

Sample Teacher (

Appendix A (Updated 11/4/15)

Teacher: Assignment/School:

Evaluator: Date:

Theory of Action Plan for Instructional Goals (replaces A and B) (45%)

Theory of Action/Goal (What do you want to achieve? Why? What rationale/data lead you to this Theory of Action?):
Theory of Action:

If I utilize a mathematics workshop model to differentiate instruction, instruct students in small groups at their ability level, and integrate technology to engage students in learning mathematics, then students will be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Rationale:

One of the goals for the Torrington Board of Education, as outlined in its 2015 – 2016 District Improvement Plan, states, “Torrington Board of Education will oversee the revision of curriculum based on the Common Core within the principles of transparency, the opportunity for public input, and the involvement of all classroom teachers who wish to participate.” Further in the document, this goal is explained in greater depth. The table below includes extracts from the document:

Implementation of Connecticut Core Standards

Problem of Practice I: In-depth understanding by all teachers and administrators of the Connecticut Core State Standards, (CCSS), in order to apply these standards to curriculum development; daily instruction; design of problem based assessments that require students to apply concepts, skills, learning strategies, and higher level thinking skills.

Theory of Action: If we provide opportunities for weekly practice in “unpacking” the CCSS then educators will develop clearer understanding of expected student academic performance standards by grade level in literacy and numeracy and apply this understanding to curriculum implementation, daily instruction and assessment.

Rationale: When teachers and administrators develop deeper understanding of the CCSS and identify which standards must be embedded in curriculum, units of study, daily instruction and assessment, then they are able to design curriculum and units of study that support the CCSS, and implement daily instruction and assessments that lead to student demonstration of expected academic performance.

Text extracted from Torrington Public School’s District Improvement Plan 2015-2016

Scores from the Spring 2015 administration of the Smart Balanced Assessment Consortium test indicate that our district and school’s Grade 4 math scores are low. Across the State of Connecticut, 44.2% of fourth graders scored at a Level 3 or 4 in mathematics. The chart below indicates that Torrington is about 11% below the state average, and Torrington School is approximately 13% below Connecticut’s average.

Table 1: Data from 2014 – 2015 Administration of SBAC Summative Test – Focus on Achievement Levels

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level								
Torrington School District (143)	358	2455 ±3	33	<table border="1"> <tr> <td>Level 1</td> <td>21</td> </tr> <tr> <td>Level 2</td> <td>23</td> </tr> <tr> <td>Level 3</td> <td>27</td> </tr> <tr> <td>Level 4</td> <td>5</td> </tr> </table>	Level 1	21	Level 2	23	Level 3	27	Level 4	5
Level 1	21											
Level 2	23											
Level 3	27											
Level 4	5											

Legend: Achievement Levels

Level 1 Level 2 Level 3 Level 4

In particular, students did not score well in Claim 1: Concepts and Procedures. Table 2 demonstrates that 50% of students scored below the standard, while 47% of the district's fourth grade students scored below the standard.

Table 2: Data from 2014 – 2015 Administration of SBAC Summative Test – Focus on Claims

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Claims	Percentage in Each Claims Performance Level
Mathematics					
Torrington School District (143)	358	2455 ±3	33	Concepts and Procedures	47 40 33
				Problem Solving and Modeling & Data Analysis	26 33 11
				Communicating Reasoning	33 23 14
Mathematics					
	129	2451 ±5	31	Concepts and Procedures	50 33 12
				Problem Solving and Modeling & Data Analysis	25 32 14
				Communicating Reasoning	32 24 14
Mathematics					
	22	2474 ±10	45	Concepts and Procedures	27 33 14
				Problem Solving and Modeling & Data Analysis	9 32 9
				Communicating Reasoning	18 23 14

At the beginning of the 2015 – 2016, students were administered the Northwest Evaluation Association's MAP: Math 2-5 Common Core Assessment. The data indicate about 50% of students are below the average benchmark. The results are included in Table 3.

