

Camino Nuevo Charter Academy

Education Committee Meeting

Published on May 28, 2025 at 4:23 PM PDT

Date and Time

Thursday June 5, 2025 at 9:00 AM PDT

Location

School Site TBD

This meeting is open to the public at the Home Support Office, 3435 W. Temple St, Los Angeles, CA 90026.

The board meeting is also accessible at board member virtual locations via teleconference connection:

29700 Woodford-Tehachapi Rd, Keene, CA 93531

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to Sandra Herrera by email at <u>Sandra.Herrera@CaminoNuevo.org</u> or by telephone at 818-429-2514.

Members of the public who wish to address the Board may make public comment at any of the meeting locations. Public comments are limited to 2 minutes each. The Board Chair has the discretion to modify the amount of time allotted for public comment if they deem it necessary. Brown Act regulations restrict the Board from discussing or taking action on any subject presented that is not on the agenda. Procedures for public comment can be found at {https://bit.ly/cncapubliccomment}.

The CNCA Board can also be contacted via email at cnca.board@caminonuevo.org.

Agenda

			Purpose	Presenter	Time
I.	Оре	ening Items			9:00 AM
	Α.	Record Attendance		Celia Garcia Alvarado	1 m
	B.	Call the Meeting to Order		Celia Garcia Alvarado	1 m
Ш.	Obj	ectives			9:02 AM
	Α.	Objectives	Discuss	Rachel Hazlehurst	1 m
		 Build understanding of Camino Nuevo Cisn including state and local comparisons Preview academic program priorities for 25 Provide input on CNCA's academic program 	-26		
III.	Che	eck-in			9:03 AM
	Α.	Check-in	Discuss	Rachel Hazlehurst	7 m
IV.		Check-in CA Sandra Cisneros Campus: Academic Data R		Rachel Hazlehurst	
IV.				Rachel Hazlehurst Rachel Hazlehurst	7 m
IV. V.	CN A.	CA Sandra Cisneros Campus: Academic Data R CNCA Sandra Cisneros Campus: Academic	eview		7 m 9:10 AM
	CN A. 25-2	CA Sandra Cisneros Campus: Academic Data R CNCA Sandra Cisneros Campus: Academic Data Review	eview		7 m 9:10 AM 50 m
	CN A. 25-2 A.	CA Sandra Cisneros Campus: Academic Data R CNCA Sandra Cisneros Campus: Academic Data Review 26 Priority Preview	eview Discuss	Rachel Hazlehurst	7 m 9:10 AM 50 m 10:00 AM
V.	CN A. 25-2 A.	CA Sandra Cisneros Campus: Academic Data R CNCA Sandra Cisneros Campus: Academic Data Review 26 Priority Preview 25-26 Priority Preview	eview Discuss	Rachel Hazlehurst	7 m 9:10 AM 50 m 10:00 AM 30 m

Coversheet

CNCA Sandra Cisneros Campus: Academic Data Review

Section: Item: Purpose: Submitted by: Related Material: IV. CNCA Sandra Cisneros Campus: Academic Data Review A. CNCA Sandra Cisneros Campus: Academic Data Review Discuss

6.5.25 Education Committee Mtg..pdf



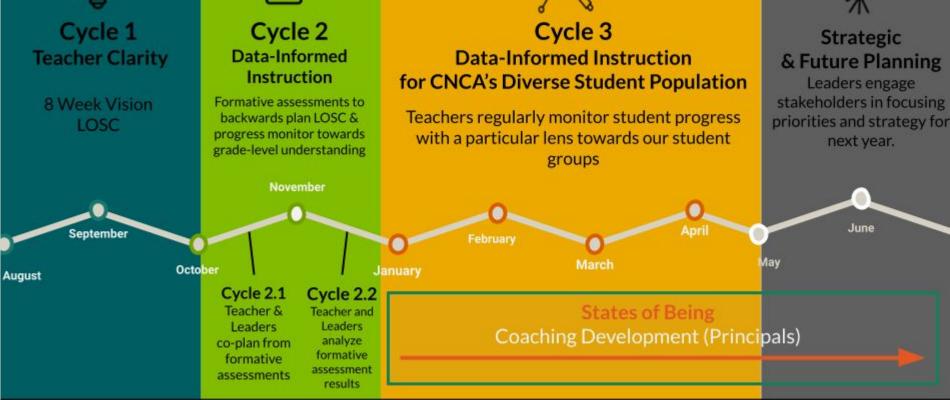
Board Education Committee

June 5, 2025



....

Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM



Towards Fostering Student Intellectual Engagement



Ca<mark>mino Nuevo Charter Acad</mark>emy - Education Committee Meeting - Agenda - Thurs</mark>day June 5, 2025 at 9:00 AM

TIME FOR

REULE

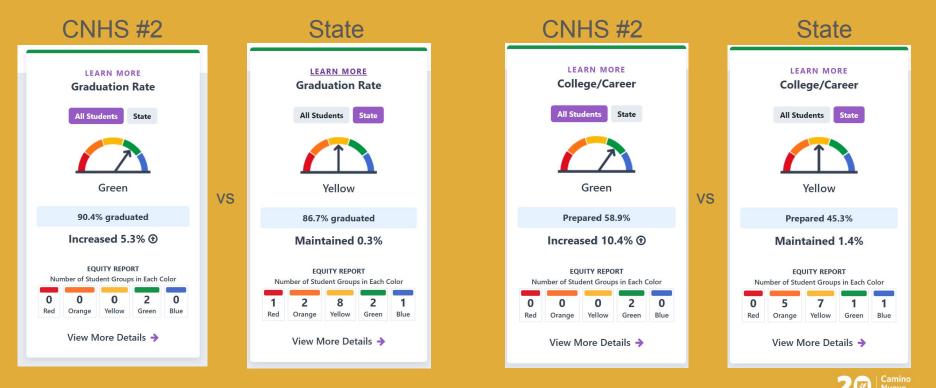


Camino Nuevo High School #2 Dalzell Lance Campus



Academic Performance Context

2024 California School Dashboard: Wins





Charter Academv

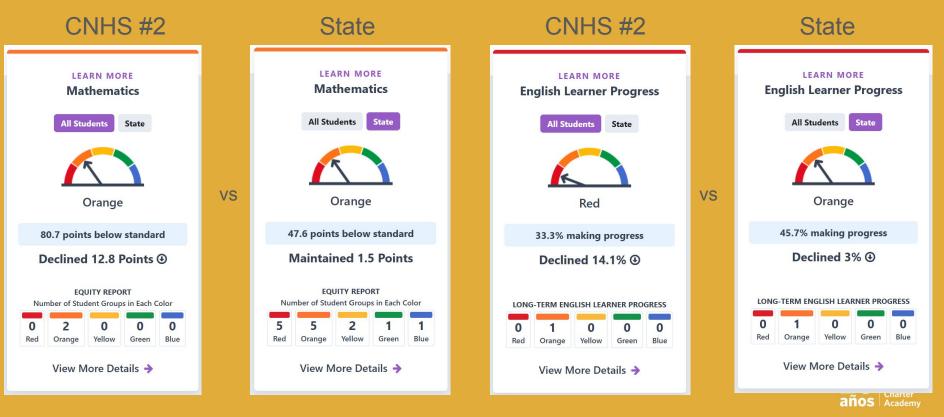
2024 California School Dashboard: Performance Win

CNHS #2	
LEARN MORE English Language Arts	
All Students State	
Yellow	
29.5 points above standard	VS.
Declined 18.7 Points 🟵	
EQUITY REPORT Number of Student Groups in Each Color 0 0 2 0 0 Red Orange Yellow Green Blue	
View More Details 🗲	
	Powered by BoardOnTra





2024 California School Dashboard: Challenges



Local Context



Comparing all public high schools in a 2 mile radius of Dalzell Lance, we ranked 2024 ELA and Math performance into quartiles.

