COI #1   ELA 3 BM 1 2 3 (

TCSD K-3   Subject: MATH   <u>READING</u>

Classroom Cycle of Inquiry   Date: November 1, 2017

1.Review Data to Identify a Problem Thinking Points - What are student strengths and weaknesses on the assessment? - How many students in your classes met the standard of proficiency? - WHICH students did NOT meet the standard of proficiency? - What does the distribution of scores in your class tell you?	District Data Statement: Third grade students throughout the district tested at a 13.7% accuracy on the standard RI.3.8 (Describe the logical connection between particular sentences and paragraphs in a text (eg. Comparison, cause/effect, first/ second/ third in a sequence). Individual Classroom Data: <table><tr><td>Teacher</td><td>RI.3.1</td><td>RI.3.3</td><td>RI.3.5</td><td>RI.3.8</td><td>SL.3.3</td></tr><tr><td>L. Krier</td><td>26%</td><td>27%</td><td>18%</td><td>10%</td><td>23%</td></tr><tr><td>T. Self</td><td>24%</td><td>16%</td><td>10%</td><td>10%</td><td>22%</td></tr><tr><td>K. Cabral</td><td>26%</td><td>15%</td><td>22%</td><td>20%</td><td>23%</td></tr><tr><td>K. Cooper</td><td>25%</td><td>18%</td><td>23%</td><td>6%</td><td>21%</td></tr><tr><td>A. Rients</td><td>35%</td><td>16%</td><td>32%</td><td>22%</td><td>27%</td></tr><tr><td>C. Rodart</td><td>17%</td><td>16%</td><td>16%</td><td>6%</td><td>13%</td></tr><tr><td>J. Brown</td><td>22%</td><td>18%</td><td>23%</td><td>18%</td><td>26%</td></tr><tr><td>D. Emberson</td><td>35%</td><td>26%</td><td>23%</td><td>23%</td><td>32%</td></tr><tr><td>G. Brummett</td><td>19%</td><td>17%</td><td>24%</td><td>21%</td><td>20%</td></tr><tr><td>N. Davis</td><td>38%</td><td>22%</td><td>28%</td><td>15%</td><td>33%</td></tr><tr><td>J. Brown (SDC)</td><td>7%</td><td>33%</td><td>33%</td><td>0%</td><td>11%</td></tr><tr><td>Average</td><td>24.9%</td><td>20.4%</td><td>22.9%</td><td>13.7%</td><td>22.8%</td></tr></table>
2.Pose Questions	Student Achievement: What strategies do our students need in order to be successful in RI.3.8? Teacher Practice: Are teachers modeling the Cause and Effect/ Drawing Conclusion strategy effectively?
3.Set SMART Goals Specific Measurable Attainable Results Oriented Time Bound	1. **Student Achievement:** **By the 2nd benchmark in the 2017-2018 school year, 26% of students will accurately identify cause and effect/ draw conclusions.** 2. Teacher Practice: Teachers will provide students with weekly practice of writing conclusions/ supporting details and two part questions using cause and effect.

4.Develop an Action Plan	<table><tr><th>Sample Actions</th><th>Who</th><th>By When</th></tr><tr><td>Teacher will intentionally plan two part questions into weekly ELA reading passage lessons.</td><td>Teacher</td><td>December 2017</td></tr><tr><td>Students will get frequent practice through the use of short passages, targeting the standard RI. 3.8 and RL.3.8</td><td>Teacher/Student</td><td>December 2017</td></tr></table>
5.Implement	**Track students' understanding through illuminate quizzes, weekly selection and assessments.**
6.Review and Assess	**Decide how to re-teach standards and set a goal (two weeks) for reassessing. How will you know if what you taught was learned? Reassess and report results to grade level members. Maintain information to be reported at the next meeting or agreed upon time to share information.(email, informal meeting).**