Table 3: Data from Fall 2015 Administration of MAP – Math

MAP: Math 2-5 Common Core 2010 Y2 / Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	23
Mean RIT	201.5
Median RIT	201
Standard Deviation	11.1
District Grade Level Mean RIT	196.6
Students At or Above District Grade Level Mean RIT	15
Norm Grade Level Mean RIT	201.9
Students At or Above Norm Grade Level Mean RIT	11

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (%- Smp Etr)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
MAP: Math 2-5 Common Core 2010 Y2 / Common Core Mathematics K-12: 2010	1	4%	10	43%	5	22%	5	22%	2	9%	198-202-204	201	11.1

Goal Area	
Operations and Algebraic Thinking	4
Number and Operations	5

198-201-204	202	13.2
197-200-203	199	12

A second goal for the Torrington Board of Education is a focus on the application of technology in the classroom. As evidenced from the district's Problem of Practice III, teachers should be utilizing technology to enhance instruction. The table below includes an extract from the document:

Application of Technology

Problem of Practice III: Technology is ubiquitous in the lives of our students outside of school, with many of them in the district, 90% at last survey, having access to the Internet at home using desktops, laptops, or smartphones. Although they have this technology available to them at home, many of them have not been adequately educated on the proper use of technology, nor do many of them know the extent to which technology can be employed in order to make life easier for them and their families.

Text extracted from Torrington Public School's District Improvement Plan 2015-2016

Improvement Strategies/Implementation Areas (Areas of capacity you want to develop):

According to the Common Core State Standards, "In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle

measures, and symmetry.” (www.corestandards.org)

Targets:

1. Use the four operations with whole numbers to solve problems. (4.OA) {Unit 2}
2. Use place value understanding and properties of operations to perform multi-digit arithmetic. (4.NBT) {Unit 4}
3. Extend understanding of fraction equivalence and ordering. (4.NF) {Unit 3}
4. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (4.NF) {Unit 3}

To meet these target skills, I will implement the Torrington Public School’s Grade 4 Math Curriculum. I will use instructional strategies such as whole-group mini-lessons, small group strategy lessons, and one-on-one conferences to bring students towards grade-level expectations. Assessment data will drive the instructional decisions I make.

What will success look like? *What measurable evidence will you use? Indicators: Standardized and non-standardized (Standardized examples, including but not limited to: Tests/quizzes, district approved assessments, MAP Test results, DRP test results and phonological awareness assessment, etc.)*

(Non-standardized examples, including but not limited to: Rubrics, portfolios, exit slips, etc.)

Standardized IAGD The majority of students will show a greater understanding of grade-level target mathematical concepts and procedures as evidenced by showing growth within the school year on the district’s Unit 2, Unit 3, and Unit 4 pre- and post-assessments.

Non-Standardized IAGD The majority of students will show a greater understanding of grade-level target mathematical concepts and procedures by working on related Grade 4 www.ixl.com topics evidenced by IXL analytics.

Tasks/Action Steps

1. Implement Torrington Public School’s Grade 4 Curriculum
2. Differentiate instruction in a math workshop model, including small group instruction
3. Implement Singapore math methodology
4. Implement www.ixl.com
5. Implement STEM activities
6. Administer unit pre- and post-assessments
7. Administer NWEA MAP Mathematics:
Common Core Assessment
8. Engage in a grade-level Professional Learning Community with a focus on research-based mathematics instruction.
- 9.

Resources Needed:
People/Time/Money

- www.ixl.com (\$249 for class license)
- Edmodo
- Numeracy coach, Sara Wilson
- Grade Level Colleagues
- Computers and laptops
- Minds on Mathematics: How to Develop Deep Understanding in Grades 4 – 8 by Wendy Ward Hoffer (\$28.75)
- Monthly PLC
- Number Talks, K – 5 by Sherry Parish (\$54.95)
- Learn Zillion website
- Khan Academy website
- Student Intern from Endicott College

**Items in bold have been added since last meeting.*

Timeline

- Unit 2 – November - December 2015
- Unit 3 – January – February 2016
- Unit 4 – March 2016
- Monthly PLC meetings
- September 2015: Interpreting SBAC data
- October 2015: Analyzing Pre-Assessments
- November 2015: Number Talks**
- January 2016: Number Talks**
- Online Resource – September 2015 – “Why is Math Different Now” by Raj Shah of Math Plus Academy

End of Year Reflections:

Next steps:

Goal Meeting:

Teacher Signature/date:

Evaluator Signature/date:

Mid-Year Meeting

Teacher Signature/date:

Evaluator Signature/date:

Summative Meeting:

Teacher Signature/date:

