



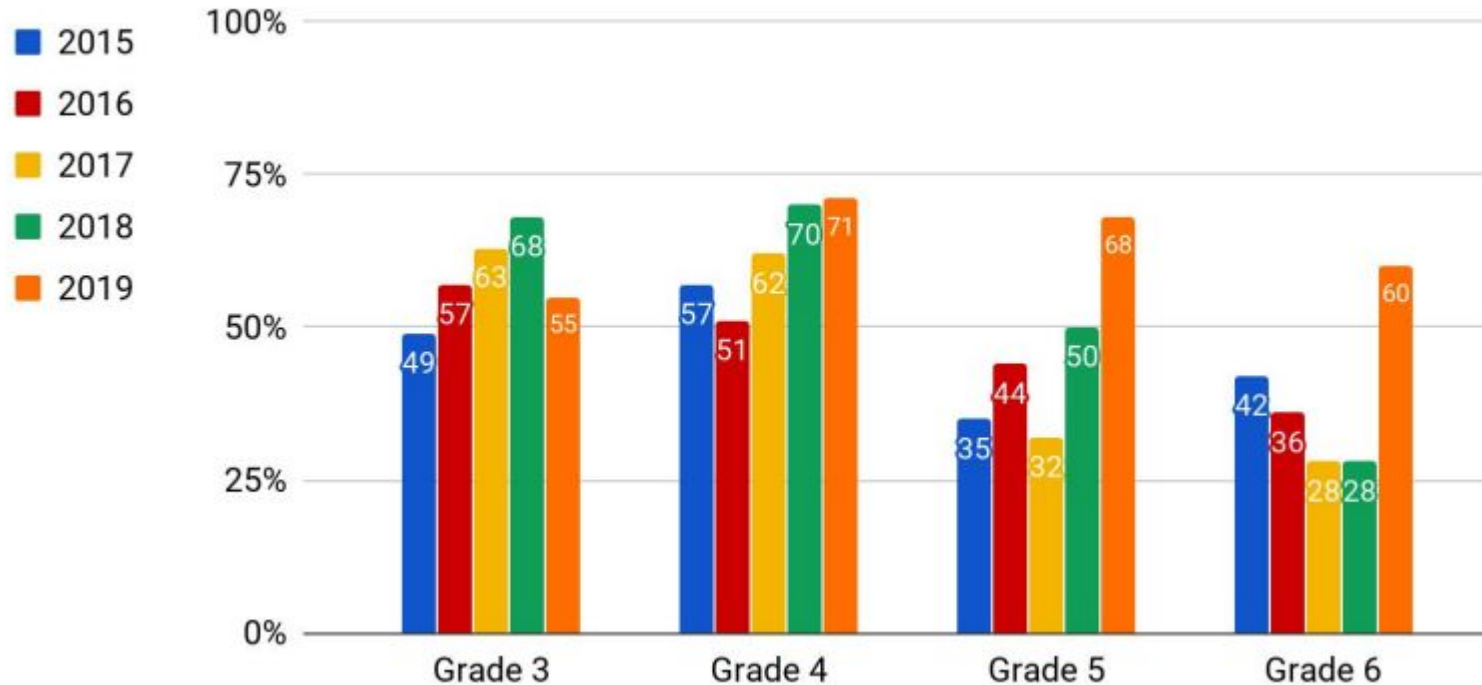
# STOCKDALE ELEMENTARY

## PURPOSE STATEMENT:

Inspiring hope while ensuring high levels of learning for ALL students.

# CAASPP MATH

Percentage of Students Meeting/Exceeding Standards

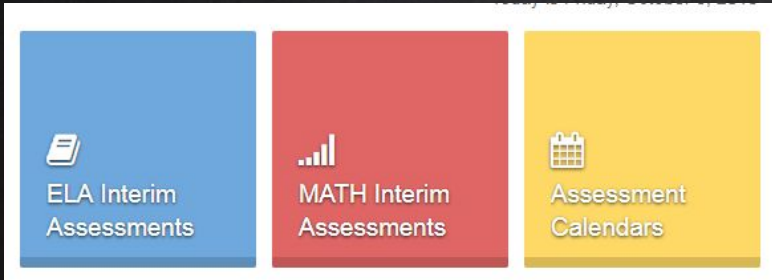




STOCKDALE ELEMENTARY

SIGNATURE PRACTICE:

DATA DRIVEN INSTRUCTION



# INTERIMS AND IABs

Teachers analyze interims for exemplary first instruction, and analyze the student performance data for reteach opportunities.



