

	Priority Statement #1:	Priority Statement #2:	Priority Statement #3:	Priority Statement #4:	Priority Statement #5:	Priority Statement #6:	Priority Statement #7:
Outcome Statement	SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development.	SFSD will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students.	SFSD will provide a nurturing and safe learning experience for all.	SFSD will develop strategies to enhance a culturally responsive workforce.	SFSD will explore strategies to retain high quality staff.	SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.	SFSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.
Goals	By the end of the 2018/2019 school year, 100% of all students will meet or exceed their individual growth goal in Reading and Mathematics as evidenced by the MAP Growth Assessment RIT scores for grades K-5.	During the 2018/2019 school year, classroom and SPED teachers will collaborate weekly to develop interventions in Reading and/or Math. The goal is to promote growth in 100% of all students as measured by formative assessments and the MAP Growth Assessment.	By the end of the 2018/2019 school year, office referrals and reports of bullying by students/parents will decrease by 25% as measured by Infinite Campus and administrator data.	By the end of the 2018/2019 school year, 100% of students will show growth in Reading and Mathematics as evidenced by the MAP Growth Assessment RIT scores for grades K-5.	By the end of the 2018/2019 school year, the staff engagement survey will be used to determine strategies to increase staff satisfaction/engagement in any areas below expectations.	By the end of the 2018/2019 school year, 100% teachers and staff will be given the opportunity to participate in building and district professional development and conferences.	By the end of the 2018/2019 school year, 5th grade student engagement will increase by 25% in all areas as measured by the student Gallup Poll.
Strategy 1	Teachers will implement Collaborative Classroom, administer formative assessments, Word Analysis, DRA and running records will be administered as appropriate for student need. The MAP Growth Assessment will be used to plan lessons and interventions based on students' needs.	Teachers will implement Collaborative Classroom/LI with integrity and use this curriculum's strategies to target individual student needs.	Harmony Social Skills curriculum will be taught weekly in each classroom. All staff are responsible for creating a safe atmosphere in all areas of the school and playground.	Staff will implement instructional strategies that have the biggest effect size and ensure that all students have equal access to instruction regardless of culture, language, nationality, color, disability and gender.	Staff engagement development will focus on all staff members so they feel valued, and committed to Harvey Dunn's students, families and staff.	12 staff members will attend the Solution Tree Summer Symposium. All certified staff will participate in the "Leader in Me" book study/professional development. 4 staff members will attend the Best Practices in Literacy Teaching and Learning workshop at Augustana University.	Provide staff, students and parents the information contained in our Gallup Report. We will evaluate, analyze, and implement ideas and strategies to increase student awareness and promote growth in these skill areas.
Strategy 1 Timeline	2018-2019 school year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year
Strategy 1 Person/Group Responsible	Classroom Teachers, SPED, Instructional Coach	Classroom Teachers, SPED, Instructional Coach, Administration	All Staff	All Harvey Dunn Staff	Administration and Instructional Coach	Administration and Instructional Coach	Administration and Counselor
Strategy 2	Teachers will identify the students in their classroom who are reading below grade level as measured by the MAP Growth Assessment, Running Records, Word Analysis and DRA will be used for students who are below proficiency and/or have an identified reading disability. CORE Literacy strategies will be implemented for those students.	Attendance Awareness Activities: Monthly attendance recognition,	Second Step Social Skill curriculum will be taught by our SPED teachers to support student growth. Alignment was completed with Harmony Program so the language and skills support students at all grade levels.				
Strategy 2 Timeline	2018-2019 school year	2018-2019 School Year	2018-2019 School Year				
Strategy 2 Person/Group Responsible	Classroom Teachers, SPED, Instructional Coach	All Staff	School Counselor, SPED				
Strategy 3	K-3 will utilize strategies learned from the CORE Literacy Grant to develop targeted interventions for students below proficiency. 4th and 5th will be trained in the CORE Literacy Grant strategies to develop targeted interventions for students below proficiency.	Students will use subject specific language and vocabulary while answering in complete sentences and/or phrase in both oral and written communication.	All building rules, procedures and expectations will be reviewed with students at the beginning of the year. Each teacher will be provided a recess packet that will have all information needed to effectively supervise recess activities.				
