



DATA PRESENTATION

Board Study Session
January 12, 2023

Purpose of Today's Workshop

- Understand the Purpose and Process of District-Wide Assessments
- Demonstrate Actions and Services that sites provide to address student data
- Highlight Post-Pandemic Actions and Services
- Facilitate a Discussion with the Board of Trustees regarding student achievement and the use of data

Increasing Proficiency



MATHEMATICS



ENGLISH LANGUAGE
ARTS

Increasing Proficiency



MATHEMATICS

Trimester I

6th Grade TRIMESTER TWO

WEEK	DATES	TOPIC	Common Core Standards
Week #13	11/27/17 - 12/1/17	6.1 Ratios	6.RP.1 6.RP.2 6.RP.3
Week #14	12/4/17 - 12/8/17	6.2 Rates (day 2) 6.3 Using Ratios & Rates to Solve Problems 7.1 Ratios, Rates, Tables & Graphs (start)	6.RP.1 6.RP.2 6.RP.3
Week #15	12/11/17 - 12/15/17	7.1 Ratios, Rates, Tables & Graphs (finish) 7.2 Applying Ratio & Rate Reasoning	6.RP.3a 6.RP.3 6.RP.3d

Second Grade Unit 4 (January) Math Focus

Priority Standards							
2.NBT.1	2.NBT.3	2.NBT.4	2.NBT.8	2.MD.1	2.MD.2	2.MD.3	2.MD.7
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	Understand Place Value		Use place value understanding and properties of operations to add and subtract.	Measure and estimate lengths in standard units.			Work with time and money.
a. 100 can be thought of as a bundle of ten tens—called a “hundred.”	b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Estimate lengths using units of inches, feet, centimeters, and meters. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

Focus Areas	Warm Ups	Open-Ended Task / Problem Solving
Understanding Place Value (4-4 through 4-7)	<ul style="list-style-type: none"> How Many Ways Quick Looks w/ Base Ten Blocks Choral counting (focus on counting to new decades and hundreds) Open Number Sentences <ul style="list-style-type: none"> $124 = 100 + \square + 4$ 	<ul style="list-style-type: none"> Problem Solving: <ul style="list-style-type: none"> Base Ten Problems- (Eg. There are 32 marbles. 10 marbles can go in each bag. How many bags would you fill?) Compare problems to solve for who has more. Challenge: How much more? Play Games on ConnectED: <ul style="list-style-type: none"> Base Ten Exchange 1 Base Ten Exchange 2

Trimester I

Structured Collaboration Time

Anderson	PE/Collab 5th 8:30-9:20	PE/Collab K 8:30-9:20	Twain	PE/Collab 4th 8:30-9:20	PE/Collab 1st 8:30-9:20
	PE/Collab 2nd 9:20-10:10	PE/Collab 1st 9:20 -10:10		PE/Collab 5th 9:20-10:10	PE/Collab K 9:20 -10:10
	Recess	Recess		Recess	Recess
	PE/Collab 3rd 10:40 - 11:30	PE/Collab 4th 10:40 - 11:30		PE/Collab 3rd 10:50 - 11:40	PE/Collab 2nd 10:50 - 11:40
Green	PE/Collab 4th 8:30-9:20	PE/Collab K 8:30-9:20	Smith	PE/Collab 1st 8:30-9:20	PE/Collab 4th 8:30-9:20
	PE/Collab 3rd 9:20-10:10	PE/Collab 5th 9:20 -10:10		PE/Collab K 9:25-10:15	PE/Collab 5th 9:25-10:15
	Recess	Recess		Recess	Recess
	PE/Collab 2nd 10:40 - 11:30	PE/Collab 1st 10:40 - 11:30		PE/Collab 2nd 10:55 - 11:45	PE/Collab 3rd 10:55 - 11:45
FDR	PE/Collab 5th 8:40-9:30	PE/Collab 1st 8:40-9:30	Mitchell	PE/Collab 1st 8:30-9:20	PE/Collab TK/K 8:30-9:20
	PE/Collab TK/K 9:35-10:25	PE/Collab 3rd 9:35 -10:25		PE/Collab 4th 9:40-10:30	PE/Collab 5th 9:40 -10:30
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Trimester I

Sixth grade math

Sixth grade > P.1 Rational numbers on number lines DJE

[Learn with an example](#) ▼

or

[Watch a video](#) 

Graph $-\frac{1}{5}$ on the number line.



