

READING ACTION PLAN
Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

2016-17 SBA Results

6th Grade				7th Grade				8th Grade			
Overall: 67.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 64.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 65.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.8	48.0	32.2	Reading	16.5	48.4	35.0	Reading	21.1	43.6	35.3
Listening and Speaking	13.2	59.5	27.3	Listening and Speaking	15.0	63.8	21.3	Listening and Speaking	13.2	62.3	24.5
Writing	15.9	50.7	33.5	Writing	13.8	44.1	42.1	Writing	17.6	46.6	35.8
Research/Inquiry	15.4	42.3	42.3	Research/Inquiry	9.8	47.6	42.5	Research/Inquiry	10.3	51.5	38.2

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<ul style="list-style-type: none"> Implement AP Springboard and literacy units in ELA block classes with a focus on central ideas, reasoning and evidence, and word meanings in both Literary and Informational Text (SBA school performance target data) Use backward planning to understand concepts in each unit Implement classroom based assessments for SpringBoard in each unit, meet as grade level teams to analyze results, and identify where additional instruction is needed 	<ul style="list-style-type: none"> SpringBoard classroom based common assessments for grades 6-8 C.E.R. ELA block common summative assessments
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<ul style="list-style-type: none"> Administer a minimum of two Interim Assessment Block (IAB) assessments, meet as grade level teams to identify where additional instruction is needed IAB: Read Literary Texts, Read Informational Texts and Language Vocabulary and/or Revising and Editing 	<ul style="list-style-type: none"> IAB assessments for grades 6-8

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
	<ul style="list-style-type: none"> • Administrator will meet with ELA 6-8 teams to discuss IAB assessment data and adjust instruction • Use assessment data to identify progress toward meeting equity targets 	
TL 1.3.a.b	<ul style="list-style-type: none"> • Implement high leverage instructional strategies across the content areas to promote deeper learning <ul style="list-style-type: none"> – GLAD Strategies – AP SpringBoard Strategies – AVID Strategies – SBA Constructive Response – C.E.R. – Explicitly teach academic and content specific vocabulary • Provide professional development for content areas on C.E.R. • Focus on SBA school performance target for each grade level: <ul style="list-style-type: none"> – (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text distinct from personal opinions or judgment – (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment 	<ul style="list-style-type: none"> • C.E.R. in ELA Springboard student textbooks and formative and summative assessments (ELA) • C.E.R. common summative assessments (Science) • D.B.Q./C.E.R. common summative assessments (History)
TL 1.3.a.b	<ul style="list-style-type: none"> • Increase student reading comprehension using Accelerated Reader in ELA classrooms • Increase independent reading school-wide to increase student reading comprehension • Participate in the Summer Reading Program • Teach summer reading follow-up lessons 	<ul style="list-style-type: none"> • STAR Reading data • Monthly AR participation data • Library circulation data • Presence of independent reading books in all classes • Participation rates in the Summer Reading Program • Students will independently read in their Zone of Proximal Development
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> • Collaborate with categorical programs, special education and EL departments to provide additional time and support for students <ul style="list-style-type: none"> – Sixth and seventh grade LAP support – Special education co-teaching model for grades 6-8 – Special education and EL support classes – Extended learning January-March 	<ul style="list-style-type: none"> • Language Live summative assessment data • Text Training Content Mastery and Power Pass Language Live unit assessments
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> • Implement Language Live curriculum in EL and special education ELA block classes 	<ul style="list-style-type: none"> • Language Live fall, winter and spring benchmark assessments • Language Live summative assessment data • Text Training Content Mastery and Power Pass Language Live unit assessments

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
		<ul style="list-style-type: none"> • Word Training individualized computer assessments
TL 1.3.a.b	<ul style="list-style-type: none"> • Implement i-Ready as an intervention for students not meeting standard in ELA block classes • Assign three benchmark assessments, analyze the data and conduct student test talks • Use assessment data to identify progress toward meeting equity targets • Use i-Ready with students for 45 minutes a week in ELA block classes to target gaps in CCSS • Analyze i-Ready data monthly and plan intervention lessons 	<ul style="list-style-type: none"> • i-Ready fall, winter and spring benchmark assessments

WRITING ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

6th Grade				7th Grade				8th Grade			
Overall: 67.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 64.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 65.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	19.8	48.0	32.2	Reading	16.5	48.4	35.0	Reading	21.1	43.6	35.3
Listening and Speaking	13.2	59.5	27.3	Listening and Speaking	15.0	63.8	21.3	Listening and Speaking	13.2	62.3	24.5
Writing	15.9	50.7	33.5	Writing	13.8	44.1	42.1	Writing	17.6	46.6	35.8
Research/Inquiry	15.4	42.3	42.3	Research/Inquiry	9.8	47.6	42.5	Research/Inquiry	10.3	51.5	38.2