Strategy 3 Timeline	2018-2019 School Year	2018-2019 School Year	2018-2019 School Year				
Strategy 3 Person/Group Responsible	Classroom Teachers, SPED, Instructional Coach	All Staff	All Staff				
Goal for Strategies 1-3	Electronic Data Document will be used to track student progress. Formative assessments will be discussed at weekly collaboration. End of year school performance target- 100% of students will show growth on the MAP Growth Assessment and/or SBA.	Attendance Goal 94% will be the goal in order to ensure that all students participate in daily, rigorous instruction.	100% of students will report they feel safe at Harvey Dunn according to the Olweus and Gallup Survey.	During instruction, all students will be actively engaged, comfortable taking risks and explaining their thinking and strategies.	Increase staff engagement score as measured by the Gallup Poll		
Strategy 4	Collaboration Classroom's Being a Writer will be used for writing instruction in grades K-5.	Teachers will continue to utilize collaboration to analyze data collected from formative (including the MAP Growth Assessment) and summative assessments, plan effective instruction, and identify intervention, to ensure each child increases their reading and math achievement. Students will be able to articulate classroom learning objectives and have at least one personal goal in reading and one personal goal in math.					
Strategy 4 Timeline	2018-2019 School Year	2018-2019 School Year					
Strategy 4 Person/Group Responsible	Classroom Teachers, SPED, Instructional Coach	Classroom Teachers, SPED, Instructional Coach					
Goal for Strategy 4	100% Students will demonstrate growth in all genres of writing with 100% of students scoring a 3 or higher on the District Rubric. Grade Level Teams will have 2 meetings during the 18-19 school year to analyze student data and progress on the MAP Assessment in order to identify each student's current level of performance. Interventions and enrichment will be planned for each student, to meet their individual learning goals.						
Strategy 5							
Strategy 5 Timeline	2018-2019 School Year						
Strategy 5 Person/Group Responsible	Classroom teachers, SPED, Instructional Coach, Administration, Gifted Education Teacher, Librarian						
Strategy 6	During weekly collaboration teachers will focus on identifying priority standards, creating learning targets, and common assessments. Teachers will discuss data and plan for re-teaching, interventions for individual students and enrichment.						
Strategy 6 Timeline	Bi-Weekly during the 2018-2019 school year						
Strategy 6 Person/Group Responsible	Classroom Teachers, SPED, Instructional Coach, Administration						
Strategy 7	Teachers will implement the Investigations Math curriculum, administer online unit assessments/SBA Interim Assessment (depending on grade level) and MAP to analyze the results and plan lessons to provide intervention based on students' needs.						
Strategy 7 Timeline	2018-2019 School Year						
Strategy 7 Person/Group Responsible	Classroom Teachers, SPED, Instructional Coach						
Strategy 8	During weekly collaboration the backward design method will be used to plan for Investigations Unit Assessments to focus on priority standards, creating learning targets, and common assessments.						
Strategy 8 Timeline	Weekly during the 2018-2019 school year						
Strategy 8 Person/Group Responsible	Classroom Teachers, SPED, Instructional Coach, Administration						
Goal for Strategies 7-8	Electronic Data Document will be used to track student progress. Formative assessments will be discussed at weekly collaboration. End of year school performance target- 100% of students will show growth on the MAP Growth Assessment and/or SBA.						
Data to be Utilized to Monitor or Evaluate Outcome	Number of students who demonstrate growth as measured by formative and summative assessments such as the DRA, Word Analysis, Running Record/Reading Observation form, MAP, MAP Skills Checklist for K-2, AVMR, Investigations Unit Assessments, and/or mastery on formative assessments.	Number of students who demonstrate growth as measured by Map Assessment for all students and the DRA/Word Analysis for identified students, Running Record/Reading Observation form, Investigations Unit Assessments/SBA Interim Assessment and mastery on formative assessments.	Office Referrals, Monthly Staff Meetings, discussions and review of building wide expectations, Staff Gallup Polls, Olweus Survey, School Safety Survey	Data from drop in observations, formal observations and classroom walk throughs.	SFSD Climate Survey, Staff Gallup Poll	Building PD Survey	SFSD Climate Survey, Staff Gallup Poll, 5th Grade Gallup Poll, Student Safety Survey
Professional Development Supporting Attainment of Outcome	Training on the structure and expectations of the PLC model of collaboration, how to develop and administer common formative assessments and use that data to drive instruction and develop interventions for students who are not at mastery level. K-5 teachers will be trained in reading/analyzing data from the MAP assessment to develop interventions, enrichment and goals; 4-5 Teachers will receive training in the assessments and strategies that are a part of the CORE Grant.	Building teacher capacity in the following areas: Student goal setting, vocabulary instruction, text-dependent questions, level of questioning, feedback, teacher clarity, learner qualities and using assessment data to drive instruction and develop interventions for specific students.	Teachers will participate in a monthly book study during staff meetings on the book "Leader in Me."	2 teachers will attend a Leader in Me Symposium. 1 teacher will attend a Trauma Sensitive Schools Conference.			Summer Symposium and Best Practices in Literacy Teaching and Learning. Leader in Me Book Study