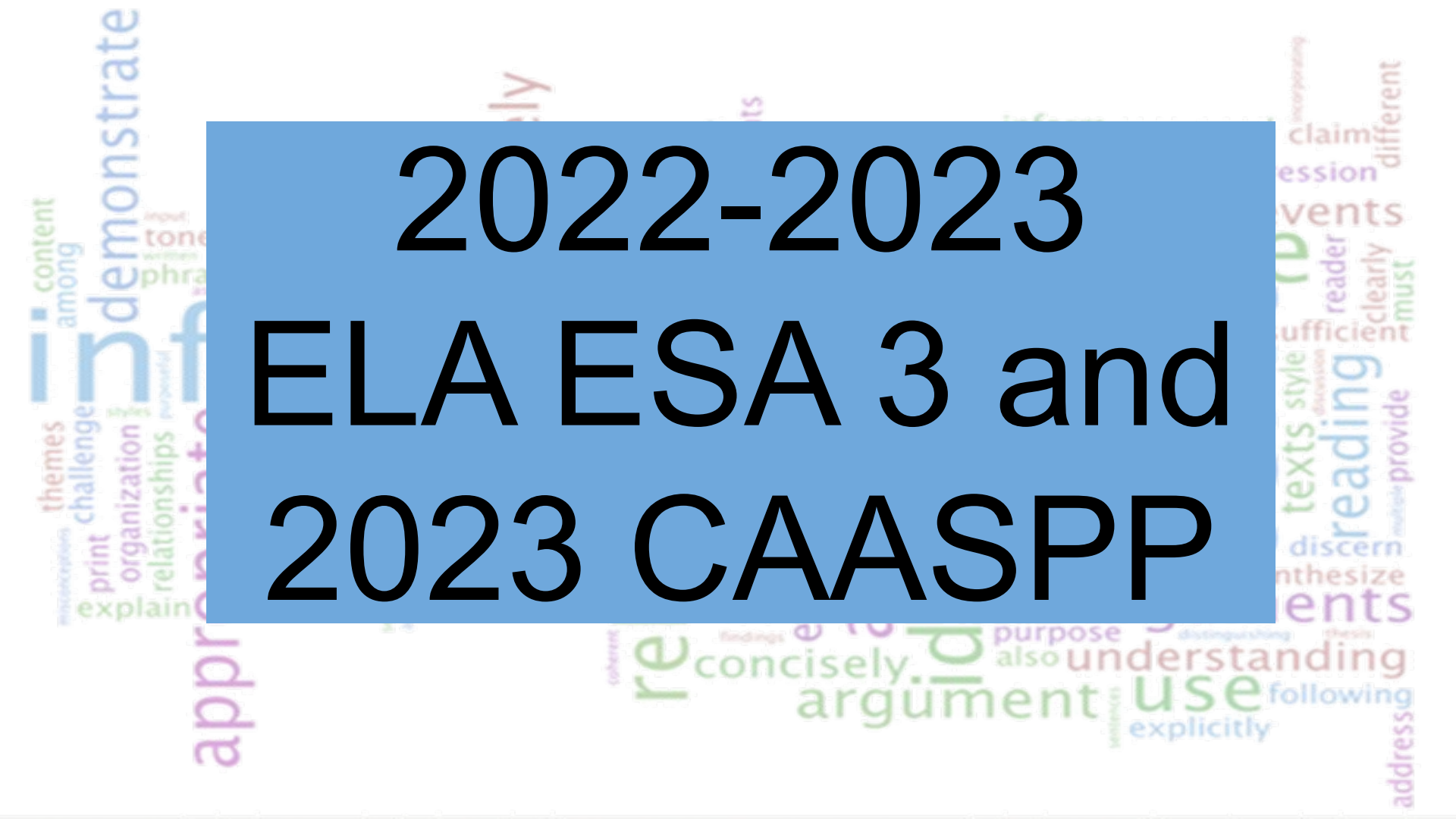
- Pattern: On a data table, display the following data for each school:
 - Total external TFI score from Spring 2023
 - End of year attendance rate (%) for 2022-2023
 - End of year suspension rate (%) for 2022-2023 (all suspensions)
- What are your observations of the data?

Fall 2023 Data Chat Questions 3 and 4

- What will we do if students are not learning it?
- What will we do if students are learning it?

Last school year, your team made a collective commitment to ensure more stu were learning the essential standards at a higher level.

- a. As feeder group principals, how have you engaged with clarity around your collective commitment(s)?
- b. From your collective clarity, what did you ALL agree to take back to your staff? Share strategies or artifacts.
- c. What are your feeder group's shared action steps (November – March) to engage with further clarity around your commitment(s)? Be specific.
- d. What will be your indicator(s) of success for your collective feeder group commitment(s), including the results of the ESAs?



2022-2023 ELA ESA 3 and 2023 CAASPP

2022-2023 K-12 Achievement Scores for ESA 3 and School's Overall CAASPP Score

| ELA K-6 2022-2023 ESA # 3 | Borba | Dickson | Newman | Marshall | Briggs K6 |
|----------------------------------|------------|------------|------------|------------|------------|
| Kindergarten | | | | | |
| ESA #3 | 27% | 81% | 59% | 54% | 71.2% |
| 1st | | | | | |
| ESA #3 | 58% | 53% | 31% | 52% | 74.4% |
| 2nd | | | | | |
| ESA #3 | 32% | 20% | 29% | 26% | 80.3% |
| 3rd | | | | | |
| ESA #3 | 30% | 17% | 23% | 48% | 83% |
| 4th | | | | | |
| ESA #3 | 36% | 32% | 30% | 25% | 54% |
| 5th | | | | | |
| ESA #2 to ESA #3 | 18% | 35% | 54% | 49% | 46% |
| 6th | | | | | |
| ESA #3 | 53% | 33% | 34% | 30% | 63% |
| 3 - 6 Overall ESA 3 Score | 34% | 29% | 35% | 38% | 62% |
| Overall CAASPP Score | 38% | 26% | 35% | 52% | 56% |

2022-2023 K-12 Achievement Scores for ESA 3 and School's Overall CAASPP Score

| 2023 ELA 7-12 ESA 3 | Briggs JH | Ramona JH | DAL | Buena Vista | CVLA |
|-----------------------------|------------|------------|------------|-------------|------------|
| 7 th | | | | | |
| ESA #3 | 66% | 47% | | | |
| 8 th | | | | | |
| ESA #3 | 57% | 43% | | | |
| Overall ESA 3 Score | 62% | 45% | | | |
| Overall CAASPP Score | 50% | 39% | | | |
| 9 th | | | | | |
| ESA #3 | | | 40.6% | | |
| 10 th | | | | | |
| ESA #3 | | | 53.8% | | |
| 11 th | | | | | |
| ESA #3 | | | 54% | 31% | 0% |
| 12 th | | | | | |
| ESA #3 | | | 43% | 29% | 0% |
| Overall CAASPP Score | | | 55% | 28% | N/A |

ELA Grade Level Spring ESA 3 & CAASPP 2023 Comparison

Borba

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 3 | 30% | 38% (+8) |
| 4 | 56% | 47% (-9) |
| 5 | 18% | 22% (+4) |
| 6 | 53% | 48% (-5) |

Briggs

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 3 | 83% | 64% (-19) |
| 4 | 54% | 51% (-3) |
| 5 | 46% | 51% (+5) |
| 6 | 63% | 57% (-6) |

Dickson

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 3 | 17% | 15% (-2) |
| 4 | 32% | 31% (-1) |
| 5 | 35% | 36% (+1) |
| 6 | 33% | 27% (-6) |

Marshall

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 3 | 48% | 58% (+10%) |
| 4 | 26% | 43% (+17%) |
| 5 | 49% | 60% (+11%) |
| 6 | 30% | 48% (+18%) |

Newman

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 3 | 23% | 28% (+5%) |
| 4 | 30% | 38% (+8%) |
| 5 | 54% | 31% (-23%) |
| 6 | 34% | 41% (+8%) |

Briggs Jr

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 7 | 66% | 62% (-4) |
| 8 | 57% | 43% (-14) |

