Our Apache Family

➢ School Culture
  - Advisory
  - SEL Supports
  - Clubs/Extracurriculars
  - Coronado Cup
  - More/New Student Opportunities
    - AVID
    - E-Sports
    - Peer Tutoring Club
    - Food Pantry
    - Lunch Intervention Expansion (ONE program)
    - Migrant Speech and Debate

Our Students have Opportunities!

➤ **College and Career**
  - AVID
  - Pathways (9)
  - Engineering Tech Creation and population
  - Military/Service Pathway Growth
  - Financial Aid
  - Fresno State Day (179 Students)
  - Scholarship Night
  - A-G Growth

91.5% (+4.5%) Financial Aid
Completion

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su.sd/SHSSummit23

Overview

"The measure of who we are is what we do with what we have."
~Vince Lombardi

Photo Credit: HMR Architects
https://hmrarchitects.com/projects/new-sanger-high-school/

Sanger High Overview 22-23

Student Enrollment
2669

96.5% Graduation Rate*

902 in 4 year Pathway

775 Graduating Seniors
Pathway completers 245 (+29% from 2022)

194 Emerging Bilingual Students

2022.23 CAASPP Results

English Language Arts

Average Scale Score for **560** results

64.3%

Student Score Distribution

Standard Exceeded (Level 4)	29%
Standard Met (Level 3)	35%
Standard Nearly Met (Level 2)	22%
Standard Not Met (Level 1)	14%

Math

Average Scale Score for **565** results

29.3%

Student Score Distribution

Standard Exceeded (Level 4)	8%
Standard Met (Level 3)	21%
Standard Nearly Met (Level 2)	30%
Standard Not Met (Level 1)	41%

Summary

Changes from 2021.22:
- ELA/Math/Science: Decrease in % students "Not Met"
- ELA/Math: slight decrease from 2022 (-1%)
- Science: slight increase from 2022 (+1%)

Science

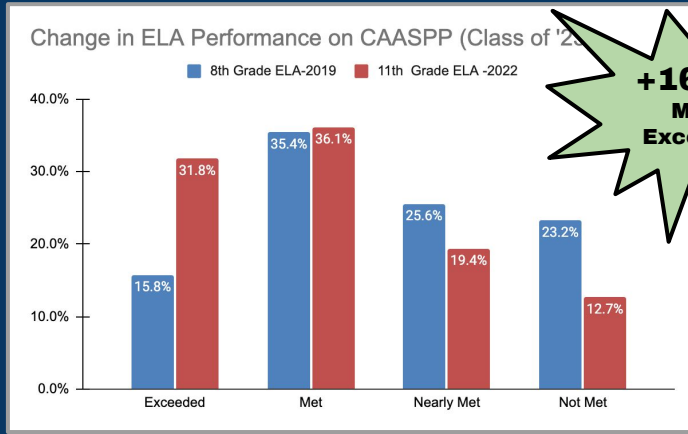Average Scale Score for **582** results

31%

Student Score Distribution

Standard Exceeded (Level 4)	6%
Standard Met (Level 3)	26%
Standard Nearly Met (Level 2)	62%
Standard Not Met (Level 1)	6%

Comparing 8th grade to 11th grade CAASPP Scores

Change in ELA Performance on CAASPP (Class of '2...

■ 8th Grade ELA-2019 ■ 11th Grade ELA -2022

Category	8th Grade	11th Grade
Exceeded	15.8%	31.8%
Met	35.4%	36.1%
Nearly Met	25.6%	19.4%
Not Met	23.2%	12.7%

+16.7% Met / Exceeded

Change in Science Performance on CAASPP (Class of '23)

