**Shirley Hills Elementary**

**PLC Processes at Work**

**4th Grade SMART Goals**

**2022-2023**

| **SMART Goal** | | | | |
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| **Grade: 4th Date: 8/16/2022**  **Team Members: Hall, Bridges, Fulghum, Buzzell, Ezell, Kratzer, Talbert**  **Goal # 1:**  During the Winter Administration of MAPS, students will achieve a RIT score of 204 or higher in Reading to align with our school goal of increasing the percentage of students’ growth percentiles in Reading to the 65th percentile.  **ELA Essential Standards:**  ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  ELAGSE4RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text  ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.  W4: I can produce clear and coherent writing in which the development and organization are appropriate to task | | | | |
| **Plan of Action (short and long-term goals)** | | | | |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  **Reading i-Ready**   * Bridges - 82% achievement below grade level * Hall - 100% achievement below grade level * Fulghum - 30% achievement below grade level | Intentional use of intervention and extension time focusing on prerequisite skills and essential standards | Hall  Bridges  Fulghum  Ezell  Buzzell | Yearlong | Reassessment of skills with students achieving 80% or higher for mastery |
| Small groups focusing on both guided reading that meets students where they are and strategy groups that meet the lexile band needed to meet achievement goals | Hall  Bridges  Fulghum | Yearlong | Teacher observation and assessment of reading and strategy levels (running records)  BAS administration |
| Monitoring and adjustment of weekly i-Ready lessons for remediation | Hall  Bridges  Fulghum | Yearlong | i-Ready scores on lessons of 80% or higher |
| Implement weekly vocabulary lessons with an acquisition goal of 4 terms per week | Hall  Bridges  Fulghum | Yearlong | Bi-weekly vocabulary SWYKs with scores of 80% or higher for understanding and application on new terms |

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**SMART Goal Template**

**2022-2023**

| **SMART Goal** | | | | |
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| **Grade: 4th Date: 8/16/2022**  **Team Members: Hall, Bridges, Fulghum, Buzzell, Ezell, Kratzer, Talbert**  **Goal # 2:**  During the Winter Administration of MAPS, students will achieve a RIT score of 207 or higher in Math to align with our school goal of increasing the percentage of students’ growth percentiles in Math to the 65th percentile.  **Math Essential Standards:**  NBT 3: Use place value understanding to round multi-digit to any place.  MGSE4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.  MGSE4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  MGSE4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  NF 1: Explain why two or more fractions are equivalent with models and generate equivalent fractions. (May not be taught by Winter Administration)  MGSE4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures (Will not be taught by Winter Administration) | | | | |
| **Plan of Action (short and long-term goals)** | | | | |
| **Team SMART Goal** | **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| **Our Current Reality:**  **Math i-Ready**   * Bridges - 96% achievement below grade level * Hall - 100% achievement below grade level * Fulghum - 61% achievement below grade level | Intentional use of intervention and extension time focusing on prerequisite skills and essential standards | Hall  Bridges  Fulghum  Ezell | Yearlong | Reassessment of skills with students achieving 80% or higher for mastery |
| Small groups focusing on essential and supporting standards | Hall  Bridges  Fulghum | Yearlong | Teacher observation and assessment standards |
| Monitoring and adjustment of weekly i-Ready lessons for remediation | Hall  Bridges  Fulghum | Yearlong | i-Ready scores on lessons of 80% or higher |
| Monitor student fluency in multiplication and division through Reflex | Hall  Bridges  Fulghum | Yearlong | 100% fluency by the end of the year |