Ramona Jr

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 7 | 47% | 38% (-9%) |
| 8 | 43% | 30% (-13%) |

Don Lugo

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 11 | 52% | 55% (+3%) |

Buena Vista

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 11 | 31% | 28% (-3%) |

CVLA

| Grade | ELA ESA #3 | Smarter Balanced ELA |
|-------|------------|----------------------|
| 11 | 0% | 0% (0%) |

| ELA K-6 ESA Participation | Borba | | | Dickson | | | Newman | | | Marshall | | | Briggs K6 | | |
|------------------------------|-------|-------|-------|---------|-------|-------|--------|-------|-------|----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Kindergarten | 100% | | | 101% | | | 98% | | | 98% | | | 100% | | |
| Kinder (DLI) | 90% | | | | | | | | | | | | | | |
| 1 st | 102% | | | 95% | | | 92% | | | 92% | | | 100% | | |
| 2 nd | 100% | | | 88% | | | 79% | | | 95% | | | 102% | | |
| 3 rd | 91% | | | 91% | 91% | | 97% | 100% | | 96% | 100% | | 100% | | |
| 4 th | 92% | | | 96% | 95% | | 95% | 100% | | 97% | 97% | | 100% | | |
| 5 th | 96% | | | 95% | 97% | | 94% | 100% | | 98% | 100% | | 100% | | |
| 6 th | 100% | | | 99% | 98% | | 97% | 96% | | 98% | 100% | | 97.5% | | |

| ELA JHS/HS ESA Participation | Briggs JH | | | Ramona JH | | | DAL HS | | | Buena Vista | | | CVLA | | |
|------------------------------------|-----------|-------|-------|-----------|-------|-------|--------|-------|-------|-------------|-------|-------|-------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| 7 th | 100% | | | 99.1% | | | | | | | | | | | |
| 8 th | 101% | | | 99.6% | | | | | | | | | | | |
| 9 th | | | | | | | 91% | 98% | | | | | 100% | | |
| 10 th | | | | | | | 90% | 93% | | | | | 33% | | |
| 11 th | | | | | | | 90% | 94% | | 82% | | | 133% | | |
| 12 th | | | | | | | 85% | 91% | | 89% | | | 50% | | |

| ESA ELA K-6 | Borba | Dickson | Newman | Marshall | Briggs K6 |
|----------------------------------|-----------------|------------|------------|------------|------------|
| Kindergarten / DLI Kinder | 33%/ 39% | 48% | 43% | 57% | 62% |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 1st | 6% | 33% | 45% | 27% | 63% |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 2nd | 15% | 66% | 40% | 23% | 84% |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 3rd | 33% | 15% | 31% | 29% | 57% |
| ESA #1 to ESA #2 | | 20% (+5%) | 73% (+42%) | 44% (+15%) | |
| ESA #2 to ESA #3 | | | | | |
| 4th | 34% | 21% | 25% | 39% | 54% |
| ESA #1 to ESA #2 | | 16% (-5%) | 41% (+16%) | 45% (+6%) | |
| ESA #2 to ESA #3 | | | | | |
| 5th | 30% | 28% | 37% | 29% | 48% |
| ESA #1 to ESA #2 | | 26% (-2%) | 25% (-12%) | 33% (+4%) | |
| ESA #2 to ESA #3 | | | | | |
| 6th | 26% | 41% | 34% | 50% | 40% |
| ESA #1 to ESA #2 | | 29% (-12%) | 39% (+5%) | 46% (-4%) | |
| ESA #2 to ESA #3 | | | | | |

| ESA ELA K-6 EL 2023-2024 Met/Exceed | Borba | Dickson | Newman | Marshall | Briggs K6 |
|--|--------------------|--------------------|--------------------|-------------------------|------------------------|
| Kindergarten | 20% (15 total stu) | 11% (18 total stu) | 46% (13 total stu) | 50% (8 total stu) | 67% (3 total stu) |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 1st | 0% (18 total stu) | 16% (19 total stu) | 0% (9 total stu) | 27% (11 total stu) | 50% (4 total stu) |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 2nd | 16% (19 total stu) | 53% (19 total stu) | 27% (11 total stu) | 0% (15 total stu) | 42% (5 total stu) |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 3rd | 5% (18 total stu) | 8% (12 total stu) | 10% (10 total stu) | 0% (6 total stu) | 50% (2 total stu) |
| ESA #1 to ESA #2 | | | 50% (10 total stu) | 14% (+14%, 7 total stu) | |
| ESA #2 to ESA #3 | | | | | |
| 4th | 17% (18 total stu) | 0% (14 total stu) | 8% (13 total stu) | 7% (15 total stu) | 100% (1 total student) |
| ESA #1 to ESA #2 | | | 13% (15 total stu) | 7% (0%, 15 total stu) | |
| ESA #2 to ESA #3 | | | | | |
| 5th | 9% (11 total stu) | 4% (24 total stu) | 6% (17 total stu) | 8% (12 total stu) | 20% (5 total stu) |
| ESA #1 to ESA #2 | | | 6% (17 total stu) | 13% (+5%, 15 total stu) | |
| ESA #2 to ESA #3 | | | | | |
| 6th | 0% (9 total stu) | 10% (10 total stu) | 0% (11 total stu) | 0% (7 total stu) | 0% (2 total stu) |
| ESA #1 to ESA #2 | | | 8% (12 total stu) | 0% (0%, 8 total stu) | |
| ESA #2 to ESA #3 | | | | | |

| ESA ELA 7-12 | Briggs JH | Ramona JH | DAL | Buena Vista | CVLA |
|------------------------|------------|------------|------------------|-------------|-----------|
| 7th | 55% | 28% | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 8th | 48% | 31% | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 9th | | | 33% | | 0% |
| ESA #1 to ESA #2 | | | 40% (+7%) | | |
| ESA #2 to ESA #3 | | | | | |
| 10th | | | 32% | | 0% |
| ESA #1 to ESA #2 | | | 36% (+4%) | | |
| ESA #2 to ESA #3 | | | | | |
| 11th | | | 49% | 11% | 0% |
| ESA #1 to ESA #2 | | | 48% (-1%) | | |
| ESA #2 to ESA #3 | | | | | |
| 12th | | | 43% | 20% | 0% |
| ESA #1 to ESA #2 | | | 43% (=) | | |
| ESA #2 to ESA #3 | | | | | |

| ESA ELA EL 7-12 2023-2024 Met/Exceed | Briggs JH | Ramona JH | DAL | Buena Vista | CVLA | |
|---|-------------------|-----------------|-----------|-------------|------------------|-----|
| 7th | 0% (5 total stu) | 0 (3 total stu) | | | | |
| ESA #1 to ESA #2 | | | | | | |
| ESA #2 to ESA #3 | | | | | | |
| 8th | 33% (3 total stu) | 28% | | | | |
| ESA #1 to ESA #2 | | | | | | |
| ESA #2 to ESA #3 | | | | | | |
| 9th | | | 28% | | 0% | |
| ESA #1 to ESA #2 | | | 32% (+4%) | | | |
| ESA #2 to ESA #3 | | | | | | |
| 10th | | | 26% | | N/A | |
| ESA #1 to ESA #2 | | | 27% (+1%) | | | |
| ESA #2 to ESA #3 | | | | | | |
| 11th | | | 30% | | 0% (3 stu) | N/A |
| ESA #1 to ESA #2 | | | 24% (-6%) | | | |
| ESA #2 to ESA #3 | | | | | | |
| 12th | | | 26% | | 37.5% (6/16 stu) | N/A |
| ESA #1 to ESA #2 | 22% (-4%) | | | | | |
| ESA #2 to ESA #3 | | | | | | |

ELA Kindergarten

| Kindergarten ELA ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|-------------------------|-----------|-------|-------|------------|-------|-------|-------------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 33% | | | 6% *DLI | | | 69% *DLI | | |
| Dickson | 24% | | | 33% | | | 42% | | |
| Newman | 55% | | | 30% | | | | | |
| Marshall | 70% | | | 56% | | | 57% | | |
| Briggs | 73% | | | 50% | | | | | |

