

Urban Charter Schools Collective (UCSC)  
Board Meeting Agenda  
**January 23, 2017**  
**Special Board Meeting Agenda**  
This meeting is being video recorded.

---

**Board Members**

Miles E. Myles President (Term Expires June 2019)  
Dr. Lance Fang, Vice President (Term Expires June 2018)  
Dr. Dennis Mah, Board Treasurer (Term Expires June 2017)  
Chandra Roughton, Board Secretary (Term Expires June 2019)  
See Lor, Board Member (Term Expires June 2017)  
Vacant, Board Member (Term Expires June 2018)  
Vacant, SCUSD Representative (No expiration)

6:00 p.m. Convene  
7:10 p.m. Closed Session  
7:35 p.m. Reconvene Open Session  
9:00 p.m. Adjourn

**Lisbon Elementary Staff Room**  
7555 S. Land Park Drive, Sacramento 95831

---

\* Supporting materials will be distributed at the meeting.

- 1. CALL TO ORDER 6:00 PM**
- 2. BOARD ROLL CALL 6:01 PM**
- 3. ADJUST AGENDA ITEMS AS NEEDED 6:03 PM**
- 4. PUBLIC COMMENT – Limit Two Minutes Per Person and Ten Minutes Per Issue Listed in the Agenda 6:05 PM**

**Closed Session: 6:10 PM**

- C-1. Personnel (hiring, dismissal, release, reassignment, compensation, evaluation, etc.)
- C-2. Litigation (OCR, Concerns, Complaints, Lawsuits, etc.)
- C-3. Discuss Resignation, Election of Officer(s) and Appointment of New Board Member(s)

*Closed session minutes from previous month's meeting will be distributed during closed session.*

*Closed session intended for:*

- 1) considering appointment, employment, evaluation of performance, discipline or dismissal of an employee (employee may request hearing of discipline or complaint be done in opens session);
- 2) meeting with law enforcement or security personnel concerning the security of public buildings and services;
- 3) receiving advice from legal counsel concerning existing litigation, initiating litigation, or situations involving significant exposure to litigation;
- 4) considering labor negotiations, although final decisions concerning salaries must be made in public;
- 5) considering price and term in connection to purchase, sale, exchange or lease of real property.

*Definition: Significant exposure to litigation is created when: 1) existing facts and circumstances are not known to plaintiffs, 2) a claim is received threatening litigation, 3) a person at a public meeting threatens litigation, 4) a person outside a public meeting threatens litigation and an agency official having knowledge of the threat makes a record of the statement prior to the meeting. Brown Act 54956.9(b) (3)*

- 5. REPORT OUT CLOSED SESSION 6:35 PM**
- 6. CONSENT AGENDA 6:40 PM**
  - a) Approval of Regular Board Meeting Minutes for December 12, 2016\*
- 7. ACTION ITEM – Acceptance of Donations 6:45 PM**
  - 7.1 Dr. Lee Yang, Yang Advanced Chiropractic Corp, in the Amount of \$1,000 to Support Teachers in the work towards Scholar Achievement
  - 7.2 Balanced Body, in the amount of \$50.00 to Support the School
  - 7.3 Yuanji Dance School, in the Amount of \$300 to Support the School
- 8. DISCUSSION ITEM – Board Workshop/Strategic Plan and Other Initiatives (1 hour) 6:50 PM\***
  - 8.1 Identifying “Theme” for the Development of the Middle School

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]  
Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.

- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge.

- Regular board meetings for 2016 – 2017 have been scheduled for Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, 2015, Feb. 6, Mar. 13, Apr 17, May 8, June 12, June 26 (4<sup>th</sup> Monday)

- 8.2 Create Subcommittee for Curriculum Development
- 8.3 Discussion for Alternative Ways to House the Middle School (Expansion, Relocate to Larger Campus, or Construction)
- 8.4 Discussion for the Usage of Bond Monies for Lisbon Elementary
- 8.5 Discussion for Moving the Pre-School

**9. INFORMATIONAL ITEM – Monthly Administrative Reports**

- 9.1 Principal's Report on Instruction & Learning 7:45 PM\*
  - 9.1.1 Enrollment, Attendance & Student Disciplinary Actions
  - 9.1.2 Core Curriculum & Instruction/ Instructional and Delivery Plan
  - 9.1.3 Academy Council
  - 9.1.4 LCAP Update
- 9.2 Chief Financial Officer's Summary of Finance & Operation 7:55 PM\*
  - 9.2.1 Financials through Previous Month
  - 9.2.2 Upcoming Projects Reports, Contracts & MOU
  - 9.2.3 Review of P-1 Attendance Report Due to CDE

**10. INFORMATIONAL ITEM – Presentation on Data Team Process by Member Roughton 8:05 PM\***

**11. INFORMATIONAL ITEM – Superintendent's Report/Update 8:30 PM\***

- 11.1 Tutor Data Collection for Push-In Support
- 11.2 Monthly Summary Report

**12. BOARD MEMBERS IDENTIFY ITEMS FOR NEXT BOARD AGENDA 8:55 PM**

**13. ADJOURN 9:00 PM**

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]  
Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.

- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge.

- Regular board meetings for 2016 – 2017 have been scheduled for Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, 2015, Feb. 6, Mar. 13, Apr 17, May 8, June 12, June 26 (4<sup>th</sup> Monday)

-----

Calendar of Regular Board Meetings

Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted below for November and June. All meetings start at 6:00 PM and are conducted in the Lisbon Staff Lounge located at 7555 South Land Park Drive in Sacramento, CA 95831.