■ 8th Grade Science-2019 ■ 11th Grade Science -2022

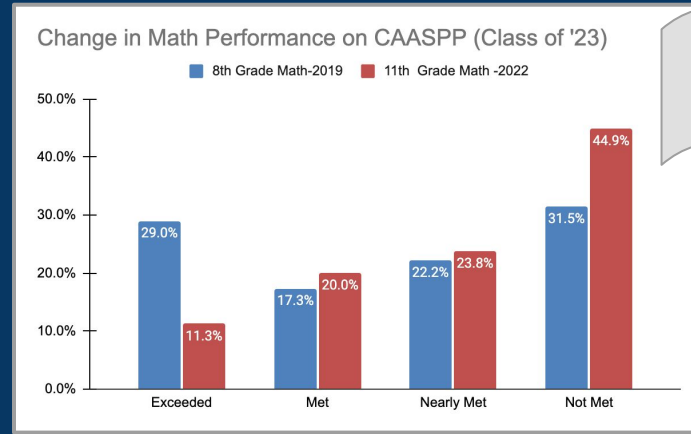| Category	8th Grade	11th Grade
Exceeded	5.9%	4.1%
Met	22.2%	29.0%
Nearly Met	58.2%	58.9%
Not Met	13.7%	8.0%
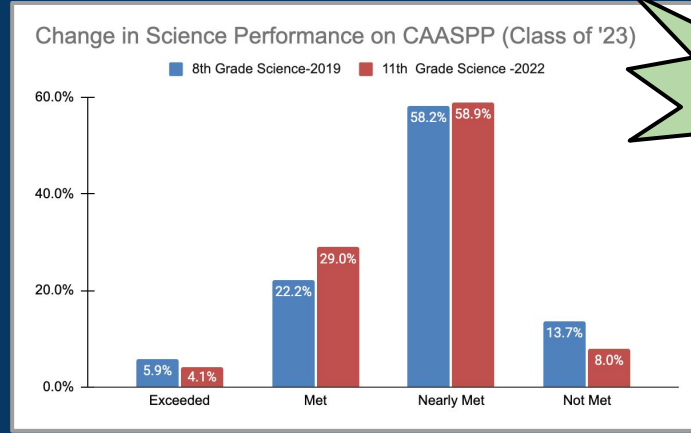
+5% Met / Exceeded

Class of 2023: Changes in CAASPP Scores
- Large increase in ELA performance +16.7%
- Increase in Science performance +5%
- Decrease in Math performance -15%

Change in Math Performance on CAASPP (Class of '23)

■ 8th Grade Math-2019 ■ 11th Grade Math -2022

Category	8th Grade	11th Grade
Exceeded	29.0%	11.3%
Met	17.3%	20.0%
Nearly Met	22.2%	23.8%
Not Met	31.5%	44.9%

-15% Met / Exceeded

Our Apache Family

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91.5% (+4.5%) Financial Aid Completion

GO 'DOGS!

BULLDOG!

S APACHES

Signature Practice

"Rigor, Excellence, Equity"

Back to Basics

Instruction (Focus on Learning)

Challenge:

➤ PLC Inequities

➤ Teacher Isolation

➤ Need for valid measurement of student learning

Practice:

➤ PLC Lead Training/Grading Pilot/PLC Conference

➤ Peer Walkthroughs/Grading Exhibition

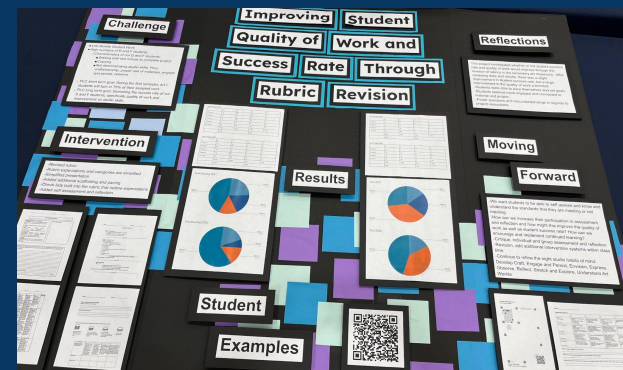➤ Learning Progressions/CFA Development Begins

Results:

➤ Consistent Expectations Across PLCs, More PLCs Feeling Supported

➤ Improved Sense of Community, Refocus on Teacher growth

➤ Identified Focus Standards, Refining CFAs and Learning Progressions
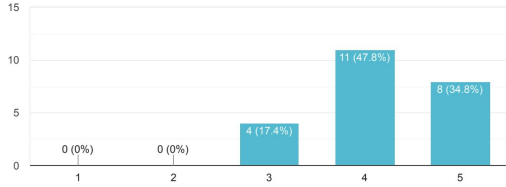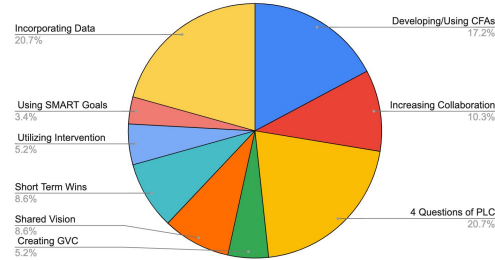
The Growth Process

PLC Lead Meeting: 2/21

Rigor, Excellence, Equity

S Apaches

Improving Student Quality of Work and Success Rate Through Rubric Revision

Challenge · Reflections · Intervention · Results · Moving Forward · Student Examples

---

Rate your overall experience in PLC Lead Meetings this year.

