

# Initiating & Sustaining the PLC at Work Process

Solution Tree / CCEE - year 2 of 3

Madera Unified School District  
George Washington Elementary  
Madera, California





# Intensive Assistance Model in partnership with CCEE

## Year 2 of 3

### George Washington Elementary School / Madera USD

Principal: Adalberto Hernandez

Vice Principal: Cindy Peña **KEY: Date NOT Finalized**

	Month	Matt Devan	Bob Sonju	Jaretha Jordan	Sarah Schuhl	Jofee Tremain	Jon Vander Els
	Service	PLC Coaching	RtI Academy Days (6)	Literacy Coaching Days (6)	Math Coaching Days (5)	Assessment Coaching Days (4)	RtI Overview Day (1)
	July						July 31
2023	August	17-18					
	September	28-29					
	October	12-13	4-5	11-12			
	November	16-17		29	13-14		
	December	7-8		14		6-7	
2024	January	25-26	17-18				
	February	15-16		7-8			
	March	21-22			14-15	13-14	
	April	11-12			4		
	May	TBD	20-21 or 21-22				
	June	TBD					



# Clear Purpose & Priorities

Our **mission** is to ensure success for all learners in a bilingual community!

Our **vision** is to provide an environment of high expectations to empower all students to be resilient and triumphant leaders.

## Collective Commitments

- ❖ We will collaborate in a safe and trusting environment and be reflective.
- ❖ We will have a growth mindset.
- ❖ We will treat everyone with respect.
- ❖ We will use time efficiently.
- ❖ We will guide and be supportive of each other.
- ❖ We will value each other's cultural backgrounds, experiences, and views.

# SCHOOL GOALS



## READY OR EXCEEDING - NWEA

- MATH (1ST-6TH) - 25 %
- READING (3RD-6TH) - 34 %

## MEETING OR EXCEEDING - CAASPP

- MATH (3RD-6TH) - 27 %
- READING (3RD-6TH) - 40 %

## BY JUNE 2024...

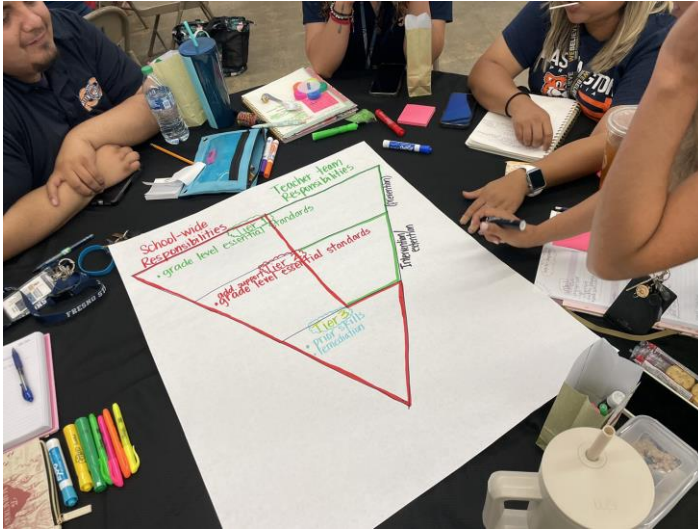
## MEET BEST GROWTH GOALS - NWEA

- MATH (1ST-6TH) - 56 %
- READING (3RD-6TH) - 65 %

## DISTANCE FROM STANDARD (DFS) - CAASPP

- MATH: FROM -74 TO -64
- READING: FROM -52 TO -42

# Building a Collaborative Culture Through High-Performing Teams



Teachers have been assigned to collaborative teams and have been provided time for collaboration on a weekly basis during the regular contractual day. Guidelines, protocols, and processes have been established in an effort to help teams use collaborative time to focus on topics that will have a positive impact on student achievement.

Each grade level team TK-6 utilizes 100-200 minutes per week collaborating to document their answers to the Four Critical Questions for each unit of instruction in ELA & Math. Teams also use this time to assess, monitor, and respond to student needs throughout each unit. This work is strengthening quickly due to their repeated practice and shared examples from all teams.





# Clarifying What Students Must Learn

QUARTER 1 = 9 Weeks																		
Math Resources	August	September																
MUSD Math Scope & Seq	Week 1 8/7 - 8/11	Week 2 8/14 - 8/18	Week 3 8/21 - 8/25	Week 4 8/28 - 9/1	Week 5 9/4 - 9/8													
Unit #	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M		
Unit #	-Establishing Routines -Read Aloud and Shared reading -Independent reading -Response to text/writing process -Independent writing										<b>Unit 1 Weeks: 1-5</b> Using resources from various Wonders U							
ELA Priority Standard	<b>NO ONLINE ASSESSMENTS</b> <b>RI.4.2 ***</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text."										<b>START ILLUMINATE ASSESSMENTS</b> <b>RI.4.2 ***</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text."							
Math Priority Standard	Procedures & Routines										<b>Unit 1</b> <b>4.NBT.B.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.						<b>Unit 2</b> <b>Multiplication 4.NBT.5</b> Multiply strategies based on place value and/or area models.	
Supporting Standards																		

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn. All teams have made significant progress and growth with this work. All grade level teams are committed to this collaborative work and have begun strengthening and refining efforts to better understand State Standards, proficiency, assessment practices, and effective instructional practices. This work will continue to grow and strengthen this year.