## BACKWARDS MAPPING

WHAT DO WE WANT THE STUDENTS TO KNOW  
AND HOW ARE WE GOING TO GET THERE?

### Standard

What is the standard and are there any prerequisite skills within the standard that need to be taught to achieve mastery of the standard? What does the mastery of the standard look like at its highest rigor?

### Interim & IABs vs. Curriculum

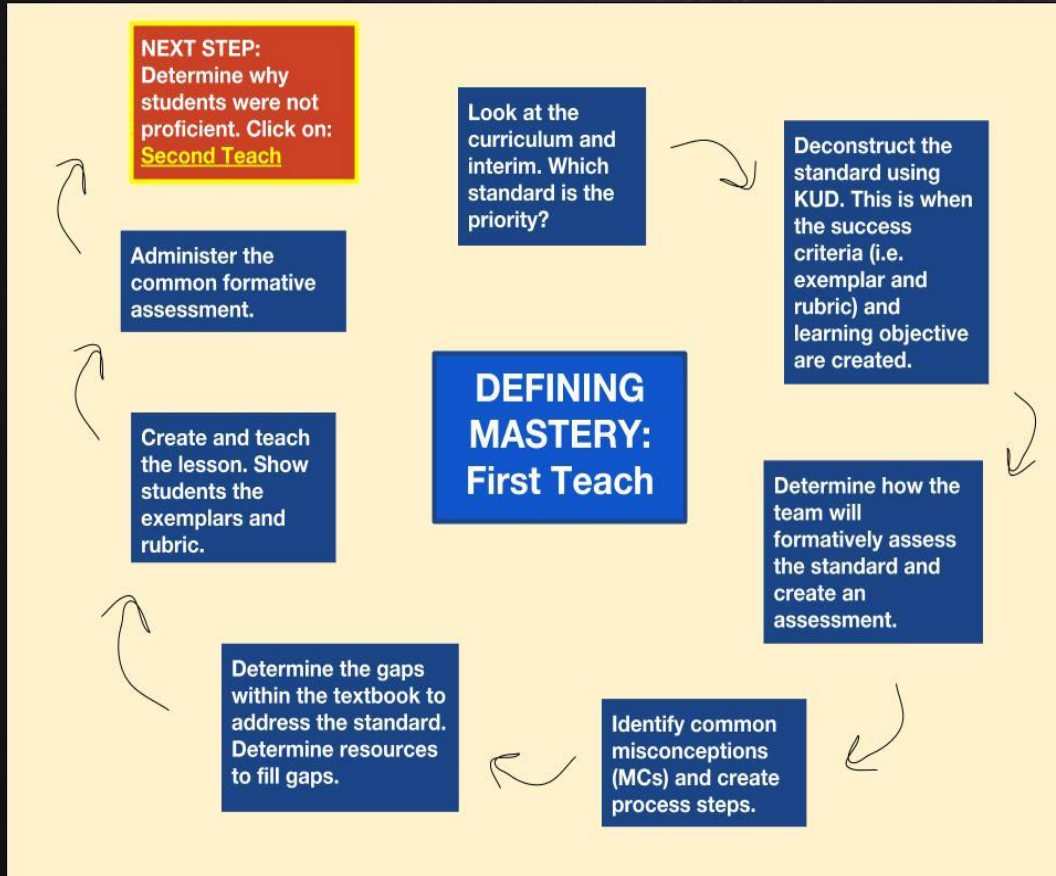
Looking at the Interim, are there any questions that are framed differently than Benchmark Advance, Go Math, and Engage NY?

Focus Standards: Identify major and minor standards.

### CFAs

Discuss with your team members what the mastery of the standard looks like and create an assessment using Illuminate. Calendar the date/s your team is going to assess.

