2022-2023
What to Expect at the Fall Data Chats
K-12

In preparation for our feeder group data chats in November, here are some guidelines and information that may helpful.

What do I need to submit to CIIS prior to the meeting? Nothing.

Who should attend? All principals in the feeder group.

Who from the District Office will be attending the meeting? Superintendent, Associate Superintendent of CIIS, Assistant Superintendent of CIIS, Director of Access & Equity, Director of Assessment & Instructional Technology, Director of Elementary Curriculum and Instruction, Director of Secondary Curriculum and Instruction, Director of Health Services, and Director of Special Education.

What should I bring? Presentation reflecting the guiding questions; Handouts are not needed.

What should I prepare for? Use the guiding questions to reflect and prepare for our meeting.

How long is the meeting? The meeting should be no longer than 90 minutes.

<u>**November 14, 2022 @ the PDC II**</u>
Ayala Feeder: 9:00 a.m. - 11:00 a.m.
Don Lugo Feeder/Buena Vista/CVLA: 1:00 p.m. - 3:00 p.m.

<u>**November 16, 2022 @ the PDC II**</u>
Chino Feeder: 9:00 a.m. - 11:00 a.m.
Chino Hills Feeder: 1:00 p.m. - 3:00 p.m.

GUIDING QUESTIONS

<u>**PLC Questions 1 and 2:**</u>

- 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 2021-2022 Essential Standards Assessment #3 relative to the CAASPP?
   a. 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).
   b. On a data table, display grades 3-8, and 11 achievement scores for ESA 3 (% met or exceeded standards) and grade level CASSPP scores (% met or exceeded standards).

II.   Across the feeder schools, what is the **collective observation** (pattern, trend, and a-ha) about participation and student learning on 2022-2023 ESA 1 for English-language arts and Math?

a. Pattern: On a data table, display K-12 achievement scores by grade level/course from school to school.
b. Trend: What are your observations of ESA achievement data as students progress from grade to grade (K-12)?
c. A-ha: What else stands out across the schools?

III. Across the feeder schools, share your schools' most recent Tier 1 PBIS Tiered Fidelity Inventory (TFI) results.
a. Pattern: On a data table, display each school's total TFI score. Include Tier 2 data if applicable.
b. Trend: Based on your team's evaluation of the TFI results, what factors have contributed to the feeder schools' success?
c. A-ha: What else stands out across the schools?

PLC 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 students were learning the essential standards at a higher level.

a. What impact is your collective feeder group commitment(s) having on student achievement?
b. Share artifacts, representative of each grade span (ES; JHS; HS) of the progress of your collective commitments.
c. What is the plan (action steps) up until March to sustain this collective commitment(s) across the feeder schools, K-12?
d. What will be your indicator(s) of success for your collective feeder group commitment(s), including the results of the ESAs?

PLC Reflection:

- Since the beginning of the school year, share what you have done collectively to re-engage and ELEVATE as a feeder?
- What are the steps you have identified to deepen your school feeder group's implementation of MTSS-B and PBIS? What are the steps your individual school has identified to deepen implementation of MTSS-B and PBIS?

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