

**2 Goal: All students will acquire and effectively apply critical thinking, creative thinking, and self-regulated thinking to be academically prepared for lifelong learning and the world of work.**

**Outcome Measure:** Increase in percent of students in grades 4-8 demonstrating growth on Smarter Balanced Assessments in ELA and math.

**Outcome Measure:** Increase in percent of students in grades K-3 demonstrating growth from the BOY to EOY mClass assessment.

**Outcome Measure:** Increase in percent of EL students in grades K-12 demonstrating growth on LAS-Links, by cohort

**Outcome Measure:** Annual increase in number/percent of EL students exiting from EL services, disaggregated by cohort group

**Outcome Measure:** Annual decrease in retentions

**Outcome Measure:** Annual decrease in number/percent of Special Education referrals

**Outcome Measure:** Annual decrease in student group disproportionality in selected Special Education categories

**Outcome Measure:** Annual decrease in number/percent of students identified for SRBI intervention

**2.1 Objective: Implement curriculum and instruction design process that can accommodate individual learning differences.**

**Outcome Measure:** Annual quality review of SPS curricula, using the Phi Delta Kappan standards for the written, taught and assessed curriculum to address Phi Delta Kappan criteria including: Governance and Control, Direction and Clientele Expectations. Connectivity and Consistency, Assessment and Feedback and Productivity and Efficiency.

**2.1.2 Initiative: Provide a model to support a continuum of services to allow all students access to general education standards.**

| Initiative name   | Initiative Number | Action Step Number | Action Step   | Accountable for Action Step         | Outcome Measure   | MOY Outcome | EOY Outcome |
|---|-------------------|--------------------|---|-------------------------------------|---|-------------|-------------|
| Provide a model to support a continuum of services to allow all students access to general education standards. | 2.1.2             | 2.1.2.1            | As part of the Connecticut K-3 Literacy Initiative (CK-3LI), a group of school leaders will participate in three training sessions in the State "Hill for Literacy" program.  | Administration and Reading teachers | Increase in percent of students in grades K-3 demonstrating growth from the BOY to EOY mClass assessment. |             |             |
|   |                   | 2.1.2.2            | CK-3 LI Writing cohort (Grades 4/5 IST) teachers will be trained monthly in writing instruction through "Hill For Literacy" program.  | Administration and Reading teachers |   |             |             |
|   |                   | 2.1.2.3            | C K-4 LI Literacy Cohort (Grades K,1, 4) teachers will be working with Literacy How in phonics/word work instruction.   | Administration and Reading teachers |   |             |             |
|   |                   | 2.1.2.4            | A Pilot school team from Newfield will work with Toquam in weekly coaching support with Literacy How. Nine identified teachers in grades K-3 will be coached in reading instruction with a trainer from Literacy How. Coach will be in the building weekly. | Administration and Reading teachers |   |             |             |

**Strategic Improvement Plan**

Newfield Elementary

**3 Goal: Health (Body) – All students will be prepared to lead an active lifestyle and to make healthy choices.**

**3.1 Objective: Provide health and wellness education and services that will teach, encourage and support healthy life choices.**

**Outcome Measure:** Annual increase in the number of eligible students participating in the school breakfast and lunch programs

**Outcome Measure:** Annual reduction in the percent of students evaluated as obese (TMI)

**Outcome Measure:** Annual increase in the percent of students meeting CSDE Physical Fitness health standards

**Outcome Measure:** Annual increase in the number/percent of students K-12 participating in SPS or community sports, fitness and wellness activities

**Outcome Measure:** Annual increase in SPS partnerships with community agencies that focus on healthy lifestyle choices as part of their mission.

**3.1.1 Initiative: Assess and develop a structure to address food insecurity related to Healthy Living (e.g. School Breakfast Programs, Lunch Programs and Weekend Backpack Programs).**

**3.1.2 Initiative: Assess and develop a structure to address physical fitness needs related to Healthy Living for students and staff (e.g. Kid Fan, 5210 initiative, fun run, walking programs, or jump rope for heart).**

| Initiative name  | Initiative Number | Action Step Number | Action Step  | Accountable for Action Step | Outcome Measure   | MOY Outcome | EOY Outcome |
|--|-------------------|--------------------|--|-----------------------------|---|-------------|-------------|
| Assess and develop a structure to address food insecurity related to Healthy Living (e.g. School Breakfast Programs, Weekend Backpack Programs). | 3.1.1             | 3.1.1.1            | Continue "Waste Not Want For" program. All non perishable items will be collected during cafeteria shifts and given to students in need.           | Administrators              | Annual increase in SPS partnerships with community agencies that focus on healthy lifestyle choices as part of their mission. |             |             |
|  |                   | 3.1.1.2            | Continue "Fill in the Blanks" backpack program. This outside program provides needy families with food for the weekend. Delivery is once per week. | Administrators              |   |             |             |
|  |                   |                    |  |                             |   |             |             |
|  |                   |                    |  |                             |   |             |             |

