



# Chino Hills Feeder

## Spring Data Chat 22-23



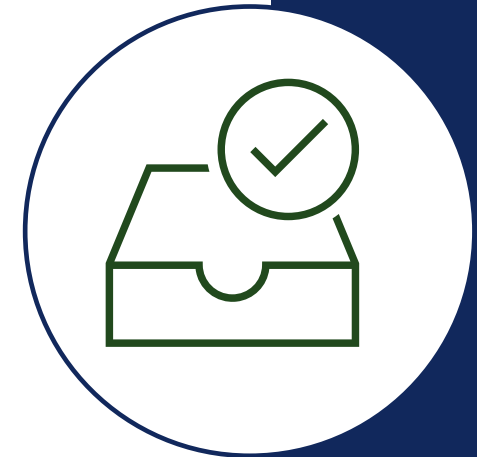
# Essential Standards

Across the feeder schools, what is the collective observation about participation and student learning on the 2022-2023 ESA 1 and ESA 2 for English-language arts and Math?

# Essential Standards - Participation

K-12 participation by grade level/course from school to school on ESA 1 and ESA 2

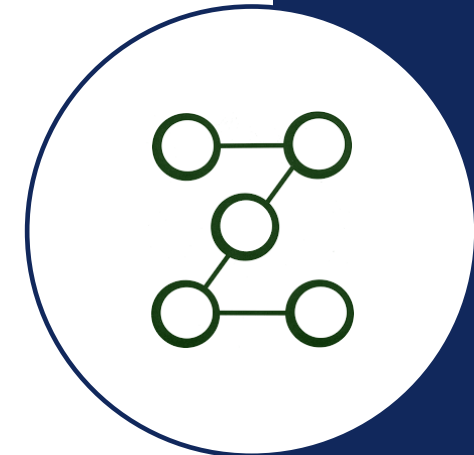
	ESA 1 ELA Participation	ESA 1 Math Participation	ESA 2 ELA Participation	ESA 2 Math Participation
Butterfield	99.8%	99.4%	99.8%	99.6%
Chaparral	90%	90%	93%	92%
Glenmeade	98.5%	99.2%	98.9%	98.9%
Oak Ridge	93%	94%	99.5%	99.5%
Wickman	98.4%	98.4%	97.8%	97.1%
Cal Aero	92.1%	93.2%	93.2%	94.18%
Townsend	98.5%	98.7%	98.2%	98.3%
Chino Hills	93%	94%	94%	96%



# Essential Standards - Pattern

What is the collective observation about student learning on the 2022-2023 ESA 1 and ESA 2 for ELA?

ELA	Butterfield		Chaparral		Glenmeade		Oak Ridge		Wickman		Cal Aero		Townsend		CHHS		Collective	
K	46%	<b>77%</b>	61%	<b>62%</b>	44%	<b>67%</b>	60%	<b>87%</b>	43%	<b>65%</b>	62%	<b>62%</b>					<b>53%</b>	<b>70%</b>
1	61%	<b>81%</b>	52%	<b>53%</b>	56%	<b>56%</b>	67%	<b>66%</b>	77%	<b>68%</b>	57%	<b>66%</b>					<b>62%</b>	<b>65%</b>
2	70%	<b>63%</b>	49%	<b>57%</b>	46%	<b>61%</b>	68%	<b>77%</b>	69%	<b>81%</b>	68%	<b>67%</b>					<b>62%</b>	<b>68%</b>
3	67%	<b>73%</b>	67%	<b>49%</b>	63%	<b>48%</b>	83%	<b>89%</b>	78%	<b>70%</b>	59%	<b>56%</b>					<b>70%</b>	<b>68%</b>
4	56%	<b>54%</b>	49%	<b>64%</b>	42%	<b>72%</b>	62%	<b>64%</b>	71%	<b>74%</b>	50%	<b>55%</b>					<b>55%</b>	<b>64%</b>
5	69%	<b>71%</b>	55%	<b>57%</b>	49%	<b>47%</b>	57%	<b>61%</b>	80%	<b>76%</b>	52%	<b>56%</b>					<b>60%</b>	<b>61%</b>
6	66%	<b>81%</b>	63%	<b>74%</b>	53%	<b>70%</b>	63%	<b>65%</b>	77%	<b>83%</b>	63%	<b>59%</b>					<b>64%</b>	<b>72%</b>
7											46%	<b>53%</b>	65%	<b>65%</b>			<b>56%</b>	<b>59%</b>
8											68%	<b>62%</b>	68%	<b>61%</b>			<b>68%</b>	<b>62%</b>
9															62%	<b>63%</b>	<b>62%</b>	<b>63%</b>
10															59%	<b>61%</b>	<b>59%</b>	<b>61%</b>
11															72%	<b>72%</b>	<b>72%</b>	<b>72%</b>
12															62%	<b>59%</b>	<b>62%</b>	<b>59%</b>



# Essential Standards - Trend

Observations of ELA ESA Achievement data as students progress from grade to grade

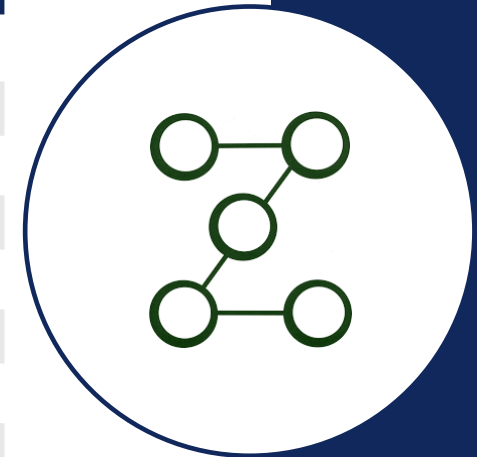
- Great growth in K, 4, 6 across the feeder.
- There was not much change, or a decrease in 3, 5, 7
- Grade 6 is outperforming grade 5 across the feeder; grade 6 is the top performers in elementary
- Grade 8 continued the historical trimester 2 decrease
- We each found that our grades who are doing the PLC process with fidelity are seeing the results.
- Grades 9-12 stayed consistent from ESA 1 to ESA 2. Our focus is on ensuring that we don't see a dip in the data from ESA 3 as we have in years past.