Submit

Ways to Support Math At Home

Formas de apoyar las matemáticas en casa

- **Questions to Ask**
 - Preguntas que preguntar
- **Tools to Use**
 - Herramientas que usar
- **Games to Play**
 - Juegos que jugar
- **BrainFuse to Enhance**
 - Brainfuse para mejorar



Tk-8th Grade

BrainPOP

Math Units



Algebra



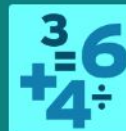
Data Analysis



Financial
Literacy



Geometry and
Measurement

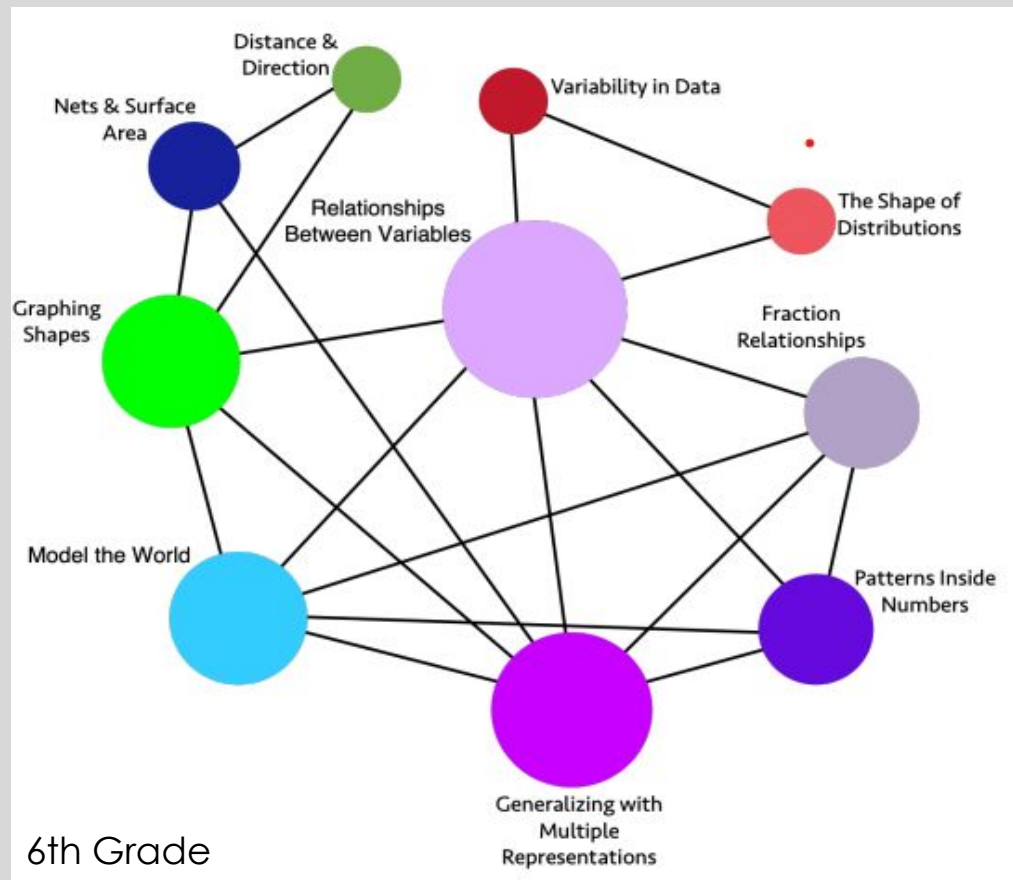


Numbers and
Operations



Practical Math

Trimester I: New Supports



6th Grade

Relationships Between Variables

EE.9, EE.5, RP.1, RP.2, RP.3, NS.8, SP.1, SP.2: Use independent and dependent variables to represent how a situation changes over time, recognizing unit rates when it is a linear relationship. Illustrate the relationship using tables, 4 quadrant graphs and equations, and understand the relationships between the different representations and what each one communicates.

2nd Mid TRi I Open Response: OA.1, NBT1, NBT 5, NBT 7

There were 28 first graders playing soccer on the field. Some second graders joined them. Now there are 57 kids on the field. How many second graders joined them on the soccer field?

Show your thinking using pictures and/or numbers.

_____ second graders joined them on the soccer field.

Write an equation to match your strategy: _____

Use words to explain how you solved the problem.

