

District Priority Alignment: (Which district priority is addressed?)						
5: Ensure a safe, orderly and positive social and emotional environment at all schools to enable all students to achieve at high levels.						
Desired Student Outcome: (Smart Goal)						
Decrease the number of student absences (20 or more) from 87 kids (22 in 6th) (34 in 7th) (31 in 8th) to – 76 kids (10%) by June 2014.						
Student Outcome Rationale: (Why did you choose this indicator?)						
Rippowam has an attendance issue consistently above 10% for students missing a substantial amount of school (>20 days). When compared to the other middle schools in the district Rippowam has the highest number of kids absent from school. Additionally, the vast majority of the 87 students who are missing 20 or more days are Hispanic and receiving free and reduced lunch.						
Adult Actions Outcome: (What will the adults do to assure student outcome?)			Adult Actions Rationale: (Why did the adults choose the strategies below?)			
Teachers will cognitively engage students and create a learning environment that is safe, connected and responsive to the academic and social emotional needs of our students.			<ol style="list-style-type: none"> 1. Students are bored and disengaged (District Survey) 2. Parents of the specific demographics above are disenfranchised, uniformed and intimidated by the schools. (Parental Anecdotal) 3. Significant number of students feel bullied (verbally mostly) and are not comfortable at Rippowam (District Survey and SGC Survey) 			
ATTENDANCE						
Aligned Strategies: (What actions will the adults take to reach the desired student outcome?)	Progress Metrics: (How will you track progress towards your goal?)	Adults Responsible	Timeline			
			F'13	W'13	Sp'14	Su'14
<ul style="list-style-type: none"> • Development of PBIS framework that incorporates the learner profile. 	<ul style="list-style-type: none"> • PBIS minutes, mini-rounds, observations, focus walks 	Admin, MSS, LSS Teachers	N			
<ul style="list-style-type: none"> • Establish a quarterly Honor Ceremony to celebrate students who achieve honors, on-a-roll, perfect attendance and exemplify the IB learner profile. 	<ul style="list-style-type: none"> • Admin Meeting agenda item • Quarterly Assemblies 	Admin, IB Coordinator, AI Guidance Counselors	N			
<ul style="list-style-type: none"> • Development of an RTI System that prevents students from continued failure. 	<ul style="list-style-type: none"> • RTI minutes, mini-rounds, observations, focus walks 	Admin, MSS, LSS RTI Subcommittees	N			
<ul style="list-style-type: none"> • Implement technology specifically to engage students in the digital world. (iPad Blogging, iXL, Websites, social media, Class Dojo, Google docs, Skyping). 	<ul style="list-style-type: none"> • Observations, Mini-rounds, Focus Walks, Workshop Attendance 	Admin Media Specialist	N			
<ul style="list-style-type: none"> • Develop CFAs within IDTs to target students and differentiate instruction based on student need. 	<ul style="list-style-type: none"> • IDT minutes, Mini-Observations 	Admin, MSS, LSS, Teachers	N			
<ul style="list-style-type: none"> • Continued implementation of the workshop model to extend beyond ELA classes. 	<ul style="list-style-type: none"> • PD Attendance, Observations, Focus Walks, Mini-Rounds 	Admin, LSS	C			
Communication: Updates will be provided from the School Data Team at faculty and admin meetings. Principal will present updates on the progress towards goals at PTO meetings. The school website will contain updated information regarding the SIP and the entire faculty's SLOs. Celebrations will be built into the faculty meeting agenda for progress made.						
N= New C=Continuing						

District Priority Alignment: (Which district priority is addressed?)

- Promote the implementation of Common Core State Standards by: aligning curriculum; changing pedagogy; and developing formative and summative assessments aligned to the CCSS.
- Provide intervention for struggling students in literacy to raise student achievement and reduce achievement gaps among student groups.

Desired Student Outcome: (Smart Goal)

Increase the writing proficiency of students' on the CBAS writing assessment from _____ to _____ by June 2014.

Student Outcome Rationale: (Why did you choose this indicator?)

According to our CMT results in writing our average scale scores have dropped over the past three years from 248.6 to 239.3 in grade 6 and remain well below both the district and state averages in all grades. Over the past year (2012-2013) proficiency numbers have remained relatively stagnant in all grades in writing but have increased by at least 4 points in both reading and math. Additionally, the percentage of kids dropping down a level from goal to proficient or proficient to basic on consecutive CMT exams (cohort 6 to 7 or cohort 7 to 8) are greatest in writing.