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<ul style="list-style-type: none"> Administer SpringBoard Embedded Assessments (EAs). Based on assessment results, teachers will provide test talks, re-teaching of targets and enrichment as necessary in classrooms or instructional rotations Focus on SBA school performance target for each grade level: <ul style="list-style-type: none"> EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. ELA grade level teams will meet to score/analyze EA data and develop next steps to use with students not meeting or approaching standard Use assessment data to identify progress toward meeting equity targets 	<ul style="list-style-type: none"> SpringBoard Embedded Assessment data
TL 1.3.a.b	<ul style="list-style-type: none"> Explicitly teach conventions/grammar using the CCSS grade-level progression charts in ELA block classes Use C.U.P.S. in content area classes Provide professional development for content areas on C.U.P.S. Implement Giggles grades 6-8 in ELA block classes SBA school performance target for each grade level: 	<ul style="list-style-type: none"> Springboard EA conventions data from rubric ELA grades 6-8 formative assessment data (Giggles) C.E.R. common summative assessments using C.U.P.S. rubric in content areas AVID Cornell Notes (Summaries)

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
	<ul style="list-style-type: none"> ○ EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts 	
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<ul style="list-style-type: none"> • Assign Language Live Writing Projects in EL and special education ELA block classes 	<ul style="list-style-type: none"> • Language Live Writing Project data
TL 1.3.a.b	<ul style="list-style-type: none"> • Integrate writing across the content area • Use the C.E.R. strategy 	<ul style="list-style-type: none"> • C.E.R. content area common summative assessments

MATH ACTION PLAN

Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

2016-17 SBA Results

6th Grade				7th Grade				8th Grade			
Overall: 50.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 43.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 42.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	28.4	35.6	36.0	Concepts and Procedures	32.4	38.7	28.9	Concepts and Procedures	32.4	39.1	28.5
Problem Solving and Modeling & Data Analysis	27.9	44.1	27.9	Problem Solving and Modeling & Data Analysis	26.1	53.8	20.2	Problem Solving and Modeling & Data Analysis	30.4	45.4	24.2
Communicating Reasoning	27.5	42.8	29.7	Communicating Reasoning	17.8	60.5	21.7	Communicating Reasoning	27.5	51.7	20.8

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Use the Balanced Math Model when designing and delivering the curriculum from the math instructional units to teach CCSS and reach SBA school performance targets Use backward planning to understand concepts in each unit Focus on SBA school performance targets for each grade level: <ul style="list-style-type: none"> Grade 6 - Understand ratio concepts and use ratio reasoning to solve problems Grade 7 - Analyze proportional relationships and use them to solve real-world and mathematical problems Grade 8 - Understand the connections between proportional relationships, lines, and linear equations 	<ul style="list-style-type: none"> Grade level unit summative assessments
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<ul style="list-style-type: none"> Administer grade level common assessments, score and analyze unit assessments to identify students not at standard Implement grade level common assessments on individual concepts within units Provide re-teaching and retake opportunities for students not meeting standard on unit concepts Use assessment data to identify progress toward meeting equity targets 	<ul style="list-style-type: none"> Grade level unit summative assessments Grade level formative assessment data

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3.a.b	<ul style="list-style-type: none"> • Implement high leverage instruction strategies across the content areas to promote deeper learning: <ul style="list-style-type: none"> ○ GLAD Strategies ○ AP SpringBoard Strategies ○ AVID Strategies ○ Explicitly teach academic and content area specific vocabulary • Focus on SBA target for each grade level: <ul style="list-style-type: none"> ○ Grade 6 Understand ratio concepts and use ratio reasoning to solve problems ○ Grade 7 Analyze proportional relationships and use them to solve real-world and mathematical problems ○ Grade 8 Understand the connections between proportional relationships, lines, and linear equations 	<ul style="list-style-type: none"> • Interactive notebooks
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<ul style="list-style-type: none"> • Administer, score and analyze SBA IABs to identify where additional instruction is needed • Administrator will meet with ELA 6-8 teams to discuss IAB assessment data and adjust instruction • Use assessment data to identify progress toward meeting equity targets 	<ul style="list-style-type: none"> • IAB assessment data (specific to unit – see math implementation calendars)
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> • Collaborate with special education and LAP teachers to provide additional time and support for students <ul style="list-style-type: none"> ○ Sixth and seventh grade LAP support ○ Sixth and seventh grade special education co-teaching ○ Special education support classes ○ Extended learning January-March for identified students in ELA sixth grade, EL, and special education 	<ul style="list-style-type: none"> • Unit summative assessment data
TL 1.3.a.b	<ul style="list-style-type: none"> • Implement i-Ready as an intervention for students not meeting standard in math classes • Use i-Ready with student for 45 minutes a week in math classes • Analyze i-Ready data monthly and plan intervention lessons • Use i-Ready data to conduct focus learning groups based on gaps in CCSS • Use assessment data to identify progress toward meeting equity targets 	<ul style="list-style-type: none"> • i-Ready fall, winter and spring benchmark assessments