ELA 1st Grade

| 1st Grade ELA ESA | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | |
|----------------------|-----------|-------|-------|---------------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 0% | | | 14% 14 stu | | | | | | | | |
| Dickson | 44% | | | 28% | | | 27% | | | | | |
| Newman | 79% | | | 26% | | | 28% | | | | | |
| Marshall | 46% | | | 7% | | | | | | | | |
| Briggs | 65% | | | 65% | | | 61% | | | | | |

ELA 3rd Grade

| 3rd Grade ELA Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|------------------------------|-----------|---------------|-------|-----------|--------------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 23% | | | 38% | | | | | |
| Dickson | 7% | | | 14% | | | 24% | | |
| Newman | 19% | | | 38% | | | 33% | | |
| Marshall | 22% | 48% (+26%) | | 38% | 40% (+2%) | | | | |
| Briggs | 52% | | | 93% | | | 38% | | |

ELA 4th Grade

| 4th Grade ELA Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|------------------------------|----------------|--------------|-------|-----------|---------------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 33% | | | 35% | | | | | |
| Dickson | 30% (10 St) | | | 30% | | | | | |
| Newman | 14% | | | 28% | | | 42% | | |
| Marshall | 44% | 39% (-5%) | | 34% | 52% (+18%) | | | | |
| Briggs | 60% | | | 50% | | | | | |

ELA 5th Grade

| 5th Grade ELA Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|------------------------------|----------------|---------------|-------|-----------|---------------|-------|-----------|-------------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 40% 20 stu | | | 24% | | | | | |
| Dickson | 32% (19 St) | | | 24% | | | 33% | | |
| Newman | 21% | 7% (-14%) | | 29% | 19% (-10%) | | 80% | 80% (0%) | |
| Marshall | 23% | 33% (+10%) | | 36% | 33% (-3%) | | | | |
| Briggs | 59% | | | 45% | | | 38% | | |

ELA 6th Grade

| 6th Grade ELA Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|------------------------------|--------------|---------------|-------|-----------|--------------|-------|-----------|-------------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 55% 9 stu | | | 17% | | | | | |
| Dickson | 46% | | | 38% | | | 46% | | |
| Newman | 48% | 58% (+10%) | | 21% | 21% (0%) | | 32% | 38% (+6) | |
| Marshall | 48% | 46% (-2%) | | 50% | 44% (-6%) | | | | |
| Briggs | 56% | | | 27% | | | 38% | | |

ELA 7th Grade

| 7th Grade ELA Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|------------------------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Briggs | 54% | | | | | | | | |
| Ramona | 27% | | | 32% | | | 0% | | |

ELA 8th Grade

| 8th Grade ELA Data ESA | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | |
|------------------------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Briggs | 48% | | | | | | | | | | | |
| Ramona | 18% | | | 68% | | | 20% | | | 0% | | |

ELA 9th Grade

| 9th Grade ELA ESA | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | |
|----------------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| DAL | 18% | 16% | | 6% | 11% | | 45% | 71% | | 57% | 69% | |
| CVLA | 0% | | | | | | | | | | | |

ELA 10th Grade

| 10th Grade ELA ESA | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | | Teacher E | | |
|-----------------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| DAL | 39% | 35% | | 27% | 20% | | 14% | 14% | | 40% | 31% | | 0% | 5% | |
| CVLA | 0% | | | | | | | | | | | | | | |

ELA 11th Grade

| 11th Grade ELA ESA | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | | Teacher E | | |
|-----------------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| DAL | 0% | 0% | | 88% | 92% | | 55% | 57% | | 35% | 32% | | 56% | 44% | |
| BV | 8% | | | 9% | | | 0% | | | | | | | | |
| CVLA | 0% | | | | | | | | | | | | | | |

ELA 12th Grade

| 12th Grade ELA ESA | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | | Teacher E | | | Teacher F | | | Teacher G | | |
|--------------------------|-----------|-------|-------|------------|-------|-------|-----------|-------|-------|-----------|-------|-------|------------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| DAL | 0% | 1% | | 51% | 48% | | 58% | 59% | | 73% | 76% | | 17% | 24% | | 17% | 29% | | 49% | 35% | |
| BV | 18% | | | 23% | | | 20% | | | 5% | | | [Redacted] | | | | | | | | |
| CVLA | 0% | | | [Redacted] | | | | | | | | | | | | | | | | | |

analogous

Rewrite

addition
inequa
operati
function
degree
add
pol

Use
coefficients
apply
simple
variable
functions
reveal

2022-2023 Math ESA 3 and 2023 CAASPP

2022-2023 K-12 achievement scores for ESA 3 and school's overall 2023 CAASPP score

| Math K-6 | Borba | Dickson | Newman | Marshall | Briggs K6 |
|----------------------------------|------------|------------|------------|------------|------------|
| Kindergarten | | | | | |
| ESA #3 | 38% | 59% | 39% | 53% | 86.7% |
| 1st | | | | | |
| ESA #3 | 72% | 63% | 33% | 46% | 88.9% |
| 2nd | | | | | |
| ESA #3 | 36% | 19% | 24% | 62% | 73.8% |
| 3rd | | | | | |
| ESA #3 | 55% | 9% | 41% | 35% | 84% |
| 4th | | | | | |
| ESA #3 | 45% | 25% | 39% | 18% | 49% |
| 5th | | | | | |
| ESA #3 | 5.7% | 18% | 26% | 31% | 36% |
| 6th | | | | | |
| ESA #3 | 38% | 15% | 23% | 17% | 56% |
| 3 - 6 Overall ESA 3 Score | 36% | 17% | 32% | 25% | 56% |
| Overall CAASPP Score | 27% | 18% | 22% | 36% | 52% |

2022-2023 K-12 achievement scores for ESA 3 and school's overall 2023 CAASPP score

| Math 7-12 | Briggs JH | Ramona JH | DAL | Buena Vista | CVLA |
|-----------------------------|------------|------------|------------|-------------|------------|
| 7th | | | | | |
| ESA #3 | 43% | 16.7% | | | |
| 8th | | | | | |
| ESA #3 | 23% | 1.4% | | | |
| 8th Int 1 | | | | | |
| ESA #3 | 68% | 15% | | | |
| Overall ESA 3 | 38% | 11% | | | |
| Overall CAASPP Score | 23% | 17% | | | |
| HS Int 1 | | | | | |
| ESA #3 | | | 11.7% | 0% | N/A |
| HS Int 2 | | | | | |
| ESA #3 | | | 12.1% | 14.6% | N/A |
| HS Int 3 | | | | | |
| ESA #3 | | | 16% | 0% | N/A |
| Overall CAASPP Score | | | 22% | 2% | N/A |

Math and Science Grade Level Spring ESA 3 & CAASPP 2023 Comparison

Borba

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 3 | 55% | 38% (-17) | |
| 4 | 45% | 36% (-9) | |
| 5 | 5.7% | 8% (+2.3) | 5% |
| 6 | 38% | 29% (-9) | |

Briggs

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 3 | 84% | 63% (-21) | |
| 4 | 49% | 48% (-1) | |
| 5 | 36% | 40% (+4) | 38% |
| 6 | 56% | 44% (-12) | |

Dickson

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 3 | 9% | 17% (+8) | |
| 4 | 25% | 22% (-3) | |
| 5 | 18% | 19% (+1) | 19% |
| 6 | 15% | 16% (+1) | |

Marshall

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 3 | 36% | 48% (+13%) | |
| 4 | 18% | 23% (+5%) | |
| 5 | 31% | 36% (+5%) | 35% |
| 6 | 17% | 33% (+16%) | |

Newman

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 3 | 41% | 27% (-14%) | |
| 4 | 39% | 32% (-7%) | |
| 5 | 26% | 13% (-13%) | 17% |
| 6 | 23% | 18% (-5%) | |

Briggs Jr

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 7 | 43% | 33% (-10) | |
| 8 | 23% | 14% (-9) | 28% |
| | IM1-68% | | |

Ramona Jr

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 7 | 17% | 17% (0%) | |
| 8 | 10% | 16% (+3%) | 21% |
| | IM1- 15% | | |

Don Lugo

| Grade | Math ESA #3 | Smarter Balanced Math | CAST |
|-------|-------------|--------------------------|------|
| 11 | 20% | 22% (+2%) | 23% |