Copy

23 responses

- 1: 0 (0%)
- 2: 0 (0%)
- 3: 4 (17.4%)
- 4: 11 (47.8%)
- 5: 8 (34.8%)

What are your Focus Areas as a PLC?

- Developing/Using CFAs 17.2%
- Increasing Collaboration 10.3%
- 4 Questions of PLC 20.7%
- Creating GVC 5.2%
- Shared Vision 8.6%
- Short Term Wins 8.6%
- Utilizing Intervention 5.2%
- Using SMART Goals 3.4%
- Incorporating Data 20.7%

I really appreciated that compared to previous years it was about creating discussion and starting to share out. Not just here is a slide deck that is then read to us to the share out by email to our PLCs. If meetings are just information sharing just cancel the meeting.

I liked the tools you guys handed out for statistical analysis of assessments. It was also nice to talk to other PLC leads.

What we are doing is applicable, we can implement it in realtime and it works to improve what we currently do. Example— CFA. We are able to take whatever point we are at within our PLC and apply learning, we don't have to all start from the same location/spot.

PLCs in CFA/Learning Prog.

- English 9
- World Lit
- American Lit
- World Hist
- Chem
- Bio
- Concept Phys

August 2022 PLC Evals- Kratlian
August 2022 PLC Evals - Hamilton

Quality Indicator	Requirements of the Indicator Are Not Present	Limited Requirements of the Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator
Established Guiding Coalition	1	2	3	4
Collaboration	1	2	3	4
4 questions of a PLC	1	2	3	4
Shared Vision	1	2	3	4
Guaranteed & Viable Curriculum	1	2	3	4
SMART Goals	1	2	3	4
Common Formative Assessments (CFA)	1	2	3	4
Use of results from CFA	1	2	3	4
Provide Systematic Interventions	1	2	3	4
Shared Leadership	1	2	3	4
Creating Short Term Wins	1	2	3	4

Modified Grading Scales	Catch-Up Time / Make-Up Day	Test Corrections / Reflections	Rubrics / Feedback
Sanger West Art 4 Point Rubric Scale is a scale I plan to use in my classroom. Idea of using standards rather than responsibility is a very smart idea to use. and you can use standards as reference in case a student were to question why they received the grade that they did.	Sanger High School Spanish 1 intervention board caught my eye the most. The idea of pushing kids to turn in their projects on time and to complete their work and follow directions is very smart. If we continuously push our students to do better, it will begin to resonate with them. We can use strategies such as drafting outlines, breaking down projects into steps, extending deadlines when necessary, private settings for meetings, and sending students remind messages.	I do like the idea of Multiple Choice Questions but I think the use of MCQ is not always the most beneficial. Instead we should stray away and provide multiple means of assessment. Some students are not the best multiple choice question answers but they are very good at Reflections and other assignments, we must provide multiple means to see what our students truly know.	I like the idea of having a checklist that outlines the rubric so students understand what they are being graded for so that there is no confusion. can also be used as a scaffolding method so students can see what they need to work on moving forward.

Evidence of Student Learning

Decrease in D/F Rate

Fall '21=2,882
Fall '22=2,287
*18% Drop

Spring '22= 2,974
Spring '23= 2,555
*13% Drop

iReady Diagnostic Data
Math Diagnostic #1= 11.7% on GL
Math Diagnostic #3= 19.7% on GL