Evaluator Signature/date:

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Appendix B

Teacher: Assignment/School:

Evaluator: Date:

Theory of Action Plan for Family Engagement (10%) and Student Feedback on Engagement (5%) (replaces C and D)

<p>Theory of Action/Goal (What do you want to achieve? Why? What rationale/data lead you to this Theory of Action?):</p> <p>Theory of Action:</p> <p>Rationale:</p>	<p>Family Engagement (10%)</p> <p><i>Theory of Action:</i></p> <p>If I increase communication with parents by connecting them to their student's Edmodo and IXL accounts, inviting them to conferences, and share assessment data with them, then they will be informed about their child's growth/progress in math.</p> <p><i>Rationale:</i></p> <p>One of the district's goals for the 2015 – 2016 school year is to increase families' engagement in student learning. The District Improvement Plan's rationale for this goal is, "Strong schools build a strong community. The more family and community members are involved with, take ownership for, and support the work of the schools the greater the impact on the overall wellness of the community."</p>	<p>Student Feedback (5%)</p> <p><i>Theory of Action:</i></p> <p>If I implement the Responsive Classroom Management Program, then students will be less apt to talk while the teacher is talking during math instruction.</p> <p><i>Rationale:</i></p> <p>On October 22, 2015 I conducted a student survey to gather information on student behavior, student views on teacher, etc. I asked 12 questions drawn from the CT Seed Student Feedback Survey. When asked to respond to the statement, "in my class, students talk to each other while the teacher is talking," ten out of 22 students surveyed strongly agreed with the statement. In addition, eight students agreed with the statement. Therefore, 81.82% of student surveyed strongly agreed or agreed that this area is a problem.</p>
<p>Improvement Strategies/Implementation Areas (Areas of capacity you</p>	<p>1. Information Night to provide</p>	<p>1. Morning Meeting to develop social skills.</p>

<p><i>want to develop</i>):</p>	<p>parents with an understanding of how to use the online programs and how to interpret their child's progress in math.</p> <p>2. E-mails/phone conversations to check in on parents' success retrieving math data on their child.</p>	<p>2. A systematic behavioral approach designed to diminish excessive talking.</p>
<p>What will success look like? What measurable evidence will you use?</p>	<p>Parents will be engaged in their child's progress in math.</p>	<p>Students will be engaged in whole-group math instruction with limited disruptions due to excessive talking while the teacher is talking.</p>
<p>Resources Needed: People/Time/Money (clarify in list form)</p>	<p>- Professional time to set up parents' online accounts so they have access to their students' data.</p>	<p>- Responsive Classroom Professional Development</p>
<p>Timeline</p> <p><i>*Items in bold have been added since the last meeting.</i></p>	<p>Curriculum Night – September 2015 Conferences – November 2015 1/20/16 – Meeting with (parent) 2/12/16 – Meeting with (parent) 2/26/16 – Meeting with (parent) 2/26/16 – Meeting with (parent) 3 504 meetings 2 PPT meetings</p>	<p>Webinar – “The Trauma-Sensitive Classroom” with Parent– 10/6/2015 Presentation by Barbara Boroson – “Autism Spectrum Disorders Today” – 11/17/2015</p>

End of Year Reflections:
Next Steps:

<p><u>Goal Meeting:</u></p> <p><u>Teacher Signature/date:</u> _____</p> <p><u>Evaluator Signature/date:</u> _____</p>	<p><u>Mid-Year Meeting</u></p> <p><u>Teacher Signature/date:</u> _____</p> <p><u>Evaluator Signature/date:</u> _____</p>	<p><u>Summative Meeting:</u></p> <p><u>Teacher Signature/date:</u> _____</p> <p><u>Evaluator Signature/date:</u> _____</p>
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Appendix A

Teacher: Assignment/School:
Evaluator: Date: November 11, 2015
Theory of Action Plan for Instructional Goals (replaces A and B) (45%)

