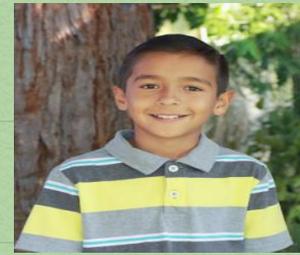


ALBERT F. BIELLA
PRINCIPAL: AIDA DIAZ



Albert F. Biella

335 Students

159 EL Students = 44%

Socioeconomically Disadvantaged = 74%



SRCS LCAP GOALS

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.



SRCS THEORY OF ACTION

If we improve the quality of practice through the continuous development of

Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home

Santa Rosa City Schools Strategic Plan

2019-2024

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.



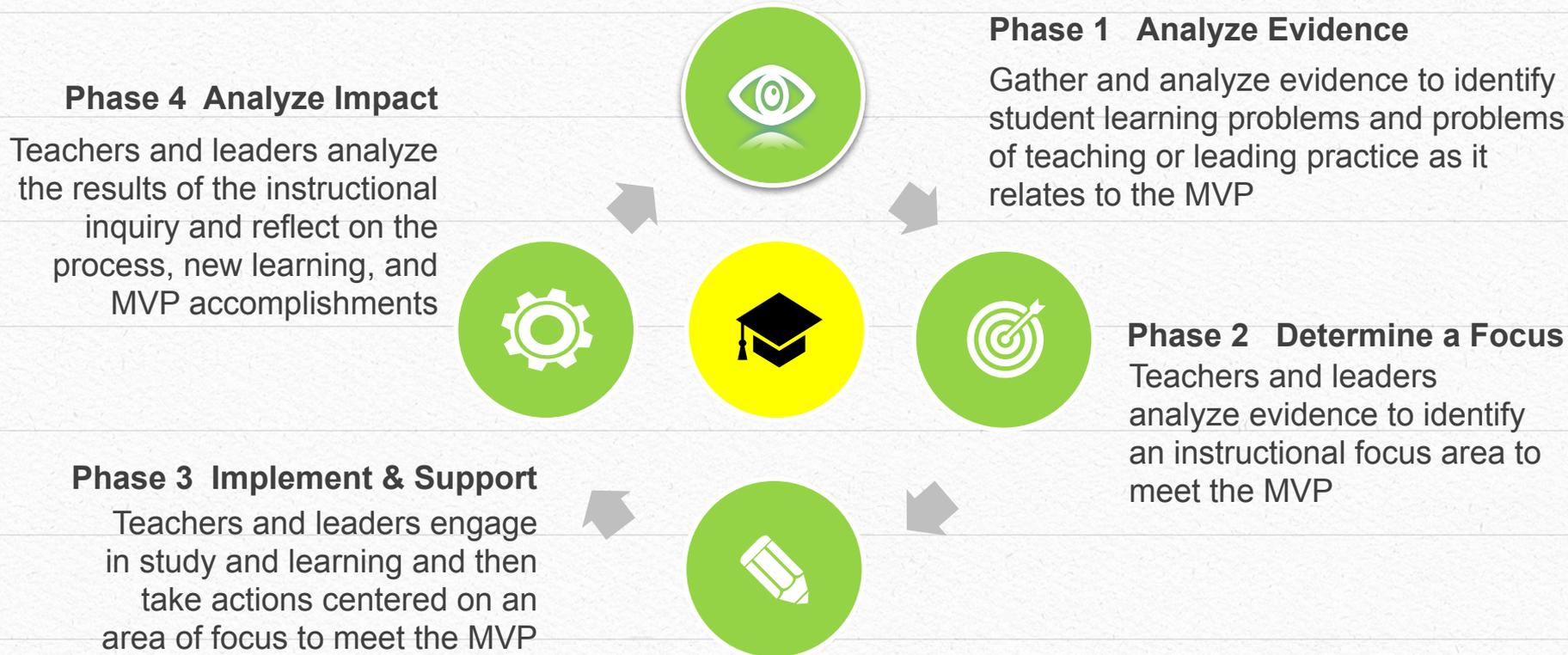
SCHOOL SPSA GOALS

Goal 1: Increase student literacy in Reading, Math, and Writing.

Goal 2: Decrease chronic absenteeism and tardiness by .5% by the end of the school year based on the previous school years daily attendance.