What is the volume of the box?
Use unit cubes. Click the Unit Cube button below.

i-Ready

7 ¹/₂ in.³ 4 in.³ 3 ³/₄ in.³ 15 in.³

Trimester II

- Analyze Trimester I data

Trimester II

- Analyze Trimester I proficiency data

	Overall	Rote Counting	One to One	Cardinality	Open Response
TK Sep	49%	72%	76%	58%	N/A
TK Nov	73%	92%	83%	83%	50%
Kinder Sep	32%	43%	62%	59%	N/A
Kinder Nov	68%	81%	87%	85%	62%

	Overall	Rote Counting	One to One & Cardinality	Open Response	Open Response
First Sep	40%	50%	75%	66%	N/A
First Nov	64%	78%	95%	73%	55%

	Open Response	Problem Solving	Equation	Written Explanation	STAR Math
Second Sep	24%	41%	47%	8%	41%
Second Nov	42%	48%	59%	17%	55%
Third Sep	19%	45%	14%	17%	51%
Third Nov	34%	43%	33%	37%	59%

	Open Response	Problem Solving	Extension Question	Written Explanation	STAR Math
Fourth Sep	22%	36%	36%	18%	46%
Fourth Nov	19%	43%	31%	18%	55%
Fifth Sep	35%	57%	45%	30%	47%
Fifth Nov	50%	65%	57%	44%	53%

	Overall
Sixth	68% Curr
Seventh	23% IAB
Eighth	8% IAB

Trimester II

- Analyze Trimester I proficiency data

Pre-test

Ms. Rodriguez is making 15 pizzas for the class. She put $\frac{1}{4}$ of a can of tomato sauce on each pizza.

- How much tomato sauce did she use? Show your thinking.
- How many cans of tomato sauce does Ms. Rodriguez need to buy to make 15 pizzas?
- Explain how you know in writing.

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Trimester II

- Analyze Trimester I proficiency data

- 2nd year administering IABs
- New Math Adoption
- Work towards common assessments and practices

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Trimester II

- Thursday Min Days
- Additional Hours for teacher collaboration
- Data analysis days
- **New:** Share district data with all teachers

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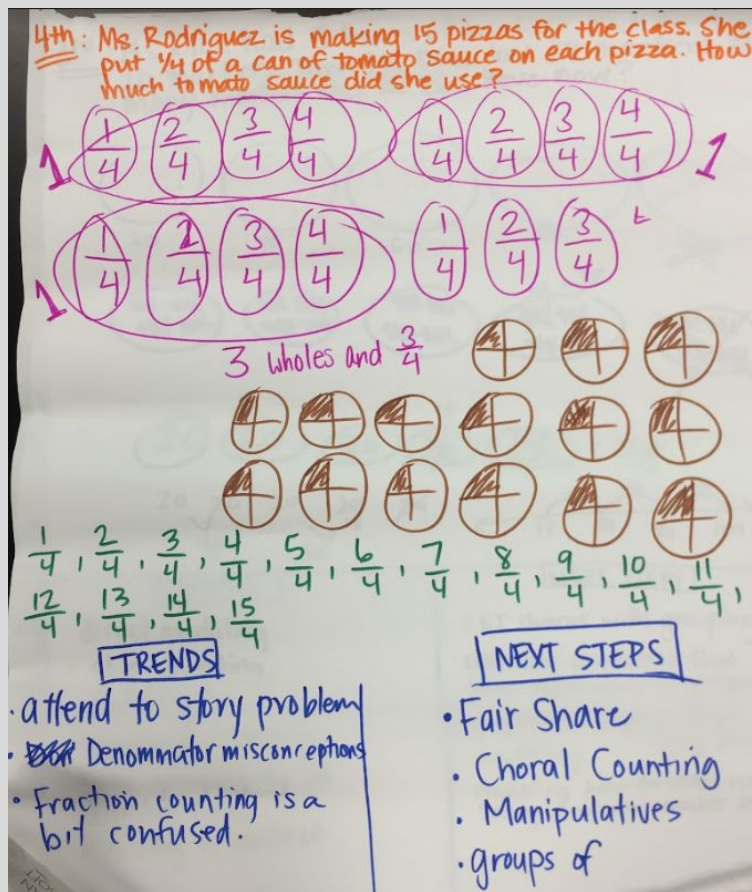
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Trimester II