<p>Theory of Action/Goal (<i>What do you want to achieve? Why? What rationale/data lead you to this Theory of Action?</i>): <i>Theory of Action: If I utilize a structured writing program, Units of Study by Lucy Calkins, use writing rubrics, learning progressions, and student checklists then students will be more actively engaged in the writing process and will produce higher quality pieces of writing.</i></p>	<p><i>Rationale: The Rubric for Narrative Writing, as well as daily writing samples, indicate that the majority of the students in my class are not able to meet the Kindergarten standards, on the rubric, in multiple areas (see attached data).</i></p> <p><i>Improvement Strategies/Implementation Areas (Areas of capacity you want to develop):</i> <i>In order for students to show growth in the area of writing, I will implement the Torrington Public Schools Writing Curriculum. I will use the Writing Units of Study, the Writing Workshop Model, and writing rubrics to move students toward grade-level expectations. Assessment data will drive instructional decisions I make.</i></p> <ul style="list-style-type: none"> • <i>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is....).</i> • <i>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i> • <i>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i> • <i>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i> • <i>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</i> • <i>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i> • <i>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> • <i>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <p><i>What will success look like? What measurable evidence will you use? Indicators: Standardized and non-standardized (Standardized examples, including but not limited to: Tests/quizzes, district approved assessments, MAP Test results, DRP test results and phonological awareness assessment, etc.)</i> <i>(Non-standardized examples, including but not limited to: Rubrics, portfolios, exit slips, etc.)</i> Students' writing journals, On-Demand writing pieces (analyzed using Calkins' Rubrics), and other writing samples will show improvement/growth in the areas of Structure, Development, and Language Conventions. Standardized Indicator: Calkins' Rubrics for Narrative, Information, and Opinion Writing Non-standardized indicators: Student writing journals, writing samples, and conferring notes.</p>
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<p><u>Tasks/Action Steps</u></p> <ol style="list-style-type: none"> Utilize Lucy Calkins' <i>Units of Study in Opinion, Information, and Narrative Writing</i> Read <i>Talking, Drawing, Writing</i> by Martha Horn & Mary Ellen Giacobbe On-Demand Pre/Post Writing Pieces Analyze On-Demand pieces using Calkins' Rubrics Individualize Student Checklists during writing Invite parents into the classroom for writing lessons and/or celebrations Invite, Reading Consultant, into the classroom to model lessons Participate in a Writing PLC Twitter Chats on writing 	<p><u>Resources Needed: People/Time/Money</u></p> <ol style="list-style-type: none"> <i>Writing Units of Study in Opinion, Information, and Narrative</i> by Lucy Calkins Time to read <i>Talking, Drawing, Writing</i> On-Demand Assessments Calkins' Rubrics and Learning Progressions (<i>Writing Pathways</i>) Checklists from Calkins' <i>Units of Study</i> Parents Karen Osborne (Reading Consultant) Grade-level colleagues for PLC Computer and/or Twitter App 	<p><u>Timeline</u></p> <ol style="list-style-type: none"> Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing
<p>Mid Year Reflections: Next steps:</p>		
<p>End of Year Reflections: Next steps:</p>		
<p><u>Goal Meeting:</u></p> <p>Teacher Signature/date: _____</p> <p>Evaluator Signature/date: _____</p>	<p><u>Mid-Year Meeting</u></p> <p>Teacher Signature/date: _____</p> <p>Evaluator Signature/date: _____</p>	<p><u>Summative Meeting:</u></p> <p>Teacher Signature/date: _____</p> <p>Evaluator Signature/date: _____</p>

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Appendix B

Teacher: Assignment/School:

Evaluator: Date: November 11, 2015

Theory of Action Plan for Family Engagement (10%) and Student Feedback on Engagement (5%) (replaces C and D)

Theory of Action/Goal (What do you want to achieve? Why? What rationale/data lead you to this Theory of Action?):	Family Engagement (10%)	Student Feedback (5%)
<p><i>Theory of Action:</i> If I collect data from students that assess understanding and engagement throughout the year, then I can use that data to engage and inform families.</p> <p><i>Rationale:</i> If students are engaged or need reinforcement in specific content areas, then I will be able to inform parents to further reinforce the home/school connection.</p>	<ul style="list-style-type: none"> Parents were given Save-the-Date fliers at conferences and encouraged to attend Family Math Night. 	
<p>Improvement Strategies/Implementation Areas (Areas of capacity you want to develop):</p> <ul style="list-style-type: none"> Increased parental involvement and engagement with curriculum Increased student interest/engagement in content areas 		
<p>What will success look like? <i>What measurable evidence will you use?</i> Using the following artifacts, I will reflect on the qualitative and quantitative data at the end of the year to determine goals for feedback and engagement in the 2016-2017 school year.</p> <ul style="list-style-type: none"> Exit Slip Classroom/Grade Level/School Opportunities for Parents to share in learning Student and/or Parent Surveys Parent brochures Parent updates through various formats 		

