

**\*DISCLAIMER\***

This document is for informational purposes only.

Applications must be completed online using the Grants4ME System at:

<https://maine.egrantsmanagement.com/>

School Leadership & Plan Development Team

**SCHOOL STRATEGIC PLAN DEVELOPMENT TEAM**

A. In Columns 2 & 3, provide the names and titles of individuals who serve as members of the school's leadership team.

B. Indicate which members of the Leadership Team also contributed to the development of the Strategic Plan by checking the box in Column 4.

*(Each asterisked (\*) stakeholder group must have at least one representative. Student, parent, community member input is encouraged, but having representation from those stakeholder groups is not required.)*

1. Stakeholder Group	2. Full Name	3. Title	4. Involved in the creation of this Tier III School Strategic Plan
Principal	*	*	<input type="checkbox"/>
Teachers <u>ADD A ROW</u>	*	*	<input type="checkbox"/>
District Representatives <u>ADD A ROW</u>	*	*	<input type="checkbox"/>
Program Representatives <u>ADD A ROW</u>	*	*	<input type="checkbox"/>
Parents <u>ADD A ROW</u>			<input type="checkbox"/>
Students <u>ADD A ROW</u>			<input type="checkbox"/>
Community Members <u>ADD A ROW</u>			<input type="checkbox"/>
School Leadership Coach <u>ADD A ROW</u>			<input type="checkbox"/>

*School Leadership & Plan Development Team*

\* Describe how the above planning team members were selected.

--

**PLANNING MEETINGS**

Indicate the meeting date when this Tier III School Strategic Plan was completed. List any planning meetings that occurred to develop this Tier III School Strategic Plan.

Purpose of Meeting	Date of Meeting

ADD A ROW

*Required Documents*

**REQUIRED DOCUMENTS TO UPLOAD**

**Schoolwide Plan**

Please provide your **most updated** Schoolwide Plan below. You may either upload your Schoolwide Plan document or provide a link to your Schoolwide Plan on your district's website.

Schoolwide Plan (SWP) [Upload at least 1 document] UPLOAD

**Memorandum of Understanding**

Please upload a copy of your signed FY22 SIG Memorandum of Understanding (MOU).

SIG signed MOU [Upload at least 1 document] UPLOAD

*Strengths, Growth Areas, and Resource Inequities*

**STRENGTHS, GROWTH AREAS, AND RESOURCE INEQUITIES**

**STRENGTHS**

List the three most significant Strengths identified in your school's needs assessment, citing specific data/evidence sources for each.

	<b>Strengths</b>	<b>Data to Substantiate</b>
1		
2		
3		

**GROWTH AREAS**

List the three most significant Growth Areas identified in your school's needs assessment, citing specific data/evidence sources for each.

Select the Growth Areas that you will address in your Tier III Strategic Plan by checking the box to the left.

		<b>Strengths</b>	<b>Data to Substantiate</b>
<input type="checkbox"/>	1		
<input type="checkbox"/>	2		
<input type="checkbox"/>	3		

**\* Resource Inequities**

Identify specific resource inequities discovered during needs assessment. Identified growth areas and resource inequities will become the school's reform priorities.

--

Examples of Resource Inequities include: Economic Insecurity, Limited broadband, Mental Health and drug abuse, persistent existing problems

Definition of Resource Inequity: Unequal or disparate distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc.

Budget

1000 Salaries		Please itemize ALL BUDGET ENTRIES to provide justification in relation to a specific funding code as well as a goal. Example: Total Budget for Salaries is \$400. Two teachers @ \$100/hr. X 2 hrs. = \$400 to prepare for presentation
QUANTITY		
COST		
TOTAL		
2000 Benefits		Please itemize ALL BUDGET ENTRIES to provide justification in relation to a specific funding code as well as a goal. Example: Total Budget for Salaries is \$400. Two teachers @ \$100/hr. X 2 hrs. = \$400 to prepare for presentation
QUANTITY		
COST		
TOTAL		
3000 Purchased Services		Please itemize ALL BUDGET ENTRIES to provide justification in relation to a specific funding code as well as a goal. Example: Total Budget for Salaries is \$400. Two teachers @ \$100/hr. X 2 hrs. = \$400 to prepare for presentation
QUANTITY		
COST		
TOTAL		
5000 Travel		Please itemize ALL BUDGET ENTRIES to provide justification in relation to a specific funding code as well as a goal. Example: Total Budget for Salaries is \$400. Two teachers @ \$100/hr. X 2 hrs. = \$400 to prepare for presentation
QUANTITY		
COST		
TOTAL		
6000 Instructional Support		Please itemize ALL BUDGET ENTRIES to provide justification in relation to a specific funding code as well as a goal. Example: Total

Budget

		Budget for Salaries is \$400. Two teachers @ \$100/hr. X 2 hrs. = \$400 to prepare for presentation
QUANTITY		
COST		
TOTAL		

**TIER III STRATEGIC PLAN GOALS**

COPY/PASTE the Growth Area(s) from the previous page that you have identified as the area(s) your school will focus on this year. For each of these Growth Areas:

- a) Include Root Cause justification for each Growth Area using the definition below as a resource.
- b) Identify a specific School (SMART) Goal related to the Growth Area.
- c) Indicate the District Goal with which this School Goal aligns.
- d) List each Action Step in sequence necessary to achieve the School Goal.
- e) Select the Evidence Based Level for each Goal (Reference Guide linked below).