Common Tool for Data analysis Days



5 mins Team	Take a moment to pose and reflect upon the following question-one team member at a time: <i>What were some things you hoped students might show in their thinking/work?</i>
5 mins Independently	Look through your student work, noticing how each student is thinking... Choose 2 student work samples: <ul style="list-style-type: none"> Both English Learners One that represents a common strategy used in your class One that represents a common error
5 mins Independently	For each sample, reflect on the following questions and record your reflection for each student on a large post-it. <ul style="list-style-type: none"> What did the student do? What does that tell me about what the student understands? Where might I want them to go next? How might I get them there?
15-20 mins Team Share	One person at a time will share their student work and reflections around the following two questions. (Save comments and questions for the team discussion.) <ul style="list-style-type: none"> What did the student do? What does that tell me about what the student understands?
15 min Team Discussion	Discuss common trends or some noticings your team has. <ul style="list-style-type: none"> What might be some common understandings, partial understandings, and/or misconceptions? Where might we want them to go next? How might we get them there?
8 min. Make Poster	Create a grade-level poster. <ul style="list-style-type: none"> Record 3 - 4 commonly-used student strategies. Record grade-level trends that your team noticed. Record a range of possible next steps.
12 min Gallery Walk	As you walk the gallery with your team, notice: <ul style="list-style-type: none"> What strategies are students at that grade level using? What trends do you notice across grades?
Rest of time Team Planning	As a grade level, decide on 1-2 next steps. Plan your chosen next steps in detail. Whatever you use to plan, make a copy and tape it to your grade-level poster.

Trimester II: New Supports



ST Math

Tk-5th Grade: Visual program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Provides challenging puzzles, non-routine problem solving, and formative feedback in order to build deep conceptual understanding



2nd grade Mid Tri II Open Response:

Ivanna had 95 Pokémon cards. She bought some more Pokémon cards from the store. Now she has 125 Pokémon cards. How many Pokémon cards did she buy from the store?

Show your thinking using pictures or numbers.
Ivanna bought _____ Pokémon cards from the store.

Write an equation to match your strategy _____

Use words to explain how you solved the problem.



3rd Grade
Warm Up

Trimester II: New Supports

caaspp 3rd-5th Grade
California Assessment of Student Performance and Progress

Home About Test Administration Resources Training Get Involved

Home > Test Administrator Resources

Interim Assessment Administration Resources

Operational Test Selection Expand All

Choose which tests to add to your session from the tree, and then start your session.

- Smarter Balanced Interim Assessments
 - Interim Comprehensive Assessments (ICA)
 - Interim Assessment Blocks (IAB)
 - English Language Arts (ELA)
 - Mathematics
 - Grade 03
 - ☒ Grade 03 Math - Operations and Algebraic Thinking (IAB)
 - ☒ Grade 03 Math - Number and Operations - Fractions (IAB)
 - ☐ Grade 03 Math - Measurement and Data (IAB)
 - ☐ Grade 03 Math - Number and Operations in Base Ten (IAB)

Introduce Collective aspect of practice we will investigate	Content Goal (Standard/ Skill): Instructional Goal (what) Students will... Instructional Routine/ Strategy (how): by...	Lab Day
Content and Student Thinking	What content can students learn by engaging in the activity? What opportunities are there to listen to student thinking? What are you curious about? What can we learn from students when we try this out?	
Student Participation & Learning	What can we use in the design of our instructional activity today to support more students to participate? How can we capture evidence of student thinking/ learning?	
Collaboratively prepare	What is the overall flow of the instructional activity? What do you think students will say or do? (ELs, struggling students, GATE) Where are the tricky moments? How might we respond? What will we be listening for? What variations might we try in different classrooms?	
Establish norms for participation & in-the-moment collaboration while in classes	Participation: Teacher Time-Out to share decision making:	
Co-Enact the Lesson in Classrooms Decide which classroom and who will lead each part of the lesson	Classroom #1: (Name) Lead for ___ part of the instructional activity: Lead for ___ part of the instructional activity: Teacher Time Out (When in the activity will we pause & discuss teaching decisions?): Classroom #2: (Name) Lead for ___ part of the instructional activity: Lead for ___ part of the instructional activity: Teacher Time Out (When in the activity will we pause & discuss teaching decisions?):	
4. Debrief/Analyze	Debrief 1st visit & revisions before 2nd visit: What did we learn about students' ideas about the content? Did the lesson play out as predicted? If not, why not? What do we want to try differently during the next classroom visit? Debrief 2nd visit: What did we learn about students' ideas about the content? Did the lesson play out as predicted? If not, why not? What do we want to try differently during the next classroom visit/ in a follow-up lesson? Analyze: What did we learn about students' thinking?	