Each regular meeting will have the following two agenda items:

- 1) Principal's Report on Instruction & Learning which includes: ELAC update, Academy Council update, enrollment & attendance update, and suspension & referral update.
- 2) Business Office Manager's summary of Finance & Operation which includes: profit & loss statement for through the end of the prior month and cash flow update,

August 8, 2016	September 12, 2016	October 10, 2016	November 14, 2016
<ul style="list-style-type: none"> <li>Review actual enrollment and attendance and compare to projected</li> <li>Review work of board nominating committee</li> <li>Sick Leave/Vacation Policy</li> <li>Staff evaluation process</li> <li>Preparing for annual board self-evaluation</li> <li>Appoint nominating committee for vacant board position(s)</li> <li>Update Board priorities</li> </ul>	<ul style="list-style-type: none"> <li>Annual Board organizational meeting</li> <li>Annual Board self-evaluation</li> <li>Review annual program audit before submission to SCUSD by the principal</li> <li>Approve prior year unaudited actuals – due to SCOE 9/15</li> <li>Set goals for next 12 months</li> <li>Approve Public Charter Schools Grant's Application</li> <li>Discuss Academy Council and Board relationship; See governance section of charter</li> <li>Micromanagement</li> <li>Update Board priorities</li> </ul>	<ul style="list-style-type: none"> <li>Update Board priorities</li> </ul>	<ul style="list-style-type: none"> <li>Update Board priorities</li> <li>Receive &amp; review prior year fiscal audit conducted by Gilbert Associates –due to district, county, CDE, and state controller by 12/15</li> </ul>
December 12, 2016	January 9, 2017	February 6, 2017	March 13, 2017
<ul style="list-style-type: none"> <li>Approve 1<sup>st</sup> Interim Financial Report for July 1-Oct. 31<sup>st</sup> due to SCUSD and SCOE by Dec. 15</li> <li>Introduce mid-year budget revisions to 2014-15 budget for approval at January meeting</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing the Hmong Language Development Program</li> <li>Review P-1 Attendance report submitted to CDE to compare project &amp; actual attendance. P-1 ended on Dec. 31</li> <li>Approve mid-year budget revisions to 2014-15 budget</li> <li>Review random drawing (lottery procedure) when applicants outnumber available seats</li> <li>Plan for board member and academy council training</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>	<ul style="list-style-type: none"> <li>Approve Budget Development Calendar for creating next year's budget</li> <li>Review enrollment and staffing projections in preparation for next year's staffing.</li> <li>Review preliminary budget for next fiscal year based on governor's proposal</li> <li>Approve ConApp Part 2. Due to CDE on Feb 24</li> <li>Discuss staff release procedures</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>	<ul style="list-style-type: none"> <li>Approve 2<sup>nd</sup> Interim Financial Report for July 1 - Jan. 31<sup>st</sup> and due to SCUSD and SCOE by Mar. 15</li> <li>Review parent involvement policy</li> <li>Approve instructional calendar for the next school year</li> <li>Review admin, teacher, and other staff compensation</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>
April 17, 2017	May 8, 2017	June 12, 2017	June 26, 2017
<ul style="list-style-type: none"> <li>Board reviews and gives feedback to Academy Council on their budget recommendations for next year</li> <li>Approve 2<sup>nd</sup> budget revisions to 2014-15 budget</li> <li>Update one-year study and application process to join new SELPA</li> <li>Salary schedule for 2015-16</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>	<ul style="list-style-type: none"> <li>If released, review governor's May revisions to next year's proposed budget. Might not be released until the 15<sup>th</sup></li> <li>Review P-2 Attendance report submitted to CDE to compare project and actual attendance. P-1 ended on April 15<sup>th</sup></li> <li>Approve new hires</li> <li>Approve list of employees with reasonable assurance of returning next year</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>	<ul style="list-style-type: none"> <li>Public hearing on the updated-LCAP and 2015-2016 budget.</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>	<ul style="list-style-type: none"> <li>Approve next year's budget and submit to SCUSD and SCOE by July 1<sup>st</sup></li> <li>Annual review and affirmation of Title I Parent Involvement Policy</li> <li>ConApp Part 1 due June 30 for Title I, II, &amp; III funding</li> <li>Review all staff evaluations</li> <li>Approve new hires</li> <li>Approve updated-LCAP and 2015-16 Budget</li> <li>Update Board priorities</li> <li>Update progress of YPSA's renewal process</li> </ul>

-----

Calendar of Regular Board Meetings

Approved and Adopted on June 13, 2016

Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted below for November and June. All meetings start at 6:00 PM and are conducted in the Lisbon Staff Lounge located at 7555 South Land Park Drive in Sacramento, CA 95831.

Each regular meeting will have the following two agenda items:

- 1) Principal's Report on Instruction & Learning which includes: ELAC update, Academy Council update, enrollment & attendance update, and suspension & referral update.
- 2) Business Office Manager's summary of Finance & Operation which includes: profit & loss statement for through the end of the prior month and cash flow update,

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]

Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.

- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge.

- Regular board meetings for 2016 – 2017 have been scheduled for Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, 2015, Feb. 6, Mar. 13, Apr 17, May 8, June 12 , June 26 (4<sup>th</sup> Monday)

Urban Charter Schools Collective (UCSC)  
Board Meeting Agenda  
**December 12, 2016**  
**Regular Board Meeting Minutes**  
This meeting is being video recorded.

