## Data Team Cycle Template

| Teacher Name/Grade:<br>**Your name / 5th** | Subject /Topic:<br>**Math / 2020-2021 / CBA#1** |
|---|---|

**Assessment Details (# of questions, passing standard, etc…)**

**14 Questions**
Approaches 50%; Meets 72%; Master 86%

For data cards **RED** - 49% and below;  **YELLOW** - 50-78%;  **GREEN** - 79 - 100%

<u>**Here's What:**</u>

**1. Collect and Chart Teacher Data**

| 79% and above | 50%-78% | 49% and Below |
|---|---|---|
|  | **5.1B (P) -  74.07%  #4, #6**<br>use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution | **5.1A  (P) -  41.67 %  #3, #10**<br>apply mathematics to problems arising in everyday life, society, and the workplace |
|  | **5.1C (P) -   54.63%  #7, #14**<br>select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems | **5.3B (S) -  31.48%  #3**<br>multiply with fluency a three-digit number by a two-digit number using the standard algorithm |
|  | **5.1F (P) -  53.7%   #8**<br>analyze mathematical relationships to connect and communicate mathematical ideas | **5.3C (S) -  40.74%  #1**<br>Solve with proficiency for quotients of up to a four-digit dividend by a two digit divisor using strategies and the standard algorithm |
|  | **5.3A (S) -  51.85% #14**<br>Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication or division. |  |
|  | **5.3K (R) -  61.73%  #6, #8, #10**<br>add and subtract positive rational numbers fluently |  |
|  | **5.4A (S) -   57.41%  #7**<br>identify prime and composite numbers |  |

|  | **5.4B (R) - 65.43% #4, #12, #13** represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity |  |
|---|---|---|
|  | **5.4E (S) - 62.96% #5** describe the meaning of parentheses and brackets in a numeric expression |  |
|  | **5.4F(R) - 66.05% #2, #9, #11** simplify numerical expressions that do not involve exponents, including up to two levels of grouping |  |

## So What?

**2. Analyze Strengths & Obstacles**

| Strengths | Obstacles |
|---|---|
| **5.1B(P); 5.1C(P); 5.1F(P); 5.3A; 5.3K; 5.4A; 5,4B; 5.4E; 5.4F** | **5.1A (P), 5.3B (S), 5.3C (S)** |
| **Adding and subtracting**<br>**Prime & Composite**<br>**Multi-step equations**<br>**Order of Operations** | **Multiplication and division** |

## Now What?

**3. SMART Goal  (Measurable and Time based goal)**

I need 85% of my students to be successful on STAAR in spring 2021. Increase student mastery on readiness standards after training camp by 20%.

**4. Instructional Strategies or Lessons**

Re-group students for Pride Time tutorials based on results from CBA#1.  Share students for this based on teachers' high TEK**.**

Invite more students to tutorials based on CBA.  Definitely more students then on the CA#1.

**Whole class remediation** for the three lowest student expectations for each class.

   1st period:  SEARCH:  5.3B (28.57%); 5.3C (42.86%); 5.4E (57.14%)

               GenEd:  5.3B (33.33%); 5.3K (48.89%); 5.3C (53.33%)

   2nd period:  LMS:  5.3B( 12.5%); 5.3C (25%); 5.3A (37.5%)

SFA:  5.3B (40%); 5.3C (70%); 5.4A (70%)

3rd period: 5.4A (10%); 5.3C (20%); 5.3A (30%)

5th period:  5.3C (0%); 5.3B (25%); 5.4E (25%)

Re-teach during pride time, after school, and saturday school. Spiral review low SEs in warm-up questions, stations, and during small groups during class

- o implement QSSSR more
- o what do you say instead of IDK
- o

**5. Results Indicator**

- How will we know if we're really implementing the strategy/lesson we decided on?
  - o students will respond in class and be more engaged

- How will we know if it's working?
  - o increased confidence
  - o quality independent work
  - o better in class scores
  - o better test scores