

**4th Grade Board Report
January 2016-2017**

1. Multicultural Aspect:

In 4th grade we address multiculturalism through a variety of different genres in our language arts curriculum as well as Social Studies curriculum.

2. What do we want students to learn?

a. It is our goal as a fourth grade team to align our curriculum to the Nebraska State Standards. We have developed a schedule that has allowed us to align the standards in order to teach the indicators daily and through a variety of different approaches.

b. Every week we have both a NeSA Reading and Math Skill of the Week. This allows the students to intensely work on one tested skill per week. Through the skill focus the students complete morning work, rotate through a variety of interactive stations, and complete a weekly culminating quiz. Morning work is graded and re-taught to small groups in order to obtain high levels of retention. Sometimes this material is front loaded and other times this material is a review of a concept. On Friday, a Check for Learning (DRC eDirect) quiz is developed to assess the students on the Nebraska State Standard.

c. Essential Learning: We use Fountas and Pinnell testing, MAPS testing, Stars testing, and Pre/Post Chapter Tests to help differentiate our instruction with our reading and math groups.

d. Current S.M.A.R.T. goals for 2016-2017: Our goal for the 2016-2017 school year is that, students will improve Nebraska State Standard 4.1.1.k Fractions from a 28% shown in the Winter Stars data by 10 percent in the next month. Students will also improve Nebraska State Standard 4.3.3.a Perimeter from a 3% shown in the Winter Stars data by 10 percent in the next month. We assume the reason these current standards have not met district goal is due to materials not being covered yet in the school year.

e. Current PLC goal for 2016-2017: Our goal for the 2016-2017 school year is that, All Students will improve scientific skills across the curriculum; they will be able to gather, organize, process, evaluate, analyze, and present information in a coherent, ethical and responsible manner. All Students will reason, solve problems, and make connections within mathematics and across the curriculum. They will demonstrate number sense, geometry, measurement, algebra, probability and data analysis concepts.

f. Our current data on the NeSA Math and Reading test over the last 5 years.

	Reading Average Scale Score	Rank	Reading Average Scale Score	Rank
Reading Grade 4	125.92	8	129.7	7

Our current winter data on the MAPs Test for grade 4 in 2016.

	District Avg. RIT Score Reading	National Norm for Grade Level-Math	District Avg. RIT Score Reading	National Norm for Grade Level-Reading
Math Grade 4	205	202	203	198

MAPS Mathematics Data:

Total Students with Valid Growth Test Score- 35

Mean RIT-213.7

Standard Deviation-9.8

Norm Grade Level Mean RIT-208.7

Students At or Above Norm Grade Level Mean RIT-27

MAPS Reading Data:

Total Students with Valid Growth Test Score- 36

Mean RIT-210.1

Standard Deviation-12.9

Norm Grade Level Mean RIT-203.6

Students At or Above Norm Grade Level Mean RIT-25

3. How do we know students are learning?

a. In 4th grade, assessment is extremely important. It is our focus that students are understanding and retaining the standards and material being taught. Our assessments range from visual and auditory assessing to formative and summative assessments.

b. We use Check for Learning (DRC eDirect), Fountas and Pinnell testing and MAPS testing, and Stars Math and Stars Reading Test to guide our instruction.

c. Measurable student growth: We are able to measure our students growth in a variety of different ways. As we mentioned before we can see growth visually as well as through summative and formative assessments.

4. How do we respond when students are not learning?

a. Strategies based on best practice, implemented to improve student learning: We use a variety a different teaching strategies to complete best practices in teaching. We use visuals, anchor charts, centers, small groups, whole groups, differentiated instruction, and technology.

b. Measurable data that indicates improvement in student learning: We use weekly data of both summative and formative assessments to help us determine improvements in student learning. Based on the measurable results from the assessments we guide our instruction each week.

5. How do we extend or enrich the learning for students who exceed proficiency?

a. Strategies based on best practice, implemented to improve student learning: We use

a variety of different teaching methods to complete best practices for enriching our students who exceed proficiency.

b. We use visuals, anchor charts, centers, small groups, whole groups, differentiated instruction, and technology. We have also implemented challenge packets, computer coding, and research projects.

c. Measurable data that indicates improvement in student learning: We use weekly data of both summative and formative assessments to help us determine improvements in student learning. Based on the measurable results from the assessments we guide our instruction each week.