ELA Diagnostic #1= 11% on GL
ELA Diagnostic #3= 17.4% on GL

SPED ELA=22 Point Avg Scale Growth
SPED Math=16 Point Avg Scale Growth

CFA Data
IM2 ILLUMINATE DATA
IM2 DATA SHEET
BIOLOGY ILLUMINATE DATA

CAASPP Math
7% Shift from Level 1 to Level 2

CAST Science
2% Shift from Level 1 to Level 2
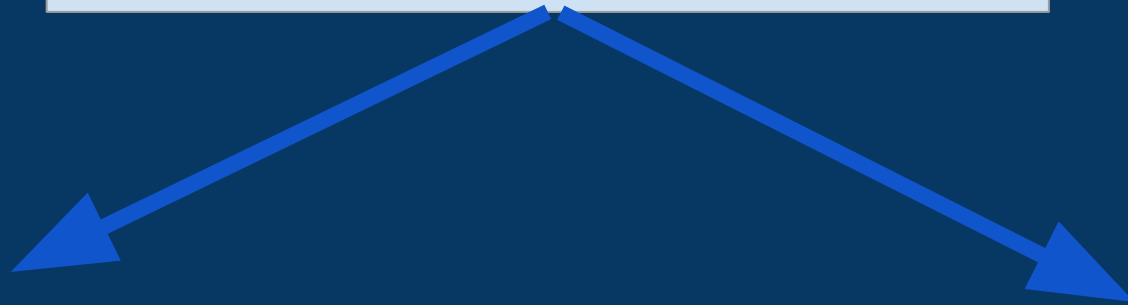
ELPAC
Level 4
2022 = 11%
2023 = 20%

Looking Ahead

"Success is the sum of a lot of small things done correctly!"
~ Fernand Point

Problem of Practice: Tier 1 Instruction

Challenge
➢ Walkthrough/ Observation Evidence
   o Unbalanced ratio of student/teacher talk
   o Use of technology- disengagement
   o CFUs are rare or volunteer

Practice
➢ Establish SITE Instructional Norms
   o **Tier 1: Teacher / Student talk and CFU**

   o **Evaluation: Rubrics, FAST Feedback, Data Analysis, Linking Learning to Grades**

➢ Engage Students with more diverse curriculum, feedback and strategies

How will we Measure Results
➢ Focused Walkthroughs: Engagement and Tier 1 Instruction/Incremental Monitoring

➢ Submission and analysis of PLC Assessments: *writing samples, project-based learning, presentations, performances, skill-based assessment, etc.*)

Accurate Grading Practices - Valid Measurement of Learning

Challenge

➢ Grades include behaviors rather than learning.

➢ Grades are not calibrated within PLCs.

➢ Students chasing points rather than striving to learn.

Practice

➢ Grades Reflect Performance/Learning

➢ Clearly defined A,B,C,D,F rubrics in each PLC (Whole Class and Individual Assessments)

➢ Actionable Feedback, Clear Expectations for Students

How will we Measure Results

➢ Progress Report Monitoring, Empathy Interviews (Students)

➢ PLC Syllabi and Rubrics, Progress Report Check-Ins and Calibration

➢ Opportunities for student growth built into course, reteaching, students utilizing feedback

Tier 1 Instructional Practice Discussion
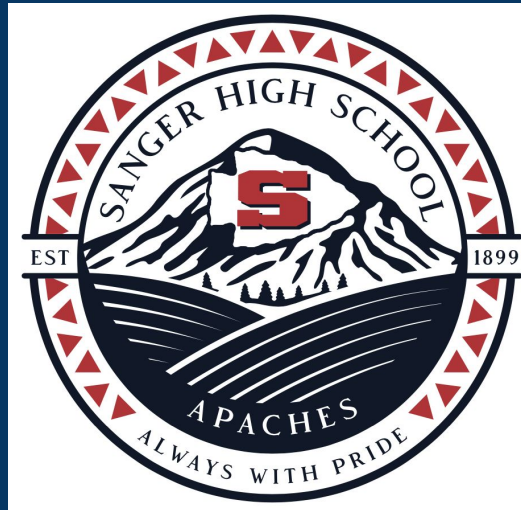
Tier 1 Instruction for Target Students

Tier 1: Increasing *__Student Talk__*

- Think/Pair-Share at predetermined points throughout lesson
- Academic Discourse & student-led conversations
- Provide sentence frames/sentence starters for students to use as needed
- Non-Volunteer CFU so all students have opportunities for language production
- Pause at predetermined points during note-taking and have students summarize notes in their own words

Impact on Target Students

- Increase use of academic language for all students
- Language practice for English learners
- Increase active engagement time
- Adds another layer of CFU as teacher monitors student responses

Administrative Role

- Department Meetings
- Professional Development
- Walkthroughs (APs and CSPs) with feedback

Tier 1 Instruction for Target Students

Tier 1: Increasing *__Student Engagement__*

- Think/Pair/Share
- Small Group Instruction (Cooperative Learning)
- Focused Note-taking
- Balance between Direct Instruction and Student Driven Inquiry
- Performance Tasks/Inquiry Based Assignments
- Tactile Projects
- Balanced Teacher/Student Talk Ratio
- Student/Teacher Rapport
- Phone Calls Home

Impact on Target Students

- Accountability
- Deeper Levels of Comprehension
- Increased Self-Esteem
- Development of Perseverance
- Decrease in Behavior Issues
- Less Ds and Fs