---

**Board Members**

*Miles E. Myles President (Term Expires June 2019)*

*Dr. Lance Fang, Vice President (Term Expires June 2018)*

*Dr. Dennis Mah, Board Treasurer (Term Expires June 2018)*

*Chandra Roughton, Board Secretary (Term Expires June 2019)*

*See Lor, Board Member (Term Expires June 2017)*

*Vacant, Board Member (Term Expires June 2017)*

*Vacant, SCUSD Representative (No expiration)*

*6:00 p.m. Convene*

*7:00 p.m. Closed Session*

*7:30 p.m. Reconvene Open Session*

*9:00 p.m. Adjourn*

**Lisbon Elementary Staff Room**

*7555 S. Land Park Drive, Sacramento 95831*

---

**1. CALL TO ORDER**

*Myles called the board meeting to order at 6:05 pm.*

**2. BOARD ROLL CALL**

*Board Members in Attendance: Miles E. Myles, Dennis Mah, See Lor, Lance Fang, Chandra Roughton*

*Staff in Attendance: Lee Yang, Superintendent; Megan Lao, Chief Financial Officer; Kao Yee Vue, Administrative Secretary*

**3. ADJUST AGENDA ITEMS AS NEEDED**

*Member Mah requested to move agenda item #5 to 7:30pm.*

**4. PUBLIC COMMENT – Limit Two Minutes Per Person and Ten Minutes Per Issue Listed in the Agenda**

*N/A*

**5. DISCUSSION ITEM – Board Workshop/Strategic Plan and Other Initiatives (1 hour)**

**5.1 Middle School Planning/Timeline**

*Yang shared with the board of the progress of the middle school petition. Yang will be working closely with Sacramento Unified School District Charter Oversight Liaison, Mr. Jack Kraemer. Mr. Kraemer will be following the statutory process, a 60 day process, in which 30 days after the submission of the petition revision the board will conduct a public hearing. 30 days after the public hearing, the board will then conduct a board action for approval.*

*Yang is still working with consultant, Mr. Tim Dewitt, on the building of the portable.*

*Mah suggested that the board and administrators start identifying the theme for the middle school in order to organize the program. Mah would like the superintendent to research for more information on what bond money the site will be receiving and determine if it can be used to help in the process.*

*Mah requested for closed session to include information on retaining a real estate agent.*

*Roughton suggested that board members plan time outside of regular board meetings for discussion and planning of curriculum as well as the planning of the culture of middle school due to shortage of time in the regular board meetings.*

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)]  
Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.

- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge.

- Regular board meetings for 2016 – 2017 have been scheduled for Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, 2015, Feb. 6, Mar. 13, Apr 17, May 8, June 12, June 26 (4<sup>th</sup> Monday)

*Mah suggested that board members create a sub-committee to discuss member Roughton's plan and have the committee report back to the board. The board will set the policy and theme for the middle school and have the sub-committee invite board members and identify the committees to help work out the details.*

*Mah suggested that with the vacancies of the two board positions, the board should consider retaining members who have middle school background.*

*Lor shared with the board to also consider what the parents want such as location.*

## **6. REPORT OUT CLOSED SESSION**

*Myles announced that during the closed session the Board discussed and/or approved the following:*

*The board voted to accept the resignation of one core teacher.*

*The board discussed and gave direction to the Superintendent on outside consultant work.*

*The board discussed a parent's concern and gave direction to the Superintendent to follow up.*

*No new update from OCR.*

*No new update for discussion on new board members.*

## **7. CONSENT AGENDA**

- a) Approval of Regular Board Meeting Minutes for October 10, 2016
- b) Approval of Regular Board Meeting Minutes for November 14, 2016
- c) Approval of Resolution No. 2016-0101 Draft: Recognition of Yav Pm Suab Academy Charter School Employees

*Myles motion to approve the consent agenda with the exception of pulling item c for editing and further discussion. Roughton second the motion. All ayes from Myles, Mah, Lor, Fang, and Roughton. Motion carried.*

## **8. INFORMATIONAL ITEM – Monthly Administrative Reports**

### **8.1 Principal's Report on Instruction & Learning**

*Yang present on behalf of the principal's absence, the principal reports.*

#### **8.1.1 Enrollment, Attendance & Student Disciplinary Actions**

*Yang presented the total enrollment at 466 with 14 open spots, attendance at 95.26%, 7 suspensions and 20 office referrals.*

#### **8.1.2 Core Curriculum & Instruction/ Instructional and Delivery Plan**

*Yang presented to the board the progress of the BSM work that has been completed.*

#### **8.1.3 Academy Council**

*Tabled to next meeting due to time constraint.*

#### **8.1.4 LCAP Update**

*Tabled to next meeting due to time constraint.*

### **8.2 Chief Financial Officer's Summary of Finance & Operation**

#### **8.2.1 Financials through Previous Month**

*Lao provided an update on the budget to actuals and balance sheet for month ending November 2016.*

#### **8.2.2 Upcoming Projects Reports, Contracts & MOU**

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)] Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.

- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge.

- Regular board meetings for 2016 – 2017 have been scheduled for Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, 2015, Feb. 6, Mar. 13, Apr 17, May 8, June 12, June 26 (4<sup>th</sup> Monday)

*Lao informed the board of the 1<sup>st</sup> Interim Report due that is also included for approval as an action item.*

**9. ACTION ITEM – Approval of 2016-17 60 Days Budget Revision**

*Lao presented to the board the 2016-17 60 Days Budget Revision. Board members made discussion on the table. Mah move to accept the revision. Myles second the motion. All ayes from Myles, Mah, Lor, Fang, and Roughton. Motion carried.*

**10. ACTION ITEM – Approval of 2016-17 1<sup>st</sup> Interim Report**

*Lao presented the 1<sup>st</sup> Interim Report for approval. Board members made discussion on the table. Fang move to approve the report. Mah second the motion. All ayes from Myles, Mah, Lor, Fang, and Roughton. Motion carried.*

**11. ACTION ITEM – Adoption of Six Board Policies and Procedures**

- 11.1.1 Student Body Account
- 11.1.2 Study Trips
- 11.1.3 Food Purchases
- 11.1.4 Awards Recognition
- 11.1.5 Surplus Materials and Equipment and Curriculum
- 11.1.6 Acceptance of Gifts

*Lao presented to the board the six board policies and procedures for approved. Board members made discussion on the table regarding new policies and procedures. Mah move to adopt the six board policies and procedures. Myles second the motion. All ayes from Myles, Mah, Lor, Fang, and Roughton. Motion carried.*

