

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	Trainers will attend PD on Universal Design for Learning practices centered on differentiated instruction to support small group learning.	Administration, Media and teachers	Increase in percent of students in grades 4-8 demonstrating growth on Smarter Balanced Assessments in ELA and math.		
		2.1.2.2	Trainers will provide PD sessions to all staff centered on Universal Design for Learning practices during the current school year.	Administration, Media and teachers			
		2.1.2.3	All core subject areas will create monthly content & common formative assessment calendars.	Administration and Instructional Data Teams (IDTs)			
		2.1.2.4	All core subject areas will align common formative assessments to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to promote inclusion of higher order questioning.	Administration and IDTs			
		2.1.2.5	Provide personalized support to students in reading and math through Reading AE, Math Lab, Reading180 and Math180.	AE, Math Lab and M/R180 teachers			
		2.1.2.6	Improve reading and writing across content areas through the implicit and explicit teaching of vocabulary.	Art, Music, IB Design, World Language and Social Studies teachers			

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	Provide weekend backpack program to families in need of healthy meals through the "Filling in The Blanks" program.	Principal, social worker	Annual increase in SPS partnerships with community agencies that focus on healthy lifestyle choices as part of their mission		
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).	3.1.2	3.1.2.1	Physical Education department will increase time spent on fitness related activities incorporated in the delivery of all units.	Physical Education teachers	Annual increase in the percent of students meeting CSDE Physical Fitness health standards		

Strategic Improvement Plan

Rippowam Middle

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	Action	Action Step	Accountable for	Outcome	MOY Outcome	EOY Outcome
Provide tiered support in the development of SEL competencies.	4.2.1	4.2.1.1	Increase staff understanding of the complexity of child mental health and its role in the education process over 2 PD sessions.	Administration/Trauma-Informed Schools Specialist	Annual reduction in number/percent of school suspensions disaggregated by school, grade and student groups		
		4.2.1.2	Explicitly teach trauma-informed/compassionate practices to foster student wellness, academic achievement, positive behaviors, trust/emotional safety and increase overall positive school climate.	Administration/Trauma-Informed Schools Specialist			
		4.2.1.3	Increase knowledge of the role of school connectedness in child resiliency and learning.	Administration/Trauma-Informed Schools Specialist			
		4.2.1.4	Explicitly teach strategies for increasing school connectedness in the classroom and school environment.	Administration/Trauma-Informed Schools Specialist			

Strategic Improvement Plan

Rippowam Middle

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	Action	Action Step	Accountable for	Outcome	MOY Outcome	EOY Outcome
Ensure SPS systematically addresses school chronic absenteeism	4.3.1	4.3.1.1	Implement the Rippowam Attendance Project centered on clear school-wide attendance goals and rewards for students attaining goals.	Administrative Intern	Annual decrease in students chronically absent by grade and student groups		
		4.3.1.2	Continue progressive attendance system of support including, mailings, phone calls, student meetings, parent meetings and attendance review board hearings.	Administrative Intern, School Counselors			
		4.3.1.3	Establish a protocol to monitor and support chronic absenteeism of EL students.	Administrative Intern			