Inquiry Cycle

Instructional Leadership and the MVP



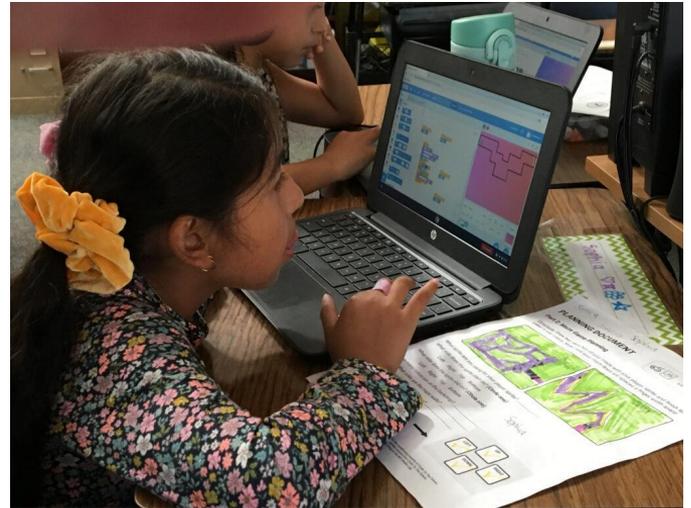
Albert F. Biella's Cycle of Inquiry

- ❑ We believe that a few, impactful student learning priorities are essential to systems coherence. ***“Strategic Focus”***
- ❑ We believe in developing collective expertise through systemic collaboration. ***“Learn by Doing”***
- ❑ We believe in job-embedded professional learning that is evidence-based and focused on continuous growth and improvement. ***“Know Thy Impact”***