**12. ACTION ITEM – Approval on Board Member's Stipend**

*Item tabled to January board meeting until further guidance from legal.*

**13. ACTION ITEM – Approval to Update Board Members' Terms**

*Lao presented the Board Member's Terms to correct the current and future terms of the board members. Discussions were made on the table by Board members and administrators. Myles amended the motion to accept the board member's terms as presented with the exception of Member Mah's term ending June 2017 and to extend the current vacancy to June 2018. Roughton second the motion. All ayes from Myles, Mah, Lor, Fang, and Roughton. Motion carried.*

**14. INFORMATIONAL ITEM – Review of the 2016-17 Educator Effectiveness Funds Plan (\$27,860)**

*Lao requested to table the item for the next meeting in order to bring back more details of the plan.*

**15. INFORMATIONAL ITEM – Superintendent's Report/Update**

**15.1 Monthly Summary Report**

*Yang shared with the board the work of the BSM and what has been completed. Yang will be forwarding one out of the six grade level data to the board members. Yang shared with the board that the data collected will be used to analyze and plan based on the collaborative inquiry model using the 8 step lesson plan to deliver the lesson and reflect on the effectiveness of the teaching.*

*Yang will bring in the tutor data collected by the instructional aides in the next meeting to show the board the gains in learning using push in support.*

**16. BOARD MEMBERS IDENTIFY ITEMS FOR NEXT BOARD AGENDA**

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)] Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.

- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge.

- Regular board meetings for 2016 – 2017 have been scheduled for Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, 2015, Feb. 6, Mar. 13, Apr 17, May 8, June 12, June 26 (4<sup>th</sup> Monday)

*Closed session: Golden State Employer Services*

*Closed session: Retaining a Real Estate Agent*

*Closed session: Superintendent and CFO Work Calendar*

*Middle School Discussion: Identify the “Theme” of the Middle School, create subcommittee for curriculum development, discuss all possible alternative ways to house the middle school, relocation to larger campus or construction, and discussed the bond monies for Lisbon Elementary.*

*New agenda item: Member Roughton presentation on Data Team Process*

## **17. ADJOURN**

*Myles motion to adjourn the meeting at 9:00 pm. Mah second the motion. Meeting adjourned.*

NOTE: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Lee Yang (916) 752-8791 at least 48 hours before the scheduled Board meeting so we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)]  
Regularly Scheduled UCSC Board meetings are held on the second Monday of each month, except as noted.

- All meetings start at 6:00 PM and are conducted in the Lisbon Elementary staff lounge.

- Regular board meetings for 2016 – 2017 have been scheduled for Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, 2015, Feb. 6, Mar. 13, Apr 17, May 8, June 12 , June 26 (4<sup>th</sup> Monday)

# Implementing Data Teams To Improve Student Achievement

A presentation by: Chandra Roughton

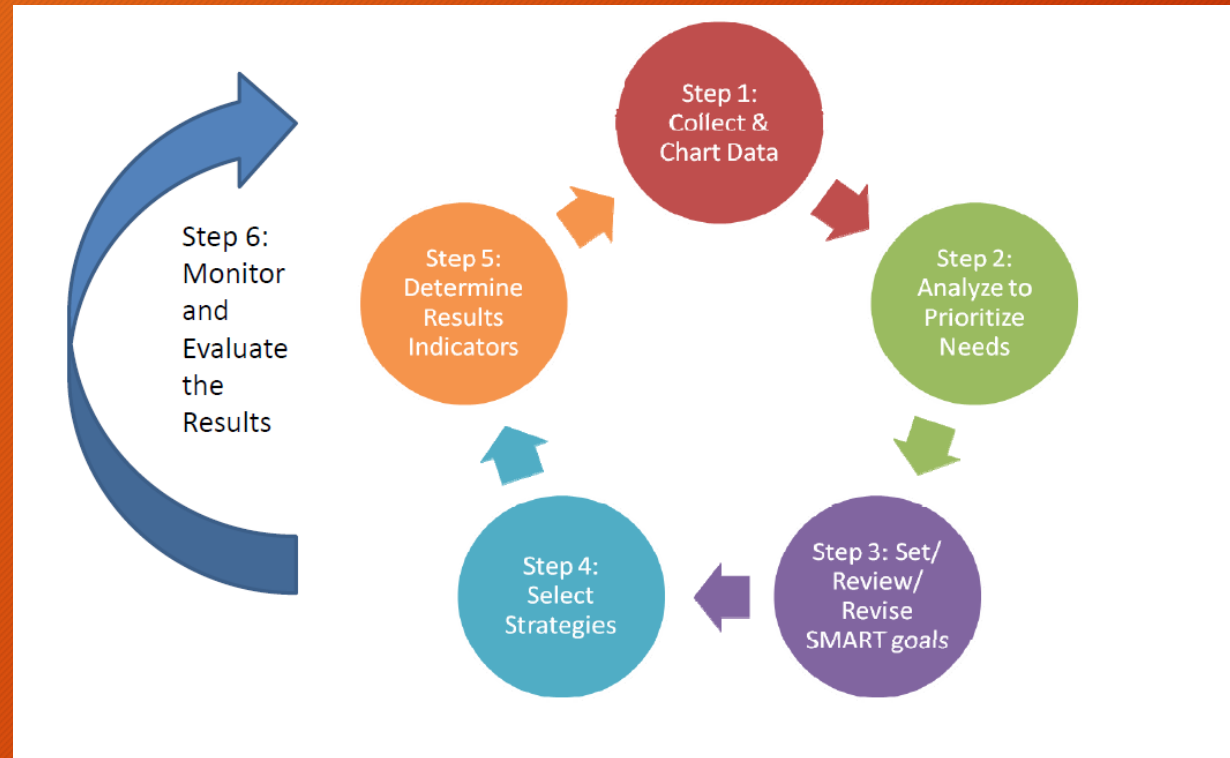


# What is a Data Team?

- “The Data Team Process is a six-step process used by collaborative instructional grade-level teams to collect and analyze data and make decisions in regard to instructional strategies.”
- “The Data Team Process is designed to bring about greater learning for students, teachers and administrators.”