# DEFINING MASTERY: FIRST TEACH



1. Deconstruct the standard.
2. Determine how the team will formally assess/create an assessment.
3. Identify common misconceptions and create process steps.
4. Determine the gaps in curriculum to address the standard. Determine resources to fill the gap.
5. Create and teach the lesson. Have student exemplars and rubrics to show.
6. Administer the common formative assessment.
7. Determine why students were not proficient.

# WHAT DOES THIS PROCESS LOOK LIKE IN A PLC?

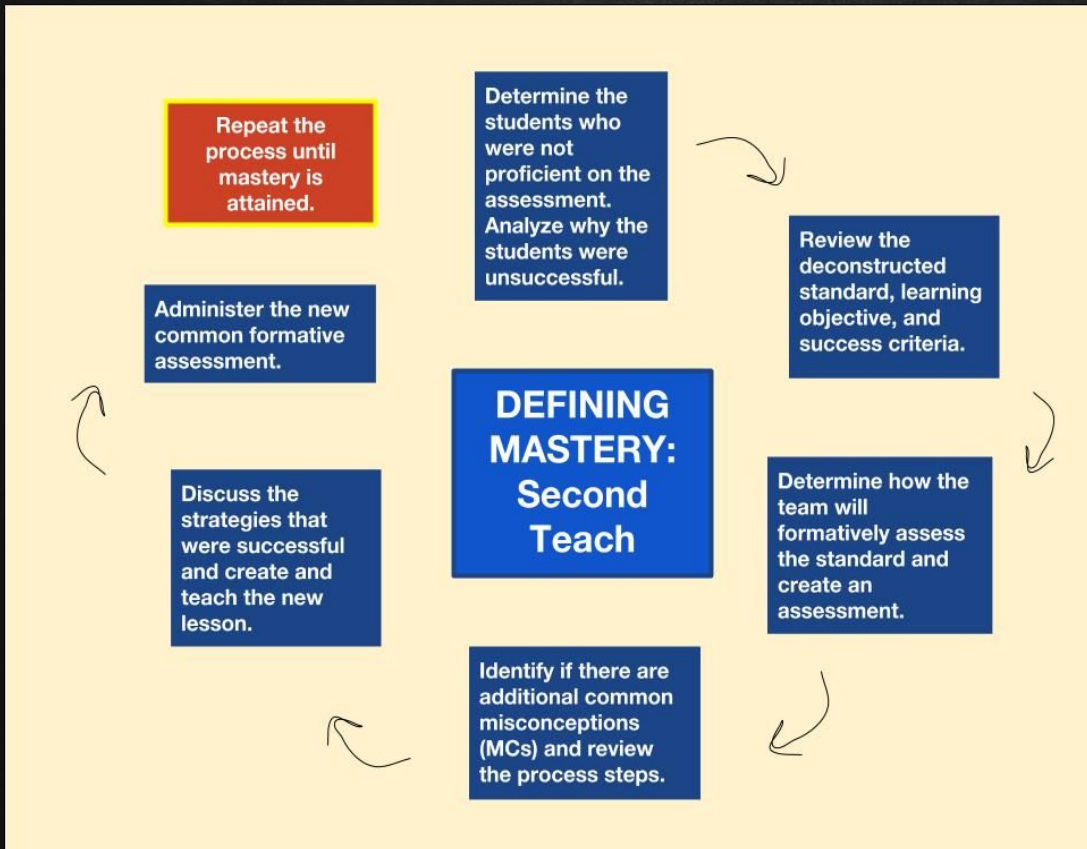
## Digital Library Resource

Teachers access the Digital Library data linked directly to their IAB data for Reteach strategies at each performance level.

## Deep Data Dives

After we give Interims and IABs, teachers will participate in a deep data dive meeting and discuss grade level reteach strategies for ELA and Math intervention.