Phase 1: Analyze Evidence

LGL & CAASPP DATA



Performance 3-Band Report for DORA K-12

P1) Pre-Test: 8/15/2019 To 9/27/2019

P1 Count: 271

Grade Range: 1 to: 6.99

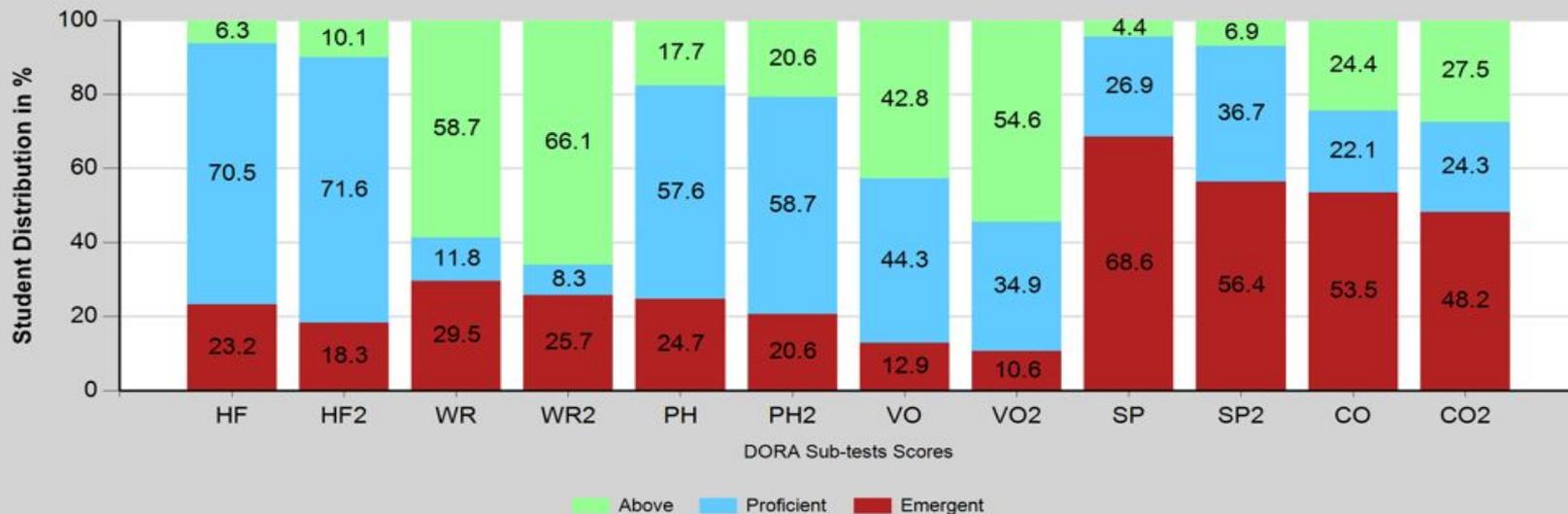
P2) Pre-Test: 12/1/2019 To 2/27/2020

P2 Count: 218

Mode: A

Sites: Albert F. Biella Elementary School

Student Distributions by Developmental Groups



Status	High-Freq. Words		Word Rec.		Phonics		Spelling		Vocabulary		Comprehension	
Above	6.3%	10.1%	58.7%	66.1%	17.7%	20.6%	4.4%	6.9%	42.8%	54.6%	24.4%	27.5%
Proficient	70.5%	71.6%	11.8%	8.3%	57.6%	58.7%	26.9%	36.7%	44.3%	34.9%	22.1%	24.3%

Performance 4-Band Report - ADAM

P1) Pre-Test: 8/15/2019 To 10/31/2019

P1 Count: 192

Grade Range: 1 to: 6.99

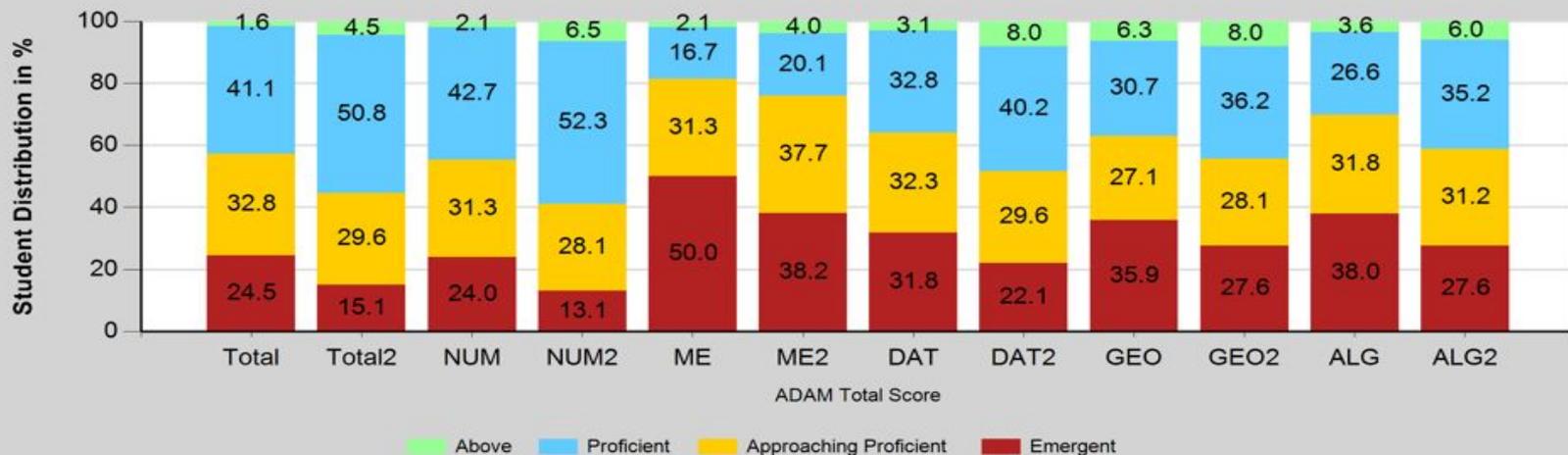
P2) Pre-Test: 12/1/2019 To 2/27/2020

P2 Count: 199

Mode: A

Sites: Albert F. Biella Elementary School

Student Distributions by Developmental Groups



Status	Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
Above	1.6%	4.5%	2.1%	6.5%	2.1%	4.0%	3.1%	8.0%	6.3%	8.0%	3.6%	6.0%
Proficient	41.1%	50.8%	42.7%	52.3%	16.7%	20.1%	32.8%	40.2%	30.7%	36.2%	26.6%	35.2%
Approaching Proficient	32.8%	29.6%	31.3%	28.1%	31.3%	37.7%	32.3%	29.6%	27.1%	28.1%	31.8%	31.2%

