

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

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.		2.1.2.1	Analyze Smarter Balanced targets in relation to District Assessment vocabulary and Depth of Knowledge (DOK); Monitor progress using shared student work samples in Instructional Data Teams (IDTs); make adjustments to instructional approach as needed.	Teachers, IDT Teams, Administrators & Learning Support Staff (LSS)	Increase in percent of students in grades 4-8 demonstrating growth on Smarter Balanced Assessments in ELA and math.		
		2.1.2.2	Provide training refresher for all new and existing staff regarding "Implicit and Explicit Teaching of Vocabulary," specifically Tier 2 (academic) words, Tier 3 (content -based) and Latin/Greek Roots & Affixes; review comparing and contrasting vocabulary from our ELA Academic Word List and district math assessments to specific vocabulary provided by Smarter Balanced Digital Library.	Grade level IDT Teams, Data Team, LSS and Administration			
		2.1.2.3	Coordinate small group and individual literacy coaching & co-planning re: use of context clues and vocabulary to build reading comprehension; use of AVID strategies to increase engagement & comprehension for ELs and struggling readers; use of elaboration to connect and analyze relevant evidence to support thesis/claim.	Teachers, Data Team, Administration, IDT Teams, AVID Coordinator & LSS			
		2.1.2.4	Provide personalized support in reading and math through Reading AE, Math Lab, R180 and M180; monitor the implementation of the Math 180 & R180 program for fidelity. Review students' progress quarterly.	Teachers, Data Team, Administration			
		2.1.2.5	Implement the ST Math program into Bilingual classes and into AE Math classes for EL students.	Data Team, Administration			

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

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

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	Offer breakfast program on half days.	Food Services, Student Support Staff, Family Advocate, and Parent Facilitators	Annual increase in the number of eligible students participating in the school breakfast and lunch programs		
		3.1.2	Physical Education (PE) department will increase time spent on aerobic and endurance fitness related activities incorporated in the delivery of all units.	PE Teachers	Annual increase in the percent of students meeting CSDE Physical Fitness health standards		
		3.1.3	Physical Education department will increase time spent on body strength related activities incorporated in the delivery of all units.	PE Teachers	Annual increase in the percent of students meeting CSDE Physical Fitness health standards		

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	Guidance Counselors will rotate through Advisory classes to discuss with students the behavioral expectations outlined in TOR's Code of Conduct.	Guidance Counselors	Annual reduction in number/percent of school suspensions disaggregated by school, grade and student groups		
		4.2.2	Parent evening focus groups will be conducted for our Bilingual families.	Social worker, Bilingual teachers, SL teachers, Administrators			
		4.2.3	Counselors will "push into cafe" during lunch periods 1/per week to increase the population of students they service.	Guidance Counselors, Administrators			
		4.2.4	Identify Bilingual students for CBITS (Cognitive Behavioral Intervention for Trauma in Schools) for a skills building, early intervention approach to reduce stress and anxiety.	Social worker, Bilingual teachers, School Psychologist			
		4.2.5	Pilot new protocol for Guidance Counselors to meet and counsel students in classrooms.	Guidance, Grade level administrators			

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 and compare attendance data from 2016 through 2018.	Guidance Counselors; Social Worker; Attendance Review Board	Annual decrease in students chronically absent by grade and student groups		
		4.3.1.2	Continue to implement and monitor current attendance system: 4 absences/mo Guidance Counselor (GC) calls home, 10 absences parent is invited to Attendance Review Board (ARB) and review of student contracts.	Attendance Review Board			
		4.3.1.3	Research and identify current trends in combating chronic absenteeism proactively using Attendanceworks.org and Powerschool reporting.	Guidance Counselors; Social Worker; School Psychologist			
		4.3.1.4	Develop a system to address students tardy to school; expand attendance system to include students tardy to school.	Principal and Guidance Counselors			
		4.3.1.5	Create a two way communication plan to alert parents prior to needed intervention.	Principal, Family Advocate and Guidance Counselors			