- Overall ELA and Math performance are both in the **top quartile**, meaning that this school ranks **among the highest-performing schools** in the dataset.
- Compared to schools with the same percentage of students qualifying for Free or Reduced-Price Meals (98%), the school's performance is the highest for both ELA and Math.
- In ELA, **English Learners**' and **Students with Disabilities**' performance are in the top quartile of the dataset
- In Math, the Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged subgroups are all at the top quartile as well

ELA Comparison Set



School	-	Median Incon *	FRP -	Charter Yes/N -		Entity Type	-	ELA All Students DI +1
Alliance Ted K. Tajima High		85835	0.97	7 Y	High	Schools (Pub	olic)	70.9
Camino Nuevo High #2		62655	0.98	β Y	High	Schools (Pub	olic)	29.5
School of Business and Tourism at Contreras Learning Complex		51317	0.99	N	High	Schools (Pub	olic)	23.5
Los Angeles High School of the Arts		52755	0.91	N	High	Schools (Pub	olic)	-0.5
School for the Visual Arts and Humanities		52755	0.97	N N	High	Schools (Pub	olic)	-0.8
Central City Value		62655	0.85	γ .	High	Schools (Pub	olic)	-28.1
Contreras Learning Center-Academic Leadership Community		51317	0.96	5 N	High	Schools (Pub	olic)	-38
Contreras Learning Center-School of Social Justice		51317	0.97	N N	High	Schools (Pub	olic)	-40.5
UCLA Community K-12		52755	0.96	5 N	K-12	Schools (Pub	lic)	-45.5
New Open World Academy K-12		100901	0.97	N N	K-12	Schools (Pub	lic)	-73.7
Ambassador-Global Leadership		52755	0.95	5 N	K-12	Schools (Pub	lic)	-76.6
New Village Girls Academy		85835	0.98	3 Y	High	Schools (Pub	olic)	-80.1
Contreras Learning Center-Los Angeles School of Global Studies		51317	0.98	8 N	High	Schools (Pub	olic)	-83.6
Belmont Senior High		85835	0.92	2 N	High	Schools (Pub	olic)	-102.9

Math Comparison Set



	А	В	D	E	F	U
1	School	Median Incon	FRP 👻	Charter Yes/	Entity Type	Math All Students D 🚽
2	Alliance Ted K. Tajima High	85835	0.97	Υ	High Schools (Public)	-51.9
3	Central City Value	62655	0.85	Y	High Schools (Public)	-56.2
4	Camino Nuevo High #2	62655	0.98	Y	High Schools (Public)	-80.7
5	School of Business and Tourism at Contreras Learning Complex	51317	0.99	N	High Schools (Public)	-85.6
6	UCLA Community K-12	52755	0.96	N	K-12 Schools (Public)	-92.8
7	New Open World Academy K-12	100901	0.97	N	K-12 Schools (Public)	-98.9
8	School for the Visual Arts and Humanities	52755	0.97	N	High Schools (Public)	-109.5
9	Ambassador-Global Leadership	52755	0.95	N	K-12 Schools (Public)	-109.6
10	Contreras Learning Center-Academic Leadership Community	51317	0.96	N	High Schools (Public)	-122.7
11	Los Angeles High School of the Arts	52755	0.91	N	High Schools (Public)	-123
12	Contreras Learning Center-Los Angeles School of Global Studies	51317	0.98	N	High Schools (Public)	-129.5
13	Contreras Learning Center-School of Social Justice	51317	0.97	N	High Schools (Public)	-163.1
14	Belmont Senior High	85835	0.92	N	High Schools (Public)	-176
15	New Village Girls Academy	85835	0.98	Y	High Schools (Public)	-194.6

Charter Renewal Context



CNHS #2 (or CNCA Dalzell Lance) is up for renewal this summer. We will submit our charter petition to the CNCA board for approval in July and to the LAUSD board in August.

The 2023 and 2024 California Dashboard are what determine our renewal track (middle), and we will have an opportunity to tell a data story to secure renewal.

We will have the ability to bring in this year's verified data as part of that story: iReady and SBAC, as well as the comparison to local schools.

Camino Nuevo Charter Academy #4



Sandra Cisneros Campus

Camino Nuevo Charter Academv

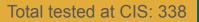


State Context

California School Dashboard

2024 California School Dashboard: Wins (Math)





2024 California School Dashboard: Subgroup Win (Math)

CIS



State



2024 California School Dashboard: Challenges (ELA)







Local Context

Comparison Schools

Local Context



Comparing all public elementary and middle schools in a 2 mile radius of Cisneros, we ranked 2024 ELA and Math performance & growth into quartiles.

- Overall, Cisneros's math growth was in quartile 3, and at the median
- Comparing Cisneros's **largest demographic groups** (Hispanic/Latinx & Socioeconomically Disadvantaged) to their peers from those groups at other schools, their **math growth** was in **quartile 3-4**, meaning **above the median**.
- Comparing Cisneros only to schools with similar rates of students qualifying for Free and Reduced Price Meals, their math growth is in quartile 3-4 across multiple subgroups.

Cisneros Math Growth: Above Median Compared to Similar Populations at Neighborhood Schools

School =	FRPM =	Charter = Yes/No	Math Hispanic DFS = Change
Rosemont Avenue Elementary	0.9	N	33
Allesandro Elementary	0.8	N	22.5
Dorris Place Elementary	0.86	N	21.3
MacArthur Park Elementary School for the			
Visual and Performing Arts	0.99	N	21
Mayberry Street Elementary	0.83	N	20.4
Vista Charter Middle	0.93	Y	16.3
Gratts Learning Academy for Young Scholars (GLAYS)	0.96	N	15.4
Logan Academy of Global Ecology	0.92	N	14.7
Rise Kohyang Middle	0.91	Y	13.9
N.E.W. Academy of Science and Arts	1	Y	13
Equitas Academy #2	0.92	Y	12.4
Clifford Street Elementary Math & Technology Magnet	0.53	N	11.4
Young Oak Kim Academy	0.98		10.5
Union Avenue Elementary	0.89		10.5
Camino Nuevo Charter Academy #4	0.92		10.4
Elysian Heights ES Arts Magnet	0.4		9.3
Dayton Heights Elementary	0.95		9.2
Citizens of the World Charter School Silver			
Lake	0.65	Y	8.7
Esperanza Elementary	0.96	N	8.6
Virgil Middle	0.95	N	7.8
Alexandria Avenue Elementary	0.92	N	6.9
Hoover Street Elementary	0.97	N	5.2
Commonwealth Avenue Elementary	0.87	N	5.2
Micheltorena Street Elementary	0.42	N	4.4
John H. Liechty Middle	0.98	N	3.7
Frank del Olmo Elementary	0.98	N	3.6
Betty Plasencia Elementary	0.93	N	1.3
Lockwood Avenue Elementary	0.97	N	0.4
Castelar Street Elementary	0.85	N	-0.1
Solano Avenue Elementary	0.61	N	-0.9
Sal Castro Middle	0.98	N	-1.2
Dr. Sammy Lee Medical and Health			
Science Magnet Elementary	0.92	N	-1.6
Gabriella Charter	0.88	Y	-2
Charles White Elementary	0.98	N	-3.2
Equitas Academy 4	0.94	Y	Powere ⁷⁰⁴
Everest Value	0.86	Y	-9.2



Camino Nuevo Charter Academy

Zooming in on Hispanic/Latino subgroup

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Cisneros Math Growth: Above Median Compared to Similar Populations at Neighborhood Schools