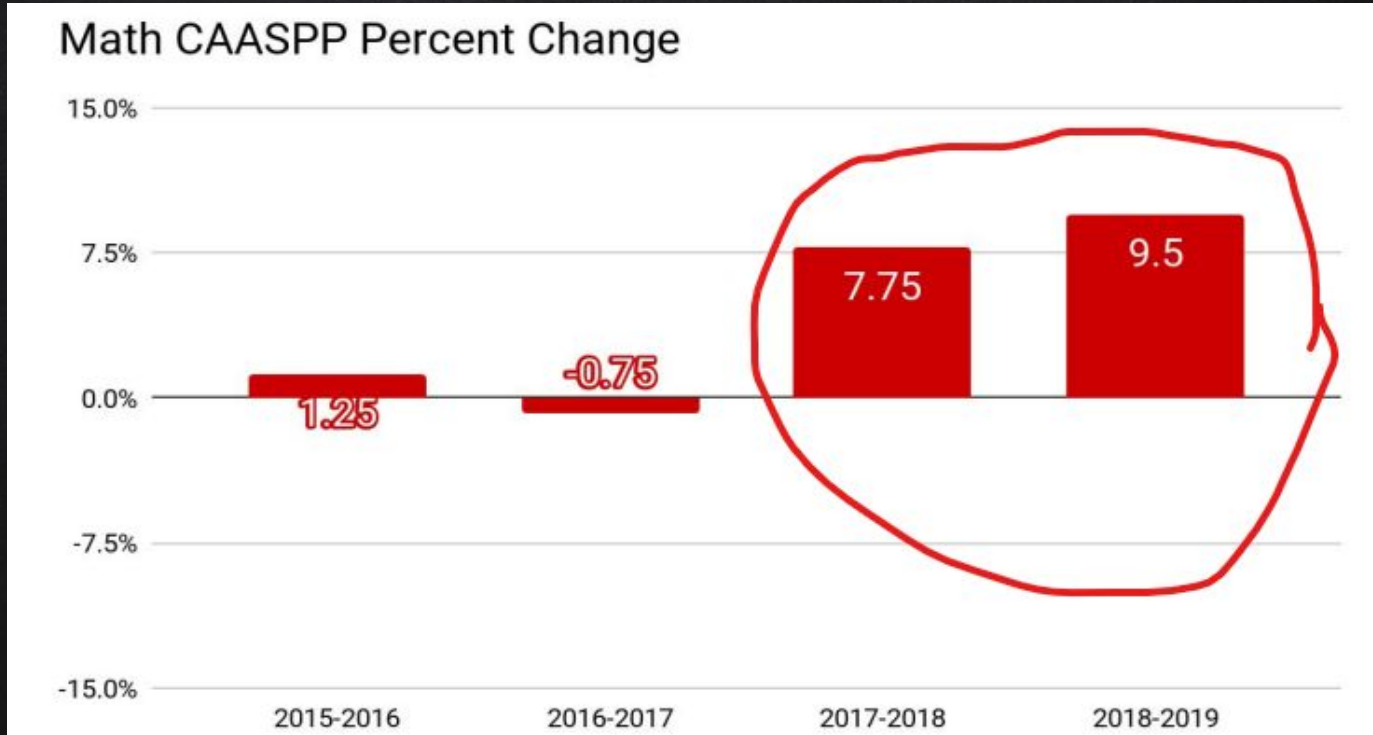
# DEFINING MASTERY: SECOND TEACH



1. Determine the students who were not proficient on the assessment. Analyze why the students were unsuccessful.
2. Review the deconstructed standard, learning, objective, and success criteria.
3. Determine how the team will formatively re-assess the standard and create an assessment.
4. Identify any additional common misconceptions and review the process steps.
5. Discuss strategies that were successful and create/teach the new lesson.
6. Administer the new common formative assessment.
7. Repeat the process until mastery is attained.



# CAASPP MATH GROWTH OVER TIME



# 2020 SCHOOL READINESS ASSESSMENT



“The SRA data shows that effective assessment practices are implemented to guide instructional practices.”



“The SRA data shows that the school has created a data driven culture, where school staff collaborate and use data to make decisions about instructional practices.”

Sources: 2020 KCSOS School Readiness Assessment Data, Dec. 13, 2019  
Smarter Balanced Digital Library Assessment Data