Resources Needed: People/Time/Money (clarify in list form)

Mid Year Reflections:

Next Steps:

End of Year Reflections:

Next Steps:

Goal Meeting:

Teacher Signature/date:

Evaluator Signature/date:

Mid-Year Meeting

Teacher Signature/date:

Evaluator Signature/date:

Summative Meeting:

Teacher Signature/date:

Evaluator Signature/date:

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Teacher: Assignment/School:
Evaluator: Date: November 5, 2015

Theory of Action Plan for Instructional Goals (replaces A and B) (45%)

Theory of Action/Goal (What do you want to achieve? Why? What rationale/data lead you to this Theory of Action?):
Theory of Action: If I provide specific strategy instruction during math, then student achievement will increase.

Rationale: Current data indicates students have not mastered fluency, accuracy, and/or efficiency in using basic fact strategies.

Improvement Strategies/Implementation Areas (Areas of capacity you want to develop):

- Daily fact practice
- Basic number talks
- Provide students an opportunity to work within small groups
- Invite XXXXXXXX, Numeracy Specialist into classroom
- Interactive Math folder provided to each student
- Engage students through the use of manipulatives, games, and websites

What will success look like? What measurable evidence will you use? Indicators: Standardized and non-standardized

(Standardized examples, including but not limited to: Tests/quizzes, district approved assessments, MAP Test results, DRP test results and phonological awareness assessment, etc.)

(Non-standardized examples, including but not limited to: Rubrics, portfolios, exit slips, etc.)

The standardized measurement tool is the TPS basic fact assessments. Students will:

- Improve TPS scores on basic fact assessments during the 2015-16 school year. In order to determine success on the district fact assessment, students will increase their test scores from fall to spring, thus showing growth in basic fact knowledge through curriculum, strategy, and intervention instruction.

In addition, to the district assessment the following non-standardized measures will be used:

- Tests, quizzes and exit slips demonstrate understanding of strategies throughout the TPS units
- Pre/post assessments
- Improved math scores on NWEA

Information obtained from these tools will be the basis for strategy and intervention groupings throughout the year to support student growth and success.

Tasks/Action Steps	Resources Needed:	Timeline
<ul style="list-style-type: none"> ▪ <i>Mastering the Basic Math Facts in Addition and Subtraction</i> by Susan O'Connell & John San Giovanni (Unit 1) 	<ul style="list-style-type: none"> ▪ Numeracy Specialist ▪ Parent Strategy Night (11/5/15) ▪ Reinforce strategies at individual parent/teacher conferences, as needed (November and April) 	<ul style="list-style-type: none"> ▪ 2015 – 2016 TPS Math Units ▪ Unit 1: Operation and Algebraic Thinking Part 1- Aug-Oct.

<ul style="list-style-type: none"> ▪ <i>Mastering the Basic Math Facts in Multiplication and Division</i> by Susan O'Connell & John SanGiovanni (Unit 2) ▪ Follow <i>Investigations</i> and supplement as needed (Units 1-5) ▪ <i>Number Talks</i> by Sherry Parrish (Units 1-5) ▪ Websites: (Units 1-5) <ul style="list-style-type: none"> Xtra Math ABCya Moby Max 		<p>Unit 2: Operations and Algebraic Thinking and NBT Standard 3- Oct-Dec.</p> <p>Unit 3: Number and Operations, Fractions- Jan-March</p> <p>Unit 4: Perimeter and Geometry- April-May</p> <p>Unit 5: Measurement and Data- June.</p> <ul style="list-style-type: none"> ▪ TPS Basic Fact Assessments and NWEA: Fall, Winter, and Spring
<p>Mid Year Reflections: February 22, 2016 Mid-year Check in</p> <p><u>Measurable evidence to date:</u></p> <ul style="list-style-type: none"> ▪ Improved TPS scores on basic fact assessments ▪ Tests, quizzes and exit slips demonstrate understanding of strategies throughout the TPS units <p><u>Tasks/Action Steps:</u></p> <ul style="list-style-type: none"> ▪ <i>Mastering the Basic Math Facts in Addition and Subtraction</i> by Susan O'Connell & John SanGiovanni ▪ <i>Mastering the Basic Math Facts in Multiplication and Division</i> by Susan O'Connell & John SanGiovanni ▪ <i>Investigations</i> units and <i>Learnzillion</i> tutorials for students ▪ Task cards that students complete with a partner or independently to demonstrate understanding of addition, subtraction, multiplication, and division strategies. ▪ Webinars: Problem solving and operations. Transitioning from addition to Multiplication. Understanding Fluency: Building Fluency across the Grades. ▪ Websites: <ul style="list-style-type: none"> ➤ Xtra Math ➤ ABCya ➤ Moby Max ➤ Weekly meeting with students to review progress reports generated by Xtra-Math 		

