

3rd Grade Board Report January 2016-2017

1. Multicultural Aspect:

In 3rd grade we address multicultural aspects through a variety of different genres in our Reading Street curriculum, writing and language arts curriculum as well as in our Social Studies curriculum.

2. What do we want students to learn?

a. As a third grade team it is our goal to align our curriculum to the Nebraska State Standards. Together we have developed a calendar schedule that has allowed us to align Nebraska State standards to our curriculum. We teach these standards daily through whole group and small group instruction.

b. A NeSA Reading and Math Skill is completed at the start of a lesson each week. This allows the students to intensely work on one tested skill per week. The Reading and Math NeSA skill is gone over and sometimes graded or re-taught during 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 or formative and summative assessments to help differentiate our instruction with our reading and math groups.

d. Our PLC goal for 2016-2017 is both in Math and Science. The goal is to improve tests scores in both Math and Science on the Nebraska State Assessment Test. As an elementary building, we believe that 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.

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.

e. Our current S.M.A.R.T. goals for 2016-2017: The third grade team and paras will work to improve the scores on both fractions and perimeter by 10 percent. According to STARS testing data in December of 2016, students scored a 28% on Fractions 4.1.1 K of the Nebraska State Standards and a 3% on Perimeter 4.3.3a of the Nebraska State Standards. We assume student's scored so low, because we have not covered the content in the classroom yet, however, as a team we hope to improve this score by 10% within the next month.

f. Our current data on the NeSA Math and Reading test over the last five years shows:

	Reading Aver Scale Score	Rank	Reading Aver Scale Score	Rank
Reading - G3	122.97	5	128.72	4

Our current winter data on the MAPS test for 3rd grade in 2016 shows:

Mathematics:

Total students with valid growth test scores: 52

Mean RIT: 200.7

Standard Deviation: 12.3

Norm Grade Level Mean RIT: 198.2

Students At or Above Norm Grade Level Mean RIT: 34

Reading:

Total Students with Valid Growth Test Scores 52

Mean RIT: 198.1

Standard Deviation: 14.8

Norm Grade Level Mean RIT: 195.6

Students At or Above Grade Level Mean RIT: 31

3. How do we know students are learning?

a. We know students are learning In 3rd grade because assessment is extremely important and helps guide our instruction. 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. We measure student 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. When students are not learning, we use strategies based on best practice to implement and improve student learning: We use a variety a different teaching strategies to complete best practices in teaching. We use hands on manipulatives, visuals, anchor charts, centers, small groups, whole groups, differentiated instruction, and technology to help meet the needs of all of our learners.

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

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

a. We extend or enrich the learning for students who exceed proficiency by using strategies that are based on best practice. We implement to improve student learning by using a variety of different teaching methods to complete best practices for enriching our students who exceed proficiency.

b. We use hands on manipulatives, visuals, anchor charts, centers, small groups, whole groups, differentiated instruction, and technology. We have also implemented challenge packets, computer coding, and research projects to aspire our proficient students.

c. Measurable data 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.