# Essential Standards - Pattern

What is the collective observation about student learning on the 2022-2023 ESA 1 and ESA 2 for Math?

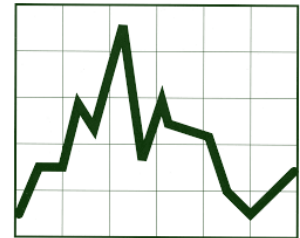
Math	Butterfield		Chaparral		Glenmeade		Oak Ridge		Wickman		Cal Aero		Townsend		CHHS		Collective	
K	57%	<b>77%</b>	54%	<b>55%</b>	44%	<b>68%</b>	74%	<b>79%</b>	49%	<b>71%</b>	64%	<b>58%</b>					57%	68%
1	59%	<b>68%</b>	42%	<b>51%</b>	48%	<b>49%</b>	51%	<b>63%</b>	75%	<b>83%</b>	59%	<b>59%</b>					56%	62%
2	72%	<b>63%</b>	52%	<b>60%</b>	49%	<b>58%</b>	78%	<b>73%</b>	80%	<b>80%</b>	68%	<b>56%</b>					67%	65%
3	68%	<b>72%</b>	50%	<b>53%</b>	43%	<b>44%</b>	69%	<b>85%</b>	76%	<b>80%</b>	58%	<b>57%</b>					61%	65%
4	58%	<b>75%</b>	49%	<b>53%</b>	55%	<b>74%</b>	64%	<b>58%</b>	75%	<b>72%</b>	59%	<b>42%</b>					60%	62%
5	57%	<b>72%</b>	28%	<b>45%</b>	28%	<b>49%</b>	53%	<b>41%</b>	70%	<b>67%</b>	35%	<b>40%</b>					54%	52%
6	57%	<b>78%</b>	42%	<b>39%</b>	41%	<b>58%</b>	48%	<b>39%</b>	66%	<b>70%</b>	43%	<b>40%</b>					50%	54%
7											40%	<b>49%</b>	50%	<b>50%</b>			45%	50%
8											24%	<b>42%</b>	35%	<b>53%</b>			30%	48%
IM1											81%	<b>79%</b>	91%	<b>92%</b>	36%	<b>35%</b>	69%	69%
IM2															49%	<b>41%</b>	49%	41%
IM3															51%	<b>45%</b>	51%	45%



# Essential Standards - Trend

Observations of Math ESA Achievement data as students progress from grade to grade

- Great progress in K, 1, 3, 4, 6, 7, and 8
- Strong results in elementary, with a steady decline as we move through the grade levels
- There is an increase in scores from IM 1 (HS) to IM3
- Continued difference between IM1 (8<sup>th</sup>) and IM1 (HS)
- Scores are slower to increase due to the complexity of the standards, as opposed to ELA.
- Foundational skills and math facts are essential for success with the essential standards at all grade levels.
- We are seeing an increase in performance as students transition from IM1, IM2, IM3. However, performance from ESA 1, ESA 2, ESA 3 is still showing inconsistent trends.



# Essential Standards – A-ha

What else stands out across the schools?

- We each found that our grades who are doing the PLC process with fidelity are seeing the results.
- We would like to see consistency with the 2<sup>nd</sup> grade ESA, not paper-pencil first, and then digital.
- Elementary teachers are getting better at moving math topics/chapters around or creating morning work that allows for the essential standards to be taught early and often.
- Increased buy-in to the ESA Data Analysis process and teacher engagement with scores and goals.
- The CHHS math department is fragmented in their instructional approaches and grading practices. Even though they are all attending their respective PLCs the conversations are not productive and/or collaborative.





# Essential Standards Collective Response

What have you done to collectively respond to the patterns, trends, and a-has from the data?

- Backwards mapping of the Essential Standards to ensure that they are taught early and often
- Supporting our teachers with data meetings after each ESA
- Focusing on Tier 2 intervention within the classroom at designated times
- Sharing feeder data with our teachers to help with misconceptions
- We can accurately see where teachers are with this process so that appropriate support can be provided (will vs skill)
- CHHS added additional interventions to support our struggling students that include Zero Period Intervention and Tutor.com



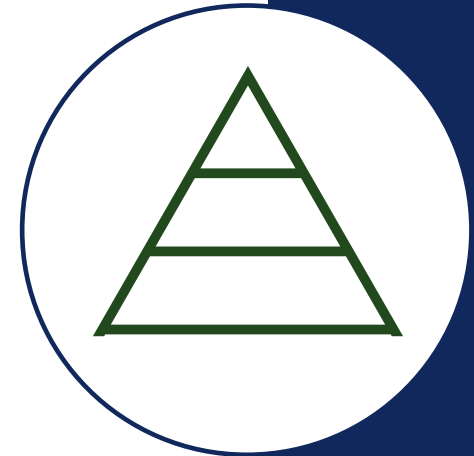
# MTSS-B

What have you done to respond to the patterns, trends, and a-has from your fall internal TFI results?