Administrative Role

- Department Meetings
- Professional Development
- Walkthroughs w/ Feedback
- Regular Meetings with PLC Leads and CSP
- Data Driven Conversations
- Supporting Teachers with Discipline Issues

Grading Practices for Target Students

Tier 1: Utilizing **Rubrics and Feedback** to improve Student Learning

- **Rubrics** provided for major assignments/projects.
- PLC Alignment.
- Continue Practices of:
  - No Homework
  - Replacement of **Zeros**
  - Catch Up Time
  - Test Corrections

Impact on Target Students

- Clear goals and objectives.
- Student accountability.
- Students aware of their own learning process and progress.
- Improve work through feedback.

Administrative Role

- Collecting and review of Rubrics from Departments/PLC
- PD on rubrics
- PLC Calibration of rubrics

How do we get there?

Our Site Needs:

- Consistent Walkthroughs and Data Collection

- Regular Conversations with PLCs on alignment and use of data to inform instruction

District Support:

- Focus on specific / relevant training during inservice days on grading and Tier 1 instruction

- Schedule for Dr. Reeves Partnership with Continuing PLCs - Add New PLCs

- DIS Rubric Creation PD

- Illuminate Training for Site-Based Trainers

- Continued Learning Progression PD

Measures of Success:

- PLC Agendas/Minutes/Syllabus

- Grades/Rubrics
  -

- Evidence of Student Improvement (Grades/Assessments)

How do we get there?

Classroom Walkthroughs
- Tier 1 Walkthrough Forms
    - Paced and chunked throughout the year with specific focus.
- **Tier 1 Walkthrough Data**
- **With CSPs**
    - Data shared with Departments, Teachers, PLCs
- **Teacher <u>Peer to Peer</u> Walkthrough**

"Always with Pride"
Rigor, Excellence, and Equity

- **Guaranteed Viable Curriculum**: National / State / Professional Standards are the foundation
- **Guaranteed Viable Instruction**: Purposeful practice, activities, assignments that feature student participation, critical thinking, and connection to learning goals.
- **Universal Design for Learning**: Build in Academic Sentence Frames, to support answers to prompts in Complete Sentence Responses
- **Structured Collaboration:** (Pair Shares, Group Roles)
- Using **evidence** and **analysis** to support claims
- **Feedback**: Respond to student learning on CFA's and other forms of assessment
- Extend student thinking with **Higher Order Questions** (Extend answers, "why, or why not?")

- **Reflection**: Using mistakes/self reflection to improve quality of work
- **Community**: Showing a commitment to enhance the school and community through participating in clubs, sports, service activities, and collaboration.
- **Growth**: Willingness to learn and perform at a high level in all we do
- **Accountability**: Student & Teacher Accountability for Learning / Self-Reflection

- **Grading:** Reducing barriers to demonstrate actual content learning
- Accurate measurements of skill related to content learning
- **Tier 1 Instruction:** Tiered instructional support for all students
- **Recognition:** Rewarding growth of all students
- **Support:** All students having consistent opportunities to join classes, have access to support, and receive academic advising

Tier 1 Instruction for Target Students

Tier 1: "Embedded and visible everyday"

- Teachers, GLS', and Administrators identify Target Students
- Utilize checking for understanding practices that include non-volunteers and responses from Target Students
- Differentiate Checking for Understanding strategies and practices, Assessment opportunities, and instructional strategies
- Intentional Inclusivity: Multilingual and Students with Special Needs are a part of class activities and not separate from others.
- Focus on language production from ALL students & increased focus on teacher talk-student talk ratio
- Use of academic discourse for peer discussions and collaborative activities (pair share, group discussions)

Valid Measures of Achievement/Learning

- Clear Expectation communicated in Class Syllabi
-

Focus Walks

- Walkthrough Forms
- Department Meetings to communicate instructional norms
-

Tier 1 Instruction for At-Risk Students

9th
[Class of 27 At-Risk (WAMS Non-promoters)](#)

Tier 1:

Valid Measurement of Achievement:

1. ~~Tier II: Assigned to Summer School 2023 before their 1st year at SHS to get ahead.~~
2. ~~Tier II: Some students assigned Advocates~~
3. ~~Freshman Handbook, At-Risk Meeting with parent and students to review:~~
   a. ~~Graduation Requirements~~
   b. ~~Behavior/Attendance Expectations~~
   c. ~~Goal Setting/Organization & Study Skills~~
   d. ~~Resources/Interventions~~
4. ~~Tier III: Winter Session to recover credits from S1~~
5. ~~Tier III: Daytime CR referral for S2, if student is behind more than 15 credits after S1.~~
6. ~~Track SEL Component/Panorama data (Sense of Belonging/Connection to Adult)~~

10th

[Class of 26 At Risk](#)

Tier 1 Instruction:
"Embedded and visible everyday"
   a. Differentiate Checking for Understanding, Assessments, Best Practices, CFA's
   b. Intentional Inclusivity: ELLs are a part of your class activities and not separate from others.

