

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 #1	Outcome Measure #2	Middle of Year Outcome	End of Year Outcome
		2.1.2.1	Complete the required IB Primary Years Program (PYP) self-study with all IB PYP teachers on the Blachely Road and Strawberry Hill campuses.	Administrators PYP and MYP Leaders Literacy/Math Teachers			Reflection on Standards A, B1, B2, C1 & C2 are complete.	IB PYP self-study report and required supporting documents were submitted to the IB Americas on Friday, May 24, 2019. The evaluation dates of Oct. 10-11, 2019 were confirmed.
		2.1.2.2	Using the IB Middle Years Program (MYP) recommendations from the 2018 Evaluation visit and the results of the Building Quality Curriculum, review and revise the IB MYP units of work.	Administrators PYP and MYP Leaders			Upper school teachers have revised 3/6 units of work using the feedback from the IB's Building Quality Curriculum.	Upper school teachers have revised 6/6 units of work using the feedback from the IB's Building Quality Curriculum.
		2.1.2.3	Using the IB MYP recommendations from the 2018 Evaluation visit, add a Design teacher and class for all of the Upper School grades integrated with either Individuals and Societies or Language and Literature.	Administrators PYP and MYP Leaders	Teacher evaluation process will include a focus on literacy through Word Gen and data use as per Susan Robinson workshops.		Design teacher was hired in July, 2018. Grades 6 & 8 have participated in one complete design cycle being evaluated on criteria A, B, C and D. Grades 5 & 7 are midway through their first design cycle and have been evaluated on criteria A and B.	All grades, 5-8, have participated in at least one design cycle being evaluated on criteria A, B, C and D, meeting the requirements of the IB standards and practices.

Provide a model to support a continuum of services to allow all students access to general education standards.	2.1.2	2.1.2.4	Continue Professional Development (PD) with Literacy How and Dr. Margie Gillis with a focus on writing instruction and the data process targeting instruction.	Principal Literacy Teacher	Increase in percent of students in grades 4-8 demonstrating growth on Smarter Balanced Assessments in ELA and math.	Susan Robinson has visited RIS at least two times per month since the beginning of October. She has introduced the Literacy How data process to all teachers, grades K-4, and has assisted them in targeting instructional focuses for students after the first trimester based on BOY and progress monitoring data. During February, she will be meeting with teachers to evaluate targeted instructional focuses based on MOY data.	Susan Robinson has continued to visit RIS at least two times per month. She has continued to work on the Literacy How data process, targeting instructional focuses for students. She is scheduled to review EOY data on Tuesday, June 11 and assist in creating literacy instructional focuses for the 2019-2020 school year.
		2.1.2.5	Using EM4, Connect Math, and the Algebra 1 and Geometry curriculums, integrate intervention and enrichment strategies (ie. Greg Tang)	Principal MYP Leader Math Teacher		On Feb. 22, representatives from grades K-8 will be attending the "Intervention Institute" hosted by Greg Tang. Previous to this, teachers have integrated strategies learned at other Greg Tang workshops to differentiate instruction to meet the needs of all students.	Twelve teachers, K-8 and Upper and Lower School SpEd, attended the "Intervention Institute" hosted by Greg Tang and Susan Resnick. Strategies were used during a series of Family Math Mornings hosted by the teachers who attended the "Intervention Institute." In addition, these strategies were shared with colleagues and integrated into daily teaching and learning. RIS is looking into bringing Susan Resnick for PD during the 2019-2020 school year.