# PBIS Internal Fall TFI

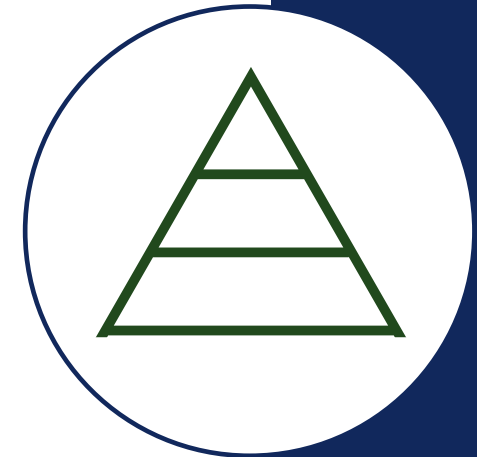
- **Tier 1 TFI conducted 10/28/22 results at 81%**
- Team = PBIS Coach, MTSS-B Counselor, and Administrator
- 2s marked in most areas except:
  - 1.1 Team Composition, 1.5 Problem Behavior Definitions, and 1.8 Classroom Procedures
  - Parent was added for Team Composition, Behaviors described in flow chart for Behavior Definitions, and School Wide Expectations Matrices reviewed and distributed to each teacher for Classroom Procedures
- **Tier 1 TFI conducted 2/15/23 results at 90%**
- Team = PBIS Coach, MTSS-B Counselor, Administrator, and Parent
- 2s marked in all areas except:
  - 1.5 Problem Behaviors Definitions
    - Definitions are provided on the flow chart. A separate definitions sheet with expanded definitions needed to increase rubric score
- **Tier 2 TFI conducted 2/15/23 results at 90%**
- Team = PBIS Coach, MTSS-B Counselor, Data Analyzer, and Administrator
- 2s marked in all areas except:
  - 2.13 Annual Evaluation
    - Still in early stages of Tier 2 and no official External TFI conducted yet





# PBIS Internal Fall TFI

- **Tier 1 TFI** 10/13/22 - 90%
  - Team consisted of PBIS coach, MTSS-B counselor and administrator
  - 1.11 Student/Family/Community Involvement
    - Had MTSS-B/PBIS table at Back to School Night
    - Have had a MTSS-B/PBIS Parent Meeting
    - Parent and Staff Surveys
  - 1.12 Discipline Data
    - Data is shared at every Tier Meeting and Staff Meeting
- **Tier 2 TFI** 2/22/23 - 92%
  - 1.11 Student Performance Data
  - 1.13 Annual Evaluation
- **Tier 3 TFI** 2/22/23 - 82%
  - 1.7 Professional Development
  - 1.14 - 1.17 Evaluation





# PBIS Internal Fall TFI

## Tier 1 TFI - 11/10/22 97% (29/30)

Team consisted of PBIS coach, MTSS-B counselor and administrator

ACTION PLAN:

### **Implementation**

- Continue to reteach the difference between types of feedback, reteach expectations to classified staff, remind teachers to explain why the student is receiving the RoWard, update student and parent surveys, share results of the TFI in the newsletter

## Tier 2 TFI - 11/10/22 92% (24/26)

Team consists of MTSS-B counselor, administrator, Intervention Teacher, Teachers

ACTION PLAN;

### **Interventions**

- 2.7 Practices Matched to Student Need: complete the counseling program description for files
- 2.9 Professional Development: schedule all remaining PD and update calendar for files

### **Evaluation**

- 2.10-2.12 Update all supporting documents and add to files

## Tier 3 TFI - 2/23/23 85% (29/34)

Team consists of MTSS-B counselor and administrator (piloting this school year, 3 students receiving Tier 3 support)

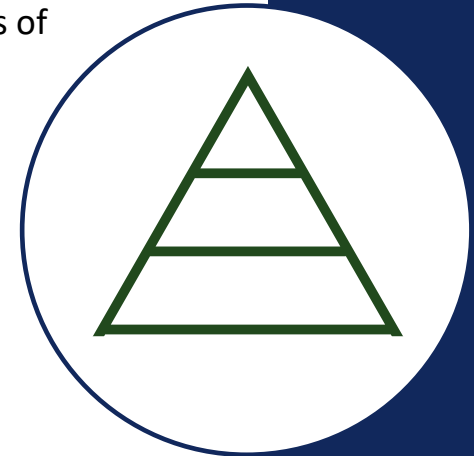
ACTION PLAN:

### **Resources**

- 3.7 Professional Development: prepare the Tier 3 presentation and schedule a time to share with staff

### **Evaluation**

- 3.16 Level of Use: Tier 3 Tracker updated, need one more student to get to 1%





# PBIS Internal Fall TFI

- **Tier 1 TFI conducted 11/8/22 results at 90%**
- Team = PBIS Coach, MTSS-B Counselor, RSP teacher, Intervention teachers, and Administrator
- 2s marked in most areas except:
  - 2.2 Need action plan
  - 2.9 Feedback/Acknowledge need to increase # of PAW prints passed out. (under 50%)
- **Tier 2 TFI conducted 2/9/23 results at 88%**
- - Team = PBIS Coach, MTSS-B Counselor, Data Analyzer, and Administrator
- 2s marked in all areas except:
  - 2.2 Action Plan needed to be complete
  - 2.5 CICO needs to begin
  - 2.13 Annual – we did not have a TIER 2 internal TFI last year





# PBIS Internal Fall TFI

## Tier 1 TFI - 10/18/22 93% (14/15)

Team consisted of PBIS coach, MTSS-B counselor and administrator

GOALS (areas on rubric which scored a 1):

- Team
  - 1.13 Decision making: discipline data along with academic data reviewed by Tier 1 team when making decisions (ESA data 3 times annually; CAASPP data annually)

## Tier 2 TFI - 10/18/22 88% (23/26)

Team consists of Intervention teacher, MTSS-B counselor, school psychologist, and administrator

GOALS (areas on rubric which scored a 1):

- Evaluation
  - 2.11 Student Performance Data: Counselor will publish newsletter; TFI results published; PBIS news relayed weekly through Wickman Wire (principal communication)
  - 2.12 Fidelity Data: Monthly Tier 2 meetings; Action plan created based on TFI results
  - 2.13 Annual Evaluation: MTSS-B data collected three times a year; shared with district office

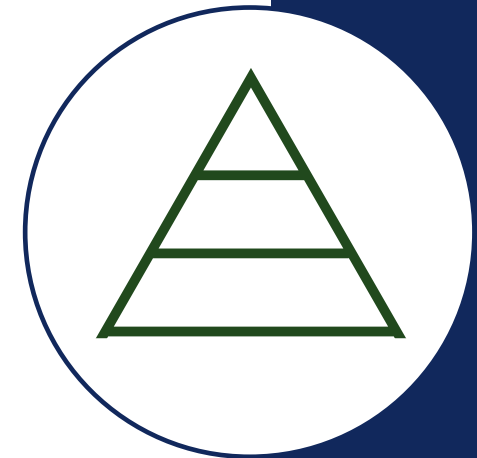
## Tier 3 TFI - 2/16/23 67% (23/34)