		•	
School =	FRPM =	Charter = Yes/No	Math Socioeconomically Disadvantaged DFS = Change
Rosemont Avenue Elementary	0.9	N	34
Mayberry Street Elementary	0.83	N	28.8
Dorris Place Elementary	0.86	N	27
MacArthur Park Elementary School for the			
Visual and Performing Arts	0.99	N	21.7
Allesandro Elementary	0.8	N	18.4
Vista Charter Middle	0.93	Y	17
Dayton Heights Elementary	0.95	N	13.7
N.E.W. Academy of Science and Arts	1	Y	12.8
Equitas Academy #2	0.92	Y	12.4
Virgil Middle	0.95	N	12.3
Gratts Learning Academy for Young Scholars (GLAYS)	0.96	N	11.9
Rise Kohyang Middle	0.91		11.4
Union Avenue Elementary	0.89		10.5
Camino Nuevo Charter Academy #4	0.92		9.9
Esperanza Elementary	0.96		9.8
Alexandria Avenue Elementary	0.92	N	9.3
Logan Academy of Global Ecology	0.92	N	9.2
Citizens of the World Charter School Silver			
Lake	0.65	Y	8.5
Young Oak Kim Academy	0.98	N	8.2
Hoover Street Elementary	0.97	N	6.8
Elysian Heights ES Arts Magnet	0.4	N	6.4
Dr. Sammy Lee Medical and Health			
Science Magnet Elementary	0.92	N	4.8
John H. Liechty Middle	0.98	N	3.4
Frank del Olmo Elementary	0.98	N	3.1
Betty Plasencia Elementary	0.93	N	3.1
Lockwood Avenue Elementary	0.97	N	1.9
Commonwealth Avenue Elementary	0.87	N	1.2
Sal Castro Middle	0.98	N	1.2
Micheltorena Street Elementary	0.42	N	-1
Charles White Elementary	0.98	N	-1.2
Castelar Street Elementary	0.85	N	-2.7
Gabriella Charter	0.88	Y	-3.2
Equitas Academy 4	0.94	Y	-6
Rise Kohyang Elementary	0.89	Y	-10.1
Everest Value	0.86	Y	-11.2
Solano Avenue Elementary	0.61	N	-12.5



Camino Nuevo Charter Academy

Zooming in on Socioeconomically Disadvantaged subgroup

Charter Renewal Context



CNCA #4 (or CNCA Sandra Cisneros) is up for renewal in 2026. We can submit our charter petition as early as July 2026, but have all summer and fall to do so. (We will time submission based on 2025 and 2026 data.)

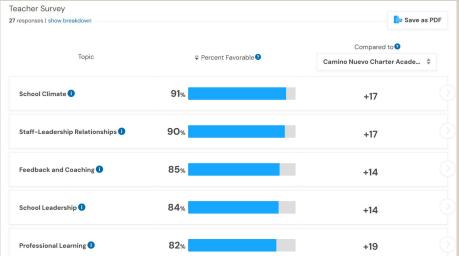
The 2024 and 2025 California Dashboard are what will determine our renewal track.

We *may* have the ability to bring in verified data as part of that story: iReady and SBAC, as well as the comparison to local schools.

Turn-Around Indicators at Cisneros



- Experienced principal with a proven track record of results at CNCA #4 (2011-2016)
- Positive adult learning culture
- Stable student culture
- Robust academic intervention
 - Built into the school day





25-26 Intellectual Engagement

WIGs, Lags, & Leads

Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM

Educators participate in **cycles of professional learning** (collaborative planning in PLCs, observation, coaching debriefs, data analysis) Students are better able to develop growth mindsets, take intellectual risks, make their thinking visible, and engage in grade-appropriate dialogue. **They are more intellectually engaged**

Better learning outcomes and ultimately **improvement in our Distance from Standard** for all students

Fostering a Culture of Belonging

Leadership teams and teachers reflecting on and **implementing culture calendar** each week Students, families and staff feel a coherence, alive school-wide culture in which events, rewards, recognition, and focus is aligned to the school-wide culture theme

Setting the foundation for a culture of belonging

Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM



Why PODD Cycles?

Planning, Observation, Debrief, Data Analysis

Based on your experience, why would we put our stake in the ground on frequent cycles of teacher development and collaboration?



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NEW Teacher Center

LEVERAGING A DECADE OF RESEARCH

Designing Instructional Coaching for Optimal Learning

Although developing teachers' skills so they become highly effective facilitators of supportive and academically challenging classrooms is a shared goal, conventional approaches to teacher professional learning have typically not yielded a good return on investment (TNTP, 2015; Garet et al., 2008; Garet et al., 2016; Garet et al., 2010; Gersten et al., 2014; Suk Yoon et al., 2007; Murphy, 2000). Traditional workshops and teacher training often fail because they are not sufficiently grounded in teachers' day-to-day experience and classroom contexts. However, there is strong evidence-from more than 60 experimental studies-that instructional coaching is an effective teacher development strategy (Kraft et al., 2018). Job-embedded instructional coaching occurs during a teacher's workday and involves one-to-one conversations, observation and feedback cycles, and modeling to help improve the teacher's instruction with their current class of students. The coach's support is ongoing and consistent over time, is connected to their specific students, contexts, and immediate problems of practice, and provides teachers with opportunities for practice and feedback (Joyce & Showers, 2002).



White Paper | February 2024

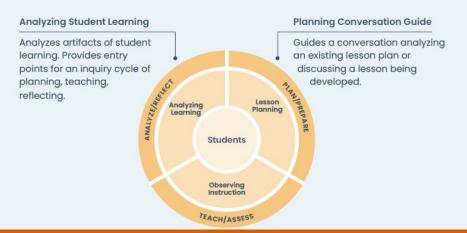
Moreover...

- Significant contact time with teachers supporting strong relationships.
 Mentors were expected to meet with beginning teachers for at least 180
 minutes per month over seven months (October–May). Over two years, NTC
 mentors developed strong personal relationships with beginning teachers,
 who often saw their mentors as a lifeline during the first year of teaching. NTC
 mentors learned strategies for finding "entry points" with teachers to ensure
 that coaching was relevant and actionable.
 - Coaching conversations guided by NTC tools and protocols. Mentors and teachers engaged in cycles of planning, observation, and analysis of student work guided by NTC-developed tools. These tools focused coaching interactions on teaching and learning standards and understanding and meeting the needs of every student. Mentors were expected to use an NTC-designed protocol in 85% of interactions with teachers. In later projects, NTC set the expectation that coaches would complete at least three coaching cycles that included all three high-leverage, instructionally focused tools. NTC continuously revises



Tools to Support the Teaching and Coaching Cycle

HIGH-LEVERAGE TOOLS



Supporting Teachers Boosts Student Achievement

Math

Teacher w/ traditional support

Teachers w/ NTC support

2-5 months of additional learning

ELA Teacher w/ traditional support

Teachers w/ NTC support

2-4 months of additional learning



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How are we doing toward our 24-25 goals?



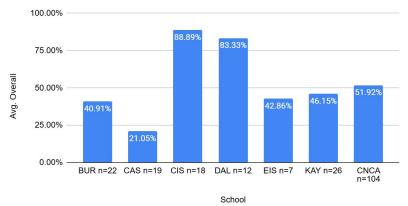
Goal: 80% of teachers receive 3+ PODD cycles

PODD Cycle Data: 4/11/25

	P	0	DD	
School	% of Teachers with 3+ Co-Planning Entries in 2025 (via Observations or Debriefs)	% of Teachers with 3+ Observation Entries in 2025	% of Teachers with Median Overall IE Score of 3+	% of Teachers with 3+ Debrief (any kind) Entries in 2025
CAS	67%	67%	30%	67%
KAY	37%	37%	37%	37%
BUR	30%	49%	39%	18%
EIS	33%	33%	33%	27%
DAL	17%	45%	52%	21%
CIS	26%	33%	59%	0%

Goal: 60% of teachers have a median score of 3+

What % of teachers' have a median overall IE score of 3+ for across all observations?