Jana Scott /University of MO-Columbia

# The Six Steps to an Effective Data Team





# Step 1 – Collect and Chart Data

Purpose: To make all scholars visible so teachers can differentiate scholars' individual needs.

- **STEP 1 IS THE COLLECTION AND CHARTING OF DATA FROM A COMMON ASSESSMENT**
- **DATA IS DISAGGREGATED BY TEACHER, PERFORMANCE LEVEL, AND SCHOLARS ARE IDENTIFIED BY NAME**
- **IDENTIFIES SCHOLARS' LEVEL OF SKILL DEVELOPMENT**
- **HELPS TO ESTABLISH TRUST AMONG TEAM MEMBERS**

# Step 1 – Collect and Chart Data

- Teachers come prepared for a 60 minute meeting, complete with student work(from the common formative assessment) arranged from proficient to least proficient, scoring guide or measurement scale, ideas about students who are proficient and higher and ideas about students who are not proficient and their obstacles and misconceptions. (Visibility)
- Data is submitted to the team leader prior to the meeting.
- At the meeting, the team leader provides each team member with the data shown in a table or graph.

Jana Scott /University of MO-Columbia



# Example: Grade 3 - Math

Step 1: Data Collection & Student Identification												
Teacher	# Students	# Proficient or Higher	% Proficient and Higher	# Close to Proficiency	% Close to Proficiency	Students Close to Proficiency	# Far to Go But Likely to Become Proficient	% Far to Go But Likely to Become Proficient	Students Far to Go But Likely to Become Proficient	# Intervention (Far Below - Require Intervention)	% Intervention (Far to Go and NOT Likely to Become Proficient)	Intervention Students (Far to Go and Not Likely to Become Proficient)
Roughton	6	1	17%	2	33%	Jonathan, Anastasia	2	33%	Ken, Shirley	1	17%	Ethan
Johnston	6	2	33%	2	33%	Sally, Jack	1	17%	Jill	1	17%	Tom
Bennett	6	1	17%	2	33%	Haylee, Tristan	2	33%	Noeli, Jayda	1	17%	Michael
Hulsey	6	1	17%	2	33%	Amira, Stacia	2	33%	Jiovanni, Aaron	1	17%	Rafael
Gold	6	1	17%	1	17%	Emilio	2	33%	Milani, Alyssa	2	33%	Mia, Riley
Lopez	6	1	17%	2	33%	Nate, Gabi	2	33%	Nick, Sal	1	17%	Shonda
Schultz	6	1	17%	2	33%	Marcie, Lucy	1	17%	Patty	2	33%	Charlie, Linus
Total:	42	8		13			12			9		
The data tells us: 21 are proficient or close to proficient (50%)												
The data tells us: 21 are far to go or require intervention (50%)												
<a href="#">CCSS.MATH.CONTENT.3.MD.C.7.D</a>												
Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.												

# 7<sup>th</sup> Grade ELA (Jana Scott / University of MO-Columbia)

## STEP 1: COLLECT AND CHART DATA

Team: Grade 7/ELA

Date: January 10

ELO: Persuasive Writing with evidence and using an outline for organization.

Common assessment: Writing Prompt: "All people should wear a helmet when riding a bicycle. Write a paper to explain why or why not."

TEACHER	Total # of Stdnts	# PROF or Higher	% PROF	# CLOSE	% CLOSE	# FAR	% FAR	# INTERV	% INTERV
Clarisa	78	25	32%	49	63%	3	4%	1	1%
		Mary Mark Ali Steve Eva Grace Sam, etc.		Berry Janette Sally Sherri Michael Sarah, etc.		Toby, Stephanie, Pete		Debbie	
Emily	79	9	11%	55	70%	12	15%	3	4%
		Anita Fred Annie Stacy Tony B, etc.		Sofie Maria Marcus Allison Jackie Vernon, etc.		Steve C Tia Adam Matt Ralph Oliver, etc.		Brad Jim Daisy	
Jason	75	22	29%	43	57%	8	11%	2	3%
		Charlotte Murray Gracie Trump Pamper, etc.		Annabel Connor Ben Emily James P, etc.		Milo Sadie Myron Owen Maria Jake, etc.		Joey Peggy	
Blanche	88	21	24%	60	68%	5	6%	2	2%
		Celia Liam Addison Olivia, etc.		Hayden Anne Jackson, etc.		Sienna Lucy Donovan Brendan Enrique, etc.		Aveng Gwen	
Brownie	58	0	0%	35	60%	13	22%	10	17%
		Laurie B Seemor Tiny Mary Tommy, etc.		Lee Sam Ion Leeza Macon, etc.		Zoe Mercy Alan B Leighann, etc.		Owen Mike Tom, etc.	
Totals	378	77	20%	242	64%	41	11%	18	5%
		<b>A</b>		<b>B</b>		<b>C</b>			

## Step 2: Analyze & Prioritize Needs



**PURPOSE: TO IDENTIFY STRENGTHS, EVIDENCE BASED PERFORMANCE ERRORS & MISCONCEPTIONS, MAKE INFERENCES AND INDICATE ONE PRIORITY PER STUDENT GROUP.**

- THIS PROCESS IS REPEATED FOR EACH SUBGROUP / EVERY CHILD BECOMES VISIBLE.**
- ALLOWS FOR TARGETED INSTRUCTION AND TRUE DIFFERENTIATION OF LEARNING FOR EACH CHILD.**