Buena Vista

| Grade | Math ESA #3 | Smarter Balanced Math |
|-------|-------------|--------------------------|
| 11 | 3% | 2% (-1%) |

CVLA

| Grade | Math ESA #3 | Smarter Balanced Math |
|-------|-------------|--------------------------|
| 11 | 0% | 0% (0%) |

| Math K-6 ESA Participation | Borba | | | Dickson | | | Newman | | | Marshall | | | Briggs K6 | | |
|-------------------------------|-------|-------|-------|---------|-------|-------|--------|-------|-------|----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Kindergarten | 100% | | | 98% | | | 102% | | | 98% | | | 100% | | |
| Kinder (DLI) | 90% | | | | | | | | | | | | | | |
| 1 st | 103% | | | 96% | | | 96% | | | 93% | | | 98.5% | | |
| 2 nd | 100% | | | 94% | | | 81% | | | 97% | | | 100% | | |
| 3 rd | 91% | | | 99% | 91% | | 95% | 100% | | 100% | 94.2% | | 98.4% | | |
| 4 th | 92% | | | 95% | 91% | | 97% | 100% | | 91% | 97% | | 98.5% | | |
| 5 th | 96% | | | 98% | 97% | | 90% | 100% | | 98% | 92.6% | | 97.7% | | |
| 6 th | 100% | | | 99% | 99% | | 99% | 96% | | 100% | 100% | | 100% | | |

| ELA JHS/HS ESA Participation | Briggs JH | | | Ramona JH | | | DAL HS | | | Buena Vista | | | CVLA | | |
|------------------------------------|-----------|-------|-------|-----------|-------|-------|--------|-------|-------|-------------|-------|-------|-------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| 7 th | 100% | | | 100% | | | | | | | | | | | |
| 8 th | 101.7% | | | 99% | | | | | | | | | | | |
| 8th - IM | 100% | | | 96.4% | | | | | | | | | | | |
| IM 1 | | | | | | | 93% | 95% | | 60% | | | 117% | | |
| IM 2 | | | | | | | 97% | 98% | | 78% | | | 60% | | |
| IM 3 | | | | | | | 79% | 70% | | 68% | | | 133% | | |

| Math K-6 | Borba | Dickson | Newman | Marshall | Briggs K6 |
|--------------------------------|-----------|------------|------------|------------|-----------|
| Kindergarten/DLI Kinder | 25% / 69% | 35% | 43% | 50% | 71.2% |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 1st | 25% | 35% | 58% | 47% | 56.7% |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 2nd | 18% | 55% | 53% | 45% | 75% |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 3rd | 46% | 23% | 25% | 34% | 70.5% |
| ESA #1 to ESA #2 | | 26% (+3%) | 55% (+30%) | 47% (+13%) | |
| ESA #2 to ESA #3 | | | | | |
| 4th | 35% | 18% | 21% | 32% | 45.3% |
| ESA #1 to ESA #2 | | 7% (-11%) | 45% (+24%) | 20% (-12%) | |
| ESA #2 to ESA #3 | | | | | |
| 5th | 25% | 16% | 25% | 18% | 36.4% |
| ESA #1 to ESA #2 | | 28% (+12%) | 25% (-) | 32% (+14%) | |
| ESA #2 to ESA #3 | | | | | |
| 6th | 3% | 26% | 13% | 17% | 36.7% |
| ESA #1 to ESA #2 | | 24% (-2%) | 8% (-5%) | 24% (+7%) | |
| ESA #2 to ESA #3 | | | | | |

| Math 7-12 | Briggs JH | Ramona JH | DAL | Buena Vista | CVLA |
|-----------------------------|--------------|------------|------------------|-------------|------------|
| 7th | 44.4% | 22% | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 8th | 16.9% | 13% | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 8th Int 1 | 30.6% | 21% | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| HS Int 1 | | | | | |
| ESA #1 to ESA #2 | | | 20% (+9%) | | |
| ESA #2 to ESA #3 | | | | | |
| HS Int 2 | | | 14% | 9.4% | 33% |
| ESA #1 to ESA #2 | | | 12% (=) | | |
| ESA #2 to ESA #3 | | | | | |
| HS Int 3 | | | 9% | 0% | 0% |
| ESA #1 to ESA #2 | | | 7% (-2%) | | |
| ESA #2 to ESA #3 | | | | | |

| Math K-6 EL 2023-2024 | Borba | Dickson | Newman | Marshall | Briggs K6 |
|--------------------------|--------------------|--------------------|-------------------------|-------------------------|----------------------|
| Kindergarten | 40% (15 total stu) | 28% (18 total stu) | 36% (14 total stu) | 63% (8 total stu) | 67% (3 total stu) |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 1st | 17% (18 total stu) | 20% (20 total stu) | 10% (10 total stu) | 36% (11 total stu) | 25% (4 total stu) |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 2nd | 16% (19 total stu) | 55% (22 total stu) | 63% (11 total stu) | 27% (15 total stu) | 40% (5 total stu) |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 3rd | 39% (18 total stu) | 0% (12 total stu) | 30% (10 total stu) | 17% (6 total stu) | 50% (2 total stu) |
| ESA #1 to ESA #2 | | | 50% (+20% 10 total stu) | 29% (+12%, 7 total stu) | |
| ESA #2 to ESA #3 | | | | | |
| 4th | 11% (18 total stu) | 0% (13 total stu) | 8% (13 total stu) | 7% (14 total stu) | 0% (1 total student) |
| ESA #1 to ESA #2 | | | 7% (-1% 15 total stu) | 0% (-7%, 15 total stu) | |
| ESA #2 to ESA #3 | | | | | |
| 5th | 9% (11 total stu) | 5% (22 total stu) | 12% (17 total stu) | 8% (12 total stu) | 20% (5 total stu) |
| ESA #1 to ESA #2 | | | 6% (-6% 17 total stu) | 14% (+6%, 14 total stu) | |
| ESA #2 to ESA #3 | | | | | |
| 6th | 0% (9 total stu) | 9% (11 total stu) | 0% (12 total stu) | 0% (7 total stu) | 0% (2 total stu) |
| ESA #1 to ESA #2 | | | 0% (12 total stu) | 0% (0%, 8 total stu) | |
| ESA #2 to ESA #3 | | | | | |

| Math EL 7-12 2023-2024 | Briggs JH | Ramona JH | DAL | Buena Vista | CVLA |
|-----------------------------|-------------------|-----------|-----------|------------------|------|
| 7th | 0% (5 total stu) | | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 8th | 33% (3 total stu) | | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| 8th Int 1 | | | | | |
| ESA #1 to ESA #2 | | | | | |
| ESA #2 to ESA #3 | | | | | |
| HS IM 1 | | | | | |
| ESA #1 to ESA #2 | | | 26% (+1%) | | |
| ESA #2 to ESA #3 | | | | | |
| HS IM 2 | | | 28% | 0% (3 total stu) | N/A |
| ESA #1 to ESA #2 | | | 26% (-2%) | | |
| ESA #2 to ESA #3 | | | | | |
| HS IM 3 | | | 26% | 0% (7 total stu) | N/A |
| ESA #1 to ESA #2 | | | 29% (+3%) | | |
| ESA #2 to ESA #3 | | | | | |

Math Kindergarten

| Kindergarten Math ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|--------------------------|-----------|-------|-------|-------------|-------|-------|-------------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 25% | | | 70% *DLI | | | 66% *DLI | | |
| Dickson | 29% | | | 28% | | | 47% | | |
| Newman | 41% | | | 45% | | | | | |
| Marshall | 50% | | | 44% | | | 56% | | |
| Briggs | 73% | | | 69% | | | | | |

Math 1st Grade

| 1st Grade Math Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|-------------------------------|-----------|-------|-------|---------------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 0% | | | 64% 14 stu | | | | | |
| Dickson | 52% | | | 32% | | | 17% | | |
| Newman | 89% | | | 45% | | | 40% | | |
| Marshall | 48% | | | 43% | | | | | |
| Briggs | 57% | | | 78% | | | 36% | | |

