

	Priority Statement #1:	Priority Statement #2:	Priority Statement #3:	Priority Statement #4:	Priority Statement #5:	Priority Statement #6:	Priority Statement #7:	Priority Statement #8:
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.) Equitable 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 develop strategies to enhance quality and diversity of its 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		End of year school performance target- each student will meet their projected growth goal for MAP, show growth on the pre and post assessments for Investigations assessments and Pearson created assessments, show progression of growth in LL lessons and if students are not in LL show set growth in Being a Reader.	Staff will implement the trauma resilient strategies along with the Specialized Management program to enhance a safe environment that teaches resilience and social competence. Each student will demonstrate growth measured by the frequency, intensity and duration of individual social skill deficits and time out of the classroom. Bi-weekly collaboration will focus on students not meeting daily goals.	Staff will learn about their families, cultures, and interests. Staff will build on students' life experiences, connecting them to learning when possible. Current and real world examples help students connect to the curriculum, allowing for deeper engagement while helping students make connections with their individual, community, national, and global identities.	Horace Mann staff will work to create an inclusive climate, aware of cultural biases and opportunities, through conversations, literature and diverse inclusiveness.		Horace Mann staff will complete Specialized Management training, district curriculum professional development and training in Help for Billy (a book study).	
Strategy 1	SPT-R1, R2, R3: Teachers will use formative assessments, Reading Observation Form, higher level questioning, reading conferences, LL, and Being a Reader Sets to aid in students meeting growth goals. Teachers will utilize the structure of guided reading lesson plans provided by Collaborative Classroom curriculum to plan effective and purposeful lessons for students. Teachers will formally and informally assess students for reading progress at regular intervals. Teachers will utilize the Essentials Guide to help plan and guide purposeful instruction.	All students will receive targeted instruction as determined through data analysis during collaboration. Individual IEP goals will be followed.	Staff will continue to implement Boy's Town and Olweus Bully Prevention strategies. The Horace Mann staff will continually monitor and assess the need for additional training and/or programming. School performance target- 100% of students will be feel safe at school according to the Olweus Bully Prevention survey. Horace Mann will increase the percentage of students engagement using data from the student gallup poll.	Boys Town skills include working with others and all staff model and plan teach this skill throughout the school day, all year to all students. Students progress will be tracked through daily points and tracking system.	Horace Mann will continue to hire staff that more closely relates to our diverse student population through their education and experiences.	Staff will be provided with weekly professional development in specialized management to better prepare staff for the situations incurred throughout the regular school day in this specialized program.	The Horace Mann leadership team will read and study resources and continue to support the PLC collaborative teams at Horace Mann.	Staff will increase communication and involvement with families through weekly celebrations, business partners (Spirit of Joy), serve food on conference nights, monthly parent gatherings for needs assessment, family night, mentor program. School performance target- Scores on the SFSD Climate Survey will reflect a majority of positive responses by families.
Strategy 1 Timeline	2018-19 School Year	2018-19 School Year	2018-19 School Year	2018-19 School Year	2018-19 School Year	2018-19 School Year	2018-19 School Year	2018-19 School Year
Strategy 1 Person/Group Responsible	Classroom teachers and EAs	All Staff	Horace Mann Staff	All Staff	Principal	All Staff		All Staff
Strategy 2	SPT-W1, W2: To align with the District / State Writing Assessment all staff members will teach writing using the Being a Writer curriculum provided by the District. Teachers will use the rubrics from Being a Writer as well as the 6 Traits of Writing model. Writing will be scored using the Collaborative Classroom writing rubrics as well as the 6 Trait writing rubric.	Student data will be analyzed during collaboration providing information for targeted student instruction. All students will show growth as measured by the MAP assessment.	During class, recess, lunch, and all other settings, specialized management trained staff coach, teach, and prompt individual students.			All Horace Mann staff will complete specialized management training. All behavior team members will complete admin intervention training.		
Strategy 2 Timeline	2018-2019 School year	2018-2019 School year	2018-2019 School Year			Prior to the 2018-2019 School Year		
Strategy 2 Person/Group Responsible	Classroom teachers and EAs	All Staff	All Staff			Principal/Staff		
Strategy 3	SPT-M1, M2, M3: All teachers will utilize district provided curriculum of Investigations. For students on an IEP, Bridgest Math will be utilized. Teachers will review data points from the assessments in the curriculum as well as MAP scores. Teachers will utilize Collaborative Classroom to support literacy to build a strong foundation. Boys Town Social skills will be used to help students grow in their social and emotional growth development.							
Strategy 3 Timeline	2018-2019 School Year		Staff will utilize and implement training from Specialized Management, Fostering Resilient Learning, and Help with Billy.					
Strategy 3 Person/Group Responsible	Classroom teachers, EAs, Instructional coach							
Data to be Utilized to Monitor or Evaluate Outcome	MAP Assessments, Pearson pre/post assessments, Investigations Unit assessments, LL growth (reading goal), Bark Sets	Weekly Staff Collaboration, In-service review of assessment data points, learning goals based on data points	Gallup Poll, Olweus Survey, Daily Point Sheets from Specialized Management/Boys Town Training	Individual Daily Points sheets, intervention team meets to collaborate on students and on social skills	Staff Profiles	Number of staff completing trainings	Observations from Leadership Team members in collaboration, receive PD at staff meetings from instructional coach	SFSD Climate Survey
Professional Development Supporting Attainment of Outcome	Weekly Staff Collaboration, In-service review of assessment data, Setting learning targets	Weekly Staff Collaboration, continual review of assessment data points, learning goals based on data points	Olweus Bully Team, Boys Town/Specialized Management Training and Weekly Collaboration	Boys Town/Specialized Management Training and Weekly Collaboration, Trauma resilient book study.		Specialized Management and admin intervention training	Continued PD with the leadership team related to PLCs.	