Next steps: End of Year Reflections: Next steps:		
Goal Meeting: <u>Teacher Signature/date:</u> <u>Evaluator Signature/date:</u>	Mid-Year Meeting <u>Teacher Signature/date:</u> <u>Evaluator Signature/date:</u>	Summative Meeting: <u>Teacher Signature/date:</u> <u>Evaluator Signature/date:</u>

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Appendix B

Teacher:

Assignment/School:

Evaluator:

Date: October 13, 2015

Theory of Action Plan for Family Engagement (10%) and Student Feedback on Engagement (5%) (replaces C and D)

Theory of Action/Goal (What do you want to achieve? Why?)	Family Engagement (10%)	Student Feedback (5%)
<p><i>What rationale/data lead you to this Theory of Action?:</i> <i>Theory of Action:</i> If I collect data from students that assess understanding and engagement throughout the year, then I can use that data to engage and inform families.</p> <p><i>Rationale:</i> If students are engaged or need reinforcement in specific content areas, then I will be able to inform parents to further reinforce the home/school connection.</p>	<ul style="list-style-type: none"> October 9, 2015 parents were invited to attend the 3rd grade Cardboard Challenge Reveal. Parents participated in playing the games students created as part of STEM activities. November 5, 2015 parents were invited into the classroom for an evening of Number Talks with XXXX, math specialist, and myself. Parents will participate in Number Talks, have an opportunity to ask questions, and be presented with current research on why the algorithm is not introduced until 4th grade. 	<ul style="list-style-type: none"> Students participated in the district wide cardboard challenge as part of STEM incorporation into classrooms. Student engagement in the scientific process of creating and building their arcade games was high and were excited to share with parents and family members. Students indicated on a recent survey, and during in class observations that partitioning- especially in subtraction- were an area of focus. Students have also indicated that parents are still showing them the algorithm.
<p>Improvement Strategies/Implementation Areas (Areas of capacity you want to develop):</p> <ul style="list-style-type: none"> Increased parental involvement and engagement with curriculum and student content areas of interest. 		
<p>What will success look like? <i>What measurable evidence will you use?</i> Using the following artifacts, I will reflect on the qualitative and quantitative data at the end of the year to determine goals for feedback and engagement in the 2016-2017 school year.</p> <ul style="list-style-type: none"> Exit Slip Classroom/Grade Level Opportunities for Parents to share in learning Student Survey Parent brochures Parent updates through various formats 		
<p>Resources Needed: People/Time/Money (clarify in list form)</p>		
<p>Mid Year Reflections:</p>		

Parent interactions are strong. This school year, parents have participated in the Cardboard Challenge, attended a family math night specific to 3rd grade, parents come into the classroom weekly to assist in creating a leveled classroom library, parents are informed as to student progress regularly, and parents are informed of classroom events and schoolwide events through email and the weekly assignment sheet.

Next Steps: I will continue to involve parents in the day to day routines of our classroom, special events, and upcoming curriculum units of study.

End of Year Reflections:

Next Steps:

<u>Goal Meeting:</u>	<u>Mid-Year Meeting</u>	<u>Summative Meeting:</u>
<u>Teacher Signature/date:</u> _____/10/13/15 <u>Evaluator Signature/date:</u> _____	<u>Teacher Signature/date:</u> _____/2/22/16 <u>Evaluator Signature/date:</u> _____	<u>Teacher Signature/date:</u> _____ <u>Evaluator Signature/date:</u> _____

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