As of March 10, 2025



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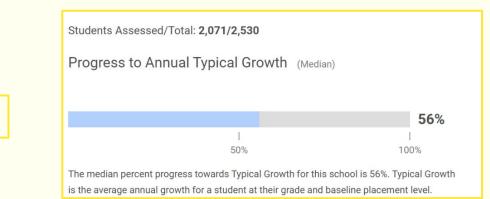


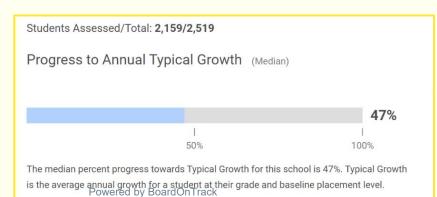
MOY iReady Results



Reading K-8





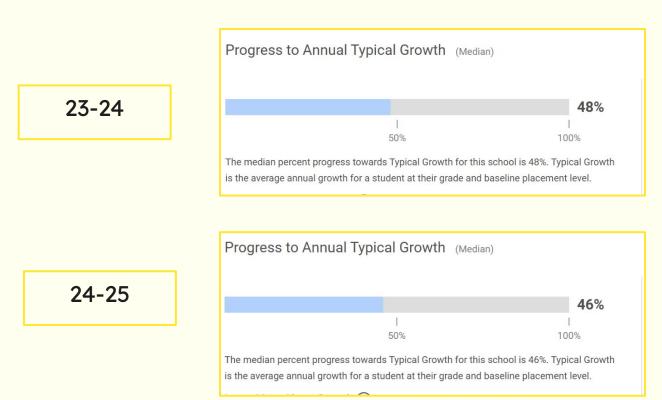




23-24

Math: K-8

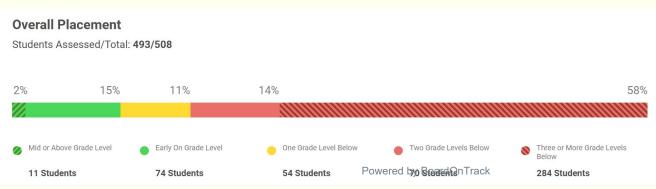




Dalzell Lance: Overall Placement Reading

Overall Placement Students Assessed/Total: 500/508 2% 10% 21% 13% 54% Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels 0 Below 9 Students 51 Students 106 Students 65 Students 269 Students

Math





We haven't yet met our quantitative goals.

And we *do* have evidence of improved teaching quality.



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CNCA three years ago vs. CNCA today...

→ 2022 Student engagement ranged from the mid-70 percent range to the high 80% range
 …. Now: Engagement ranges from 81-97%

- → In 2022, we had little to no alignment of PLC structures across schools and therefore didn't meet our goal of instructional staff engaging in 2 data conversations per month.
 ... Now: Nearly every school has weekly PLCs, allowing for frequent and aligned analysis of student work and data
- → In 2022, we were struggling to retain teachers. Our overall teacher retention rate in 22-23 was 69%.
- ... Now: We are working with a teacher retention rate of 78%.
- → In 2022, no school had codified systems.
 ... Now: Three of our six campuses have codified systems documents that they use regularly.



Today, we help teachers get better faster!

А	В	C	D
	Y1 Teachers (Avance Grads)	Y1 Teachers (non-Avance)	All Teachers (all YOE)
Avg. Engagement (overall)	82.85%	80.98%	86.82%
Engagement Change BOY-now (Aug/Sep avg to Oct/Nov avg)	1 4.01%	-0.49%	1.22%
Avg. Overall IE Score	2.3	2.2	2.5
Data updated 11/22/24			

4/2/25 Update		
	Avance Grads	Non-Avance Y1 Teachers
Overall IE Score (Median)	2.5	2.5
Overall Engagement	85.10%	81.5%
Engagement Change from BOY (Aug/Sep) to Current	+7.44%	+6.17%



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Putting it together

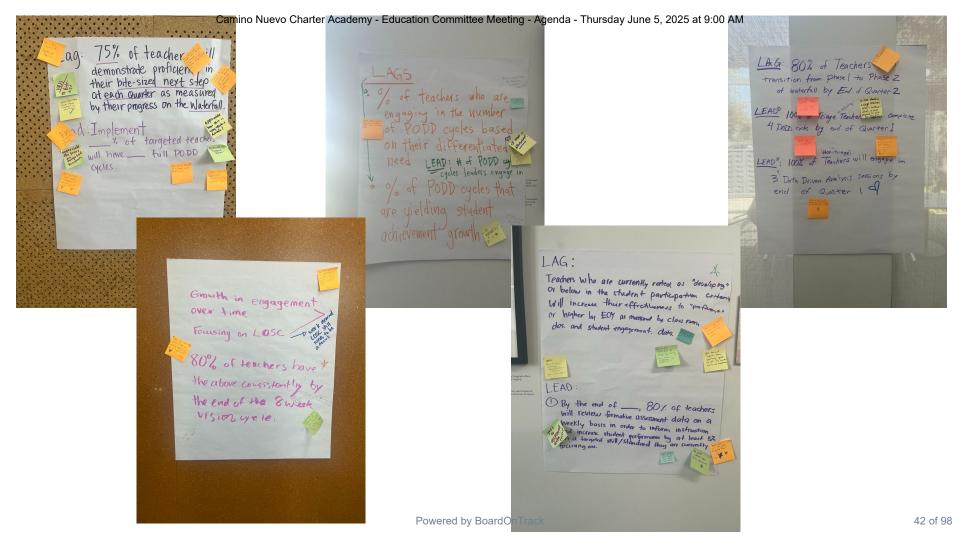
What conclusions can you draw?

When you consider our lead and lag data so far, combined with the structural and anecdotal improvements we've named, how are you making sense of it all?

What is still missing in order for us to generate outcomes for all students?



/ BoardOnTrack



Wildly Important Goals



 Increase the percent of students meeting/exceeding the standard in ELA and math in grades 3-8 and 11 based on the SBAC*

• Decrease the percent of students "not meeting" the standard in ELA and math in grades 3-8 and 11 based on the SBAC*

*Exact percent increase/decreases will be named once 24-25 data is complete and analyzed

Lag: Improvement in teacher quality



% of teachers' semester growth goals are met.

- Semester growth goals are half-year "benchmarks" that are crafted based on two annual goals
 - Goal 1: 8-Week Vision related (and tagged to Domain 2)
 - Goal 2: IE Rubric related (and tagged to Domains 1a or Domain 3)

Example Goal: Formative Assessment Use (1a) 20

Distinguished Proficient Developing Unsatisfactory (1a) Demonstrating Knowledge of Content and Pedagogy The teacher displays extensive The teacher displays solid The teacher is familiar with the In planning and practice, the knowledge of the important knowledge of the important important concepts in the teacher makes content errors or concepts in the discipline and how concepts in the discipline and how discipline but displays a lack of does not correct errors made by these relate both to one another, to these relate to one another, as well awareness of how these concepts students. The teacher displays little the pillars of Ethnic Studies as to the pillars of Ethnic Studies relate to one another and/or to the understanding of prerequisite pedagogy, and to other disciplines. pedagogy. The teacher pillars of Ethnic Studies pedagogy. knowledge important to student The teacher demonstrates demonstrates accurate The teacher indicates some learning of the content. The understanding of prerequisite awareness of prerequisite learning, teacher displays little or no understanding of prerequisite relationships among topics and relationships among topics. The although such knowledge may be understanding of the range of concepts and understands the link teacher's plans and practice reflect inaccurate or incomplete. The pedagogical approaches suitable to student learning of the content, to necessary cognitive structures familiarity with a wide range of teacher's plans and practice reflect that ensure student understanding. effective pedagogical approaches in a limited range of pedagogical including no plan to incorporate approaches to the discipline or to The teacher's plans and practice the subject, including a wellformative assessment in the lesson reflect familiarity with a wide range developed strategy for using the students, including a or unit. formative assessment that assesses rudimentary approach to using of effective pedagogical approaches in the discipline, including a wellimportant concepts in the formative assessment. designed approach to using discipline. formative assessment, and the ability to anticipate student misconceptions.

años

Example Goal: Formative Assessment Use (1a) 20 Camino Nuevo Charter Academy

 By the end of the year, the teacher will develop and use at least two formative assessments per unit that make student thinking visible and provide meaningful insights into understanding of core disciplinary concepts. The teacher will regularly analyze student responses and use the results to inform instructional decisions and adapt future lessons.

 By mid-year the teacher will co-develop and implement at least one formative assessment in each unit that aligns with key disciplinary concepts and includes an opportunity for student thinking to be made visible. The teacher will use the results from at least two of these assessments to inform instructional decisions and adjust lesson plans accordingly.

Example Goal: Responding to Behavior (2a)



DistinguishedProficientDevelopingUnsatisfactory(2a) Creating an Environment of Respect and Rapport

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is a culturally responsive environment where all students feel valued and are comfortable taking intellectual risks.

