

**Strategic Plan Priorities**

Input YOUR School Strategic Plan Priorities and Strategies in the table below (cut and paste from your current plan).  
 Each priority should have at least one strategy. You can add up to five strategies per priority.  
 \* When copying/pasting select PASTE SPECIAL - VALUES ONLY \*\*Select landscape/legal when printing.

School Priorities	School Strategy #1	School Strategy #2	School Strategy #3	School Strategy #4	School Strategy #5	Performance Measure Outcome
To increase student achievement in literacy in intermediate grades.	Teachers will use the balanced literacy framework to ensure all components of literacy instruction are implemented with fidelity.	Students will increase their independent reading time through the use of the Accelerated Reading program.	Teachers will implement personalized learning through the use of I-Ready reading during small group instructional time.	Students will participate in daily vocabulary activities in order to increase reading comprehension skills.		The percentage of students performing at Level 3- Proficient in Reading on the 2020 GMAS will increase by 5%.
To increase student achievement in writing in intermediate grades.	Teachers will implement the writers workshop model to ensure students receive daily writing instruction that includes independent practice and effective feedback	Reading, Math and Special area teachers will participate in collaborative planning to develop lessons to ensure students are writing across the curriculum in all subject areas.				
To increase the percentage of students performing on the proficient level or above on the Mathematics GMAS.	Teachers will implement utilization of literacy comprehension skills within the problem solving guide when making sense of problems and real-world situations.	Mathematics lesson cycles will implement weekly writing with components from the writer's workshop with practice and effective feedback.	Teachers will implement routines for that involve Number Talks, discussion guidelines, and sentence starters to facilitate guided discourse around exemplars and varying strategies.			The percentage of students performing at Level 4 Distinguished in Mathematics on the 2020 GMAS will increase by 2%.

## Priority Confirmation

Based on data dig and your root cause analysis, confirm or craft two priorities for the 2019-2020 school year. At least one priority should be academic.

### Priority Reminders:

- \*Key focus areas that address your school needs, broad enough to address multiple domains (Academics, Talent, System, Culture)
- \*Lead with a “continuous improvement” verb
- \*Clear, concise, compelling
- \*Measurable
- \*Provides direction to stakeholders (students, staff, families, community)
- \*Priorities are high-level, whereas, strategies get to the how and individual needs/barriers of a school

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**Priority #1 (ensure that this priority aligns to root cause #1)** To increase student achievement in literacy in intermediate grades.

**Priority #2 (ensure that this priority aligns to root cause #2)** To increase student achievement in writing in intermediate grades.

**Priority #3 (optional) (ensure that this priority aligns to root cause #3)** To increase the percentage of students performing on the proficient level or above on the Mathematics GMAS.

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## SMART GOAL Confirmation

Create or update two SMART Goals that address your identified priorities.  
Ensure the goals are specific, measurable, achievable, relevant, and time-bound.

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**Priority #1**

To increase student achievement in literacy in intermediate grades.

**SMART Goal #1**

**Priority #2**

To increase student achievement in writing in intermediate grades.

**SMART Goal #2**

**Priority #3 (optional)**

To increase the percentage of students performing on the proficient level or above on the Mathematics GMAS.

**SMART Goal #3 (optional)**

The percentage of students performing at proficient and above as measured by the 2020 Reading GMAS will increase by 10%.

The percentage of students performing at proficient and above as measured by the 2020 Reading GMAS will increase by 10%.

The percentage of students performing at a proficient level or above in Mathematics on the 2020 GMAS will increase by 5%.

## Strategy and Impact

Create one strategy for each identified root cause. Describe the desired impact for

### Strategy Reminders

- \*A new or existing set of actions a school chooses to pursue in order to achieve its priorities
- \*High-leverage, have significant impact to eliminate barriers
- \*Evidence-based
- \*Determined by school leadership

### Effective Strategy Examples

Effective Strategy Examples for the Priority: Cultivate a literate community in which student read and write with clarity  
 School 1 Strategy: Focus support and resources to increase PK-2 literacy foundational skills (barrier: Lack of early literacy)  
 School 2 Strategy: Identify and implement consistent, intentional writing best practices across the content areas (barrier: Lack of literacy across the curriculum)

### Ineffective Strategy Examples

Ineffective Strategy Examples for the Priority: Cultivate a literate community in which student read and write with clarity  
 School 1 Strategy: Provide O-G professional development (barrier: inconsistent teacher practices) (this is an action strategy)  
 School 2 Strategy: Increase paraprofessional support (barrier: inconsistent teacher practices) (does not address barrier)

### Desired Impact Reminders:

- Leading Indicators
- Behavior Changes
- Describes how we can tell if we are making an impact throughout the year and what it looks like

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<b>Priority #1</b>	To increase student achievement in literacy in intermediate
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<b>Smart Goal #1</b>	The percentage of students performing at proficient and
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<b>Identified Root Cause #1</b>	Students do not have a strong foundation in phonics and
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<b>Strategy #1</b>	Build teacher capacity around the implementation of the balanced literacy framework
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<b>Desired Impact #1</b>	Students in grades 3-5 will increase their reading comprehension as a result of
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<b>Priority #2</b>	To increase student achievement in writing in intermediate
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<b>Smart Goal #2</b>	The percentage of students performing at proficient and
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<p>each strategy.</p> <p>and fluency across the curriculum (racy/language exposure) er: Inconsistent teacher practices with</p> <p>ty and fluency across the curriculum (ep not a strategy) (er)</p>		
<p>mediate grades.</p>		
<p>d above as measured by</p>		
<p>nd phonemic awareness.</p>		
<p>eracy instruction using the</p>		
<p>of implementing Strategy #1.</p>		
<p>mediate grades.</p>		
<p>d above as measured by</p>		

<b>Identified Root Cause #2</b>	Lack of a structured writing plan or curriculum.
<b>Strategy #2</b>	Build teacher capacity around the writers workshop model so all students receive daily writing instruction that includes independent writing practice.
<b>Desired Impact #2</b>	Students will learn writing strategies for narrative, opinion, and persuasive genres to increase their writing achievement.
<b>Priority #3</b>	To increase the percentage of students performing on or above grade level on the Mathematics GMAS.
<b>Smart Goal #3</b>	The percentage of students performing at a proficient level in Mathematics on the 2020 GMAS will increase by 5%.
<b>Identified Root Cause #3</b>	Teachers do not attend to the full scope of the standards during the lesson and classroom to develop critical thinking skills.
<b>Strategy #3</b>	Build teacher capacity around the intentional use of data to meet individual student needs.
<b>Desired Impact #3</b>	Teachers will plan for reteaching and implement real time interventions that lead to an increase in student mastery.

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level or above in		
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students		
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