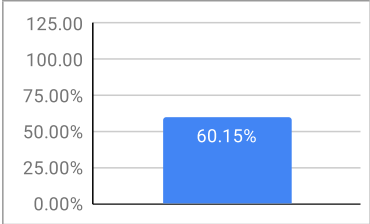


SMART Goal: 95% of students will be able to fluently add and subtract 3 digit whole numbers using appropriate strategies by the end of the 3rd quarter.

What do we want students to know and be able to do?	How will we know if students learn it?	What will we do if students don't know it?	What will we do to extend the learning if students already know it?																																																		
<p>Standard: 3.CAR.1</p> <p>Use computational fluency to add & subtract 3-digit whole numbers, using strategies & algorithms based on place value, properties of operations, and/or the relationship between addition & subtraction.</p> <p>What concept gaps could impede the learning? How will we address that?</p> <ul style="list-style-type: none"> - Addition & Subtraction Fluency - Place Value Understanding - Counting Skills (Forward & Back) - Skip Counting 	<p>Pre- Link Mid- Link Post- Link</p> <p>How is your team determining if the student earns a 3-2-1? (rubric, # correct, etc) (Determine answer key as a team and link here)</p> <p>3 - all 4 correct with appropriate strategy 2 - 2/4 correct, appropriate strategies w/ inaccurate answers, accurate answers inefficient strategy 1 - anything less than the above</p>	<p>Actions for Reteaching:</p> <ul style="list-style-type: none"> - We will provide Tier 1 Instruction - We will create small groups based on strategy levels. - Dreambox lessons 	<p>Actions for Extension:</p> <ul style="list-style-type: none"> - Project Based Learning - Push numbers to 10,000 - In the context of a word problem 																																																		
<p>Previous grade level standard</p> <p>2.CAR.6 Use concrete models, drawings, or equations to solve addition and subtraction problems within 1000.</p>	<p>Data to Review: Addition Pre-Assessment (based on regrouping question only)</p> <table border="1"> <thead> <tr> <th colspan="2">Data</th> <th colspan="3">(number & % of students showing mastery)</th> </tr> <tr> <th>Teacher</th> <th>Class Size</th> <th>Pre</th> <th>Mid</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Connor</td> <td>22</td> <td>14</td> <td></td> <td></td> </tr> <tr> <td>Coriell</td> <td>21</td> <td>13</td> <td></td> <td></td> </tr> <tr> <td>Cuellar</td> <td>22</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td>Lyles</td> <td>24</td> <td>11</td> <td></td> <td></td> </tr> <tr> <td>Quandt</td> <td>23</td> <td>9</td> <td></td> <td></td> </tr> <tr> <td>Stacey</td> <td>21</td> <td>13</td> <td></td> <td></td> </tr> <tr> <td>Total:</td> <td>133</td> <td>80</td> <td></td> <td></td> </tr> <tr> <td>Percentage:</td> <td></td> <td>60.15%</td> <td></td> <td></td> </tr> </tbody> </table>	Data		(number & % of students showing mastery)			Teacher	Class Size	Pre	Mid	Post	Connor	22	14			Coriell	21	13			Cuellar	22	20			Lyles	24	11			Quandt	23	9			Stacey	21	13			Total:	133	80			Percentage:		60.15%			<p>What resources are we going to utilize to ensure the plan above is successful?</p> <ul style="list-style-type: none"> - Stepping Stones - Curriculum Guide - Dreambox - Math Coach 	<p>What resources are we going to utilize to ensure the plan above is successful?</p>
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<p>Future grade level standard</p> <p>4.CAR.2 Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.</p>		<p>Students Discussed:</p>	<p>Students Discussed:</p>																																																		
<p>Other topics discussed:</p>	<p>Identify date to discuss PLC questions not discussed today:</p>	<p>Students Discussed:</p>	<p>Students Discussed:</p>																																																		

Data to Review: Subtraction Pre- Assessment

(teachers complete beforehand)

Data		(number & % of students showing mastery)		
Teacher	Class Size	Pre	Mid	Post
Connor	22	7		
Coriell	21	7		
Cuellar	22	6		
Lyles	24	2		
Quandt	23	10		
Stacey	21	10		
Total:	133	42		
Percentage:		31.58%		

[Link Pre- assessment data sort](#)