*Note: Goals must be **Specific, Measurable, Attainable, Results-oriented, and Time-bound**. Goals should align to the school's SWP and to the overarching school improvement goals in the district CNA.*

**Resources for completing the table below:**

+ Definition of Root Cause: For the purpose of this plan, the root cause is the most basic cause (or causes) that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence.

[+ Definition of "Evidence-Based" in ESSA](#)

**SAMPLE GOAL**

* <b>Growth Area</b> (1500 characters)	* <b>Root Cause</b> (1500 characters)
Improving student attendance, tracking attendance's connection to academic performance.	Our school's chronic absenteeism rate is a dismal 28.44%. We identified students from our annual data who were approaching chronic absenteeism and those who triggered it and noted that our truancy cases did increase slightly along with students approaching chronic absenteeism. We would like to look at more data connecting students who are chronically absent to their performance on assessments. Coming back to the classroom full time is going to be an adjustment and a focus will need to be on building routines and supporting student social emotional growth. Due to the stressors of the pandemic and home dynamics, our students need to learn trauma invested practices.



Goals, Root Cause, Action Steps, & Evidence-Base Identification

<b>* School Goal (include Indicator) (500 characters)</b>	<b>* District Goal (500 characters)</b>
The percentage of students chronically absent will be reduced from 28.44% to 20% by June 2022 as measured by our Average Daily Attendance (ADA) rate.	The percentage of students chronically absent will be reduced from 30.45% to 25% by June 2022 as measured by our Average Daily Attendance (ADA) rate.
<b>* Action Step (activity, strategy, intervention) (500 characters)</b>	
<ol style="list-style-type: none"> <li>1. Professional development by CASEL on trauma-based teaching strategies.</li> <li>2. Bi-weekly professional learning communities to share strategies for trauma-based instruction.</li> <li>3. Host individual meetings for all students with consistent chronic absenteeism problems, including a variety of stakeholders such as teachers, guardians, counselors, and administrators.</li> <li>4. Begin to track academic performance for students with attendance issues to track patterns in relation to other variables that may be impacting attendance such as academics, relationships, etc.</li> </ol> <p><u>ADD A ROW</u></p>	
<b>Evidence Base Level (Choose One)</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ol style="list-style-type: none"> <li>1. Strong Evidence</li> <li>2. Moderate Evidence</li> <li>3. Promising Evidence</li> <li>4. Demonstrates a Rationale</li> </ol>

**GOAL 1**

<b>* Growth Area (1500 characters)</b>	<b>* Root Cause Analysis (1500 characters)</b>
<b>* School Goal (include Indicator) (500 characters)</b>	<b>* Related District Goal (500 characters)</b>
<b>* Action Step (activity, strategy, intervention) (500 characters)</b>	
<u>ADD A ROW</u>	
<b>Evidence Base Level (Choose One)</b>	

Goals, Root Cause, Action Steps, & Evidence-Base Identification

<input type="checkbox"/>	5. Strong Evidence
<input type="checkbox"/>	6. Moderate Evidence
<input type="checkbox"/>	7. Promising Evidence
<input type="checkbox"/>	8. Demonstrates a Rationale

**GOAL 2**

<b>Growth Area</b> (1500 characters)	<b>Root Cause</b> (1500 characters)
<b>School Goal (include Indicator)</b> (500 characters)	<b>District Goal</b> (500 characters)
<b>Action Step (activity, strategy, intervention)</b> (500 characters)	
<u>ADD A ROW</u>	
<b>Evidence Base Level (Choose One)</b>	
<input type="checkbox"/>	9. Strong Evidence
<input type="checkbox"/>	10. Moderate Evidence
<input type="checkbox"/>	11. Promising Evidence
<input type="checkbox"/>	12. Demonstrates a Rationale

**GOAL 3**

<b>Growth Area</b> (1500 characters)	<b>Root Cause</b> (1500 characters)
<b>School Goal (include Indicator)</b> (500 characters)	<b>District Goal</b> (500 characters)
<b>Action Step (activity, strategy, intervention)</b> (500 characters)	

*Goals, Root Cause, Action Steps, & Evidence-Base Identification*

<u>ADD A ROW</u>	
<b>Evidence Base Level (Choose One)</b>	
<input type="checkbox"/>	13. Strong Evidence
<input type="checkbox"/>	14. Moderate Evidence
<input type="checkbox"/>	15. Promising Evidence
<input type="checkbox"/>	16. Demonstrates a Rationale