

**Lindsey Elementary**

**Instructional Plan for PLC Processes at Work**

**SMART Goal Template**

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| **SMART Goal Template** | | | | |
| **Grade: \_\_\_\_\_\_\_\_\_\_\_4TH\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_08/28/19\_\_\_\_\_\_\_\_\_\_\_\_**  **Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Angela Chesnut/Arielle Scott\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **School Goal(s):**   * + Goal 1: By the end of 2019-2020, we will increase the percentage of student’s reading and performance proficiency in Reading and ELA by 5% as measured by the state assessment and county reading assessment (HCLI).   + Goal 2: By the end of 2019-2020, we will increase the percentage of students’ performance proficiency by 5% as measured by the state assessment and county benchmarks.   + Goal 3: By the end of 2019-2020, we will decrease the percentage of office referrals by 5% compared to the percentage of referrals in 2018-2019. | | | | |
| **Plan of Action (short and long-term goals)** | | | | |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Approximately 45% of entering 4th Graders are below proficient in basic multiplication facts.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Multiplication Facts** by December 2019 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around math checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | Multiplication reassessments |

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| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Approximately 30% of entering 4th Graders are below proficient in basic Division facts.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Division Facts** by December 2019 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around math checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | Division reassessments |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Has not been assessed yet.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Multi-Digit Addition/Subtraction** checkpoints by December 2019 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | Multi-Digit Addition/Subtraction  Assessments |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Has not been assessed yet.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Multi-Digit Multiplication** checkpoints by December 2019 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | Multi-Digit Multiplication  Assessments |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Has not been assessed yet.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Multi-Digit Division** checkpoints by December 2019 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | Multi-Digit Division  Assessments |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Has not been assessed yet.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Equivalent Fractions** checkpoints by April 2020 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | Equivalent Fractions  Assessments |

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| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Has not been assessed yet.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Adding/Subtracting Fractions** checkpoints by April 2020 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | **Adding/Subtracting Fractions** Assessments |

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| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Has not been assessed yet.  **Our Goal:**  4th grade students will be able to show at least 75% accuracy in **Multiplying Fractions** checkpoints by April 2020 and 100% accuracy by May 2020. | Small groups and differentiated instruction centered around checkpoint deficits.  Response to Intervention Tasks | Teachers, Intervention Team, and students. | May 2020 | Multiplying Fractions  Assessments |

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| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Approximately 66% of entering 4th Graders are reading below grade level.  **Our Goal:**  4th grade students will be able to show an increase in **reading level** by two lettersby December 2019 and two additional letters by May 2020. | Small groups and differentiated instruction centered around reading checkpoint deficits.  Response to Intervention Tasks | Teachers and Intervention Team | May 2020 | Running Records |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Approximately 78% of entering 4th Graders have a Lexile score below 700.  **Our Goal:**  4th grade students will be able to show at least a 100 point increase in Lexile by December 2019 and a total Lexile Level increase of 200 points by May 2020. | Small groups and differentiated instruction centered around reading checkpoint deficits.  Response to Intervention Tasks | Teachers and Intervention Team | May 2020 | I-Station Reports |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  Has not been assessed yet.  Approximately 25% 4th Graders have office referrals and/or did not qualify for monthly behavior celebrations.  **Our Goal:**  4th Grade students will be able to decrease the percentage of office referrals by 5% compared to the percentage of referrals in 2018-2019 by May 2020. | Follow current behavior plans.  Adhere to current classroom management plan. | Teachers and students. | May 2020 | Good Behavior Celebration attendance.  Referral Tracker |