Adult Actions Outcome: (What will the adults do to assure student outcome?)

Teachers will frequently analyze student writing and provide rubric based feedback that is aligned with both Common Core and IB Standards.

Adult Actions Rationale: (Why did the adults choose the strategies below?)

Research indicates that an increase in the frequency of writing along with focused feedback to students based on a common rubric significantly improve writing skills.

WRITING/READING

Aligned Strategies: (What actions will the adults take to reach the desired student outcome?)	Progress Metrics: (How will you track progress towards your goal?)	Adults Responsible	Timeline			
			F'13	W'13	Sp'14	Su'14
<ul style="list-style-type: none"> Implement hybrid Common Core/IB writing rubrics to quantify CFAs (SLO) 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N			
<ul style="list-style-type: none"> Provide multiple opportunities for students to compose text in all genres for the purpose of building written competencies 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N			
<ul style="list-style-type: none"> Utilize R.A.C.E. strategy (SLO) when responding to a written prompt or question. 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N			
<ul style="list-style-type: none"> Unlock unknown vocabulary to increase word usage and application when writing to effectively communicate ideas. (Word walls, Frayer Model etc) 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N			

Communication:

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Celebrations will be built into the faculty meeting agenda for progress made.

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District Priority Alignment: (Which district priority is addressed?)

3: Provide intervention for struggling students in literacy to raise student achievement and reduce achievement gaps among student groups.
 5: Ensure a safe, orderly and positive social and emotional environment at all schools to enable all students to achieve at high levels.

Desired Stakeholder Outcome: (Goal)

Survey Response from Q5f: Goal: Increase the parents' response in question (Q5f)" information I used to support my child's learning at home" from 52% to 65% somewhat satisfied or very satisfied by June 2014.

Stakeholder Outcome Rationale: (Why did you choose this indicator?)

According to the survey responses 48% of parents feel disconnected from their children's' educational process

Adult Actions Outcome: (What will the adults do to assure student outcome?)	Adult Actions Rationale: (Why did the adults choose the strategies below?)
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Teachers will communicate with parents especially the disenfranchised via email, Engrade, and/or Remind101 to empower families to support their child's learning at home.	If parents are not readily informed of what their children are learning there is no way for them to support the children and the teachers. Parents need to be included in the process and explicitly shown ways to support the school and the students both educationally and social emotionally.
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PARENT ENGAGEMENT

Aligned Strategies: (What actions will the adults take to reach the desired student outcome?)	Progress Metrics: (How will you track progress towards your goal?)	Adults Responsible	Timeline			
			F'13	W'13	Sp'14	Su'14
<ul style="list-style-type: none"> Communicate often with parents via available technologies Engrade, Edmodo, Powerschool, Remind101. (SLO) 	<ul style="list-style-type: none"> Communication Logs, Protraxx evidence 	Admin	C			
<ul style="list-style-type: none"> Outreach and Capture parents for specialized events such as open house and Noche Latina. 	<ul style="list-style-type: none"> Attendance log at events 	Social Worker, Parent Facilitator Admin	C			
<ul style="list-style-type: none"> Utilize updated website to communicate expectations by uploading syllabus and bio section. 	<ul style="list-style-type: none"> Principal will check pages monthly for updates 	Principal Webmaster	N			

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District Priority Alignment: (Which district priority is addressed?)

- Promote the implementation of Common Core State Standards by: aligning curriculum; changing pedagogy; and developing formative and summative assessments aligned to the CCSS.
- Provide intervention for struggling students in literacy to raise student achievement and reduce achievement gaps among student groups.

Desired Student Outcome: (Smart Goal)

Due to their being no state assessment in CMT math this year there is no math specific SMART goal. However, the two aforementioned goals still apply.
SLO 1 Decrease the number of student absences (20 or more) from 87 kids (22 in 6th) (34 in 7th) (31 in 8th) to – 76 kids (10%) by June 2014.
SLO 2 Increase the writing proficiency of students' on the CBAS writing assessment from _____ to _____ by June 2014.

Student Outcome Rationale: (Why did you choose this indicator?)

Upon analysis of math CMTs there is considerable evidence demonstrating a student’s inability to breakdown math problems embedded within text (word problems). In other words students are having difficulty understanding what is being asked. Likewise, if a student arrives at a solution many times there is no explicit derivation to show how the student arrived at the solution. Additionally, with the upcoming SBAC assessments expecting students to explain mathematical solutions both procedurally and conceptually with precision and fluency as well as construct viable arguments to support rationale and critique others it is imperative that we continue to focus on SLO 2.