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students, and are culturally responsive. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, putdowns, or conflict. The teacher does not deal with disrespectful behavior.

nor conflict.

Example Goal: Responding to Behavior (2a)



• By the end of the school year, the teacher will consistently and successfully respond to disrespectful behavior by using clear, student-centered strategies that de-escalate conflict, reinforce classroom norms, and preserve student dignity. The teacher will apply these responses equitably across student groups and maintain a classroom culture where respectful peer interactions are the norm.

 By mid-year, the teacher will identify and practice at least two proactive response strategies for addressing disrespectful behavior, using them with increasing consistency and confidence. The teacher will reflect on their implementation through journaling, student feedback, or coaching conversations at least twice per month, and will begin to notice and document a decrease in unresolved or repeated disrespectful incidents.

Leads: Coaching & Data Analysis



75% of teachers engage with their quarterly growth goal at least 3 times per quarter in either coaching or PLC

65% of teachers engage in bi-weekly data and/or student work analysis with a coach or PLC team.

Questions for Input

- **1.** Thoughts on the WIG shifting from Distance from Standard to increase % meets, decrease % does not meet?
- 2. Do the example goals seem "right-sized" given our average teacher tenure (0-5 years)?
- 3. Thoughts on how to set the lead percentages? To what extent does getting this right "matter"?





Coversheet

25-26 Priority Preview

Section: Item: Purpose: Submitted by: Related Material: V. 25-26 Priority Preview A. 25-26 Priority Preview Discuss

6.5.25 Education Committee Mtg..pdf



Board Education Committee

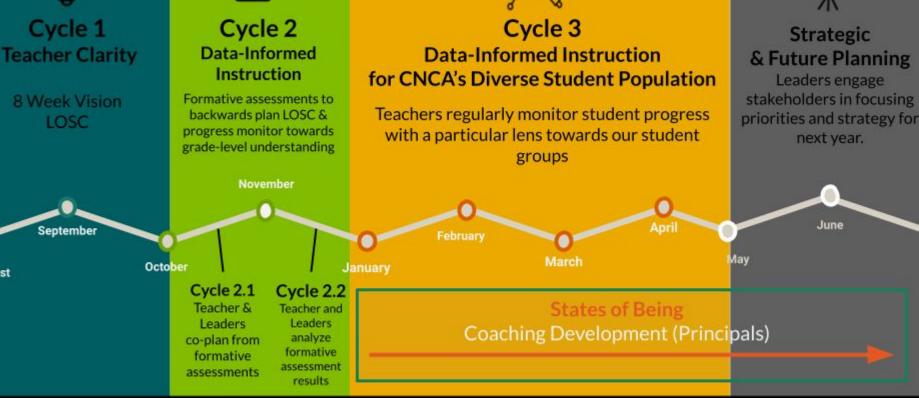
June 5, 2025



August

....

Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM



Towards Fostering Student Intellectual Engagement



Ca<mark>mino Nuevo Charter Acad</mark>emy - Education Committee Meeting - Agenda - Thurs</mark>day June 5, 2025 at 9:00 AM

TIME FOR

REULE

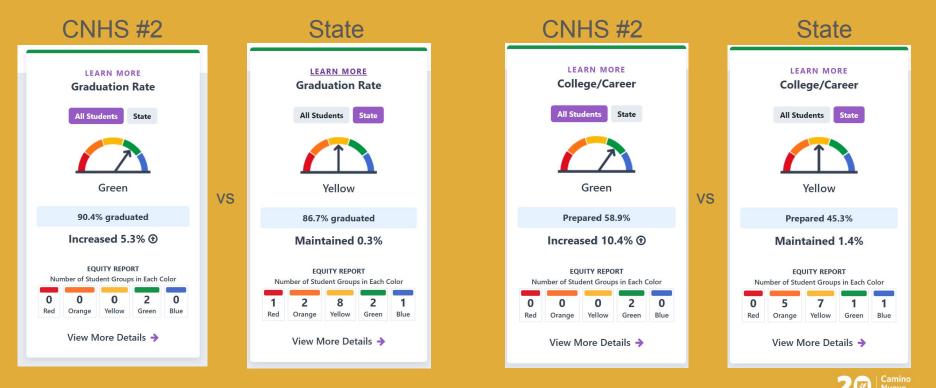


Camino Nuevo High School #2 Dalzell Lance Campus



Academic Performance Context

2024 California School Dashboard: Wins

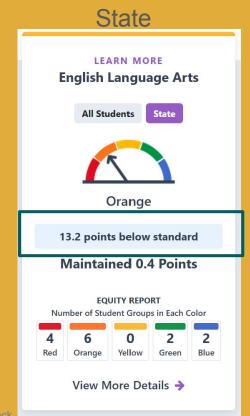




Charter Academ

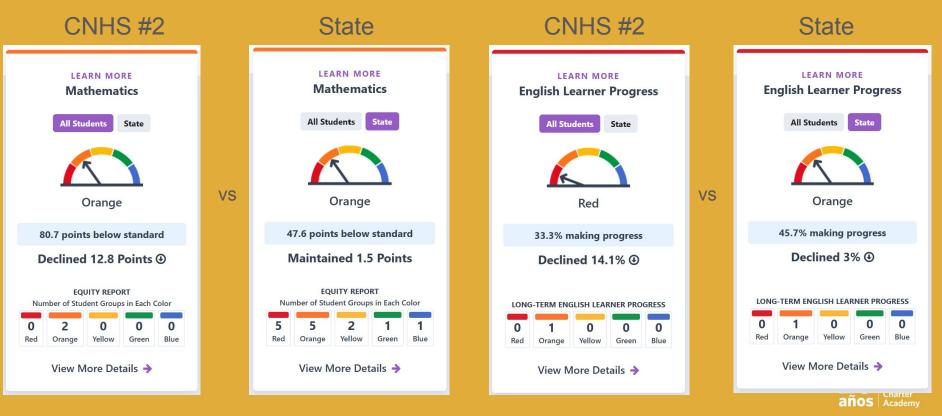
2024 California School Dashboard: Performance Win

CNHS #2	
LEARN MORE English Language Arts	
All Students State	
Yellow	
29.5 points above standard	VS.
Declined 18.7 Points 🟵	
EQUITY REPORT Number of Student Groups in Each Color 0 0 2 0 0 Red Orange Yellow Green Blue	
View More Details 🔶	
	Powered by BoardOnTra





2024 California School Dashboard: Challenges



Powered by BoardOnTrack

Local Context



Comparing all public high schools in a 2 mile radius of Dalzell Lance, we ranked 2024 ELA and Math performance into quartiles.

- Overall ELA and Math performance are both in the **top quartile**, meaning that this school ranks **among the highest-performing schools** in the dataset.
- Compared to schools with the same percentage of students qualifying for Free or Reduced-Price Meals (98%), the school's performance is the highest for both ELA and Math.
- In ELA, **English Learners**' and **Students with Disabilities**' performance are in the top quartile of the dataset
- In Math, the Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged subgroups are all at the top quartile as well

ELA Comparison Set



School	Median Incon	FRP -	Charter Yes/	Entity Type	-	ELA All Students D
Alliance Ted K. Tajima High	85835	0.97 Y	(High Schools (Publi	ic)	70.9
Camino Nuevo High #2	62655	0.98 Y	(High Schools (Publi	ic)	29.5
School of Business and Tourism at Contreras Learning Complex	51317	0.99 N	V	High Schools (Publi	ic)	23.5
Los Angeles High School of the Arts	52755	0.91 N	N	High Schools (Publi	ic)	-0.5
School for the Visual Arts and Humanities	52755	0.97 N	N	High Schools (Publi	ic)	-0.8
Central City Value	62655	0.85 Y		High Schools (Publi	ic)	-28.1
Contreras Learning Center-Academic Leadership Community	51317	0.96 N	N	High Schools (Publi	ic)	-38
Contreras Learning Center-School of Social Justice	51317	0.97 N	N	High Schools (Publi	ic)	-40.5
UCLA Community K-12	52755	0.96 N	N	K-12 Schools (Publi	c)	-45.5
New Open World Academy K-12	100901	0.97 N	N	K-12 Schools (Publi	c)	-73.7
Ambassador-Global Leadership	52755	0.95 N	N	K-12 Schools (Publi	c)	-76.6
New Village Girls Academy	85835	0.98 Y	1	High Schools (Publi	ic)	-80.1
Contreras Learning Center-Los Angeles School of Global Studies	51317	0.98 N	N	High Schools (Publi	ic)	-83.6
Belmont Senior High	85835	0.92 N	N	High Schools (Publi	ic)	-102.9