# Students Proficient or Higher

Performance Strengths	Inference
<ul style="list-style-type: none"><li>• Students can solve multi-step problems</li><li>• Students are able to decompose shapes</li></ul>	<ul style="list-style-type: none"><li>• Students have a deeper understanding of math concepts and number sense</li><li>• Students are able to reason abstractly</li></ul>
Next Steps	Inference
<ul style="list-style-type: none"><li>• Challenge them with a real world problem that is still rectangular, but challenges them with multiple rectilinear shapes (ex. word problems regarding area of a floorplan figuring area of children's rooms etc....) (Advance learning)</li></ul>	<ul style="list-style-type: none"><li>• It will prepare students for the 4<sup>th</sup> grade standard of 4.MD.A.3 while advancing their understanding.</li></ul>



# Students Close to Proficient

## Performance Strengths

- Can identify length and width of a rectilinear shapes when given measurements of all sides

## Inference

- Scholars understand basic area formula

## Performance Errors and Misconceptions

- Scholars do not know how to find the missing side of a 4-sided figure.

## Inference

- Scholars don't understand decomposing a side will give them the missing number. (Re-teach this concept using different intelligence).

# Students Far to Go

Performance Strengths	Inference
<ul style="list-style-type: none"><li>• Can identify length and width of a rectilinear shapes when given measurements of all sides</li></ul>	<ul style="list-style-type: none"><li>• Scholars are able to process first step. Scholars are struggling with multi-step solving.</li></ul>
Performance Errors and Misconception	Inference
<ul style="list-style-type: none"><li>• They know to multiply but miscalculate</li><li>• They can not decompose the shape</li></ul>	<ul style="list-style-type: none"><li>• Scholars are confusing perimeter and area.</li><li>• Scholars need multiplication practice.</li></ul>

# Intervention Students

## Performance Strengths

- Scholars are able to add
- Scholars attempt to multiply

## Inference

- Addition skills are automatic - it's their 'go to' strategy.
- They use pictures and models to solve multiplication facts.

## Performance Errors and Misconception

- They confuse area and perimeter
- Still unsure of multiplication math facts

## Inference

- They have poor multiplication skills
- Didn't comprehend the process and decomposing concept
- Math vocabulary is weak

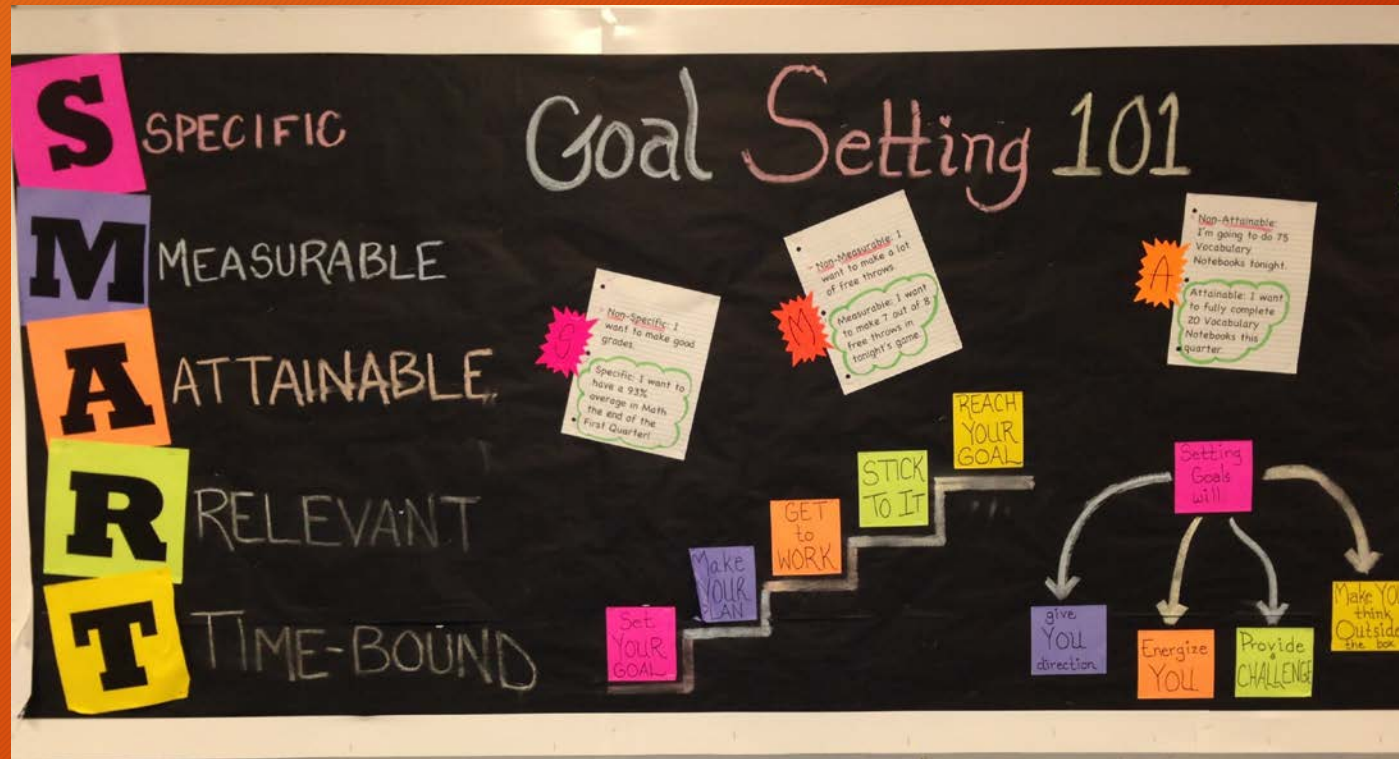
# 7<sup>th</sup> Grade ELA - Step 2 (Jana Scott / University of MO-Columbia)

