

	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>	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 the 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.
<b>Goals</b>	We will increase our Smarter Balanced scores in English by 7 points and math by 15 points each in 2019.	Less than 10 percent of all students will be reclassified.	We will increase the overall average on the Gallup Poll. The students will report an average score of at least 3.95 as reported on the 2019 results of the Gallup survey.	Our faculty and staff will gain awareness of the struggles that students face (culture, race, gender, socioeconomic, etc.) and decide how that knowledge will impact their instruction.	Maintain 2 sections of Teacher Pathway classes.	All faculty will be contributing members of a collaborative team.	We will work in collaborative groups to develop and put into action our MTSS (Multi-Tiered Support System).	Have 2 community listen and learn sessions for culturally diverse groups.
<b>Strategy 1</b>	During collaboration or an alternative time, all teachers will create learning goals and implement instruction to meet those goals.	Roosevelt will provide all instructional staff, counselors, and administrators strategies, resources, and encouragement they need to help struggling students through programs on our Pyramid of Interventions (such as R2, Saturday School, Homework Help, Extended Semester, PASS) and continued emphasis on making parent connections.	The Success Coordinator and/or administrator will bring closure to all OSS events lasting 3 or more days through meetings with the student, parents, and administrators.	We will host a poverty simulation during the 2-15-19 in-service.	Staff will recognize and encourage students to consider teaching as a profession and take the Teacher Pathway course..	Develop leadership opportunities through collaboration groups and special committees.	A committee will develop and put into action new methods to increase engagement and effectiveness of SRP and ad room.	We will hold a listen and learn session for our Native American students and their families.
<b>Strategy 1 Timeline</b>	September 2018 - May 2019	September 2018 - May 2019	September 2018 - May 2019	February 15, 2019	August 2018 - May 2019	September 2018 - May 2019	July 2018 - May 2019	August 2018
<b>Strategy 1 Person/Group Responsible</b>	Administrators and Collaboration Team Leaders	Administrators R2, Saturday School personnel, Homework Help Personnel Counselors	Success Coordinator Administrators	Administrators and Barbara.Garcia@rcgov.org	Gina Benz Leadership Team Faculty	Administrators	SRP and Ad Room Committee Tim Hazlett/Mark Hofer and Team	Admin Team Robert Johnson
<b>Strategy 2</b>	During collaboration, teachers will analyze the essential learning goals pertinent to their semester exams, develop SMART goals, and create experiences that develop mastery of those skills and knowledge.	We will evaluate and restructure ad room and SRP.	Administrators will review structures and systems for building-wide security and take action.	The Cultural/Social Awareness Team will present the philosophies and strategies that characterize a culturally responsive classroom.	Work with the district to mentor students who show promise to be future teachers.	Counselor lunches for both new and veteran teachers	Collaborative teams will develop and implement strategies for intervention.	Counselors will promote the internship program.
<b>Strategy 2 Timeline</b>	August 2018 - May 2019	July 2018 - June 2019	September 2018 - May 2019	August 2018	September 2018 - May 2019	September 2018 - May 2019	September 2018 - May 2019	July 2018 - May 2019
<b>Strategy 2 Person/Group Responsible</b>	Administrators, Collaboration Team Leaders, Teachers	SRP / Ad Room Team Erik DeJong, Tim Hazlett, Lisa Agar, Katie Heavlin, Amanda Nelson	Administrators	Cultural / Social Awareness Team	Administrators, Gina Benz	Counselors	Collaboration Leaders	Counselors
<b>Strategy 3</b>	Collaboration teams will use common assessments to identify effective instructional methods and develop interventions.		All staff will be vigilant in their supervision and visibility.			Department chairs will make sure all new teachers have a mentor.	Encourage teachers to apply for grants that will help them innovate and grow	
<b>Strategy 3 Timeline</b>	August 2018 - May 2019		September 2018 - May 2019			September 2018 - May 2019	September 2018 - May 2019	
<b>Strategy 3 Person/Group Responsible</b>	Administrators, Collaboration Team Leaders, Teachers		All Staff			Department Chairs	Tim Hazlett	
<b>Strategy 4</b>	To ensure that grades reflect learning and mastery rather than behavior, all teachers will analyze assessment/grading practices and develop norms as collaborative groups and departments.							
<b>Strategy 4 Timeline</b>	August 2018 - May 2019							
<b>Strategy 4 Person/Group Responsible</b>	Administrators, Collaboration Team Leaders, Teachers							
<b>Data to be Utilized to Monitor or Evaluate Outcome</b>	Smarter Balanced Scores ACT Scores Semester Test Scores	Reports on failing grades Attendance reports	Gallup Poll Safety Survey Discipline Reports	Attendance records and achievement scores of recognized sub-groups	Smarter Balanced Scores Semester Test Scores ACT scores Enrollment in the new Teacher Pathway classes taught by Gina Benz	SLO outcomes Gallup Poll for All Staff	Grants received	Parent/community survey results
<b>Professional Development Supporting Attainment of Outcome</b>	Faculty who attended the Solution Tree conference in June 2018 will create and deliver presentations about their learning. Collaboration Team Leaders will participate in a book study. In monthly meetings and through shared documentation, principals will train collaboration team leaders to direct collaboration toward the creation of SMART goals and the realization of those goals. Administrators and faculty will provide information about effective grading practices.	Roosevelt administrators, counselors, and R2 personnel will provide information about our intervention strategies at staff meetings and through email.	We will conduct a poverty simulation during the 2-15-19 in-service.	We will conduct a poverty simulation during the 2-15-19 in-service.	Information about the Teacher Pathway classes	August Orientation Coaching through drop-ins and evaluations Monthly meetings of collaboration leaders	Provide opportunities for grant applications.	