# Clarifying What Students Must Learn

## Washington Elementary – Unit Planner Dashboard 2023-24

The purpose of this "Dashboard" is to make it easier for all staff members at GW to see our work and the impact we are having on our students through culturally relevant and rigorous instruction. This allows us to celebrate and support each other in helping all of our students "meet or exceed growth targets in ELA, Math, and Language" by being proficient with the essential standards (concepts/skills). All staff are encouraged to be curious and familiar with the work of other teams.

### Team Unit Planner - Rubric / Criteria for Success – Planner Captures:

- Team's learning priorities for consistency across the team throughout the unit
- Progression of learning targets, including how they were taught and assessed
- Instructional details, scope, and sequence in calendar format to build from in the future
- Results of assessments and response following assessments so teams know the effectiveness of instruction
- Adult learning to strengthen the effectiveness of instruction for future instruction & this unit next year
- Teacher teams determine the criteria for Learning Target Ratings of **Strong, Moderate, and Weak**.  
One example for a CFA with 5 possible points: 4-5 = Strong, 2-3 = Moderate, 0-1 = Weak.
- Engagement: Does the student ask questions? Does the student answer questions? Does the student follow directions?
- Primary Barriers: Skill (academic gap), Will (social-emotional/motivation/engagement), or both

### Unit 2 - (4) 9/20/23 - 10/27/23: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers

Essential Standard(s) & Proficiency Levels at End	Skills Students Have to Know and Be Able to Do [PLC Q1]
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4.NBT.5 <ul style="list-style-type: none"><li>• Multiply up to 4 digits by 1 digit</li><li>• Multiply 2 digit by 2 digit</li><li>• Multiply using strategies based on place value and properties of operations</li><li>• Draw and explain multiplication using equations, arrays, &amp; area models</li></ul>




# Turning Data into Information

Primer grado (unidad 3 CFA1)

+ Description + Tags

You are currently in view-only mode.

6 Total Items

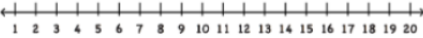
Q1  Multiple Choice

CUSTOMIZE 1 Standards + Question Group

1.OA.6

0:00 / 0:05

Usa la recta numérica para restar.



18 - 3 = \_\_\_\_\_

Each member of our collaborative teams receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard.

Teachers are developing their skill sets to use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment.





# Turning Data into Information

Mastered  
69.5%

Not Mastered  
30.5%

Average % Correct  
78.2%



## Performance Bands

- Met Standard
- Nearly Met
- Did Not Meet

	% of Students	# of Students
Met Standard	69.5%	41
Nearly Met	13.6%	8
Did Not Meet	16.9%	10

Questions  
6

Standards  
1.OA.6

## Assessment Matrix Report: Primer grado (unidad 3 CFA1)

Question		1	2	3	4	5	6
Class Percent Correct	78.2%	80%	80%	88%	85%	61%	76%
Rubric	0						
Multiple Choice	6	●	●	●	●	●	●
Points Possible/Correct Answer	6	D	B	B	D	C	D
1. Alomari, Adam A.	1027425	83				B	
2. Antonio-Santos, Josue E.	1032151	83					B
3. Avendaño Santos, Victoria A.	1034242	33	C		A	B	C
4. Barajas, Anthony R.	1031376	100					
5. Campos-Garcia, Franco	1031955	83				B	
6. Castaneda, Emily	1029180	50	C		C		B
7. Catano-Caro, Julian J.	1032100	100					
8. Cazares, Kallely M.	1031257	83	C				
9. Cortez-Ortiz, Zuriel	1025051	100					
10. Cortez-Santos, Alicia G.	1027397	83				B	

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# Turning Data into Information

The CFA 1 Post 3.OA.3 and 3.OA.4 data showed some interesting trends that the team needs to analyze first then plan next steps for foundational multiplication and division instruction (3.OA.1 and 3.OA.2). It was identified that on the CFA, students struggled with questions related to: 3.OA.1 and 3.OA.2.