Team consists of Intervention teacher, MTSS-B counselor, school psychologist, and administrator

\*piloting this school year; 3 students in progress\*

GOALS (areas on rubric which scored a 1):

- Team
  - 3.7 Professional Development (3/7/23)
  - 3.10 Hypothesis Statement: training in March 2023
- Implementation
  - 3.14 Data system: Tier 3 data to be shared at each staff meeting
  - 3.16 Level of Use: 3 students is not 1% of the population
- Evaluation
  - 3.17 Annual Evaluation: Tier 3 action plan based on Tier 3 TFI results





# PBIS Internal Fall TFI

- Tier 1 Internal TFI #1 - 11/15/22 80%
- Team consisted of PBIS coach, MTSS-B counselor, Teachers, and administrator

- Tier 1 Internal TFI #2 - 2/15/23 90%

## Currently Working On:

- 1.8 Classroom Procedures - Need schoolwide posted matrices in every classroom, 5:1 ratio
  - 1.10 Faculty Involvement - Need to share new data in staff meeting (2/21)
  - 1.11 Student/Family/Community Involvement - Get community input
- Tier 2 Internal TFI - 2/15/23 92%
- ## Currently Working On:
- 2.8 Access to Tier I Supports - Create calendar of PBIS assemblies, activities, etc.
  - 2.10 Level of Use - Complete projected capacity form
- Team consisted of PBIS coach, MTSS-B counselor, Teachers, and administrator

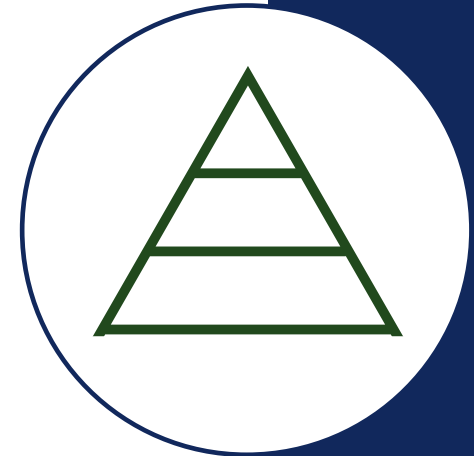






# PBIS Internal Fall TFI

- **Tier 1 TFI conducted 11/29/22 results at 87%**
- Team = PBIS Coach, MTSS-B Counselor, 4 teachers, and Administrator
- 2s marked in most areas except:
  - 1.1 Team Composition, 1.9 Feedback & Acknowledgement, 1.10 Faculty Involvement, and 1.11 Family/Community Involvement
    - Review expectations & incentives with students in January, re-supply staff with Townsend Tickets and develop distribution tracking spreadsheet, emphasize consistent use of positive-specific feedback paired with Townsend Tickets to reinforce expectations, solicit feedback from staff, parents, and community using forms survey
- **Tier 2 TFI conducted 1/5/23 results at 73%**
- Team = PBIS Coach, MTSS-B Counselor, Data Analyzer, and Administrator
- 2s marked in all areas except:
  - 2.7 Practices Matched to Student Need, 2.9 Professional Development, 2.11 Student Performance Data, 2.12 Fidelity Data, and 2.13 Annual Evaluation
    - Formalize CICO with identified mentors (focus on the positive), develop RFA log to document the 3-day response to assistance requests, review student data and assistance requests monthly to make modifications within Tier 2 supports, staff select 2-3 at-risk students for weekly mentoring





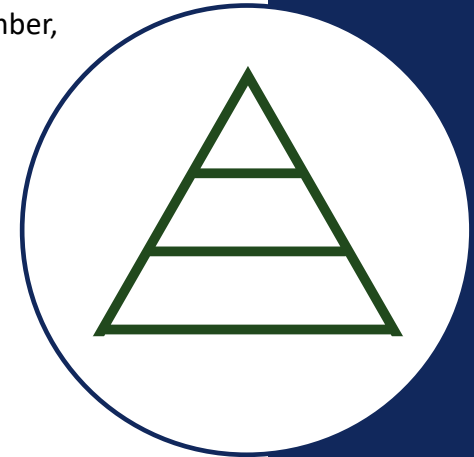
# PBIS Internal Fall TFI

## Tier 1 TFI conducted 11/09/22 results at 50%

- TFI Team = 3 PBIS Coaches from CVUSD, MTSS-B Counselor Amy Dellarosa, 3 CHHS teachers -Paige Gibo, Nicholas Hale, Michelle Chiotti, and Administrator -Jim Reed
- Site Tier 1 Team: James Reed-Administrator, Nicholas Hale-Teacher, Karen Espinosa-Counselor, Paige Gibo-Teacher, Kathy Avitia-Family Member, Lauren Nickel-Student Member, Amy Dellosa-MTSS-B, Janyt Camper-At Risk Counselor, Michelle Chiotti-Activities Director
- Mostly 1's (12) but the team is mostly new people. Other scores were 2-2's and 2-0's
- Teams score was 25%
- Implementation score was 56%
- Evaluation was 50%
- New Posters are up for Anti-Bullying and Pride Points

## Tier 2 TFI conducted 11/16/22 results at 34%

- TFI Team = 2 PBIS Coaches from CVUSD, Amy Dellarosa- MTSS-B Counselor, Jim Reed-Administrator
- Site Tier 1 Team: James Reed-Administrator, Jennifer Hansen-Counselor, Amy Dellosa-MTSS-B, Janyt Camper-At Risk Counselor, Ian Trantow-Activities Director
- Scores were 3-2's, 4-1's, 6-0's.
- PBIS Lead and the Team is mostly new people. PBIS Digital Notebook is improving quickly.