Adult Actions Outcome: (What will the adults do to assure student outcome?)	Adult Actions Rationale: (Why did the adults choose the strategies below?)
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Math teachers will actively engage students in common core activities that incorporate instructional technology and the 8 mathematical practices.	In order for students to be on target to be college and career ready in a global world they need to be able to explain, problem solve and think critically when confronted with a situation that involves math. Doing so requires teachers to engage students differently in math by requiring students to explicitly write about their thought process and monitor their progress towards the 8 mathematical practices all while engaging students through technology.
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MATH

Aligned Strategies: (What actions will the adults take to reach the desired student outcome?)	Progress Metrics: (How will you track progress towards your goal?)	Adults Responsible	Timeline			
			F'13	W'13	Sp'14	Su'14
<ul style="list-style-type: none"> Implement technology specifically to engage students in the digital world. (iPad Blogging, iXL, Websites, social media, Class Dojo, Google docs, Skyping). 	<ul style="list-style-type: none"> Observations, Mini-rounds, Focus Walks, Workshop Attendance 	Admin Media Specialist	N			
<ul style="list-style-type: none"> Incorporate real world-rubric based mathematical CFAs that include the 8 mathematical practices specifically with constructing viable arguments. 	<ul style="list-style-type: none"> Observations, Mini-rounds, Focus Walks 	Admin MSS	N			
<ul style="list-style-type: none"> Utilize R.A.C.E. strategy (SLO) when prompting students to explain their thinking/pathway to a solution. 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N			

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1. Promote the implementation of Common Core State Standards by: aligning curriculum; changing pedagogy; and developing formative and summative assessments aligned to the CCSS.							
3: Provide intervention for struggling students in literacy to raise student achievement and reduce achievement gaps among student groups.							
Desired Student Outcome: (Smart Goal)							
Although there will be a CMT science assessment, the SMART goal (SPI) is not applicable due to next year's changes. However, the goals below still apply.							
SLO 1 Decrease the number of student absences (20 or more) from 87 kids (22 in 6 th) (34 in 7 th) (31 in 8 th) to – 76 kids (10%) by June 2014.							
SLO 2 Increase the writing proficiency of students' on the CBAS writing assessment from _____ to _____ by June 2014.							
Student Outcome Rationale: (Why did you choose this indicator?)							
Upon analysis of science CMTs there is considerable evidence demonstrating a student's difficulty with understanding non-fiction text, charts and graphs and scientific procedures. The difficulty stems from lack of science specific vocabulary, and limited writing skills aforementioned on page 2.							
Adult Actions Outcome: (What will the adults do to assure student outcome?)				Adult Actions Rationale: (Why did the adults choose the strategies below?)			
Science teachers will actively engage students in NextGen activities that incorporate instructional technology along with exposure to non-fiction text, lab reports and rubric based writing assessments.				According to the NextGen science standards students need specifically to be able to... <ul style="list-style-type: none"> ask questions and define problems; develop and use models; plan and carry out investigations; analyze and interpret data; use mathematical and computational thinking 			
SCIENCE							
Aligned Strategies: (What actions will the adults take to reach the desired student outcome?)	Progress Metrics: (How will you track progress towards your goal?)	Adults Responsible	Timeline				
			F'13	W'13	Sp'14	Su'14	
<ul style="list-style-type: none"> Implement technology specifically to engage students in the digital world. (iPad Blogging, iXL, Websites, social media, Class Dojo, Google docs, Skyping). 	<ul style="list-style-type: none"> Observations, Mini-rounds, Focus Walks, Workshop Attendance 	Admin	C				
<ul style="list-style-type: none"> Implement hybrid Common Core/IB writing rubrics within lab reports. (SLO) 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N				
<ul style="list-style-type: none"> Provide primary source articles to read and respond to using SBAC like questions that require a written response. 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N				
<ul style="list-style-type: none"> Utilize R.A.C.E. strategy (SLO) with primary source articles and lab conclusions 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N				
<ul style="list-style-type: none"> Utilize vocabulary strategies such as word walls/word banks and Frayer model. 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin MSS, LSS	N				
<ul style="list-style-type: none"> Utilize the 7E model and NextGen standards when lesson planning. 	<ul style="list-style-type: none"> Observations, Mini-rounds, Goal Setting Meetings, Post-observations, IDT minutes 	Admin	N				

N= New C=Continuing