Strategic Improvement Plan

Newfield Elementary

**4 Goal: All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**

**4.2 Objective: Support development of SEL competencies with tiered support: self-awareness, self-management, social awareness, responsible decision-making and relationship skills.**

**Outcome Measure:** Decrease in number/percent of students in SRBI level 3 exhibiting behavior issues

**Outcome Measure:** Annual reduction in number/percent of school suspensions disaggregated by school, grade and student groups

**4.2.1 Initiative: Provide tiered support in the development of SEL competencies.**

| Initiative name  | Initiative Number | Action Step Number | Action Step  | Accountable for Action Step                                     | Outcome Measure  | MOY Outcome | EOY Outcome |
|--|-------------------|--------------------|--|---|--|-------------|-------------|
| Provide tiered support in the development of SEL competencies. | 4.2.1             | 4.2.1.1            | Continue Newfield as a Responsive Classroom Leadership School with implementation of Responsive Classroom components throughout school building. Foster the philosophy of Responsive Classroom with the entire Newfield community.   | Administrators<br>Staff Volunteers                              | Annual reduction in number/percent of school suspensions disaggregated by school, grade and student groups |             |             |
|  |                   | 4.2.1.2            | Continue Discipline Committee/ Modeling Committee. In response to the 2017 School Climate Survey results, Newfield committees revised existing plan for "Steps to Self Control." In 2018-19, we are rolling out the plan with the help of the Modeling Committee.                                | Administrators<br>Staff Volunteers                              |  |             |             |
|  |                   | 4.2.1.3            | Continue Kindness Challenge Anti-Bullying Campaign. In response to the 2018 School Climate Survey results, staff, students and parents will be educated in what "bullying" is and is not to create a culture of kindness throughout the school. All teachers have Action steps in the Goal plan. | Administrators,<br>PFO, School Governance Council and all staff |  |             |             |
|  |                   | 4.2.1.4            | Continue Mentor Mentee Program whereby staff identify students who could benefit from the attention of a staff mentor. Staff volunteer to participate. To date we have 24 students and volunteer staff mentors involved.   | Administrators<br>Staff Volunteers                              |  |             |             |
|  |                   | 4.2.1.5            | Continue Restorative Justice Program. Schedule staff PD and family events with youth service liasion regarding bullying.   | Administrators and Mayor's Restorative Justice Program          |  |             |             |

**Strategic Improvement Plan**

Newfield Elementary

**4 Goal: All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**

**4.3 Objective: Promote consistent school attendance for all students K-12 and staff**

**Outcome Measure:** Annual decrease in students chronically absent by grade and student groups

**Outcome Measure:** Annual decrease in staff absence days

**4.3.1 Initiative: Ensure SPS systematically addresses school chronic absenteeism**

| Initiative name  | Initiative Number | Action Step Number | Action Step  | Accountable for Action Step   | Outcome Measure  | MOY Outcome | EOY Outcome |
|--|-------------------|--------------------|--|---|--|-------------|-------------|
| Ensure SPS systematically addresses school chronic absenteeism | 4.3.1             | 4.3.1.1            | Review 2017-18 student attendance data and revise plan accordingly | Lisa Saba Price, Sharon Longo, Karen Hart, SRBI                         | Annual decrease in students chronically absent by grade and student groups |             |             |
|  |                   | 4.3.1.2            | Weekly attendance committee meetings to review student attendance. | Lisa Saba Price, Sharon Longo, Karen Hart, SRBI teacher, Trish Valcourt |  |             |             |
|  |                   | 4.3.1.3            | Implement attendance Google-Doc template                           | SRBI teacher, Trish Valcourt  |  |             |             |
|  |                   | 4.3.1.4            | Discuss and review importance of student attendance.               | Lisa Saba Price, Sharon Longo, Karen Hart, all staff                    |  |             |             |
|  |                   |                    |  |   |  |             |             |