# Collective Commitments

The CHHS feeder progress toward our action plan and indicators of success identified from the yellow sheet.

# Collective Commitment

Action steps identified at the November data chat to make progress on our collective feeder group commitment from the yellow sheet.

- Continued walk-throughs using a Google Form for data collection.
- Essential Standards books for teachers.
- Giving cognitive feedback based on the observed “I can” statement, student work, and the Essential Standards.
- Sharing walk-through data with staff.
- Showing teachers how to deconstruct their “I can” statements using the green page in our Essential Standards books.
- Using the Class Link resources for secondary teachers to help ensure alignment between instruction, Learning Targets, and Success Criteria.

## Indicators of Success

- Increase in student achievement on ESA 2, ESA 3, and CAASPP.
- Reflection from teachers based on data and SMART Goals.
- Walk-through data increases throughout the year.
- PLC Process evidence from teachers.
- 100% of teachers posting relevant “I can” statements.
- Increased student engagement with the “I can” statements as success criteria.



# Collective Commitment

Progress on the action steps we took to elevate our collective commitment across feeder schools, K-12.

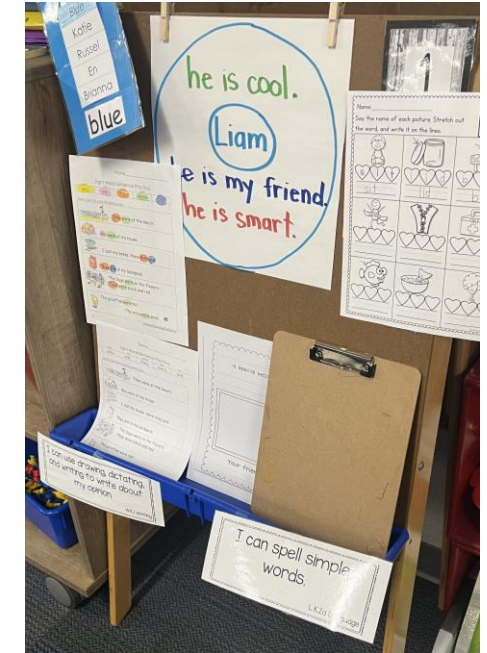
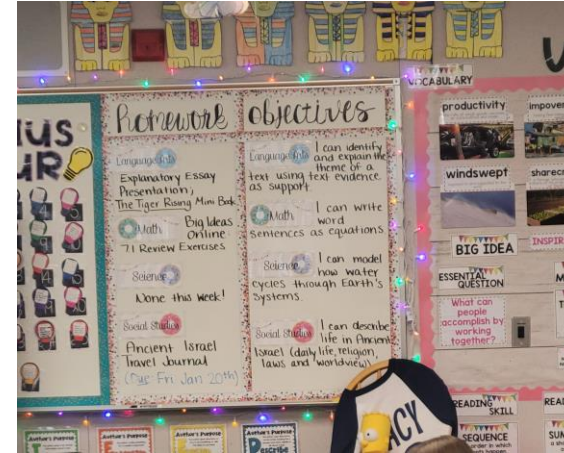
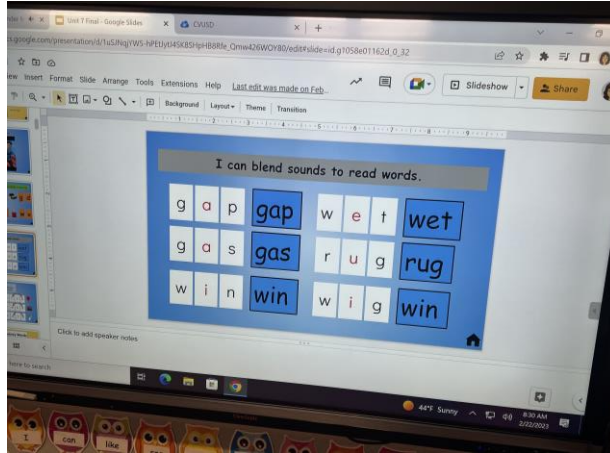
- ✓ Continued walk-throughs using a Google Form for data collection.
  - Steady improvement throughout the year
- ✓ Essential Standards books for teachers.
  - Grade levels and/or all teachers
- ✓ Giving cognitive feedback based on the observed “I can” statement, student work, and the Essential Standards.
- ✓ Sharing walk-through data with staff.
  - Leadership meetings
- ✓ Showing teachers how to deconstruct their “I can” statements using the green page in our Essential Standards books.
  - Leadership teams have analyzed and gone through the same process we do as administrators
- ✓ Using the Class Link resources for secondary teachers to help ensure alignment between instruction, Learning Targets, and Success Criteria.
  - Consistently taking place across all subjects and grades at CHHS



# Collective Commitment

Artifacts from Elementary School

The Learning Target tells me  
 I agree with \_\_\_\_\_ because  
 To solve the problem I \_\_\_\_\_  
 The strategy I used was \_\_\_\_\_  
 Another strategy I could use is \_\_\_\_\_  
 I disagree with \_\_\_\_\_ because \_\_\_\_\_



**MATH**  
 Area = length x width  
 $A = l \times w$   
 $A = 4 \text{ in.} \times 5 \text{ in.}$   
 $A = 20 \text{ sq. in.}$   
 contribute: add, give, assist  
 sequence: order  
 observations: view, watch  
 Predict: State something will happen in the future

**ELA**  
 I can show that the area is the same as would be found by multiplying the side lengths. 3.MD.7a  
 I can describe characters in a story and explain how their actions contribute to the sequence of the story. RL.3.3

**SCIENCE**  
 I can make observations of an object's motion to predict future motion. 3-PS2-2

**WRITING**

**Kindergarten**

**KOA1: Represent addition and subtraction with objects, fingers, mental images, drawings, 2 sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**

Name: \_\_\_\_\_ KOA1

Solve the problems below.  
 Explain how you got your answers to your teacher.

