**Assessment Name:**  FALL CBA  **Date Given:** 12/10/19

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| **Student**  **Populations** | **OIS**  **2018-19** | **OIS**  **2019-20** | **District**  **2019-20** | **Leach**  **19-20** | **Vazquez**  **19-20** | **Lancaster**  **19-20** | **McMullen**  **19-20** |
| **All** | - | **70 meets** | **62 meets** | **56 meets** | **66 meets** | **79 meets** | **69 meets** |
| **AA** | - | **65** | **49** | **50** | **-** | **100** | **43** |
| **H** | - | **59** | **49** | **45** | **90** | **57** | **61** |
| **W** | - | **75** | **67** | **62** | **-** | **86** | **73** |
| **ED** | - | **57** | **47** | **58** | **50** | **67** | **52** |
| **SPED** | - | **20** | **27** | **18** | **-** | **0** | **30** |
| **LEP** | - | **62** | **39** | **100** | **90** | **0** | **63** |
| **Approaches** | - | **93** | **90** | **92** | **90** | **93** | **94** |
| **Meets** | - | **70** | **62** | **56** | **66** | **79** | **69** |
| **Masters** | - | **31** | **27** | **18** | **26** | **46** | **26** |
| **5.5A R** | 70 | **82** | **78** | **77** | **81** | **84** | **83** |
| **5.5B S** | 79 | **80** | **77** | **73** | **76** | **81** | **82** |
| **5.5C S** | 90 | **88** | **88** | **83** | **82** | **92** | **89** |
| **5.6A R** | 91 | **88** | **85** | **85** | **86** | **91** | **87** |
| **5.6B R** | 83 | **81** | **77** | **79** | **80** | **85** | **79** |
| **5.6C R** | 78 | **85** | **81** | **86** | **84** | **89** | **82** |
| **5.6D S** | N/A | **48** | **56** | **47** | **38** | **61** | **40** |

1. Which students need additional time or support to achieve proficiency in essential learning standards? List the essential learning standard.

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| **List Students below 70% by Teacher** |

1. In which essential areas did students in my classroom struggle? What is the action plan for improving the results? Use data in the response as evidence.

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| **McMullen:** 5.6D Experimental Design  Action plan: Spiral experimental design questions through homework beginning 2nd 9 weeks. Plan for reteach days. Weekly tutoring. Open ended conversations.  **List specific questions Ss struggled with and why.**  **Lancaster:** Struggled with experimental design.  Action plan:Review by spiraling questions through homework and warm ups.Use open ended questions as warm up/discussion. Tutoring to start after break**.**  **Leach:**  Action Plan: Spiral Review through warm ups and homework. I will offer after school tutorials on Thursdays. I also need to drill test taking strategies since 7 of my failures were due to misreading or overlooking information in the test questions. 13 students were 1 away from meets for the same reason.  Action Plan: Spiral questions back into warm ups and homework. Will also address during AI time. I also plan on offering Tuesday afternoon tutoring or even Monday afternoon..  **Vazquez:** 5.2A and 5.6 D  Action Plan: Open ended warm ups with STAAR and have conversations about experimental design. TEKS. Continue tutoring. |

1. What strategies were used by my teammates that were successful? How can I incorporate those during intervention times? What resources are needed?

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| * Providing the hands-on experience. * Bringing in STEM activities once a week during AI. * The RULES Strategy has been implemented by all team members. * We will model at least twice a week how to work through STAAR formatted questions using the RULES. Use poster maker to make RULES poster. * NEW - Ss are now explaining why they chose their answer. E = explain and eliminate. Very helpful!! I could see the light bulb going off with some Ss. If they couldn’t explain why they chose the answer it forced them to stop and think, and change their answer if needed. * During intervention times, we will model the RULES strategy along with extra practice to help Ss master learning targets with the lower performing TEKS. |

1. In which essential areas did our team’s students struggle? What is the action plan for improving the results? Use data in the response as evidence.

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| 5.6D 40% - Experimental Design  Use AI time to incorporate ED questions into STEM activities  Turn questions into open ended questions by removing the answer choices. |

1. What is the plan to extend and enrich the learning for students who are highly proficient? What resources are needed?

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| AI is the time where we focus on higher achieving students. Stemscopes, vocabulary, station activities, and STEM activities are planned to enrich our higher achieving students and focus on lower students as well.  Science fair |