What questions might you have?

Increasing Proficiency



ENGLISH LANGUAGE ARTS

Trimester I

Essential Standards Focus

Unit 1: Turning Points
RL 6.1, RI 6.1, RI 6.4, RI 6.5

Unit 4: Our Heroes
RL 6.2, RL 6.4, RI 6.3, RI 6.4, RI 6.8

Unit 2: Ancient Realms
RL 6.2, RL 6.6, RI 6.3

Unit 3 Facing Challenges
RL 6.5, RL 6.7, RI 6.7

Required Units & Excerpts

6th Grade

Unit 1: Turning Points
“Island of the Blue Dolphins”
“I Never Had it Made”
“The Story of My Life”

Unit 4: Our Heroes
“Rosa Parks: My Story”
“An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793”
“Eleanor Roosevelt: A Life of Discovery”

RMS
Unit 2: Ancient Realms
“Hatshepsut: His Majesty Herself”
“Aesop’s Fables”
“Heroes Every Child Should Know: Perseus”

JAMS
Unit 3: Facing Challenges
“The Monsters are Due on Maple Street”
“I Am An American: A True Story of Japanese Internment”
“Children of the Dust Bowl”

2022-2023

ELA Common Assessments

- **Assessment #1**
ELA IAB
Reading Literary Texts

Administration Window:
12/5-12/16
Hand Scoring Deadline:
Submit by 1/13

- **Assessment #2**
ELA IAB
Reading Informational Texts

Administration Window:
3/20-3/31
Hand Scoring Deadline:
Submit by 4/21

3rd Grade Trimester 2: November 21st - March 9th

11/14 -12/16	Unit 3: Animal Adaptations	How do living things adapt to change?
1/2-1/31	Unit 4: Comparing Points of Views	What makes people view the same experience in different ways?
2/1-3/3	Unit 5: Advancements in Technology	What is the value of innovation?

Assessment Window: 2/27-3/10

Parent Conferences: 3/17

Trimester I

Kindergarten District wide Interventions

Stepping Stones
Sound Partners
Heggerty

First Grade District Wide Interventions

Sound Partners & Heggerty

	August - December (Round 1)	January - March (Round 2)	April-June (Round 3)
Tier II:	<u>Skill:</u> Segment and Blend CVC words	<u>Skill:</u> Blend CVC words	<u>Skill:</u> Blends: r blends s blends l blends
Tier III:	<u>Skill:</u> Letter recognition & letter sounds	<u>Skill:</u> Letter recognition & letter sounds	<u>Skill:</u> Blend CVC words

Structured Collaboration Time

Anderson	PE/Collab 5th 8:30-9:20	PE/Collab K 8:30-9:20	Twain	PE/Collab 4th 8:30-9:20	PE/Collab 1st 8:30-9:20
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	Recess	Recess		Recess	Recess
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Trimester I

SmartyAnts® Tk-2nd Grade



Objectives / Objetivos

01

Science of Reading
La ciencia de la lectura

02

Tip #1 - Practice Phonemic Awareness at Home

Consejo #1 - Practicar la conciencia fonémica en casa

03

Tip #2 - High Frequency Words
Consejo #2 - Palabras de alta frecuencia

04

Tip #3 - Writing is Just as Important as Reading

Consejo #3 - Escribir es tan importante como leer

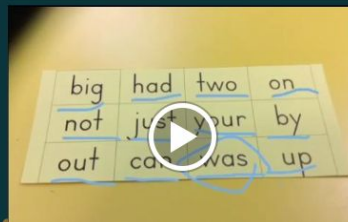
Seesaw
Tk-2nd Grade

Work Samples

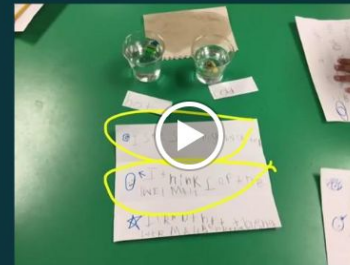
Rhyming words



Sight Word



Scientific Work



Math Thinking



Raz-Kids

Tk-5th Grade



Next

Back

Once upon a time, there lived a youngster named Goldilocks. One day, she went for a walk in the woods. She came upon a house and knocked on the door.

No one answered, so she walked in.