I had 3 brand new pencils but I broke. How many pencils do I have now?

I see 2 blue birds and 2 red birds. How many birds do I see?

**Success Criteria:**  
 I can draw to show addition.  
 I can draw to show subtraction.  
 I can write an equation.  
 I can explain my equation in words.

**How do we know students are learning it?**  
 -Can the student represent addition and subtraction by drawing pencils, counters or a visual representation?  
 -Are they able to write an equation to represent addition/subtraction?  
 -Can the student verbally explain or express their work?

**What will we do if students are not learning it?**  
 First determine exceeds, meets, or not yet met. Then identify needs, what skills needs to be retaught or reinforced. Discuss setting, small group instruction or 1:1, parent support.

**What will do when students learn it?**  
 Enrichment: higher level addition/subtraction  
 Expand: Teach back opportunities in small group.  
 Encouraging all students to explain their work in a complete thought (sentence).

I can use and make different kinds of graphs. I.MD

**Math Vocabulary**

data - information you collect.

bar graph - a graph that uses bars to show data.

tally marks - marks that keep track of data

Standard Code: 8.EE.8

**Standard:** Solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.

**Learning Progressions**

1. Students will be able to Estimate the point of intersection of Systems of Linear Equations using the Graphing Method.
2. Students will be able to Solve Systems of Linear Equations using the Substitution Method.
3. Students will be able to Solve Systems of Linear Equations using the Elimination Method.
4. Students will be able to Solve Special Systems with No Solutions or Infinitely Many Solutions.

**Learning Progression #3**

Students will be able to Solve Systems of Linear Equations using the Elimination Method.

Learning Intentions	Success Criteria
1. I am learning to Solve Systems of Linear Equations using the Elimination Method.	1a. I can solve a Linear Equation in 1 variable. 1b. I can solve a System of Equations using the Elimination Method.

**Performance expectation:**

What were the effects of Congressional efforts to maintain the balance between free and slave states?  
What was the impact of the Compromise of 1850?

CA HSS Content Standards	CA HSS Framework	CA CCSS for ELA Literacy
8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	The Divergent Paths of the American People: 1800–1850 What was the impact of slavery on American politics, regional economies, family life, and culture?	8.RH.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).		

**Learning Progression #1**

I can explain the system of slavery and the impact on those who were enslaved.	
Learning Intentions	Success Criteria
1. I am learning how the economy of the South became dependent upon the system of slavery.	1a. I can distinguish between enslaved people and free people. 1b. I can describe the social structure of the South. 1c. I can describe the dehumanization of enslaved people in the South.

**Learning Progression #2**

I can describe the impact of the invention of the cotton gin on the system of slavery as it relates to the cotton boom in the cotton belt.	
Learning Intentions	Success Criteria
1. I am learning about how Eli Whitney's invention made cotton profitable to the South.	1a. I can define cotton gin, cotton belt, and cotton boom. 1b. I can describe how the cotton gin created a cotton boom.

**Learning Progression #3**

I can describe slave rebellions such as those led by Nat Turner, Denmark Vesey, and Gabriel Prosser.	
Learning Intentions	Success Criteria
1. I am learning how enslaved people attempted to rebel against their enslavement.	1a. I can explain the impact and outcome of Nat Turner's Rebellion. 1b. I can explain the impact and outcome of the Denmark Vesey Rebellion. 1c. I can explain the impact and outcome of Gabriel Prosser's Rebellion.

**Learning Progression #4**

I can describe attempts to abolish slavery.	
Learning Intentions	Success Criteria
1. I am learning how people attempted to end the enslavement of people.	1a. I can define abolition. 1b. I can list abolitionists such as Frederick Douglass, Sojourner Truth, Harriet Tubman, William Lloyd Garrison, and the Grimke Sisters.

# Collective Commitment

Artifacts from Jr. High School

**ESSENTIAL STANDARD**

**7.NS.2.a**

Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts

**LEARNING TARGET**

I can interpret products of rational numbers by describing real-world contexts

**SUCCESS CRITERIA**

- I can read a word problem
- I can identify words I don't understand
- I can identify the question to answer
- I can identify relevant information
- I can identify expressions from real-world contexts

LEARNING INTENTIONS

I am learning the cycling of matter and flow of energy in organisms for growth

SUCCESS CRITERIA

I can develop a model and describe how matter cycles and energy flows in and out of living things.

LEARNING INTENTIONS

I am learning how fossils provide a record of past life and environments on Earth.

SUCCESS CRITERIA

I can identify given time periods when a given fossil organism is present in the fossil record

LEARNING INTENTIONS

I am learning to simplify, solve, and graph square root functions

SUCCESS CRITERIA

I can add, subtract, multiply with radicals

# Collective Commitment

Artifacts from High School

**CHIND HILLS Learning Targets**

**CP**

USE math equations to show how units in dimensional analysis cancel out

**HONORS**

USE math equations to show how units in dimensional analysis cancel out.

**CHIND HILLS Success Criteria**

**CP**

I can use dimensional analysis to convert between moles of different substances when given a chemical equation

**HONORS**

I can calculate the percent yield of a product when given a chemical equation.

**CHIND HILLS Success Criteria**

**70%+ ASSESSMENT**

**P.O.U.:**

I will be able to apply Ohm's law to calculate current, Resistance and Potential in an electric circuit.

**CHIND HILLS Learning Targets**

**HONORS:**

I will know how to apply Coulomb's Law and to calculate Electric Force/Field and Electric Potential Energy.

**AP PHYSICS I:**

I will know and be able to apply Kepler's 3 laws of Planetary Motion

I will be able to Use Newton's universal law of Gravity to predict the motion of planets and satellites.

**AP PHYSICS II:**

I will know how to use the Diffraction equation and the small angle approximation to analyze Interference Patterns

1150 Chino, R12, CA, US

March 01, 2022

I can...