Math 3rd Grade

| 3rd Grade Math ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|-----------------------|-----------|---------------|-------|-----------|---------------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 32% | | | 57% | | | | | |
| Dickson | 39% | | | 23% | | | 14% | | |
| Newman | 14% | | | 24% | | | 33% | | |
| Marshall | 37% | 50% (+13%) | | 31% | 43% (+12%) | | | | |
| Briggs | 68% | | | 93% | | | 58% | | |

Math 4th Grade

| 4th Grade Math ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|--------------------|---------------|--------------|-------|-----------|---------------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 32% | | | 38% | | | | | |
| Dickson | 40% (9 St) | | | 19% | | | 14% | | |
| Newman | 4% | | | 31% | | | 42% | | |
| Marshall | 32% | 27% (-5%) | | 31% | 13% (-18%) | | | | |
| Briggs | 44% | | | 46% | | | 44% | | |

Math 5th Grade

| 5th Grade Math ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|-----------------------|----------------|---------------|-------|-----------|---------------|-------|-----------|--------------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 45% 20 stu | | | 11% | | | | | |
| Dickson | 32% (19 St) | | | 10% | | | 10% | | |
| Newman | 7% | 0% (-7%) | | 19% | 19% (0%) | | 73% | 80% (+7%) | |
| Marshall | 23% | 36% (+13%) | | 12% | 28% (+16%) | | | | |
| Briggs | 66% | | | 31% | | | 10% | | |

Math 6th Grade

| 6th Grade Math Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|-------------------------------|-------------|--------------|-------|-----------|--------------|-------|-----------|-------------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Anna Borba | 0% 9 stu | | | 4% | | | | | |
| Dickson | 42% | | | 27% | | | 15% | | |
| Newman | 20% | 17% (-3%) | | 8% | 0% (-8%) | | 9% | 8% (-1%) | |
| Marshall | 23% | 31% (+8%) | | 12% | 19% (+7%) | | | | |
| Briggs | 41% | | | 38% | | | 31% | | |

Math 7th Grade

| 7th Grade Math Data ESA | Teacher A | | | Teacher B | | | Teacher C | | |
|-------------------------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Briggs | 45% | | | | | | | | |
| Ramona | 29% | | | 16% | | | 0% | | |

Math 8th Grade

| 8th Grade Math Data ESA | | Teacher A | | | Teacher B | | | Teacher C | | |
|-------------------------------|------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| Briggs | M8 | 17% | | | | | | | | |
| | INT1 | 31% | | | | | | | | |
| Ramona | M8 | 17% | | | 11% | | | 2% | | |
| | INT1 | 21% | | | | | | | | |

Integrated Math 1

| IM 1 | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | | Teacher E | | |
|------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| DAL | 19% | 44% | | 3% | 12% | | 0% | 0% | | 6% | 3% | | 0% | 0% | |
| BV | 16% | | | | | | | | | | | | | | |
| CVLA | 0% | | | | | | | | | | | | | | |










Integrated Math 2

| IM 2 | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | |
|------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| DAL | 19% | 14% | | 15% | 20% | | 10% | 6% | | 2% | 0% | |
| BV | 14% | | | 5% | | | | | | | | |
| CVLA | 20% | | | | | | | | | | | |

Integrated Math 3

| IM 3 | Teacher A | | | Teacher B | | | Teacher C | | | Teacher D | | | Teacher E | | |
|-------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|
| | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 | ESA 1 | ESA 2 | ESA 3 |
| DAL | 9% | 8% | | 9% | 1% | | 0% | 0% | | 42% | 38% | | 7% | 4% | |
| BV | 0% | | | 0% | | | | | | | | | | | |
| CVLA | 0% | | | | | | | | | | | | | | |

PBIS Implementation

| | Current Status | Total Final External TFI | End of Year Attendance Rate | End of Year Suspension Rate |
|---------------------|--|--|-----------------------------|-----------------------------|
| Borba |  | 97% Tier 1; 92% Tier 2 | 81.15% | 1 (0.3%) |
| Briggs (K-8) |  | 100% (Tier 1 and Tier 2) (Tier 3 88%) | 94.94% | 0% |
| Dickson |  | 83% Tier 1, 100% Tier 2 | 91.46% | 18 (3%) |
| Marshall |  | 93% Tier 1, 100% Tier 2 | 92.7% | 3/402 |
| Newman |  | 90% Tier 1, 100% Tier 2 | 90.9% | 10 |
| Ramona |  | 100% Tier 1, 100% Tier 2, 85% Tier 3 | 91.58% | 13% |
| Don Lugo |  | 100% Tier 1, 96% Tier 2 | 93% | 103 (13.5%) |
| Buena Vista |  | 97% Tier 1, 73% Tier 2 | 98% | 3.6% |
| CVLA |  | 80% Tier 1 | 81% | 13.3% |

Anna Borba Elementary

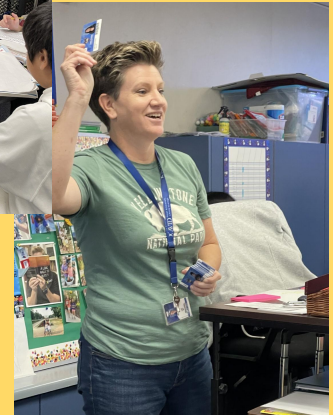
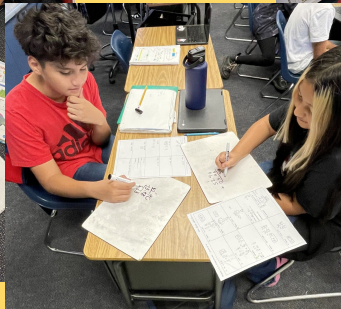
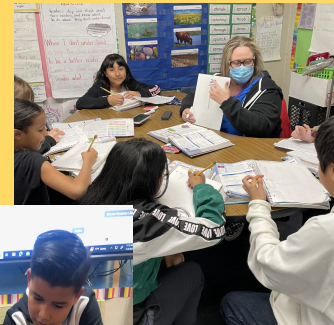
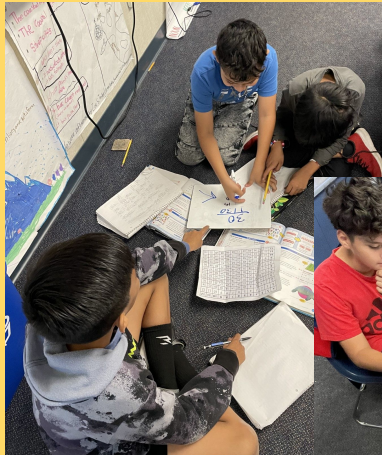


Student Engagement Action Shots

Each Grade Level committed to a Professional Goal and Engagement Strategy Focus for the year.

Goals include:

- Gradual Release of Supports
- Explicit Direct Instruction
- Incorporation of Writing Across all Disciplines
- Writing every day



Briggs K-8: Learning Intentions, Success Criteria, Collaboration



IMPACT

○ ○ ○ Learning Intentions

Learning Intention: RL.8.6
I am learning the differences
in the points of view of characters
and audience, for reader in creating
suspense.

Success Criteria:

○ ○ ○ Success Criteria

○ ○ ○ Collaboration

Warm-Up 11/7

1. Describe the model in your groups basket. Use as many descriptive words as possible. (Describe shape, size, color...)
2. Explain why models are an important tool for Science.

○ ○ ○ Students in Active Collaboration

EFFORT

EJ MARSHALL ELEMENTARY—Our Superstars are College Bound!



Learning Intention



Today I am learning about adding and subtracting decimals to the hundredths.



Today I am learning about real world problems that have addition and subtraction of decimals.



Success Criteria



I can add and subtract decimals to the hundredths using strategies based on place value.



I can solve real world problems involving addition and subtraction of decimals.

5th Grade Standard taught in part: NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction;. Relate the strategy to written method and explain the reasoning used.
Collaboration Strategy: World Cafe



Engagement Strategies

s of Common Assessments (TACA) Ongoing

| |
|--|
| 10/20/23 |
| Team Dickson Elementary |
| Data Collection Dates 9/18/23-10/18/23 |

Collaborative Team Action Measured

Question 5 on the Yellow sheet (DURING INSTRUCTION OF THE UNIT)

Clarify for students the essential standards; have students reflect on their learning

PLC question 1 & 2

In what areas did our teachers do well on this Team Action?

