

	Priority Statement #1:	Priority Statement #2:	Priority Statement #3:	Priority Statement #4:	Priority Statement #5:	Priority Statement #6:	Priority Statement #7:	Priority Statement #8:
<b>Outcome Statement</b>	SPSD 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.	SPSD 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.	SPSD will provide a nurturing and safe learning experience for all.	SPSD will develop strategies to enhance a culturally responsive workforce.	SPSD will develop strategies to enhance quality and diversity of its workforce.	SPSD will explore strategies to retain high quality staff.	SPSD will support and train staff to encourage innovation and enable them to grow throughout their careers.	SPSD will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success.
<b>Goals</b>	In 2016-17 our SPI for Student Achievement was 31.35%. By 2017-18 our SPI for Student Achievements will be 35%.	100% of teachers will utilize small group/individual settings to differentiate instruction in order to meet the needs of individual students.	Staff will utilize available resources to provide a nurturing and safe environment for all students.					
<b>Strategy 1</b>	Seventy minute weekly grade level collaborations designed to focus on ELA Collaborative Classroom curriculum and Tier One reading instruction. Math and other subjects will be addressed as needed.	Implement the RTI model with uninterrupted Tier 1 Core Instruction in Reading along with Tier 1 and 2 time to include differentiated instruction where teachers work with small guided reading/math groups of students. Grade levels also include a Tier 2 and 3 intervention time with a focus on priority/foundational standards identified by each grade level. LIA, CLES, ELL and SPED teachers pushing into classrooms to provide additional support.	Provide classroom teachers with social/emotional resources such as Sanford Harmony, Olweus Bully lessons, and Character Counts.	PD related to available resources within our community that helps staff gain an understanding of different cultures and how we can support students.		Maintain a positive culture and provide staff recognition throughout the year.	The leadership team will meet bi-monthly to plan and facilitate professional development connected to literacy/behaviors.	BASS team will meet weekly and Attendance will team meet monthly to develop strategies to assist families with attendance/tardy issues.
<b>Strategy 1 Timeline</b>	2017-2018 school year	2017-2018 school year	2017-2018 school year	2017-2018 school year		2017-2018 School Year	2017-2018 school year	2017-2018 school year
<b>Strategy 1 Person/Group Responsible</b>	All teaching staff/Administration/Instructional Coach	All teaching staff	All teaching staff	All teaching staff		Staff, administration, community partners	Administration and The Leadership Team	BASS/attendance team
<b>Strategy 2</b>	K-3 teachers, Sped, and LIA will continue to participate in a literacy grant with a focus on phonics and phonemic awareness provided by Jennifer Sammons. Monthly collaborations will be centered around strategies that staff can use for their most at-risk students. Staff will track data for identified students.	Seventy minute weekly grade level collaborations designed to focus on the Tier 1, Tier 2 and Tier 3 time	Classroom guidance lessons will be taught by the school counselor at all grade levels and Tier II and Tier III counseling will be provided to identified students by the school counselor and Success Coordinator. Individual student plans will be created as necessary.	SOP Training??				Foster partnerships with church partners, Washington Pavilion, Computer Science community to help enhance shared responsibility for student success
<b>Strategy 2 Timeline</b>	2017-2018 school year	2017-2018 school year	2017-2018 school year					2017-2018 school year
<b>Strategy 2 Person/Group Responsible</b>	All teaching staff/Administration/Instructional Coach, Jennifer Sammons	All teaching staff/Administration/Instructional Coach	School counselor and Success Coordinator					Staff, community, parents
<b>Strategy 3</b>	Personalized differentiated guided reading lessons will be implemented daily. A variety of PD opportunities will be planned for the 2017-2018 school year to include book studies and an analysis of core instruction with discussions on lesson design and depth. This will be done at the building and district level.							Communicate with families through a variety of ways including newsletters, phone calls, and social media.
<b>Strategy 3 Timeline</b>	2017-2018 school year		2017-2018 school year					2017-2018 school year
<b>Strategy 3 Person/Group Responsible</b>	All teaching staff/Administration/Instructional Coach		All staff					Staff
<b>Strategy 4</b>	The leadership team will meet bi-monthly to plan and facilitate professional development connected to literacy.		Breakfast in the Classroom: Students will be provided a breakfast in the classroom to give all students access to proper nourishment as well as building the classroom community by utilizing this time for Morning Meeting as well.					
<b>Strategy 4 Timeline</b>	2017-2018 School Year		2017-2018 School Year					
<b>Strategy 4 Person/Group Responsible</b>	Administration and The Leadership Team		Staff, administration					
<b>Strategy 5</b>	Benchmark meetings three times a year. Grade levels will work with specialists to examine data results from all sources to drive decision making in literacy instruction and intervention. MAPS data reflection/action plan sessions will be scheduled two times a year for math and reading each allowing staff time to look at data and create goal/action plans.		Fuel 60 Program: This program will be implemented schoolwide to encourage students to develop healthy eating habits and exercise routines.					
<b>Strategy 5 Timeline</b>	2017-2018 School Year		2017-2018 School Year					
<b>Strategy 5 Person/Group Responsible</b>	Administration, Classroom Teachers, and Interventionists		Staff, community, Dairy Council, Fuel 60 coach					
<b>Strategy 6</b>	Librarian will promote critical thinking, problem-solving, collaboration, and perseverance through a variety of ways including Book Battles for 4th and 5th grade students, as well as implementing Makerspace and Breakout Boxes at all grade levels.							
<b>Strategy 6 Timeline</b>	2017-2018 School Year							
<b>Strategy 6 Person/Group Responsible</b>	Librarian and staff							
<b>Strategy 7</b>	Code to the Future: Students will participate in daily lessons/activities which incorporate problem-solving, critical thinking, collaboration, and computer science skills.							
<b>Strategy 7 Timeline</b>	2017-2018 School Year							
<b>Strategy 7 Person/Group Responsible</b>	Staff, Administration, Code to the Future staff							
<b>Data to be Utilized to Monitor or Evaluate Outcome</b>	Common Formative Assessment data, Word Analysis data, Reading Continuum, Reading Observation, ORA, Reading Inventory data, MAPS data, JWIR, Dreambox	Common Formative Assessment data, Word Analysis data, Reading Observations, ORA, Reading Continuum, MAPS data	MOT and Office Referral data, attendance data, 5th grade Gallup poll, Olweus and Safety Surveys (3rd - 5th grade), School Climate (3rd - 5th grade, parents, and teachers, staff Gallup Poll					
<b>Professional Development Supporting Attainment of Outcome</b>	Solution Tree conference on Tier One instruction (administration and instructional coach); Reflective discussion regarding best-practice at grade-level collaboration, benchmark meetings, MAPS meetings and staff meetings; PD provided by instructional coach focused on providing engaging, rigorous lessons in Core 1 reading and math lessons. Voluntary book talk on the topic of Interactive Writing. Code to the Future training		Reflective discussion regarding best practice of grade-level collaboration at subsequent staff meetings.	District level trainings for Success Coordinator and School Counselor; Friday Forum opportunities for School Counselor.				