- \* identify the 12 pairs of Cranial nerves
- \* draw general features of spinal nerves
- \* Honors: identify cranial nerves + their functions
- \* identify the major structures and functions of the brain by completing the sheep brain lab. (20/25)

**CHIND HILLS Success Criteria**

**CHIND HILLS Learning Targets**

**Learning Target:**

Complete a hybrid cross using Parent Genotypes

**Success Criteria:**

Determine the possible Genotypes & Phenotypes

Know

B	B	B	B
b	Bb	Bb	Bb
b	Bb	Bb	Bb
b	Bb	Bb	Bb

Blue

**Learning Targets**

Students will be able to understand and calculate empirical and molecular formulas using percent composition

**Success Criteria**

Statement: I can clearly explain differences between empirical and molecular formulas using given information



# PLC Reflection

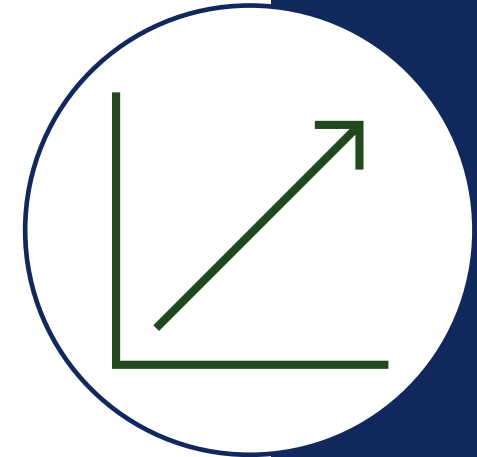
How has your team grown as a result of working together as a feeder group PLC?

As a unit, what is the feeder group's next collective commitment from the yellow sheet and why?

# PLC Reflection

How has your team grown as a result of working together as a feeder group PLC?

- We share ideas and resources with each other often
- We have facilitated collaboration across the feeder through joint PLCs and visits based on teacher requests
- Cognitive feedback provided after walk-throughs has created a culture that expects and focuses on the Essential Standards
- Respond to growing pains as we watch some teams or individuals become PLC leaders more than others
- Continue to protect the limited PLC time



# PLC Reflection

As a unit, what is the feeder group's next collective commitment from the yellow sheet and why?

**Collaborative Team Actions *SIMPLIFIED* in a PLC at Work**  
**A.K.A. "Yellow Sheet"**  
 Tight for 2022-2023 School Year: **Areas in Bold**

<b>Collaborative Team Action</b>	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?
<b>Develop team norms that are beyond general professional courtesies</b>				
<b>Write a SMART goal and routinely monitor progress toward meeting it</b>				
<b>Deconstruct the 10-12 essential standards into learning targets</b>				
<b>BEFORE INSTRUCTION OF THE UNIT</b>				
<b>1. Identify and calibrate the team's understanding of the essential standards that correspond with the upcoming unit</b> <ul style="list-style-type: none"> <li>• What students must know and be able to do to be proficient with the essential standards (success criteria)</li> <li>• The student friendly, "I can" statements for the essential standards</li> </ul>	X			
<b>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</b>	X	X		
<b>3. Create end of unit assessment</b>		X		
<b>4. Tentatively plan for the number of days allocated for teaching the unit</b>	X			
<b>DURING INSTRUCTION OF THE UNIT</b>				
<b>5. Clarify for students the essential standards; have students reflect on their learning</b>	X	X		
<b>6. Analyze CFA data using a data protocol, by student and learning target</b>		X		
<b>7. Identify a team plan to address the results of the CFA</b>			X	X
<b>8. Collectively respond with intervention and extension for the learning target(s) with Tier 1 and Tier 2 instruction</b>			X	X
<b>AFTER INSTRUCTION OF THE COMPLETE UNIT</b>				
<b>9. Analyze end of unit assessment and determine next steps for Tier 1 and Tier 2 instruction</b>		X	X	X
<b>10. Have students reflect and set continued learning goals</b>	X	X		

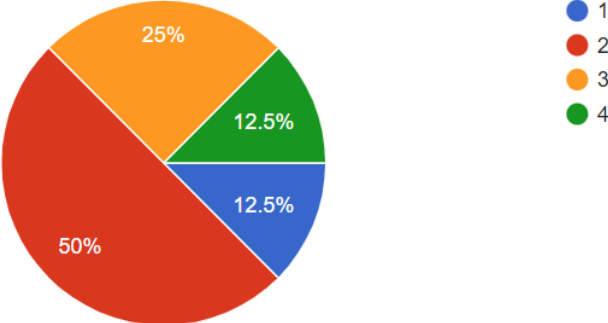


# PLC Reflection

As a unit, what is the feeder group's next collective commitment from the yellow sheet and why?

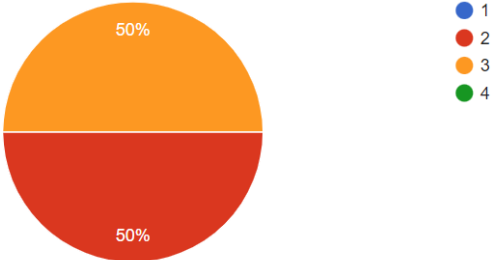
12. We have our students monitor their progress toward meeting the essential standards.

8 responses **59.3%**



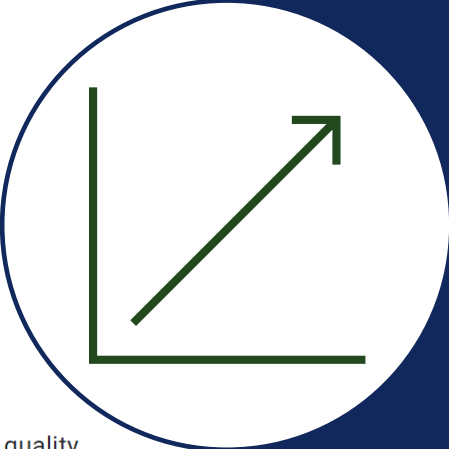
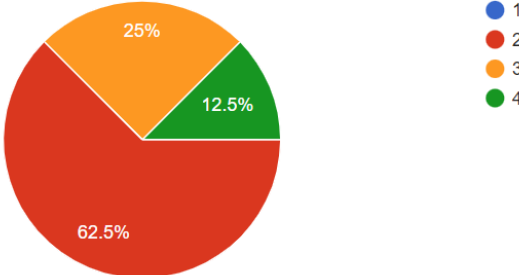
10. We have agreed on the success criteria we will use in evaluating the quality of student work related to the essential standards of our course, and we continually practice applying those criteria to ensure we are consistent.