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	Middle of Year Outcome	End of Year 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 access to the Rogers Community Action Center (backpack program, food pantry, breakfast program, camps, giving tree, clothes and food drives).	Principal	Annual increase in the number of eligible students participating in the school breakfast and lunch programs	Rogers Community Action Center continues to provide families in need with food, clothing, and other necessary items. In support of this, the following actions have been taken: continuous collection of non-perishable foods for the RIS food pantry, holiday giving tree, coat/hat/mittens/scarves drive, Have a heart drive, and uniform exchange.	Rogers Community Action Center continues to provide families in need with food, clothing, and other necessary items. In support of this, these additional actions have been taken: food sent home with students over April break, Spring/Summer Giving Tree replenished with current needs of families, and re-stocking the RIS food pantry for summer so that both RIS students and students coming to RIS for summer school will have access.
		3.1.1.2	Implement Community Action Center Food Pantry (CACFP) Supper Program.	Principal Teachers		The application for the Supper program has been submitted to BOE Central Administration. We are awaiting approval and hope to start the program for Spring afterschool activities.	Unfortunately, due to complications with approval at the state level, this program was not implemented this year. However, the school has been focusing on all students participating in "Grab and Go Breakfast."
		3.1.1.3	Activate the Terrapin Emergency Response Protocol (T.E.R.P.) when there is a crisis in the school or RIS community.	Administrators PYP and MYP Leaders Teachers		Completed. All necessary items for this initiative have been purchased, organized and put in a centralized location. Personnel have been trained in responding to crises utilizing the items procured.	Completed mid-year

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	Middle of Year Outcome	End of Year Outcome
Provide tiered support in the development of SEL competencies.	4.2.1	4.2.1.1	Continue development and implementation of IB learner profile as a support for the Social Emotional Learning (SEL) competencies.	Administrators PYP and MYP Leaders Teachers	Annual reduction in number/percent of school suspensions disaggregated by school, grade and student groups	Monthly IB learner focuses connected to behavior perspective reflection forms. Second steps and the Feeling Safe programs are implemented throughout all grades.	All IB learner profiles have been explored throughout the school year on each grade level so that the meaning is specific to the age group.
		4.2.1.2	Reflect on school climate survey and identify areas of growth.	Administrators PYP and MYP Leaders Teachers		School climate survey results used to create a mid-year survey sent to parents. The questions were: How can RIS offer me more ways to be involved in my child's education?; How can we improve the flow of information from RIS to families?; How can our Technology Team support you in using technology to access information regarding your child and school?; I use the following resources to access information regarding my child and school?; What can we do to encourage students to be part of the RIS community by wearing RIS gear?	Responses from the mid-year survey were reviewed and analyzed for recommended changes of practice. Parent responses overwhelmingly showed online platforms were the most prominent means of accessing information regarding students and the school. One recommendation that we will be addressing is the request that the school host a technology tutorial for parents so they are equipped to use all of our online platforms effectively.

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	Middle of Year Outcome	End of Year Outcome
Ensure SPS systematically addresses school chronic absenteeism	4.3.1	4.3.1.1	Maintain a supportive school environment so that all students and families actively participate in student conferences, community activities, parent workshops and student enrichment activities (ie. Intervention, sports, drama, IB council...)	Entire staff	Annual decrease in students chronically absent by grade and student groups	RIS is piloting Parent Portal access for grades 3 and 4. In addition, the second installment of LINKS, enrichments and academic interventions has begun, with a 15% increase in the number of participants. The spring musical for grades 5-8 had a record number of students audition and rehearsals started in the beginning of January. Fall sports finished in November and Winter sports are half way through their season. Spring sports begin at the end of March.	The RIS pilot of Parent Portal has been successful with 80% of the parents accessing their student's performance. The last session of academic interventions had a 50% increase in the number of offerings. Spring sports began in March and are finishing up in the next weeks. There were a large number of students who tried out for the Spring sports. The school hosted the 2nd annual Shellabration to commemorate 10 years at Blachley Road with a celebration of the arts and a potluck supper.
		4.3.1.2	Implement Terrapin Talks-informal monthly parent meetings with principal.	Entire staff		There have been four Terrapin Talks held so far and there are four more scheduled during the remainder of the year. The talks are planned at various times in order to accommodate the schedules of all.	There have been Terrapin Talks each month. Unfortunately, the parent participation was not as large as hoped for, although it was advertised. RIS is looking into other ways to engage parents during the 2019-2020 school year.
		4.3.1.3	Continue current procedures to address chronic absenteeism.	Entire staff		Protocol has been maintained for students who are chronically absent. Monthly letters to families of students who are absent more than three times are sent. Staff continues to bring attendance concerns to social workers, who follow up as appropriate.	Compared to the 2018-2019 school year, chronic absenteeism is down 27 %.