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 8th grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

8th Grade

Overall: 63%	Strand % Perf. Below	Strand % Perf. Similar
Systems	45.0	55.0
Inquiry	44.1	55.9
Application of Science	36.6	63.4
Domains	46.5	53.5

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Implement Defined STEM NGSS aligned problem based learning <ul style="list-style-type: none"> Grade 6 May Grade 7 December and March Grade 8 April 	<ul style="list-style-type: none"> Pilot 2 grade level Defined STEM projects
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Administer, score and analyze Washington Comprehensive Assessment of Science IAB (when released from OSPI) at the eighth grade 	<ul style="list-style-type: none"> IAB WCAS assessment data (when released from OSPI)
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<ul style="list-style-type: none"> Administer grade-level common unit assessments, meet as a grade level team to analyze results, and identify areas for additional instruction Use CER constructive responses in Unit Assessments Revise unit assessment to mirror Washington Comprehensive Assessment of science using Washington State NGSS assessment tools (when released by OSPI) Use assessment data to identify progress toward meeting equity targets 	<ul style="list-style-type: none"> Grade level common unit assessment data
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Use Claim, Evidence and Reasoning (C.E.R.) constructive response at each grade level Explicitly teach C.U.P.S. 	<ul style="list-style-type: none"> Evidence of C.E.R. in daily student work C.E.R. summative common assessment grade level data

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
	<ul style="list-style-type: none"> • Revise/use C.E.R. grade level rubrics for common scoring 	
TL 1.3.a.b	<ul style="list-style-type: none"> • Implement high leverage instruction strategies across the content areas to promote deeper learning: <ul style="list-style-type: none"> ○ GLAD Strategies ○ AP SpringBoard Strategies ○ AVID Strategies ○ SBA Constructed Response – C.E.R. ○ Explicitly teach academic and content area vocabulary 	<ul style="list-style-type: none"> • Interactive notebooks • C.E.R. grade level common summative assessment

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

The Center for Educational Effectiveness data for high standards: My child is challenged with a rigorous ambitious course of study at this school will increase by 5% from 2015-2016 to 2017-2018 data.

Strategic Plan Reference	Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.2.a	<ul style="list-style-type: none"> • Increase enrollment in advanced pathway courses <ul style="list-style-type: none"> ○ Identify students from grade level math classes, recruit and enroll students in Bridge to 7/8 Compacted and 8/Algebra Compacted summer school math courses • Promote advanced pathway options to incoming fifth grade students/parents/guardians/teachers at feeder elementary schools 	<ul style="list-style-type: none"> • Enrollment numbers in advanced pathway courses
III 2.1.b	<ul style="list-style-type: none"> • Provide sixth through eighth grade students after school enrichment programs 	<ul style="list-style-type: none"> • Comparison to 2016-2017: <ul style="list-style-type: none"> ○ Attendance records at Robotics ○ Attendance records at Math Olympiad ○ Attendance records at Drama Club ○ Attendance records at Yearbook Club ○ Attendance records at Art Club ○ Attendance records at Garden Club ○ Attendance records at Soccer Club ○ Attendance at Jazz Choir ○ Attendance at Jazz Band
TL 1.2.a	<ul style="list-style-type: none"> • Offer a Unified Arts rotation that includes one semester of fine arts and one semester of STEM 	<ul style="list-style-type: none"> • Enrollment in Unified Arts STEM courses (Robotics and Computer Technology)
TL 1.2.a	<ul style="list-style-type: none"> • Offer Microsoft Application for high school credit and Microsoft certification through Computer Technology 	<ul style="list-style-type: none"> • Enrollment in Microsoft Application technology course • Student certification in Microsoft applications
TL 1.2.a	<ul style="list-style-type: none"> • Offer and increase enrollment in World Language (Spanish) for high school credit 	<ul style="list-style-type: none"> • Enrollment numbers in Spanish I