Grade level data is below (Campos, Elisalde, and Verdugo)

Question	% Points Earned ▲	# Correct	# Incorrect	Points Possible	No Response	A	B	C	D
5	32.8%	21	43	1	1	16	21	11	15
3	34.4%	22	42	1	0	17	10	22	15
7	50%	32	32	1	2	24	32	3	3

Question	% Points Earned ▲	Points Possible	No Response	0	1
6(r)	15.6%	1	1	53	10
4(r)	21.9%	1	0	50	14
2(r)	59.4%	1	0	26	38
1(r)	67.2%	1	0	21	43

Question 4(r)

Question 2(r)

Question 6(r)

Math Equation Response 2 Standards DOK 1

Standards

- CCSS.Math.Content.3.OA.A.1
- 3.OA.1

Escribe y resuelve una ecuación de multiplicación para representar la cantidad total de triángulos.

$45 = 5 \times 9$

Math Equation Response 4 Standards DOK 2

El dibujo a continuación

La matriz está dividida en 6 hileras.

Standards

- CCSS.Math.Content.3.OA.A.2
- CCSS.Math.Content.3.OA.A.3
- 3.OA.2
- 3.OA.3

Explicit Constructed Response 2 Standards DOK 1

Jerónimo compró una caja de

Standards

- CCSS.Math.Content.3.OA.A.3
- 3.OA.3





# Turning Data into Information

## Data analysis on CFA 1 Post 3.OA.3

Regarding 3.OA.1, question 6, multiplication

- Some students got the right answer for question 6, but did not include the equation
- Some students did the equation correctly,  $5 \times 9$ , but did not did not correct answer
- Some did division instead of doing multiplicative
- A few multiplied the wrong numbers
- A few did repeated addition and got the wrong answer; attempting the strategies, just not aware of what the question asked them to do
- The majority did equal groups and would miscount, however, the students that got more correct answer used arrays as a strategy were able to visually see the multiplicative

Regarding 3.OA.2, question, division

- Some got the correct answer, didn't write the division equation
- Some wrote it as a multiplicative problem with the correct numbers, and some with the incorrect numbers
- Many did  $6/24$  instead of  $24/6$
- Some wrote  $24/4 = 6$  instead of  $24/6 = 4$

As a result of these student needs regarding conceptual understanding of foundational multiplication and division and related skills at the rigor of DOK 1 and 2, and the importance of having STRONG foundational skills in these areas, the team decided it was necessary to pivot back to 3.OA.1 and 3.OA.2 in one unit, addressing multiplication first, with a CFA solely on 3.OA.1, then division, with a CFA solely on 3.OA.2, then a CFA with both multiplication and division questions, prior to circling back to 3.OA.3 and 4. There was a discussion that the team will decide how much time to spend on this, using CFA data to measure effectiveness of instruction. In addition, the team should also plan for how to check for understanding on a daily basis (exit tickets, whiteboards, etc...).

All teams have made significant progress and growth with this work. All grade level teams are committed to this collaborative work and have begun strengthening and refining their assessment and response to assessment practices. Teams are shifting from collecting student data for report card grades and to meet school expectations, to using the data collected to inform instruction and capturing their response practices (tier II) in the Unit Plans to help them better reflect and grow as effective teachers. This work continues to grow and strengthen during their second year. They are working to make this work more visible and usable to help strengthen school effectiveness over time across all teams.





# Providing Systematic Interventions & Extensions

The Guiding Coalition made adjustments to their master schedule to provide each teacher a 25- 30 minute Intervention Block time” 5 days a week. Teams working to coordinate the use of that time for skill-based support aligned with their essential standards, instruction, and common assessments.

The Intervention Team and Coordination Of Services Team (COST) are well established structures that will be further refined during year two to increase their impact. These collaborative routines to monitor high risk students and identify tier III interventions for literacy, attendance, & behavior. However, currently there are more student needs than can be supported by the limited number of specialists and resources available.

MONDAY			TUESDAY		
8:00-9:15	75	Math	8:00-9:15	75	Math
9:20-9:50	30	Intervention	9:20-9:50	30	Intervention
9:50-10:05		Recess	9:50-10:05		Recess
10:10-11:25	75	ELA	10:05-10:55	50	PE
11:25-12:10		Lunch	11:05-11:25	20	ELA
12:15-1:00	45	ELD	11:25-12:10		Lunch
1:05-2:35	90	ELA	12:15-1:00	45	ELD
			1:05-2:35	90	ELA

WEDNESDAY			THURSDAY		
8:00-9:15	75	Math	8:00-9:15	75	Math
9:20-9:50	30	Intervention	9:20-9:50	30	Intervention
9:50-10:05		Recess	9:50-10:05		Recess
10:10-11:25	75	ELA	10:10-11:25	75	ELA
11:25-12:10		Lunch	11:25-12:10		Lunch
12:15-1:00	45	ELD	12:15-1:00	45	ELD
1:00-1:50	50	STEM	1:00-1:50	50	PE
1:55-2:45	50	Library	2:00-2:35	35	ELA

# Thank You!



*We Can Do It!*  
**TIGERS**  
*Never Quit!*

EXIT