## STEP 2: ANALYZE TO PRIORITIZE

PERFORMANCE CATEGORY	OBSERVATIONS	INFERENCES
Proficient	<p>Strengths: Had some sort of organizational structure, took a stance, and gave several reasons and in-depth examples to support stance</p> <p>Next Steps: Did not have knowledge of formal outline structure and many did not state and address the opposing viewpoint</p>	<p>Students have not learned formal outline structure. Prompt may not be specific enough or have "cued" address the opposing viewpoint.</p>
Close	<p>Strengths: Had some sort of organizational structure, took a stance, and most gave a few reasons to support the stance</p> <p>Errors/Misconceptions: Did not have knowledge of formal outline structure, need to add more reasons and in-depth examples, and need to clearly state and address the opposing viewpoint</p>	<p>Students have not learned formal outline structure. Prompt may not be specific enough or have "cued" what was expected such as give reasons, specific example, and address the opposing viewpoint.</p>
Far but Likely	<p>Strengths: Had some sort of organizational structure, took a stance, and gave at least one reason to support the stance</p> <p>Errors/Misconceptions: need formal outline structure, need more reasons and in-depth examples to support the stance, and need to clearly state and address the opposing viewpoint</p>	<p>Students have not learned formal outline structure. Prompt may not be specific enough or have "cued" what was expected such as give reasons, specific examples, and address the opposing viewpoint.</p>
Intervention	<p>Strengths: took a stance and had at least one reason</p> <p>Errors/Misconceptions: need some type of structure, need more reasons and in-depth examples to support stance and need to clearly state and support the opposing viewpoint</p>	<p>Students may struggle with reading and understanding the prompt and with the overall writing process.</p>



# Step 3: SMART Goal: Set/Review/Revise



# Smart Goal

Percentage of 3<sup>rd</sup> Grade students scoring proficient or higher in 3.MD.C.7D will increase from 42% to 91% by the end of 2 weeks as measured by a team created common formative post-assessment (constructed response) administered to all students.



# Step 4: Select Research-Based Instructional Strategies

**PURPOSE: IDENTIFY AND SELECT THE MOST APPROPRIATE RESEARCH-BASED STRATEGIES TO IMPACT STUDENT COGNITION**

## KEY POINTS:

- TEACHER ACTIONS IMPACT STUDENTS AND ACTIVELY INVOLVE THEM IN THE LEARNING
- STUDENT NEEDS (STEP 2) AND CHOSEN STRATEGIES ARE LINKED
- TEACHERS SHARE AND MODEL BEST PRACTICES
- COMMITMENT TO IMPLEMENTATION DURING A PRE-DETERMINED INSTRUCTIONAL PERIOD
- *It is important to use researched-based strategies/interventions.*



# Students Proficient or Higher

Selected Instructional Strategy	Learning Environment	Time-Frequency and Duration	Materials for Teachers and Students	Assignments and Assessments - Where will students be required to use the strategy?
Cooperative Learning Groups	Small Group - Triad during deployment	Three times per week / 20 minutes	Chart paper, markers, and math journal	They will be given a real world problem involving floor plans for a home and figuring missing sides given an area.



# Intervention Students

Selected Instructional Strategy	Learning Environment	Time-Frequency and Duration	Materials for Teachers and Students	Assignments and Assessments - Where will students be required to use the strategy?
Hands-on - Nonlinguistic representations	Small Group Instruction/Cross-Age Tutor	Daily during math instruction and deployment / 20 minutes	Tangrams, scissors, manipulatives, whiteboards, markers, graph paper, chart paper, chart with key math vocabulary	Foundation skills, multiplication, number decomposition, decomposing shapes with manipulatives.

# Step 4: 7<sup>th</sup> Grade – ELA (Jana Scott / University of MO-Columbia)

## STEP 4: SELECT STRATEGIES

Group: Proficient or Higher			
Identified Need: Use formal outline to address given topic.			
Selected Instructional Strategy	Envmt & Time-duration	Materials for Teachers and Students	Assignments &/or Assessments
<b>Brainstorm:</b> Begin with a discussion on how one might organize information. What might an outline look like? Allow students to generate examples. <b>Direct Instruction:</b> Present students with the outline template and discuss how it is used. Show several examples of a completed outline. <b>Modeling:</b> Use a passage to complete an outline template form. <b>Small Group Practice:</b> Students will work in small groups to complete and outline template form for a short passage. <b>Independent Practice:</b> Students will work independently to complete an outline template form for a short passage.	30-45 min.	Outline template form Several completed examples of outline template form. Short passages from the Time Write Kit	Create an outline using own information.

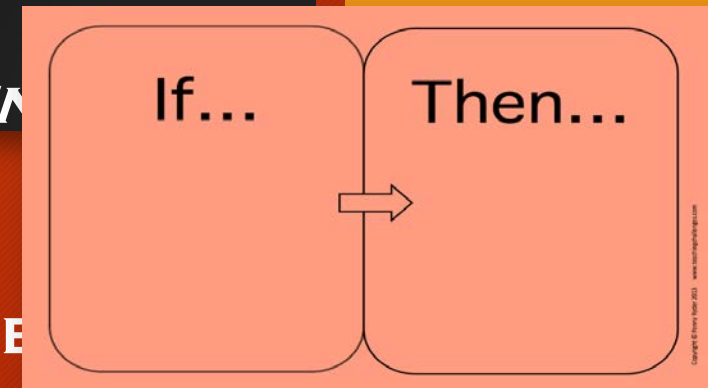
Group: Close to Prof. AND Far but Likely			
Identified Need: Use formal outline to address given topic.			
Selected Instructional Strategy	Envmt & Time-duration	Materials for Teachers and Students	Assignments &/or Assessments
<b>Direct Instruction:</b> Present students with the outline template and discuss how it is used. Show several examples of a completed outline. <b>Modeling:</b> Use a passage to complete an outline template form. <b>Small Group Practice:</b> Students will work in small groups to complete and outline template form for a short passage. <b>Independent Practice:</b> Students will work in partners to complete an outline template form for a short passage.	30-45 min	Outline template form Several completed examples of outline template form. Short passages from the Time Write Kit	Create an outline using own information.