Math Comparison Set



	А	В	D	E	F	U
1	School	Median Incon 🔻	FRP 👻	Charter Yes/	Entity Type	Math All Students D
2	Alliance Ted K. Tajima High	85835	0.97	Υ	High Schools (Public)	-51.9
3	Central City Value	62655	0.85	Y	High Schools (Public)	-56.2
4	Camino Nuevo High #2	62655	0.98	Y	High Schools (Public)	-80.7
5	School of Business and Tourism at Contreras Learning Complex	51317	0.99	N	High Schools (Public)	-85.6
6	UCLA Community K-12	52755	0.96	N	K-12 Schools (Public)	-92.8
7	New Open World Academy K-12	100901	0.97	N	K-12 Schools (Public)	-98.9
8	School for the Visual Arts and Humanities	52755	0.97	N	High Schools (Public)	-109.5
9	Ambassador-Global Leadership	52755	0.95	N	K-12 Schools (Public)	-109.6
10	Contreras Learning Center-Academic Leadership Community	51317	0.96	N	High Schools (Public)	-122.7
11	Los Angeles High School of the Arts	52755	0.91	N	High Schools (Public)	-123
12	Contreras Learning Center-Los Angeles School of Global Studies	51317	0.98	N	High Schools (Public)	-129.5
13	Contreras Learning Center-School of Social Justice	51317	0.97	N	High Schools (Public)	-163.1
14	Belmont Senior High	85835	0.92	N	High Schools (Public)	-176
15	New Village Girls Academy	85835	0.98	Y	High Schools (Public)	-194.6

Charter Renewal Context



CNHS #2 (or CNCA Dalzell Lance) is up for renewal this summer. We will submit our charter petition to the CNCA board for approval in July and to the LAUSD board in August.

The 2023 and 2024 California Dashboard are what determine our renewal track (middle), and we will have an opportunity to tell a data story to secure renewal.

We will have the ability to bring in this year's verified data as part of that story: iReady and SBAC, as well as the comparison to local schools.

Camino Nuevo Charter Academy #4



Sandra Cisneros Campus

Camino Nuevo Charter Academv

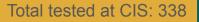


State Context

California School Dashboard

2024 California School Dashboard: Wins (Math)





Academ

2024 California School Dashboard: Subgroup Win (Math)

CIS



State



2024 California School Dashboard: Challenges (ELA)







Local Context

Comparison Schools

Local Context



Comparing all public elementary and middle schools in a 2 mile radius of Cisneros, we ranked 2024 ELA and Math performance & growth into quartiles.

- Overall, Cisneros's math growth was in quartile 3, and **at the median**
- Comparing Cisneros's **largest demographic groups** (Hispanic/Latinx & Socioeconomically Disadvantaged) to their peers from those groups at other schools, their **math growth** was in **quartile 3-4**, meaning **above the median**.
- Comparing Cisneros only to schools with similar rates of students qualifying for Free and Reduced Price Meals, their math growth is in quartile 3-4 across multiple subgroups.

Cisneros Math Growth: Above Median Compared to Similar Populations at Neighborhood Schools

School =	FRPM =	Charter = Yes/No	Math Hispanic DFS = Change
Rosemont Avenue Elementary	0.9	N	33
Allesandro Elementary	0.8	N	22.5
Dorris Place Elementary	0.86	N	21.3
MacArthur Park Elementary School for the			
Visual and Performing Arts	0.99	N	21
Mayberry Street Elementary	0.83	N	20.4
Vista Charter Middle	0.93	Y	16.3
Gratts Learning Academy for Young Scholars (GLAYS)	0.96	N	15.4
Logan Academy of Global Ecology	0.92	N	14.7
Rise Kohyang Middle	0.91	Y	13.9
N.E.W. Academy of Science and Arts		Y	13
Equitas Academy #2	0.92		12.4
Clifford Street Elementary Math &	0.53		11.4
Technology Magnet	0.53		11.4
Young Oak Kim Academy Union Avenue Elementary	0.98		10.5
Camino Nuevo Charter Academy #4	0.89		10.4
Elysian Heights ES Arts Magnet	0.92		9.3
Dayton Heights Elementary	0.4		9.2
Citizens of the World Charter School Silver	0.95	N	9.2
Lake	0.65	V	8.7
Esperanza Elementary	0.96		8.6
Virgil Middle	0.95		7.8
Alexandria Avenue Elementary	0.92		6.9
Hoover Street Elementary	0.92	10	5.2
Commonwealth Avenue Elementary	0.87		5.2
Micheltorena Street Elementary	0.42		4.4
John H. Liechty Middle	0.98	20	3.7
Frank del Olmo Elementary	0.98		3.6
Betty Plasencia Elementary	0.93		1.3
Lockwood Avenue Elementary	0.97		0.4
Castelar Street Elementary	0.85		-0.1
Solano Avenue Elementary	0.61		-0.9
Sal Castro Middle	0.98		-1.2
Dr. Sammy Lee Medical and Health	0.50		1.2
Science Magnet Elementary	0.92	N	-1.6
Gabriella Charter	0.88		-2
Charles White Elementary	0.98		-3.2
Equitas Academy 4	0.94		Powere ⁷ C ⁴
Everest Value	0.86		-9.2



Camino Nuevo Charter Academy

Zooming in on Hispanic/Latino subgroup

oy BoardOr

Cisneros Math Growth: Above Median Compared to Similar Populations at Neighborhood Schools

School =	FRPM =	Charter = Yes/No	Math Socioeconomically Disadvantaged DFS = Change				
Rosemont Avenue Elementary	0.9	N	34				
Mayberry Street Elementary	0.83	N	28.8				
Dorris Place Elementary	0.86	N	27				
MacArthur Park Elementary School for the							
Visual and Performing Arts	0.99	N	21.7				
Allesandro Elementary	0.8	N	18.4				
Vista Charter Middle	0.93	Y	17				
Dayton Heights Elementary	0.95	N	13.7				
N.E.W. Academy of Science and Arts	1	Y	12.8				
Equitas Academy #2	0.92	Y	12.4				
Virgil Middle	0.95	N	12.3				
Gratts Learning Academy for Young Scholars (GLAYS)	0.96	N	11.9				
Rise Kohyang Middle	0.91	Y	11.4				
Union Avenue Elementary	0.89	N	10.5				
Camino Nuevo Charter Academy #4	0.92	Y	9.9				
Esperanza Elementary	0.96	N	9.8				
Alexandria Avenue Elementary	0.92	N	9.3				
Logan Academy of Global Ecology	0.92	N	9.2				
Citizens of the World Charter School Silver							
Lake	0.65	Y	8.5				
Young Oak Kim Academy	0.98	N	8.2				
Hoover Street Elementary	0.97	N	6.8				
Elysian Heights ES Arts Magnet	0.4	N	6.4				
Dr. Sammy Lee Medical and Health							
Science Magnet Elementary	0.92	N	4.8				
John H. Liechty Middle	0.98	N	3.4				
Frank del Olmo Elementary	0.98	N	3.1				
Betty Plasencia Elementary	0.93	N	3.1				
Lockwood Avenue Elementary	0.97	N	1.9				
Commonwealth Avenue Elementary	0.87	N	1.2				
Sal Castro Middle	0.98	N	1.2				
Micheltorena Street Elementary	0.42	N	-1				
Charles White Elementary	0.98	N	-1.2				
Castelar Street Elementary	0.85	N	-2.7				
Gabriella Charter	0.88	Y	-3.2				
Equitas Academy 4	0.94	Y	-6				
Rise Kohyang Elementary	0.89	Y	-10.1				
Everest Value	0.86	Y	-11.2				
Solano Avenue Elementary	0.61	N	-12.5				



Camino Nuevo Charter Academy

Zooming in on Socioeconomically Disadvantaged subgroup

Charter Renewal Context



CNCA #4 (or CNCA Sandra Cisneros) is up for renewal in 2026. We can submit our charter petition as early as July 2026, but have all summer and fall to do so. (We will time submission based on 2025 and 2026 data.)

