

**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	Work to identify, address and change negative perceptions related to English Learners (EL's) in our school.	Principal, ESL teachers, Parents	Increase in percent of EL students in grades K-12 demonstrating growth on LAS-Links, by cohort		
		2.1.2.2	Partner with community agency(ies) to develop an alliance & support system for our EL students and their families.	Principal, District ESL Leadership			
		2.1.2.3	Implement quarterly practice Language Assessment Scale (LAS) assessment tasks for all ELs; post & celebrate outcomes schoolwide.	ESL Teachers, Principal			
		2.1.2.4	Develop extended school day opportunities, targeting ELs via an accelerated learning model/literacy immersion.	Principal, District ESL Leadership, Grants Dept.			

**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	Dolan will establish a partnership with the "Filling in the Blanks" weekend food program.	Social Worker & Parent Facilitator	Annual increase in SPS partnerships with community agencies that focus on healthy lifestyle choices as part of their mission.		
		3.1.1.2	Dolan will research available approaches to assessing student/family needs related to Healthy Living & select one approach to implement by year's end.	Social Worker, School-Based Health Center(SBHC)			
		3.1.1.3	Related school personnel will draft a long-term plan for data collection & analysis supporting sustainable Healthy Living practices for all Dolan families.	Volunteer Cmte./Task Force-TBD(Assistant Principal, School Governance Council (SGC), SBHC, PPS/PE staff and students)			

**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	Dolan will complete year two of the Scientific Research-Based Intervention (SRBI) district implementation plan.	SRBI Administrator (Principal)	Annual reduction in number/percent of school suspensions disaggregated by school, grade and student groups		
		4.2.1.2	Dolan will provide training in Social Emotional Learning (SEL) competencies for all certified staff.	Dolan SRBI Core Team			
		4.2.1.3	Dolan will establish & host a Critical Friends group comprised of related Support Services staff, representing participating middle schools to develop, share & assess effective/promising SEL strategies that can be utilized in various settings throughout the school (classrooms, common areas, etc.).	Principal, Social Worker, & School-based Health Center(SBHC)			

**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	Continue work with the Attendance Review Board (ARB); year 2. (The ARB is a Domus-sponsored collaborative committee with members from Dolan, Stamford Police Department--Youth Bureau, Domus Foundation, & Juvenile Probation. The purpose of the Board is to support truant students and their families to provide better access to improved school attendance and therefore, greater academic success)	Assistant Principal	Annual decrease in students chronically absent by grade and student groups		
		4.3.1.2	Conduct a quality review of current attendance policy and protocols for support.	Dolan Attendance Committee			
		4.3.1.3	Develop a school attendance policy handbook.	Dolan Attendance Committee			
		4.3.1.4	Collect & examine data on communications between home and school and school and home.	Dolan Attendance Committee			
		4.3.1.5	Identify data trends and develop effective interventions.	Dolan Attendance Committee			