

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	Establish a Literacy Leadership Team to implement, monitor and assess the 90-minute literacy block with an emphasis on guided reading. Create a meeting schedule and establish norms. Draft a literacy plan to be shared with team leaders for input.	Principal/Asst. Principal	Increase in percent of students in grades K-3 demonstrating growth from the BOY to EOY mClass assessment.		
		2.1.2.2	Develop a school-wide shared vision of best practices during small group instruction. Collaborate with Pearson/Literacy How to provide professional development in research-based literacy practices. Identify small group instruction "look-fors".	Principal/Asst. Principal			
		2.1.2.3	Introduce a school-wide embedded coaching model focused on guided reading. Allocate Board of Education Reading teacher to serve as full-time Literacy Coach. Launch Coaching Cycle with K-5 teachers in partnership with Literacy How/Connecticut Kindergarten to Grade 3 Literacy Initiative (CK3LI).	Literacy Leadership Team			
		2.1.2.4	Provide time for teachers to collaborate during Instructional Data Teams (IDTs) to plan small group lessons at students' instructional level. Cultivate team learning through the use of protocols and by revisiting team norms to foster open and reflective dialogue. Analyze literacy assessment data to pinpoint a focus of instruction for each student.	Literacy Leadership Team			
		2.1.2.5	Monitor and hone teacher practice during guided reading. Conduct school-wide Focus Walks and informal walkthroughs using small group instruction look-fors. Provide teachers with timely and formative feedback on their instructional practices.	Literacy Leadership Team			

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 access to before school breakfast program. Utilize flex schedule to provide adult supervision for the early breakfast program. Educate the Westover community about the program. Monitor participation. Advertise the program with the goal of increasing participation.	Admin. Intern	Annual increase in the number of eligible students participating in the school breakfast and lunch programs		
		3.1.1.2	Pilot breakfast in kindergarten classrooms.	Kindergarten Team Leader			
		3.1.1.3	Identify families and children at risk for food insecurity. Facilitate family referrals to community agencies (i.e. Person to Person, Neighbor to Neighbor). Facilitate family referrals to the United Way Filling in the Blanks: Backpack Program.	Social Worker			

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	Expand the Yale RULER (Recognizing, Understanding, Labeling, Expressing and Regulating) committee to include a representative at each grade level to lead the roll-out of Yale RULER at the student level. - Set regular committee meeting dates - Develop PD plan for the year - Provide resources to teachers to support implementation	Yale RULER Committee	Decrease in number/percent of students in SRBI level 3 exhibiting behavior issues		
		4.2.1.2	Allocate a dedicated block of time in the master schedule at all grade levels for teachers to introduce the four Anchor Ruler Tools and teach lessons aligned to each of these four tools. Match Arts and Problem Solving (APS) staff to each grade level in order to foster common language and a school-wide Social Emotional Learning (SEL curriculum).	Scheduling Committee/ Principal			
		4.2.1.3	Monitor the roll-out of Yale RULER. Develop and administer a pre- and post-assessment of Yale RULER to determine students' ability to recognize, understand, label, express, and regulate their emotions. Provide structured opportunities during staff meetings and Instructional Data Teams (IDTs) for teachers to share lessons and strategies they have implemented in their classrooms.	Yale RULER Committee			

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	Inform and communicate the chronic absenteeism statute to parents.	Admin Intern	Annual decrease in students chronically absent by grade and student groups		
		4.3.1.2	Monitor chronic absenteeism and send home monthly reports.	Admin Intern			
		4.3.1.3	Require parents who are planning extended absences to meet in person with school principal or her designee.	Principal			
		4.3.1.4	Proactively communicate with the parents of students who were chronically absent the previous school year to encourage improved attendance during the current school year.	Admin Intern			
		4.3.1.5	School will communicate with parents of students with excessive absences.	Admin Intern			