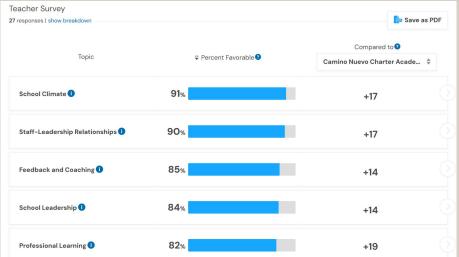
The 2024 and 2025 California Dashboard are what will determine our renewal track.

We *may* have the ability to bring in verified data as part of that story: iReady and SBAC, as well as the comparison to local schools.

Turn-Around Indicators at Cisneros



- Experienced principal with a proven track record of results at CNCA #4 (2011-2016)
- Positive adult learning culture
- Stable student culture
- Robust academic intervention
 - Built into the school day





25-26 Intellectual Engagement

WIGs, Lags, & Leads

Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM

Educators participate in **cycles of professional learning** (collaborative planning in PLCs, observation, coaching debriefs, data analysis) Students are better able to develop growth mindsets, take intellectual risks, make their thinking visible, and engage in grade-appropriate dialogue. **They are more intellectually engaged**

Better learning outcomes and ultimately **improvement in our Distance from Standard** for all students

Fostering a Culture of Belonging

Leadership teams and teachers reflecting on and **implementing culture calendar** each week Students, families and staff feel a coherence, alive school-wide culture in which events, rewards, recognition, and focus is aligned to the school-wide culture theme

Setting the foundation for a culture of belonging

Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM



Why PODD Cycles?

Planning, Observation, Debrief, Data Analysis

Based on your experience, why would we put our stake in the ground on frequent cycles of teacher development and collaboration?





NEW Teacher Center

LEVERAGING A DECADE OF RESEARCH

Designing Instructional Coaching for Optimal Learning

Although developing teachers' skills so they become highly effective facilitators of supportive and academically challenging classrooms is a shared goal, conventional approaches to teacher professional learning have typically not yielded a good return on investment (TNTP, 2015; Garet et al., 2008; Garet et al., 2016; Garet et al., 2010; Gersten et al., 2014; Suk Yoon et al., 2007; Murphy, 2000). Traditional workshops and teacher training often fail because they are not sufficiently grounded in teachers' day-to-day experience and classroom contexts. However, there is strong evidence-from more than 60 experimental studies-that instructional coaching is an effective teacher development strategy (Kraft et al., 2018). Job-embedded instructional coaching occurs during a teacher's workday and involves one-to-one conversations, observation and feedback cycles, and modeling to help improve the teacher's instruction with their current class of students. The coach's support is ongoing and consistent over time, is connected to their specific students, contexts, and immediate problems of practice, and provides teachers with opportunities for practice and feedback (Joyce & Showers, 2002).



White Paper | February 2024

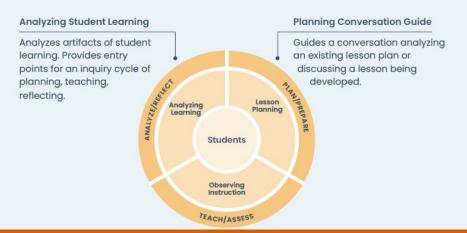
Moreover...

- Significant contact time with teachers supporting strong relationships.
 Mentors were expected to meet with beginning teachers for at least 180
 minutes per month over seven months (October–May). Over two years, NTC
 mentors developed strong personal relationships with beginning teachers,
 who often saw their mentors as a lifeline during the first year of teaching. NTC
 mentors learned strategies for finding "entry points" with teachers to ensure
 that coaching was relevant and actionable.
 - Coaching conversations guided by NTC tools and protocols. Mentors and teachers engaged in cycles of planning, observation, and analysis of student work guided by NTC-developed tools. These tools focused coaching interactions on teaching and learning standards and understanding and meeting the needs of every student. Mentors were expected to use an NTC-designed protocol in 85% of interactions with teachers. In later projects, NTC set the expectation that coaches would complete at least three coaching cycles that included all three high-leverage, instructionally focused tools. NTC continuously revises



Tools to Support the Teaching and Coaching Cycle

HIGH-LEVERAGE TOOLS



Supporting Teachers Boosts Student Achievement

Math

Teacher w/ traditional support

Teachers w/ NTC support

2-5 months of additional learning

ELA Teacher w/ traditional support

Teachers w/ NTC support

2-4 months of additional learning



Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM



How are we doing toward our 24-25 goals?



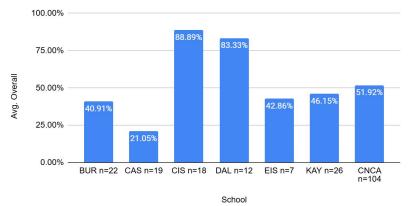
Goal: 80% of teachers receive 3+ PODD cycles

PODD Cycle Data: 4/11/25

School	P	o		DD
	% of Teachers with 3+ Co-Planning Entries in 2025 (via Observations or Debriefs)	% of Teachers with 3+ Observation Entries in 2025	% of Teachers with Median Overall IE Score of 3+	% of Teachers with 3+ Debrief (any kind) Entries in 2025
CAS	67%	67%	30%	67%
KAY	37%	37%	37%	37%
BUR	30%	49%	39%	18%
EIS	33%	33%	33%	27%
DAL	17%	45%	52%	21%
CIS	26%	33%	59%	0%

Goal: 60% of teachers have a median score of 3+

What % of teachers' have a median overall IE score of 3+ for across all observations?



As of March 10, 2025



Powered by BoardOnTrack



MOY iReady Results

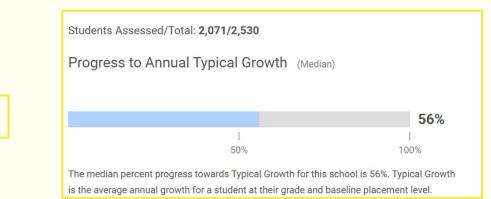


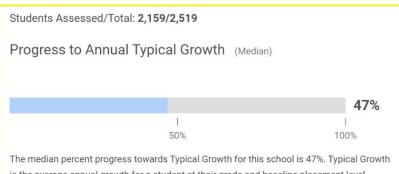
Reading K-8

23-24

24-25



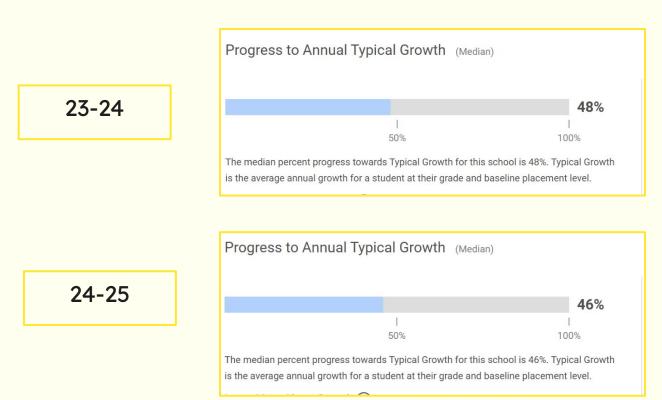






Math: K-8

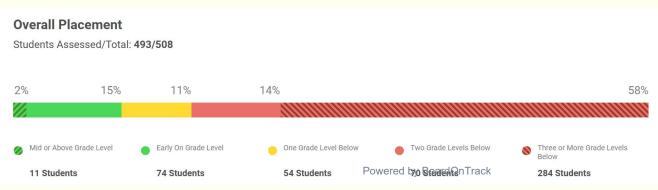




Dalzell Lance: Overall Placement Reading

Overall Placement Students Assessed/Total: 500/508 2% 10% 21% 13% 54% Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels 0 Below 9 Students 51 Students 106 Students 65 Students 269 Students

Math





We haven't yet met our quantitative goals.