Valid Measurement of Achievement:

   Grading: PLC aligned Rubrics that communicate clear expectations to students.

At-Risk Students

11th

Class of 2025 At Risk

Tier 1:

Valid Measurement of Achievement:

- Uniform rubrics by PLC
- Targeted CFU focused on target students & subgroups (EL, SpEd)
- Intentional use of CER tasks
- Focus on language production from ALL students & focus on teacher talk-student talk ratio
- Peer discussions & academic discourse (pair share, group discussions)
- Academic goal-setting for target students
-

12th

Class of 2024 At-Risk List

- Sitewide Initiatives: Grading Practices, Tier I Instruction, Rubrics
- ~~Assign Summer School prior to end of 22/23 School year. Students may earn up to 20 credits~~.
- Medium and High Risk Students Assigned Advocates based upon the Advocate Restructure and need.
- ~~Daytime CR with L. Siqueiros~~
- ~~Afterschool CR with Possible Winter Session~~
- Advocate Advisory Assignments
- Advocate Lunch Work Sessions
- Thursday Afterschool Work/Study Sessions w/ Billy
- AP/GLS to Monitor Attendance for Immediate SARB Meetings (SS/Non-Priv for SARB II)
- AP/GLS to Monitor and Work Closely with SEL Team Based Upon Student Need

Measurements for Learning for At-Risk Students

9th
Class of 27 At-Risk (WAMS Non-promoters)

Tier 1:

Valid Measurement of Achievement:

1. Tier II: Assigned to Summer School 2023 before their 1st year at SHS to get ahead.
2. Tier II: Some students assigned Advocates
3. Freshman Handbook, At-Risk Meeting with parent and students to review:
   a. Graduation Requirements
   b. Behavior/Attendance Expectations
   c. Goal Setting/Organization & Study Skills
   d. Resources/Interventions
4. Tier III: Winter Session to recover credits from S1
5. Tier III:Daytime CR referral for S2, if student is behind more than 15 credits after S1.
6. Track SEL Component/Panorama data (Sense of Belonging/Connection to Adult)

10th

Class of 26 At Risk

Tier 1:

Valid Measurement of Achievement:

10th grade At-Risk students deficient in credits will be assigned Summer School to recover credits.

Tier 1 Instruction:
"Embedded and visible everyday"
   a. Differentiate Checking for Understanding, Assessments, Best Practices
   b. Intentional Inclusivity: ELLs are a part of your class activities and not separate from others.

Grading: PLC aligned Rubrics that communicate clear expectations to students.

DRAFT PLAN: Supporting Target Students (KEY practices to support target groups:)

1. Communication is KEY
   a. Freshman Handbook
   b. Parent meeting at beginning of the year to inform parents of importance of attendance, study skills, and use of class time.
   c. Clear definition of what it takes to pass a course with a "C" in class syllabus. Clear consequences for Failing Students.
2. Supports system: Mandatory Lunch, Thursday, and Saturday Interventions
   a. AP Team uses At Risk List
3. Classroom Supports: What are we going to do to ensure students learn?
   a. Mandatory Intervention and follow up consequences for absences
   b. Thursday School with Tutor support
   c. Tier One Instruction: Monitor teaching practices that hold students accountable for learning
   d. AP/Teacher Meetings with "Focus Student", who are your at risk? What are you doing in class to ensure they learn? Call home? Assign consequences?

1. SPED/ELL: Target "focus" students
   a. Communication:
      i. Translation services
      ii. Breakout sessions
   b. Tier 1: "Embedded and visible everyday"
      i. Differentiate Checking for Understanding, Assessments, Best Practices
      ii. Intentional Inclusivity: ELLs are a part of your class activities and not separate from others.
      iii. Academic Discourse
   c. Grading:
      i. Feedback allows students to improve grades and demonstrate learning
      ii. Rubrics communicates expectations to students and make improvements
2.