Goldilocks and the Other Three Bears • Level 1

3

Trimester II

- Analyze Trimester I data

Trimester II

◦ Analyze Trimester I Proficiency data

- Thursday Min Days
- Additional Hours for teacher collaboration
- Data analysis days
- Structured collaboration time
- **New:** Share district data with all teachers

	Phonics	Fluency	Oct Unit 1	STAR Reading
TK Sep	12%			
TK Nov	70%			
K Sep	12%			
K Nov	49%		51%	
1st Sep	34%	50%		
1st Nov	61%	46%	13%	
2nd Sep		57%		42%
2nd Nov		59%	15%	50%
3rd Sep		64%		38%
3rd Nov		75%	10%	40%
4th Sep		61%		42%
4th Nov		76%	11%	44%
5th Sep		46%		36%
5th Nov		60%	13%	37%
6th Sep				38%
6th Nov				39%
7th Sep				40%
7th Nov				40%
8th Sep				35%
8th Nov				33%

Trimester II: New

Tk-3rd Grade



Lexia® Core5® Reading is an adaptive blended learning program that **accelerates the development of literacy skills** for students of all abilities, helping them make that critical shift from learning to read to reading to learn.



Trimester II: New

Second Grade District wide Interventions

Hegerty

Pilot: mClass, UFLI, Phonics For Reading

	August - December Units 1-3 (Round 1)	January - March BMA Units 4-5 (Round 2)	April-June Units 6-8 (Round 3)
Tier II:	<u>Skill:</u> <ul style="list-style-type: none"> CVC words and Blends Phonological Awareness 	<u>Skill:</u> <ul style="list-style-type: none"> CVC words, Blends and Digraphs Phonological Awareness 	<u>Skill:</u> <ul style="list-style-type: none"> CVC words, Blends, Digraphs, and silent e pattern Phonological Awareness
Tier III:	<u>Skill:</u> <ul style="list-style-type: none"> CVC words Letter identification, and sounds Phonological Awareness 	<u>Skill:</u> <ul style="list-style-type: none"> CVC words Letter identification, and sounds Phonological Awareness 	<u>Skill:</u> <ul style="list-style-type: none"> CVC words Letter identification, and sounds Phonological Awareness

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Establish norms for participation & in-the-moment collaboration while in classes	Participation: Teacher Time-Out to share decision making:	
Co-Enact the Lesson in Classrooms Decide which classroom and who will lead each part of the lesson	Classroom #1: (Name) Lead for ___ part of the instructional activity: Lead for ___ part of the instructional activity: Teacher Time Out (When in the activity will we pause & discuss teaching decisions?):	
	Classroom #2: (Name) Lead for ___ part of the instructional activity: Lead for ___ part of the instructional activity: Teacher Time Out (When in the activity will we pause & discuss teaching decisions?):	
4. Debrief/Analyze	Debrief 1st visit & revisions before 2nd visit: What did we learn about students' ideas about the content? Did the lesson play out as predicted? If not, why not? What do we want to try differently during the next classroom visit? Debrief 2nd visit: What did we learn about students' ideas about the content? Did the lesson play out as predicted? If not, why not? What do we want to try differently during the next classroom visit/ in a follow-up lesson? Analyze: What did we learn about students' thinking?	

What questions might you have?

Supports for Specific Student Groups

English Learners

- Language Acquisition Monitoring Tasks
- Support for Parents
- Monitoring Tools
- Curricular Supports for Newcomers

Students with Disabilities

Mild/Moderate (Learning Center)

Student Intervention and Assessment Tools include:

iReady online instruction (Weekly Reading/Math)

- iReady Diagnostic (Sept/Jan/April)
- iReady Growth Monitoring K-2 nd (Dec/March)
- iReady Standards Mastery 3rd-5th(Dec/March)
- Phonics Skills Bags (Intervention)
- Benchmark Steps to Advance (Weekly Intervention)

Mod/Severe (Passages)

- Unique (n2y) Core Curriculum
- Unique (n2y) Monthly Checkpoints (pre/post monthly)
- Unique (n2y) Behmarks & k-8 Learning Profiles (annually)
- Teachtown - social skills

What questions might you have?

Continuous Improvement is the FOCUS

The Data = Our Students

- Increase the Academic Achievement of all students (Goal 1 of the LCAP)
- The goal is for all students to perform at grade level or above, meaning they have the knowledge and skills to meet the demands of the standards
- The entire LESD community must partner to advocate for our students:
 - Collaboration
 - Communication
 - Capacity Building

Thank You.

What Questions Might You Have?