Problem of Practice Statement/Question:

Flat Gap Elementary will implement a system of interventions/ enrichment activities that meets the data-driven personalized learning needs for each student. This time is called Greyhound Grit Time (GGT). GGT is needed based on student proficiency and socio economic status (66% of students below proficiency in Math; 59% of students below proficiency in Reading; 82% of students low income families.)

Inputs	Levers				Outcomes
(Existing resources, strategies, talents, conditions)	**Community Partners**	**District**	**Principals**	**Teacher**	⭐ **Short Term**
-PLC's meet weekly for 45 minutes by content area and weekly for 45 minutes grade level.

-Data Walls consist of Exact Path Data, KPrep Data, Baseline Test, STAR testing

-Data Notebooks are kept by students (3-6). Students keep track of daily formative assessment scores, attendance, behavior, and goals. *(Purchased Notebooks for students to write daily learning targets in math and reading. Students keep track of scores on formative assessments).*

-Teacher talents and strengths | -Community support

-Student written articles in newspaper

-Newsletters to community

-Greyhound News shared with community by students

-Volunteers

-Social network and mapping of partnerships | -Shared leadership meetings

-District support of staffing

-Funding

-Provide opportunity for professional learning | -Master scheduling to provide scheduled time for data driven, small group, direct instruction to students to meet individual needs

-Restructuring PLC

-Facilitating PLCs

-Micro-Credentials

-System of Communication with Teachers and Communities

-Support Teachers

-Developing own Experts

-Mastery Learning | -GGT is a time for teachers to work in a small group setting with students who need additional instruction. If all students master the daily learning target, GGT is used for enrichment activities to challenge students. Additionally, GGT can be used to train "expert" students to assist with peer partners for next learning target.

-Students who do not mastery the daily learning target participate in Greyhound Grit Time (GGT).

- Refine daily learning targets that are rigorous and are aligned with the standards. | -Increase proficiency by 10% by utilizing Greyhound Grit Time (May 2019)

-Decrease number of students requiring RTI services by 10% (May 2019)

-Decrease number of special education referrals by 30% (May 2019).

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⭐ **Long Term Impact for Students**

-75% of Students will be performing on grade level in reading by May 2020. |

-Writing/Computer Lab *(Purchased Headphones to assist students with individualized student learning program).* -Social Networking				-Refine daily formative assessments that tie to the learning target. -Analyze data from formative assessments -Teachers keep GGT notebooks that contain lesson plans, learning targets, student data, and intervention logs. -Develop a Toolbox of instructional strategies, practices, and/or resources *(Purchased Legos and Snap Circuits for enrichment activities to develop and enhance Science-Technology-Engineering-Math skills Purchased student whiteboards, markers, etc. to develop Toolbox of instructional materials for GGT Improvement in Reading and Math. Purchased Writing Folders to organize and develop student portfolios).* -Participate in PLC's to analyze student data -Micro-credentials	**-20% of Teachers will earn one micro credential by May 2020.**