CAASPP SCORES: LANGUAGE ARTS & MATH

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2406.2	*	2399.1	12.24	*	11.54	32.65	*	23.08	24.49	*	34.62	30.61	*	30.77
Grade 4	2425.1	*	2416.0	2.44	*	9.09	21.95	*	16.36	34.15	*	21.82	41.46	*	52.73
Grade 5	2469.1	*	2473.9	12.50	*	8.70	25.00	*	26.09	23.21	*	30.43	39.29	*	34.78
Grade 6	2477.6	*	2479.9	2.22	*	7.32	20.00	*	26.83	44.44	*	29.27	33.33	*	36.59
All Grades	N/A	N/A	N/A	7.85	*	9.28	25.13	*	22.68	30.89	*	28.87	36.13	*	39.18

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2404.7	*	2413.2	7.84	*	9.26	27.45	*	27.78	31.37	*	31.48	33.33	*	31.48
Grade 4	2425.2	*	2449.4	2.33	*	7.27	9.30	*	27.27	55.81	*	34.55	32.56	*	30.91
Grade 5	2473.6	*	2471.2	5.56	*	8.70	20.37	*	19.57	31.48	*	28.26	42.59	*	43.48
Grade 6	2475.8	*	2471.0	13.95	*	2.50	6.98	*	5.00	30.23	*	37.50	48.84	*	55.00
All Grades	N/A	N/A	N/A	7.33	*	7.18	16.75	*	21.03	36.65	*	32.82	39.27	*	38.97

Phase 2: Determine a Focus

Gradually releasing students to successfully attain and consistently demonstrate each of these skills and behaviors requires careful attention to rigor and complexity and must include **higher order thinking skills** such as use of analysis, evaluation, logic, reasoning, problem-solving, justifying, and transfer of learning to new contexts via planning and creativity.

Close and Analytic Reading of Various Media Types

Students read/observe with a clear purpose and prompt that requires:

- Annotation, source-dependent questions, multiple readings, note-taking, and use of analysis
- Multiple sources to gain knowledge and transfer to evidenced-based conversations and writing tasks

Communicate Using Precise Academic Language

Students speak and write precisely using academic language that requires:

- Effective use of general academic and domain-specific vocabulary
- Productive discourse connected to prompts, starters, frames, and scaffolds appropriate to the domain of study
- Meaning of academic terms and syntax solidified through conversation and applied in writing

Structured Collaborative Conversations

Students effectively work in pairs or groups on clearly defined tasks that require:

- Accountability for roles, responsibilities, and completion of task/processes
- Structured academic discourse to analyze, evaluate, and use evidence-based reasoning for problem-solving
- Conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others

Evidenced-based Arguments

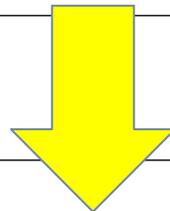
Students develop claims, conjectures, and hypotheses that require:

- Analyzing information and applying reasoning to justify with evidence
- Constructing, applying, and justifying mathematical/scientific models

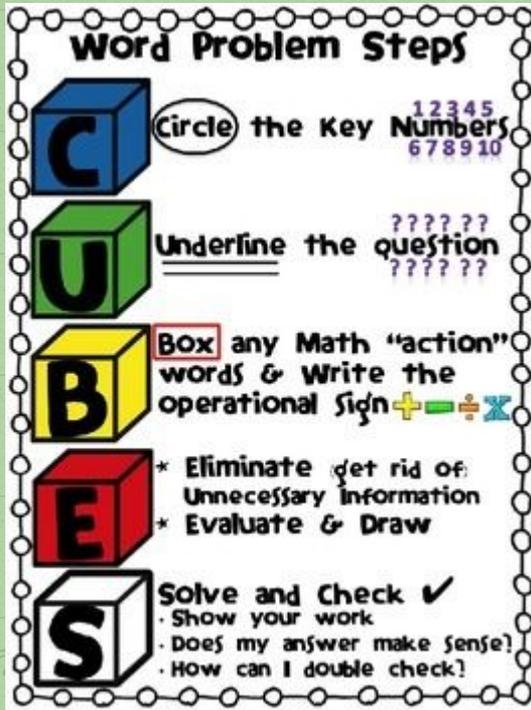
Evidenced-based Writing

Students clearly communicate through a range of writing tasks that require:

- Short constructed responses and process writing (pre-write, draft, revise, edit, and publish)
- Responding to a variety of purposes and audiences; justifying opinions and arguments with reasoning and evidence
- Use of writing across content areas to show understanding of concepts and transfer of learning



Phase 3 - Implement and Support



KA- 6th
grade

KA-1

Literacy 		Math 	
 Restate Question *Use question words *Complete sentence	 Read the Problem *Restate question in own words *Write notes & organize info		
 Answer the Question *Accurate answer	 Answer the Problem *Answer the problem in sentence *Add the label to answer		
 Cite & Provide Evidence *Reference the text/source *Evidence supports answer	 Show Work - Provide Evidence *Select the Strategy *Solve it and Check your work		
 Explain *Explain what the evidence means "So, that means..."	 Explain *Explain the strategy or pattern or rule; Explain checked work		

...to show critical thinking!  

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	Circle numbers & number words; write the digits above
	Underline the <u>question</u> 
	Box the label in the question(s).
	Evaluate & translate words that tell which operation(s) to do (write above)
	Solve, Show work, & Support Use RASE to communicate your thinking

SAMPLE PROBLEM: 4-6TH GRADE

Use your knowledge of fractions & time to solve. Which takes longer, by how much, & how do you know?

$\frac{1}{2}$ minute to do hair

$\frac{4}{6}$ minute to have breakfast

Copy the word problem: Annotate with CUBES.

The answer is _____. I solved the problem using the _____ strategy because _____ . It shows _____ because _____ . I checked my work by _____ .

Write notes & show work, model/drawing, calculations.





Math Problem Analysis - DOK 3

Handout

Copy the word problem: Annotate with CUBES.
Use your knowledge of fractions to solve.

Q1 Q2 Q3

Which takes longer, by how much, & how do you know?

$\frac{1}{2}$ minute to do hair

$\frac{4}{6}$ minute to have breakfast

Write notes & show work, model/drawing, calculations.

Notes: need to convert fraction to match a minute

Q1 & Q2- subtract fractions to get difference

convert

$$\frac{1}{2} = \frac{?}{60}; 2 \times ? = 60; 30/60 \text{ hair}$$

$$\frac{4}{6} = \frac{?}{60}; 4 \times ? = 60; 40/60 \text{ breakfast}$$

$$40/60 - 30/60 = 10/60$$

reduce fraction = $\frac{1}{6}$ of a minute = 10 seconds

The answer is _____ I solved the problem using the _____ strategy because _____ It shows _____ because _____ I checked my work by _____.

The answer is that it takes longer to have breakfast by 10 seconds.

I solved the problem using the converting strategy because each number was a fraction of a minute so I had to make it out of 60 so I could compare the fractions and subtract to find the difference since that is what the question asked.

It shows that $\frac{1}{2}$ of a minute is the same as 30 seconds and $\frac{4}{6}$ of a minute is the same as 40 seconds and that 40 seconds is longer than 30 seconds by 10 seconds.

I checked my work by reducing my fraction and checking that $\frac{1}{6}$ is the same as 10 seconds.