And we *do* have evidence of improved teaching quality.



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CNCA three years ago vs. CNCA today...

→ 2022 Student engagement ranged from the mid-70 percent range to the high 80% range
 …. Now: Engagement ranges from 81-97%

- → In 2022, we had little to no alignment of PLC structures across schools and therefore didn't meet our goal of instructional staff engaging in 2 data conversations per month.
 ... Now: Nearly every school has weekly PLCs, allowing for frequent and aligned analysis of student work and data
- → In 2022, we were struggling to retain teachers. Our overall teacher retention rate in 22-23 was 69%.
- ... Now: We are working with a teacher retention rate of 78%.
- → In 2022, no school had codified systems.
 ... Now: Three of our six campuses have codified systems documents that they use regularly.



Today, we help teachers get better faster!

A	В	C	D
	Y1 Teachers (Avance Grads)	Y1 Teachers (non-Avance)	All Teachers (all YOE)
Avg. Engagement (overall)	82.85%	80.98%	86.82%
Engagement Change BOY-now (Aug/Sep avg to Oct/Nov avg)	1 4.01%	-0.49%	1.22%
Avg. Overall IE Score	2.3	2.2	2.5
Data updated 11/22/24			

1/2/25 Update	Avance Grads	Non-Avance Y1 Teachers
Overall IE Score (Median)	2.5	2.5
Overall Engagement	85. 1 0%	81.5%
Engagement Change from BOY (Aug/Sep) to Current	+7.44%	+6.17%



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Camino Nuevo Charter Academy - Education Committee Meeting - Agenda - Thursday June 5, 2025 at 9:00 AM



Putting it together

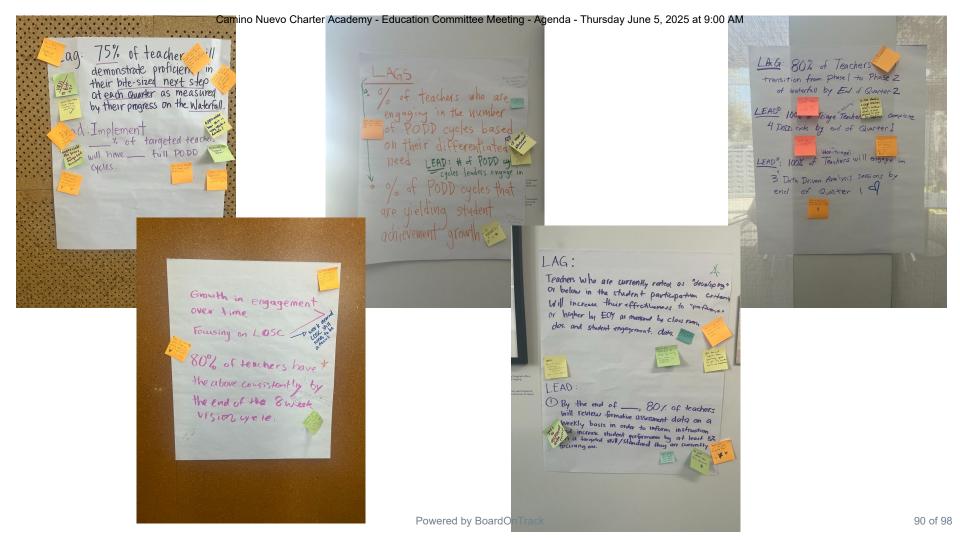
What conclusions can you draw?

When you consider our lead and lag data so far, combined with the structural and anecdotal improvements we've named, how are you making sense of it all?

What is still missing in order for us to generate outcomes for all students?



/ BoardOnTrack



Wildly Important Goals



 Increase the percent of students meeting/exceeding the standard in ELA and math in grades 3-8 and 11 based on the SBAC*

• Decrease the percent of students "not meeting" the standard in ELA and math in grades 3-8 and 11 based on the SBAC*

*Exact percent increase/decreases will be named once 24-25 data is complete and analyzed

Lag: Improvement in teacher quality



% of teachers' semester growth goals are met.

- Semester growth goals are half-year "benchmarks" that are crafted based on two annual goals
 - Goal 1: 8-Week Vision related (and tagged to Domain 2)
 - Goal 2: IE Rubric related (and tagged to Domains 1a or Domain 3)

Example Goal: Formative Assessment Use (1a) 2 Camino

Distinguished Proficient Developing Unsatisfactory (1a) Demonstrating Knowledge of Content and Pedagogy The teacher displays extensive The teacher displays solid The teacher is familiar with the knowledge of the important knowledge of the important important concepts in the concepts in the discipline and how concepts in the discipline and how discipline but displays a lack of these relate both to one another, to these relate to one another, as well awareness of how these concepts the pillars of Ethnic Studies as to the pillars of Ethnic Studies relate to one another and/or to the pedagogy, and to other disciplines. pedagogy. The teacher pillars of Ethnic Studies pedagogy. The teacher demonstrates demonstrates accurate The teacher indicates some understanding of prerequisite awareness of prerequisite learning, understanding of prerequisite relationships among topics and relationships among topics. The although such knowledge may be concepts and understands the link teacher's plans and practice reflect inaccurate or incomplete. The to necessary cognitive structures familiarity with a wide range of teacher's plans and practice reflect that ensure student understanding. effective pedagogical approaches in a limited range of pedagogical approaches to the discipline or to The teacher's plans and practice the subject, including a wellreflect familiarity with a wide range developed strategy for using the students, including a formative assessment that assesses rudimentary approach to using of effective pedagogical approaches in the discipline, including a wellimportant concepts in the formative assessment. designed approach to using discipline. formative assessment, and the ability to anticipate student

misconceptions.

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content, including no plan to incorporate formative assessment in the lesson or unit.

años

Example Goal: Formative Assessment Use (1a) 20 Camino Nuevo Charter Academy

 By the end of the year, the teacher will develop and use at least two formative assessments per unit that make student thinking visible and provide meaningful insights into understanding of core disciplinary concepts. The teacher will regularly analyze student responses and use the results to inform instructional decisions and adapt future lessons.

 By mid-year the teacher will co-develop and implement at least one formative assessment in each unit that aligns with key disciplinary concepts and includes an opportunity for student thinking to be made visible. The teacher will use the results from at least two of these assessments to inform instructional decisions and adjust lesson plans accordingly.

Example Goal: Responding to Behavior (2a)



DistinguishedProficientDevelopingUnsatisfactory(2a) Creating an Environment of Respect and Rapport

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is a culturally responsive environment where all students feel valued and are comfortable taking intellectual risks.

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students, and are culturally responsive. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, putdowns, or conflict. The teacher does not deal with disrespectful behavior.

nor conflict.

Example Goal: Responding to Behavior (2a)



• By the end of the school year, the teacher will consistently and successfully respond to disrespectful behavior by using clear, student-centered strategies that de-escalate conflict, reinforce classroom norms, and preserve student dignity. The teacher will apply these responses equitably across student groups and maintain a classroom culture where respectful peer interactions are the norm.

 By mid-year, the teacher will identify and practice at least two proactive response strategies for addressing disrespectful behavior, using them with increasing consistency and confidence. The teacher will reflect on their implementation through journaling, student feedback, or coaching conversations at least twice per month, and will begin to notice and document a decrease in unresolved or repeated disrespectful incidents.

Leads: Coaching & Data Analysis



75% of teachers engage with their quarterly growth goal at least 3 times per quarter in either coaching or PLC

65% of teachers engage in bi-weekly data and/or student work analysis with a coach or PLC team.

Questions for Input

- **1.** Thoughts on the WIG shifting from Distance from Standard to increase % meets, decrease % does not meet?
- 2. Do the example goals seem "right-sized" given our average teacher tenure (0-5 years)?
- 3. Thoughts on how to set the lead percentages? To what extent does getting this right "matter"?