8 responses **62.5%**



11. We have taught students the success criteria we will use in evaluating the quality of their work and provided them with examples.

8 responses **62.5%**



# PLC Reflection

As a unit, what is the feeder group's next collective commitment from the yellow sheet and why?

**The CHHS Feeder PLC 23-24 Collective Commitment will be focused on clarifying the essential standards for our students as success criteria so they can reflect on their own learning.**



4. Tentatively plan for the number of days allocated for teaching the unit	X
<b>DURING INSTRUCTION OF THE UNIT</b>	
<b>5. Clarify for students the essential standards; have students reflect on their learning</b>	<b>X</b>
6. Analyze CFA data using a data protocol, by student and learning target	
7. Identify a team plan to address the results of the CFA	
8. Collectively respond with intervention and extension for the learning target(s) with Tier 1 and Tier 2 instruction	
<b>AFTER INSTRUCTION OF THE COMPLETE UNIT</b>	
9. Analyze end of unit assessment and determine next steps for Tier 1 and Tier 2 instruction	
10. Have students reflect and set continued learning goals	X

# PLC Reflection

Here is a sneak peak into our 23-24 Collective Commitment

Ways to implement student self-assessment

Provide sentence starters to reflect or identify areas for growth.

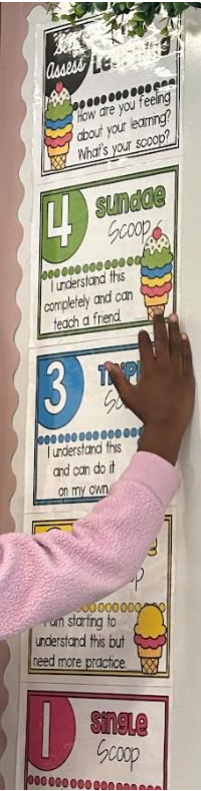
Provide exemplars that are at the target level.

Have students use a scale or rubric to self-assess throughout a lesson.

Have students identify work that meets the learning target.

Teach and model self-assessment.

Design and implement one self-assessment tool now.



EXHIBIT

Name: \_\_\_\_\_ Date: / / 2011 #:

Content Objective: \_\_\_\_\_

Language Objective: \_\_\_\_\_

Illustrate your learning with a quick math chart or vocabulary drawing!

Word Wall Terms:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Don't forget to label and include subheadings, when applicable!

A reflection of my learning is: \_\_\_\_\_

After exploring this lesson, I rate my understanding as: 5 4 3 2 1 (Circle One)

TICKET

EXHIBIT

Name: \_\_\_\_\_ Date: / / 2011 #:

Language Arts Exit Ticket

Content Standard: \_\_\_\_\_

Language Objective: \_\_\_\_\_

Explain your learning using any of these Bloom's Taxonomy Levels: knowledge, comprehension, application, analysis, synthesis, evaluation

An example of Sentence Structure that was used today is: \_\_\_\_\_

Simple Compound Complex (Circle One)

After analyzing this lesson, I rate my understanding as: 5 4 3 2 1 (Circle One)

TICKET

## Reflection

Name: Bailey Suh no. 21  
2.8.23

Learnig Target:  
5.NF.4  
-I can multiply a fraction or a whole number by a fraction.

Rate it!  
1 2 3 4

I feel...  
😊 😐 😞 😡

Prove it!  

$$1. \frac{1}{2} \times \frac{4}{7} = \frac{1 \times 4}{2 \times 7} = \frac{4}{14} = 2 =$$
 simplify  $\frac{2}{7}$

$$2. \frac{3}{8} \times 27 = \frac{3 \times 27}{8} = \frac{81}{8} = 3 \overline{) 81}$$
 simplify 18

$$3. \frac{3}{8} \text{ of } 14 = \frac{3}{8} \times 14$$

$$\frac{3}{8} \times \frac{14}{1} = \frac{42}{8} = 7 \overline{) 42}$$
 simplify 6

$$4. \frac{3}{4} \times \frac{5}{6} = \frac{3 \times 5}{4 \times 6} = \frac{15}{24} \div 3$$
 simplify  $\frac{5}{8}$

This type of math is relevant, because in life when you pay you might need to multiply a fraction of the bill to pay the tip, or when you are baking.

## Single Point Rubric

LEARNING INTENTION		
I am learning to promote critical thinking through a variety of cognitive lenses.		
GROWS (How you can strengthen your skill)	Learning Targets ("I Can" Statements)	GLWS (Strong aspects of your skill)
	I can implement questioning strategies that elicit deeper thinking and independent connection-making.	
	I can apply the three reads protocol to an upcoming lesson.	
	I can guide students through a process of self-assessment to increase perseverance.	

## Grade Level Standards SUCCESS TRACKER

2022 ELA: 66%  
CAASPP Math: 50%

2023 GOAL ELA: 68%  
Math: 54%

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

### ELA Essential Standards Assessment

1	Goal: Do our best!	Results: 45%
2	Goal: 50%	Results: 77% ♥
3	Goal: 80%	Results:

### Math Essential Standards Assessment

1	Goal: Do our best!	Results: 59%
2	Goal: 64%	Results: 72% ♥
3	Goal: 75%	Results:

When we reach our goal, we will earn...



# YOU CAN LEARN!

Building Student Ownership, Motivation, and Efficacy With the PLC at Work® Process

TIM BROWN & WILLIAM M. FERRITER



Chino Hills Feeder

Thank you!