Learning Targets were posted in 23/25 classrooms; 92%.

Success Criteria was also posted in 23/25 classrooms; 92%

In 18/25 classrooms (72%), there was evidence that the "learning target" was connected to an essential standard. The activity matched the Learning Target in 17/25 classrooms (68%).



| F17 | A | B | C | D |
|-----|---------------|-------------|----------|-----------|
| 1 | CLRs Nov 2023 | | | |
| 2 | 10/30/2023 | Host | Observer | Observer |
| 3 | | | | |
| 4 | 8:00-8:50 | Jackson | Githens | Lira |
| 5 | | | | |
| 6 | 8:55-9:45 | Fleming | Ollano | Monge |
| 7 | | | | |
| 8 | 10:05-10:55 | Mora | Anderson | Donohue |
| 9 | | | | |
| 10 | 11/3/2023 | Host | Observer | Observer |
| 11 | | | | |
| 12 | 8:00-8:50 | Kertesz | Biddle | Snow |
| 13 | | | | |
| 14 | 8:55-9:45 | Martinez | Baeza | Curtis |
| 15 | | | | |
| 16 | 10:05-10:55 | Covarrubias | Mitchell | McConnell |
| 17 | | | | |
| 18 | 11/28/2023 | Host | Observer | Observer |
| 19 | | | | |
| 20 | | | | |



Dickson Elementary Professional Development

August 17, 2023



| | |
|---------------------------------|---|
| Reviewing the school wide goals | |
| Teacher Clarity | What is Teacher Clarity? Hattie's research |
| Learning Targets | What a Learning Target is and it's not? Does it reflect an essential standard? I/We will..... |
| Success Criteria | Different types of Success Criteria I/We can..... Why is it relevant? The three student questions: What have you learned? How do you know you have learned it? Why did you learn it? |
| MTSS-A | First Best Instruction <ul style="list-style-type: none"> I do, We do, You do Student Engagement Collaboration/Communication Universal Access Time |
| MTSS-B | PBIS at Dickson <ul style="list-style-type: none"> Be Respectful Be Responsible Be Safe |



Newman Elementary School



LEARNING TARGETS

MATH

What? I can apply the formulas $V=l \times w \times h$ and $V=b \times h$ for rectangular prisms to find the volume.

Why? So I can solve real world problems involving volume.

How? I can use the two formulas to find the volume of a rectangular prism.

HOMEWORK



LEARNING TARGETS

| LANGUAGE ARTS | Success Criteria |
|---|--|
| I can... refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | I can explain a text and use details, examples, and evidence from the text to support my explanation and inferences. |
| MATH Review: read and write multi-digit numbers up to millions. Compare two multi-digit numbers using $>$, $=$, $<$. | I can express multi-digit numbers in: ① standard form ② extended form ③ words. I can correctly use the symbols $>$, $=$, $<$ to compare two numbers. |



Together, we thrive!

| Engaging with CLARITY 2023-2024 Leadership Actions | | |
|--|--|--|
| What Collaborative Team Action(s) Need Greater Clarity? | Leadership Action | By When? |
| <p>SAI#2</p> <p>#9: We use the results of our common formative assessments to identify students who need additional time and support to master essential standards, and we work within the systems and processes of the school to ensure they receive that support.</p> | <p>SAI#2</p> <p>Communicate-Monitor-Provide Feedback</p> <ol style="list-style-type: none"> Admin team shows options for Tier 1 and Tier 2 with the leadership team Have grade level/department chairs present options during staff meeting Have teams explore an option and share/reflect on efficacy | <p>SAI#2</p> <ol style="list-style-type: none"> August 2023 leadership team meeting September 2023 staff meeting October 2023 leadership team meeting |
| <p>SAI#5</p> <p>#5: We have agreed on how to best sequence the content of the course and we have agreed upon pacing to help students achieve the intended essential standards.</p> | <p>SAI#5</p> <p>Communicate rationale and provide clarity of the content of the course and we have agreed upon pacing to help students achieve the intended essential standards.</p> <ol style="list-style-type: none"> Communicate rationale and provide clarity of the content of the course and we have agreed upon pacing to help students achieve the intended essential standards. Departmental teams share unit plans and related documents in shared drive as artifacts for monitoring. Engage LT in reflective discussions and provide teachers with feedback and suggestions for improving unit plans Classroom visits include specific criteria "look for" to verify fidelity to submitted unit plans with data collected as evidence of monitoring. | <ol style="list-style-type: none"> August 2023 leadership team meeting September 2023 staff meeting October 2023 leadership team meeting & ongoing September 2023 & at monthly LT Meetings Regularly beginning September 2023 |

LEARNING INTENTION

• I am learning learning how to graph proportional relationships and interpret unit rates as slopes.
 • I am learning to compare proportional relationships represented in different ways.

SUCCESS CRITERIA

• I can identify a proportional relationship.
 • I can write and use the direct variation equation.
 • I can compare proportional relationships.



7.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other works.

Learning Intentions
We are learning about analyzing how different word choices and figurative language can impact the meaning and tone of a text.

Success Criteria
I will be able to when I can:
 Identify figurative language in a text.
 Explain the meaning of the figurative language in the text.
 Analyze the impact of the figurative language on the text.

7.RL.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Learning Intentions
Today we are learning about how to identify and explain an author's purpose for writing a text and analyzing how it is different from others.

Success Criteria
I know he got it when I can:
 determine the author's purpose.
 analyze how the author's purpose for writing a text is different from others.

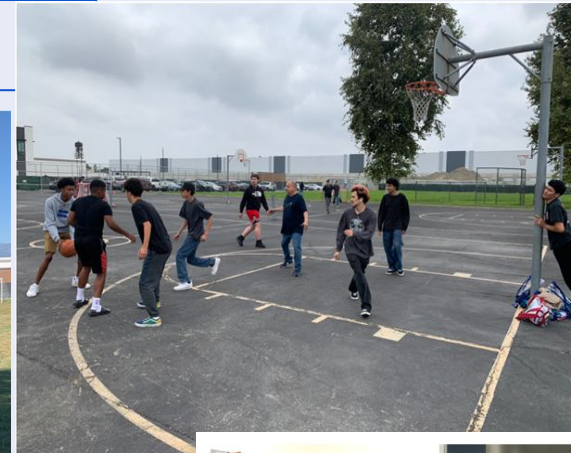
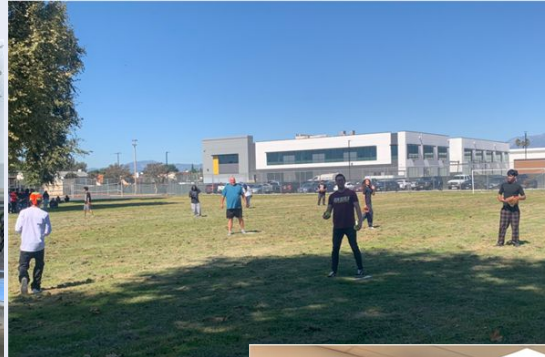


- Understand the 23/24 Areas of Emphasis that require engagement with greater clarity
 - o Essential Standards
 - o Professional Learning Communities (PLC)
 - o Student engagement through collaborative communication



Buena Vista HS

Fly Falcons Fly



Don Antonio Lugo High School



3. DAL PLC/ Visible learning feeder group meeting – update

When administration/ district administration visits your classrooms either as a walkthrough or during a formal observation, we are looking for:

- Learning Targets: "I can" statements and "essential standards" posted.
- What does success criteria look like in your classroom? Please share any evidence.
- Cognitive goal setting/ Evidence of Rigor.
- CFAs & checking for understanding.
- Environment – Student Engagement & Evidence of student work in the classroom(s)
- PLC common planning norms have been set and google shared drive.
- **CLR (Curriculum Learning Rounds) has begun again this school year. In semester II on 26, 2024 we will host CVUSD Principals/ District staff/ teachers @ DAL.**
- Evidence of the Essential Standards in the classroom.
- Yellow Sheet – TACA (Bring an artifact to PLC (e.g., showcase a CFA)
- Evidence of SMART Goals
- PLC Agenda and Minutes – You can use this as a running document for each grade level PLC. You can copy and paste at the top for each new PLC so that they are all on one document and keep it in your [google/shared drive](#). Make a copy and change the logo a information to fit your school and team.
- This will help with future WASC visits.



