

**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	Provide "flexible" groupings on academic teams. Teachers regroup as necessary to create both heterogeneous and homogeneous groupings.	Teachers	Increase in percent of students in grades 4-8 demonstrating growth on Smarter Balanced Assessments in ELA and math.		
		2.1.2.2	Provide block scheduling on academic teams.	Teachers			
		2.1.2.3	Implement intervention and enrichment period involving all staff 2X per week.	Administration			
		2.1.2.4	Provide academic support intervention classes in math and literacy.	Teachers			
		2.1.2.5	Implement schoolwide literacy protocols.	Teachers and Learning Support Staff (LSS)			
		2.1.2.6	Implement 3x per week afterschool homework assistance and Saturday academic recovery (funding dependent).	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 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 weekend food program (Filling in the Blanks) to promote healthy choices for students in need.	School Social Worker	Annual increase in the number of eligible students participating in the school breakfast and lunch programs		
		3.1.1.2	Incorporate breakfast into morning advisory program.	Teachers			
		3.1.1.3	Encourage use of the Scofield Magnet Middle School (SMMS) courtyard for lunches.	All Staff			
		3.1.1.4	Initiate team building activities for all grades.	All Staff			
		3.1.1.5	Arrange for a presentation by Chartwells Certified Nutritionist to health classes.	PE/Health Teachers			
		3.1.1.6	Establish a "needs closet" in the counseling suite.	Social Worker			
		3.1.1.7	Coordinate the Thanksgiving food drive and The Giving Elf food and personal care drive.	Student Government			
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	Initiate/continue Physical Fitness events including the 5k "color run," "Hoops for Heart" basketball program, school-wide "cross fit" units, grade 8 Survivor Day and Appalachian Trail hike, intramural program, interscholastic sports and Teacher vs. Student athletic competitions.	All Staff	Annual increase in the number/percent of students K-12 participating in SPS or community sports, fitness and wellness activities		
		3.1.2.2	7th grade students will learn how to measure and chart their active, resting and recovery pulse.	7th grade Science Teachers			
		3.1.2.3	Introduce Health Units of Study on Emotional Wellness in conjunction with Peaceworks, Kids in Crisis, The Center on Healthy Relationships and the Stamford Police Youth Division	Administration			
		3.1.2.4	Introduce Health Units on Drugs and Alcohol in conjunction with Smoke Stoppers, Stamford Hospital, Stamford Police	Administration			

Strategic Improvement Plan

Scofield Magnet 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 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	Implement new advisory schedule and curriculum with team building days and theme months. All certified staff will be assigned to an Advisory twice per week with PD planned for November 6th	All staff	Annual reduction in number/percent of school suspensions disaggregated by school, grade and student groups		
		4.2.1.2	Establish an Advisory committee to monitor new advisory schedule and curriculum.	Administrators and Committee members			
		4.2.1.3	Initiate Quarterly PBIS raffles for positive student behavior.	Administrators Teachers			
		4.2.1.4	Read SMMS Behavior Matrix during morning announcements.	Adminintrators Students			
		4.2.1.5	Promote Cooperative PE Units: Swat-ball, Line Soccer, Capture the chicken, Capture the Colors, Human Ladder and Team Ski	Administrators PE teachers			
		4.2.1.6	Students will participate in a community clean up and will be collecting bottles to raise funds for a local family homeless shelter	7th grade Black Team teachers			

**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	Disseminate 2017-18 attendance data to counselors. Counselors share data with teams.	Principal	Annual decrease in students chronically absent by grade and student groups		
		4.3.1.2	Establish 8:30 as uniform time to submit morning attendance. Send daily phone messages via School Messenger.	Teachers			
		4.3.1.3	Establish quarterly perfect attendance and most improved attendance awards for students.	Assistant Principal			
		4.3.1.4	Send letters to parents upon 4th unexcused absence and schedule parent meeting.	Counselors			
		4.3.1.5	Establish substitute teacher attendance protocol.	Administration			
		4.3.1.6	Promote parent education/awareness of attendance (state and District) policies.	Principal's newsletter, Open House presentation, Fall PTO meeting			
		4.3.1.7	Monthly attendance Review Board meetings with chronically absent students.	Counselors			
		4.3.1.8	Reinforce student education/awareness of effect of absences and missing academic instruction.	Advisory activity			