Phase 4 - Analyze Impact

Next Steps: Continue to offer supports

*Tutoring

*Counseling

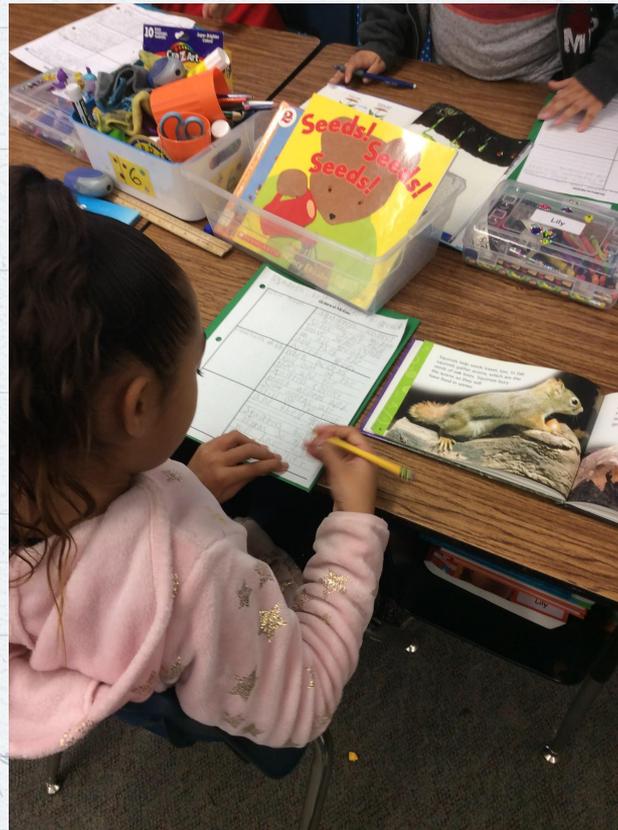
*Parent Education

*Student Access to Technology

*Student Engagement

*Walk to Read

* Multi-Tiered System of Support

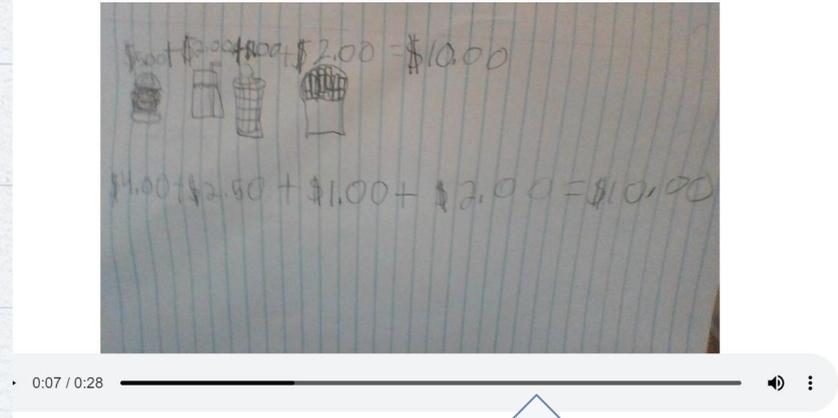


DISTANCE LEARNING

4th grade zoom
scavenger hunt



[Sign in to Seesaw.](#)



4th grade math
through Seesaw



Distance Emotional/ Social Support from our amazing counselor

NAMING OUR FEELINGS

Directions: First click to watch the video on the next slide, and think about your answers to the questions listed. Then do the activity on the last slide.



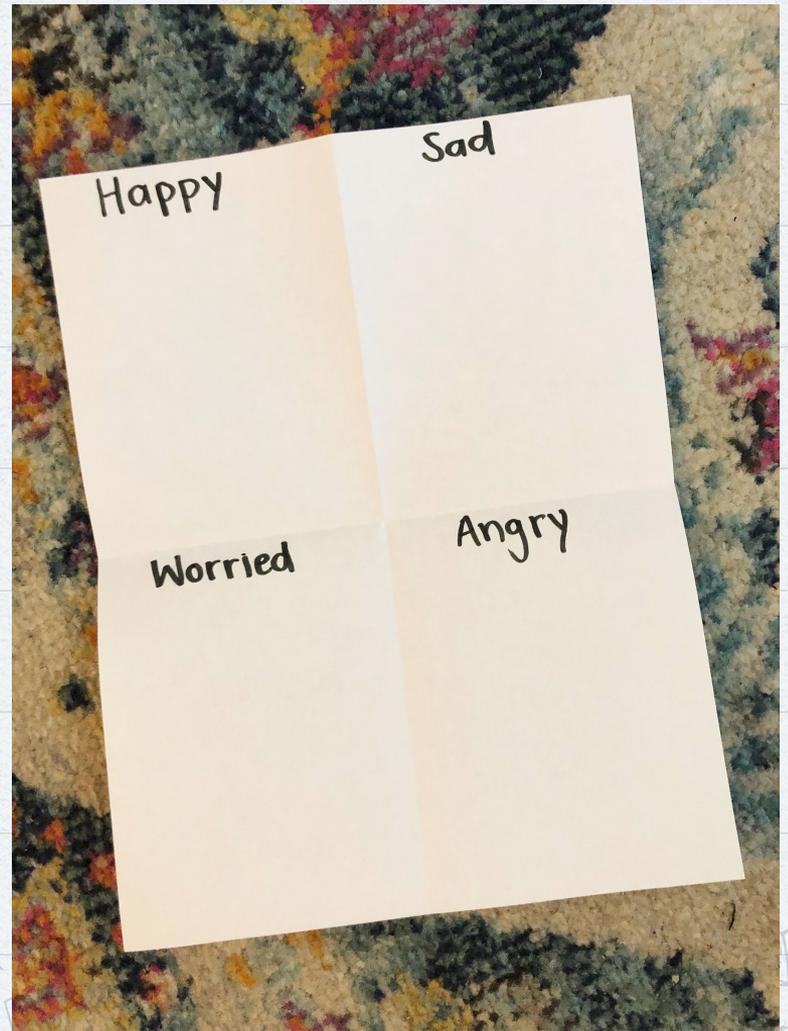
Think:

1. How does a person's face change based on their feeling?
2. How does a person's body change based on their feeling?
3. Which of these emotions are you feeling the most right now?

Activity:

Fold a piece of paper in half 2 times. Write one of the following emotions in each square: happy, sad, worried, angry.

Draw a picture of yourself showing each emotion.



Intermediate Grades

NAMING OUR FEELINGS

Directions: Watch the video on the next slide. As you watch the video, think about how you would answer each question listed. The activity on the last slide is optional.



Think:

What emotions are you feeling right now?

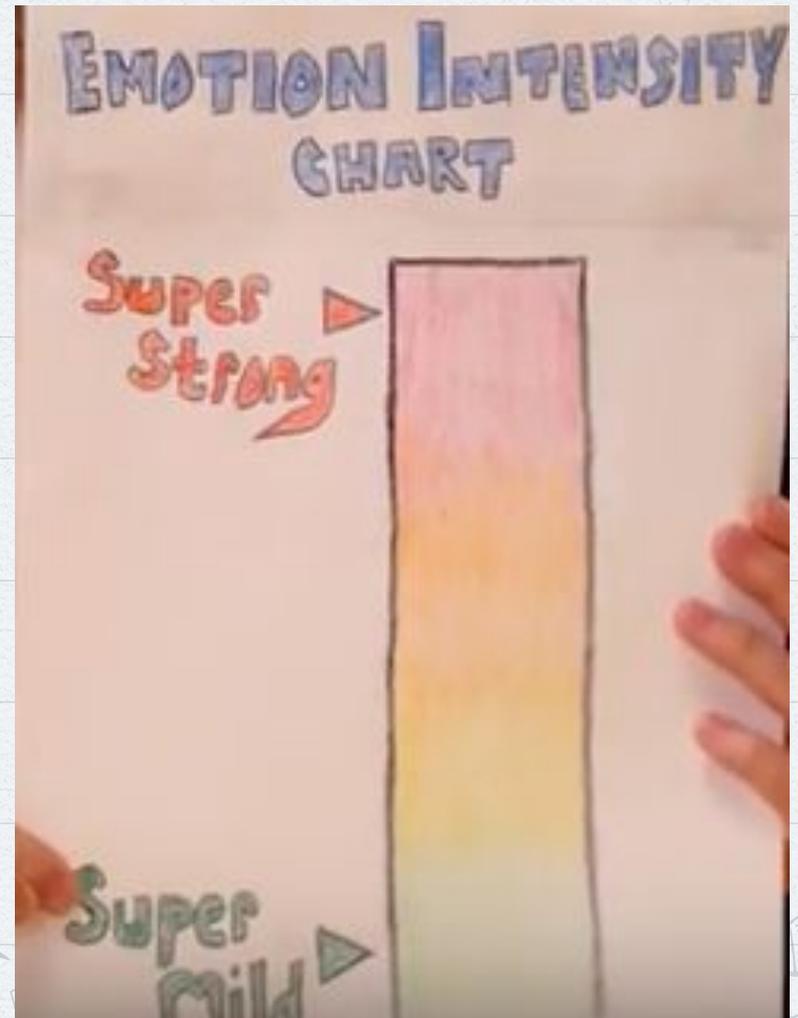
How can you measure your emotions?

Do emotions change or stay the same?

“There are no good or bad emotions.” Do you agree or disagree? Why?

Activity:

Draw your own emotion intensity chart and measure your emotions throughout the day.



Questions

Lunch with the principal



Gingerbread houses w/ KA