4. Resources for PLC Teams:

- a) Remember that you can access the CVUSD Essential Standards on Classlink, and they are also located on the CVUSD Website ([click here](#)).
 - b) Here is a sample [Template PLC Agenda](#) that your teams can use to structure a PLC meetings.
 - c) Here is a sample [Team Analysis of Common Assessment \(TACA\)](#) form that you can use to analyze CFA data with your team.
 - d) In addition, we are including a [Sample Structure for a Data Meeting in 40 Minutes or Less](#). You can use this structure when reviewing student work and planning next steps for re-engagement and extension.
- 5) Focus Targets for ALL Content Area Walkthroughs:
- a) We should see 3 READS with content in your classroom visits.
 - a. Reading 1 – What is the context of the subject matter?
 - b. Reading 2 – What is the question being asked?
 - c. Reading 3 – Make a prediction about the information gathered.
 - b) RIGOR in teaching content means focusing with EQUAL intensity on students' conceptual understanding, procedural fluency, and ability to apply to real world situations. Remember CAP for math (Conceptual understanding, application, procedures) for RIGOR!
 - c) What are the systems we have in our content teams to ensure student learning? Remember our students are supposed to be guaranteed the content regardless of the teacher they are assigned!
 - d) Does the system create good students? Are daily routines in place to teach prior knowledge(www.achievethecore.org/)?
 - e) Create a SMART Goal based on learning gaps in student performance.
- 6) PLC Teacher Collaboration(s) Completed for (ELA) (Math.) (SCI) (SSCI) - **Please use the "Yellow Sheet" Team Reflection.**

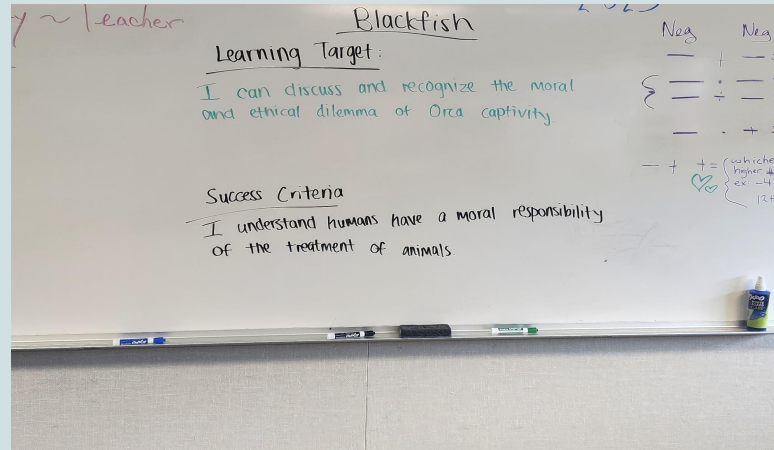
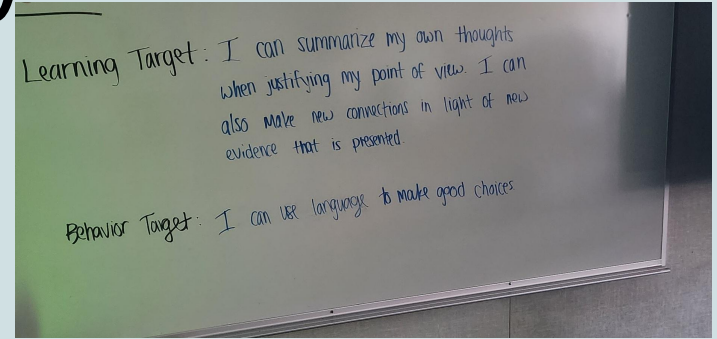
I can...

Identify corresponding parts of congruent triangles as being congruent to each other

Essential Standard G-CO-10
Prove theorems about triangles



Chino Valley Learning Academy



- Intentional focus on direct instruction
- Learning Target / Success Criteria for both academics and behaviors
- Utilizing PLC process & collaboration



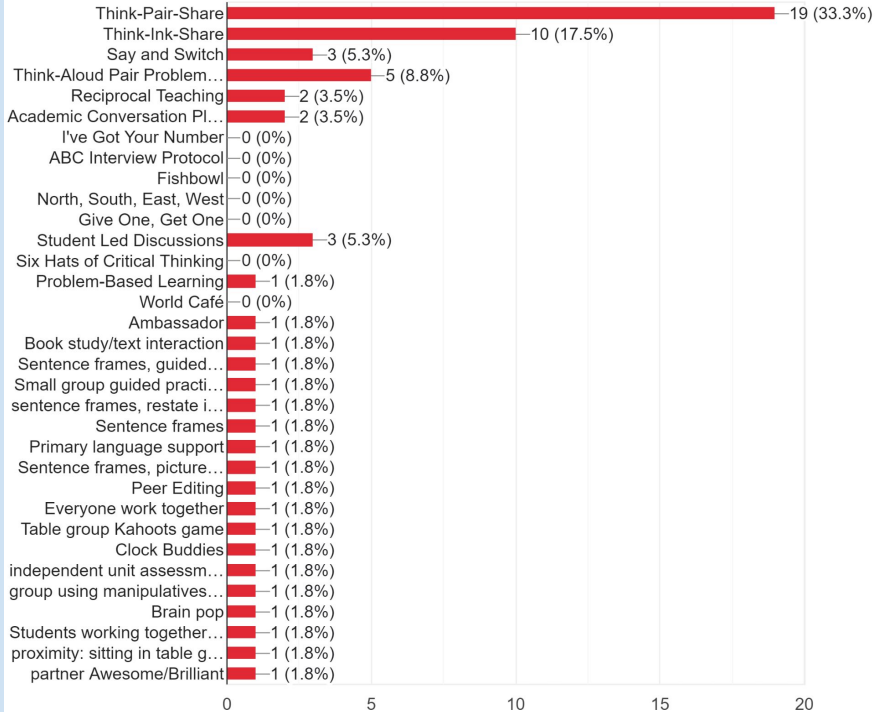
DAL COLLECTIVE COMMITMENT FOR STUDENT SUCCESS
COLLABORATION STRATEGIES

| 2023-2024 DAL Feeder Family Collective Commitment | | 8/15 - 9/16 EC#1 (n=151) | 9/18 - 10/19 EC#2 (n=159) | EC#3 (n=) | EC#4 (n=) | EC#5 (n=) | EC#6 (n=) | EC#7 | EC#8 | EC#9 |
|---|---------------------------------------|--------------------------------|---------------------------------|--------------|--------------|--------------|--------------|------|------|------|
| Learning Intentions | Posted and Visible | 70% | 89% | | | | | | | |
| Success Criteria: "I Can" | Posted and Visible | 76% | 92% | | | | | | | |
| | Explicitly/ Evidence of Referenced | 27% | 45% | | | | | | | |
| | Activity Matched | 60% | 72% | | | | | | | |
| | Essential Standard | 69% | 78% | | | | | | | |
| Student Interview: | What are you learning? | 53% | 54% | | | | | | | |
| | Why are you learning it? | 31% | 44% | | | | | | | |
| | How do you know you have learned it? | 27% | 40% | | | | | | | |
| Student Engagement | Collaboration Strategies | 36% | 52% | | | | | | | |

Collaboration Strategies Observed

Which Collaboration Strategy did you observe?

