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| ***2017-18*** | ***2017-2018 School Goals/Measurable Objectives*** | ***Strategies/What Works…*** | ***Actions/Activity to Achieve Goals*** |  |  |
| ***Proficiency***  *2016-17 May MAP average reported in RIT score*  *K Reading is 156*  *1st grade Reading is 177*  *2nd grade Reading is 185*  ***Transition Readiness***  *25% of our Kindergarten students assessed Ready or Ready with Enrichments for Kindergarten this school year*  *Spring 2107 2nd grade students exited Primary with 39% of the students at MAP benchmark*  *Spring 2017 2nd grade students exited Primary with 39% of the students at MAP benchmark* | Increase MAP class average RIT score to:    K Reading will be 160  1st grade Reading will be 180  2nd grade Reading will be 187  Reduce students scoring Novice or 15 points below grade level MAP benchmark score  ***Goals/Measurable Objectives***  ***District Strategic Plan:***  Increase the number of entering 3rd grade students to have over 50% score above benchmark on MAP in Math and Reading  65% of students are fluently reading on grade level by May 2018  ***Goals/Measurable Objectives*** | * Continue the implementation of Richardson Thinking Strategies through the collaboration with Reading coach and Reading Intervention teacher * Continue the implementation of KCM and Richardson Thinking Strategies in math instruction with collaboration from the math coach and Math Intervention teacher * Increase reading stamina (SRC) and the use of research based reading strategies * Teachers collaborate to analyze data through PLC’s * Continue to improve teacher instruction and delivery of standards through common planning with instructional coaches * Increase math fluency and problem solving (Sumdog, WIGs, Math Camp, 100th Day celebration of Math, Math parade)   **Strategies**   * Students will be assessed through MAP three times a year in reading, math, and language mechanics * Students will be assessed 3 times a year in reading Literacy First in fluency assessments * After school activities connect students of varying grade level * Monthly Leader in Me Clubs include children and staff of various grade levels   **Strategies** | * Small group instruction in both Math and reading to meet the children at their level of understanding * Star Chart tracking books students read this year * Focus instruction to include writing reading connection and search for meaning in what they are reading * Training for all staff in Guided Reading practices in ongoing planning and monitoring * Writing connection embedded in the Writing small group instruction * PLC’s using assessment data to plan and improve instruction * Bell to Bell instruction * Lesson/Unit planning with instructional coaches weekly to plan * Instructional aides at each grade level used for small group instruction $20,543 from SBDM budget * After School Tutoring offered to novice students in reading and math ESS $9720 * Instructional coaches co-teaching in math and reading classes * ESS assistant provided to increase RTI interventions in 1st and 2nd grade math and reading $5760 * Collaboration with FRC to help eliminate barriers for students * Student accountability and goal setting through leadership notebooks * Incorporate LIM habits into lesson plans * Spiral Review in each content area * RTI/Interventions at every grade level * Shared STEM teacher with Upper Elementary $27,595 to integrate math and science instruction, provides leadership for bringing new Science Standards * Measurement/Data taught in science * Blended learning model in math classrooms * Be more rigorous with proficient/distinguished group – more critical thinking, Mentoring Minds * Expand math training to build a network of math experience   **Actions/Activities**   * Teachers will use MAP assessments to make instructional plans for classroom instruction, small group instruction, and student interventions * MAP assessments will help determine student readiness for the next level of instruction. * Reading fluency will help determine student readiness for next level of instruction   **Actions/Activities** |  |  |
| ***Growth***  Every student will make measurable growth in Reading and Math as measured by MAP  And growth in Math as shown on SNAP and growth in Reading as shown on BAS | Every student will show growth of 5 or more RIT points from fall to spring in reading and/or math as measured by MAP | * Differentiated small group instruction in reading and math based on their assessed skill level * Student goal setting and goal setting * Competitions and celebrations for academic skills | * All teachers of math and reading will use small group differentiated instruction to meet the individual needs of each student. Small groups will be based on MAP assessments and teacher observation. * Students will use leadership notebooks to set learning goals and track progress towards goals * SRC quiz point tracking goal setting * SUMDOG contests and recognitions * In Kindergarten celebration clubs like 100 Club, ABC club, ringing the Literacy Bell celebrate moments of academic skill achievement |  |  |
| ***GAP***  *The GAP separation for Gallatin LE students is so small that we commit to providing best instruction and service to 100% of our students* | School wide growth and achievement  Focus on lowest scoring and achieving students in each class, as determined by multiple assessments | * Intervention teachers in Reading and Math to focus on 10 students in need per grade level * Small group instruction by each classroom teacher * ESS daytime assistant * Additional assistant to help RTI in 1st & 2nd grades * 2 ESS daytime tutors * Reading/Math Interventions/RTI * After school ESS 2 days a week October through March * MAP assessment for tracking student progress | * Activities mentioned above * After School tutoring with transportation and a dinner * Interventions will be provided in small group, personalized learning * Planning for RTI strategies will be with coaches, Intervention teachers, and team leaders. These plans will be reviewed and modified at regular intervals examining what is working and what additional help is needed * Special Ed teachers using guided reading in small group instruction * PLC’s utilizing data – name and claim * Extra personnel scheduled for RTI * Making mental models * MAP assessments and Literacy First Fluency Assessments will be administered 3 times a year and used to identify and determine student needs for RTI * 2 ESS daytime tutors help children in need $2592 |  |  |
| ***Improve School Culture***  *Leader in Me*  *Removing Barrier* | * Create school wide WIGS for Attendance, Behavior and Academics * Sumdog contests to challenge new students and have more students make goal * School SRC Goal is 8100 books read by end of the year | * School environment improved by independence and celebration of leader qualities in everyone * Staff teaching 7 habits * Student goal setting * Monthly leadership assemblies * Jobs for students to apply for, do, share with others * Clubs that connect to our community and provide for others | * Action teams will meet monthly to plan student and family events to help support a positive culture * Monthly leadership assemblies * Club meetings 6 times a semester * Student recognitions or receiving brag tags * Students using 7 habits/teachers incorporating habits into lesson plans * LIM PD/training and Collaboration with LIM coach * LIM lighthouse team monthly meetings * Collaborate with FRC, PTSO, Fiscal Court and community to develop action plans to help remove barriers and increase parent involvement. |  |  |