Group: Intervention Students			
Identified Need: Use formal outline to address given topic.			
Selected Instructional Strategy	Envmt & Time-duration	Materials for Teachers and Students	Assignments &/or Assessments
<b>Direct Instruction:</b> Present students with the outline template and discuss how it is used. Show several examples of a completed outline. <b>Modeling:</b> Use a passage to complete an outline template form. <b>Small Group Practice:</b> Students will work in small groups to complete and outline template form for a short passage. Give lots of feedback. <b>Independent Practice:</b> Students will work in small groups to complete an outline template form for a short passage. Give lots of feedback.	Two 50 minute sessions	Outline template form Several completed examples of outline template form. Short passages from the Time Write Kit	Create an outline using own information.

# Step 5: Determine Results Indicators

**THIS IS A VERY IMPORTANT STEP THAT IS OFTEN OVERLOOKED BECAUSE IT SERVES AS INTERIM MEASUREMENTS.**

- **RESULTS INDICATORS ARE ESTABLISHED FOR EACH GROUP OF STUDENTS.**
- **STATE ACTION STATEMENTS USING *IF-THEN* DO X, *THEN* Y WILL HAPPEN.**
- **INDICATORS DESCRIBE:**
  - **WHAT THE TEACHER WILL BE DOING IF THE STRATEGY IS BEING IMPLEMENTED EFFECTIVELY.**
  - **WHAT THE STUDENTS WILL BE DOING IN STUDENT WORK.**
  - **THE ANTICIPATED CHANGE IN STUDENT**





# Determine Results Indicators Students Proficient or Higher

Prioritized Next Step: They will be given a real world problem involving finding missing sides if given an area. Push students to the evaluation level of thinking.

Selected Instructional Strategy: Cooperative Learning

Results Indicators	Adult Behaviors:	The teacher will provide sample problems, justification, and model in a cooperative learning group finding missing sides of a figure when given an area. Teacher will facilitate during cooperative group work.
	Student Behaviors:	The students will work together to solve a real-world problem and be able to justify their answer through an oral presentation.
	What to look for in student work:	Students will be able to justify and explain their steps and reasoning when finding the missing sides of a figure when given the area.

# Determine Results Indicators Intervention Students

Prioritized Next Step: Students confuse area and perimeter and have difficulty with basic multiplication facts.

Selected Instructional Strategy: Hands-on Non-Linguistic Representations

Results Indicators	Adult Behaviors:	Teacher models in a small group how to find perimeter and area using grid paper.
	Student Behaviors:	Students will record area and perimeter in their vocabulary journals with steps on how to find both. They will use grid paper and tangrams to solve for both concepts.
	What to look for in student work:	Students will have a deeper understanding of the concepts of area and perimeter and will be able to demonstrate their knowledge of both

# Step 5: 7<sup>th</sup> Grade – ELA (Jana Scott / University of MO-Columbia)

## If-then....

<b>Identified Need:</b>	<b>Use formal outline to address given topic.</b>	<b>Group: Proficient and Above</b>
<b>Selected Strategy:</b>	Use a formal outline to address a given topic.	
Adult Behaviors:	Teachers will conference with students.	
Student Behaviors:	Successful students will teach other students. Students will use accurate formal outline format to address all the elements cued by a persuasive writing prompt.	
Look-fors in Student Work:	The product uses correct formal outline format and contains all the necessary components cued by the prompt.... clearly stated position, two reasons, an example for each reason, and addresses the opposing viewpoint.	

<b>Identified Need:</b>	<b>Use formal outline to address given topic.</b>	<b>Groups: Close AND Far but Likely</b>
<b>Selected Strategy:</b>	Use a formal outline to address a given topic.	
Adult Behaviors:	Teachers will conference with students.	
Student Behaviors:	Active learning/engagement. Students will use accurate formal outline format to address all the elements cued by a persuasive writing prompt.	
Look-fors in Student Work:	The product uses correct formal outline format and contains all the necessary components cued by the prompt....clearly stated position, two reasons, an example for each reason, and addresses the opposing viewpoint.	

<b>Identified Need:</b>	<b>Use formal outline to address given topic.</b>	<b>Group: Intervention</b>
<b>Selected Strategy:</b>	Use a formal outline to address a given topic.	
Adult Behaviors:	Teachers will conference with students and walk around room.	
Student Behaviors:	Active learning/engagement. Students will use accurate formal outline format to address all the elements cued by a persuasive writing prompt.	
Look-fors in Student Work:	The product used correct formal outline format and contained all the necessary components cued by the prompt.... had a clearly stated position, gave two reasons, an example for each reason, and addressed the opposing viewpoint.	



# Step 6: Monitor and Evaluate Results

- Does not occur in teacher collaboration meeting
- Ability to make midcourse corrections
  - Monitoring is *continuous* - not just at the end of the process.
  - Monitoring can allow for adjustments along the way.
- Allows teachers to adjust strategies to ensure fidelity of implementation
  - It is important to monitor not only student successes and challenges, but also adult actions and fidelity of implementation.
- Encourages alignment between plan and action
- When goals are met, team shifts focus.

# In Conclusion...

## QUESTIONS WE SHOULD BE ABLE TO ANSWER AT THE END OF THE PROCESS

1. WHAT DO WE EXPECT STUDENTS TO LEARN?
2. HOW WILL WE KNOW WHEN THEY LEARN IT?
3. HOW WILL WE RESPOND WHEN STUDENTS HAVE DIFFICULTY LEARNING IT?
4. HOW WILL WE RESPOND WHEN STUDENTS DO LEARN?





Let's work smarter together...not harder!