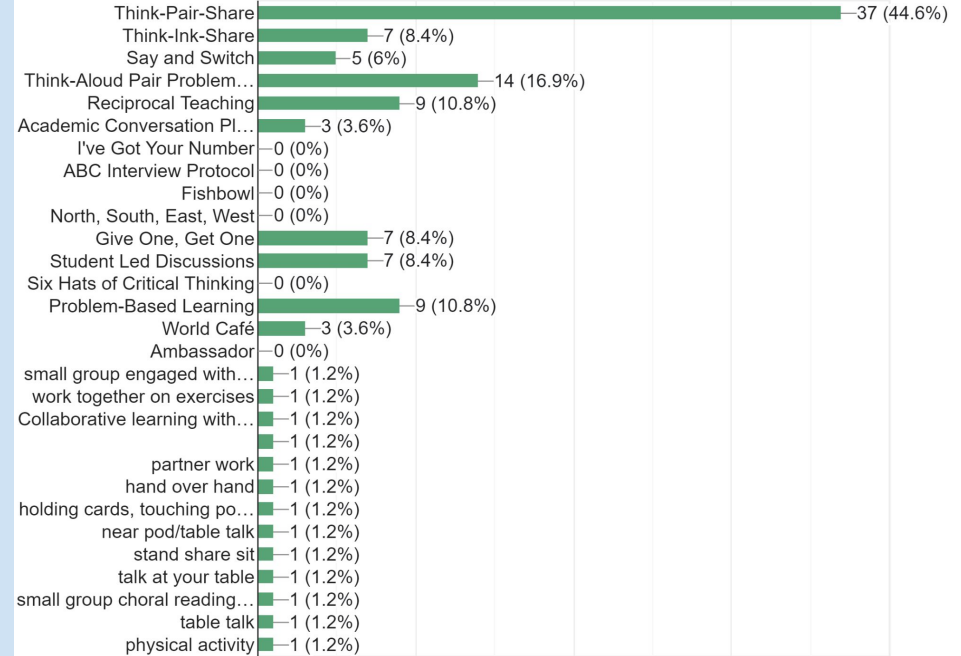
57 responses



Engaging with Clarity #1

Which Collaboration Strategy did you observe?

83 responses



Engaging with Clarity #2

TACA Team Analysis of Collective Team Actions

| | |
|-----------------------|--------------------------|
| Date | Engaging with Clarity #1 |
| DAL Feeder | |
| Data Collection Dates | 8/21/23 - 9/15/23 |

Collaborative Team Action Measured

Question 5 on the Yellow sheet (DURING INSTRUCTION OF THE UNIT)

Clarify for students the essential standards; have students reflect on their learning

Student Engagement Collaboration Strategies:

In what areas did our teachers do well on this Team Action?

| Action | Percentage Achieved | % Improvement |
|--|---------------------|---------------|
| Learning Intention Posted | 70% | |
| Success Criteria Posted | 76% | |
| Referenced | 27% | |
| Activity Matched | 60% | |
| Essential | 69% | |
| Student responses, "What are you learning?" | 53% | |
| Why are you learning it? | 31% | |
| How will you know when you've learned it? | 27% | |
| Student Engagement Collaboration Strategies: | 36% | |

What strategies helped Teachers do well with this action?

- PLC time to create grade level/ Department LI & SC
- Most staff members know the expectation of posting LI & SC
- Most staff members are aware that we will be coming in, taking pics, providing feedback and interviewing students

What deficiencies do we see?

- Referencing the LI or SC
- The student interview questions

TACA Team Analysis of Collective Team Actions

| | |
|-----------------------|--------------------------|
| Date | Engaging with Clarity #2 |
| DAL Feeder | |
| Data Collection Dates | 9/18/23 - 10/18/23 |

Collaborative Team Action Measured

Question 5 on the Yellow sheet (DURING INSTRUCTION OF THE UNIT)

Clarify for students the essential standards; have students reflect on their learning

Student Engagement Collaboration Strategies:

In what areas did our teachers do well on this Team Action?

| Action | Percentage Achieved | % Improvement |
|--|---------------------|---------------|
| Learning Intention Posted | 89% | 19% |
| Success Criteria Posted | 91% | 15% |
| Referenced | 45% | 18% |
| Activity Matched | 72% | 12% |
| Essential | 78% | 9% |
| Student responses, "What are you learning?" | 54% | 1% |
| Why are you learning it? | 44% | 13% |
| How will you know when you've learned it? | 40% | 13% |
| Student Engagement Collaboration Strategies: | 52% | 16% |

What strategies helped Teachers do well with this action?

- PLC time to create grade level/ Department LI & SC
- Most staff members know the expectation of posting LI & SC
- Most staff members are aware that we will be coming in, taking pics, providing feedback and interviewing students
- Collaborative Learning Rounds
- PD on collaboration strategies, Learning Intentions & Success Criteria

What deficiencies do we see?

- Referencing the LI or SC/ Discuss adding evidence of referencing
- We are still struggling with student interview questions, especially the why and how questions

DAL Feeder Data for Progress Monitoring toward School SMART Goals



| 2023-2024 | ESA#1 ELA M/E % (Checkpoint 1) | ESA#2 ELA M/E % (Checkpoint 2) | ESA#3 ELA M/E % (Checkpoint 3) | | ESA#1 MATH M/E % (Checkpoint 1) | ESA#2 MATH M/E % (Checkpoint 2) | ESA#3 MATH M/E % (Checkpoint 3) |
|-------------|-----------------------------------|-----------------------------------|-----------------------------------|--|------------------------------------|------------------------------------|------------------------------------|
| Borba | 37% (39% not met) | | | | 31% (not met 36%) | | |
| Dickson | 36% (Met -26%) | | | | 30% (Met -18%) | | |
| Newman | 36% (Met 36%) | (40%) | (42%) | | 34% (Met 30%) | (40%) | (35%) |
| Marshall | 36% Not met (51%) | | | | 35% Not Met (47.5%) | | |
| Briggs ES | 57% Met (56%) | | | | 53% Met (44%) | | |
| Briggs JH | 52% Not met (56%) | | | | 34% Not Met (44%) | | |
| Ramona | 30% (not met 39%) | | | | 11% (not met 21%) | | |
| DAL | 40% (Not met 60%) | 42% (Not met 60%) | | | 11% (Not met 89%) | 12% (Not met 27%) | |
| Buena Vista | 28% (Met - 28) | | | | 5% (Not Met 9%) | | |
| CVLA | 0% (not met) | | | | 7% (not met) | | |

**Collaborative Team Actions SIMPLIFIED in a PLC at Work
A.K.A. "Yellow Sheet"**

Tight for 2022-2023 School Year: Areas in Bold

**REFLECTION ON
COLLABORATIVE
DAL FEEDER
ACTIONS**

| Collaborative Team Action | PLC #1 What do we want all students to learn? | PLC #2 How do we know if the students are learning it? | PLC#3 What will we do if the students are not learning it? | PLC#4 What will we do when the students learn it? |
|--|--|---|---|--|
| Develop team norms that are beyond general professional courtesies | | | | |
| Write a SMART goal and routinely monitor progress toward meeting it | | | | |
| Deconstruct the 10-12 essential standards into learning targets | | | | |
| BEFORE INSTRUCTION OF THE UNIT | | | | |
| 1. Identify and <u>calibrate the team's understanding</u> of the essential standards that correspond with the upcoming unit <ul style="list-style-type: none"> What students must know and be able to do to be proficient with the essential standards (success criteria) The student friendly, "I can" statements for the essential standards | X | | | |
| 2. Determine which essential standard(s)/learning targets require a common formative assessment (CFA) during the unit for student and team feedback? Create CFA(s) [2 versions] with administration and scoring agreements | X | X | | |
| 3. Create end of unit assessment | | X | | |
| 4. Tentatively plan for the number of days allocated for teaching the unit | X | | | |
| DURING INSTRUCTION OF THE UNIT | | | | |
| 5. Clarify for students the essential standards; have students reflect on their learning | X | X | | |
| 6. Analyze CFA data using a data protocol, by <i>student and learning target</i> | | X | | |
| 7. Identify a team plan to address the results of the CFA | | | X | X |
| 8. Collectively respond with intervention and extension for the learning target(s) with Tier 1 and Tier 2 instruction | | | X | X |
| AFTER INSTRUCTION OF THE COMPLETE UNIT | | | | |
| 9. Analyze end of unit assessment and determine next steps for Tier 1 and Tier 2 instruction | | X | X | X |
| 10. Have students reflect and set continued learning goals | X | X | | |

Thank You!



"THE WAY TO GET STARTED IS TO QUIT TALKING AND BEGIN DOING."

- WALT DISNEY

THANK YOU