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

North will increase participation at school events for the 2016-17 school year. Increased participation will be based on data taken during the 2016-17 school year and compared to the 2017-18 school year.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1a SR 5.2b SR 5.4.a.b	<ul style="list-style-type: none"> • Solicit perceptual feedback from stakeholders in the North Learning Community 	<ul style="list-style-type: none"> • EES Survey data
SR 5.1.a SR 5.2b SR 5.4.a.b	<ul style="list-style-type: none"> • Expand communication avenues including: Monthly newsletter, postcards, Blackboard Connect (email, text), web page, fliers and Peach Jar • Refine and expand the North website • Expand communication for parent conferences with personal phone calls to target families and home visits through the EL mentor program 	<ul style="list-style-type: none"> • Attendance records compared to 2016-2017 <ul style="list-style-type: none"> ○ Sixth Grade Orientation ○ Parent Conferences ○ Band/Choir concerts ○ Natural Leader Friday morning sessions ○ Curriculum Night • Transition Meetings (fifth to sixth) and (eighth to ninth)
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> • Invite, encourage, and recruit higher level of parent involvement and engagement from diverse populations <ul style="list-style-type: none"> ○ EL Mentor Program ○ Utilize Refugee Forum interpreters (Spanish, Arabic, Russian, Ukrainian and Marshallese) ○ Increase Natural Leaders at PTA meetings 	<ul style="list-style-type: none"> • Refugee Forum use • Attendance records <ul style="list-style-type: none"> ○ Natural Leaders Friday morning sessions ○ PTA meetings ○ PTA membership
SR 5.1.b SR 5.2.b	<ul style="list-style-type: none"> • Partner with Big Brothers/Big Sisters in S.P.A.R.K. Grant <ul style="list-style-type: none"> ○ Continue seventh and eighth grade club cohort ○ Start sixth grade club • Partner with Big Brothers/Big Sisters in mentor program • Attend Riverside Community Neighborhood meetings • Partner with Jubilee for after school homework program 	<ul style="list-style-type: none"> • Number of students: <ul style="list-style-type: none"> ○ Participation rates in weekly S.P.A.R.K. Club ○ Participation in mentor program ○ Integration of neighborhood assets into school culture ○ Participation in Jubilee

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

North will develop strategic partnerships with constituents in the North Learning Community to promote the health, social and emotional well-being, and learning of all students as indicated by SEL survey and CEE survey parent and student responses.

Students and families experience a positive school climate and culture as evidenced by North’s CEE parent and student data.

Students will communicate their perception of feeling safe and that staff care for them based on North’s CEE/SEL data in response to questions on safety and emotional well-being.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> • Introduce and implement a customer service model at North • Administration will provide professional development around customer service, lead planning sessions, oversee staff plans and model service excellence <ul style="list-style-type: none"> ○ Office personnel will define roles, develop an office plan for working with the community and establish a welcoming culture in the office ○ Counselors will create a counseling area/clinic with counselors, SeaMar, and Student Support Advocate. The counseling clinics will align systems with new student/community staff to provide maximum benefit to students ○ North staff will focus on parent/guardian communication (communication plan, physical environment and grades) 	<ul style="list-style-type: none"> • CEE parent perception data • Substitute HR survey data
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> • Support and engage our diverse community members by working collaboratively with PTA, Natural Leaders and North’s feeder elementary to promote culturally relevant activities 	<ul style="list-style-type: none"> • Attendance at Natural Leaders’ activities • Attendance at PTA meetings
TL 1.3.b	<ul style="list-style-type: none"> • Engage staff in professional development, poverty/ACES (Adverse Childhood Experiences Study)/resilience and implement strategies they learn into their relationships with students and instructional design and delivery to make school the “Best Part of Each Student’s Day” 	<ul style="list-style-type: none"> • EES Student Survey data

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> • Conduct Harassment, Intimidation and Bullying presentations in grades 6-8 • Teach students about the incident reporting form and how to use it • Use student feedback to gather data to adjust the environment to ensure all students feel safe 	<ul style="list-style-type: none"> • HIB discipline data (compare 2016-17 to 2017-18) • EES Student Survey data • Student feedback data
TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> • Train new staff/retrain staff on Signs of Suicide Curriculum • Conduct Signs of Suicide lessons in grades 6-8 	<ul style="list-style-type: none"> • Track number of students accessing support through the counseling department
TL 1.3.b	<ul style="list-style-type: none"> • Conduct “Kid Day” three times throughout the year to focus on the social and emotional well-being of North students 	<ul style="list-style-type: none"> • EXCEL data from “Kid Day”
TL 1.3.b	<ul style="list-style-type: none"> • Continue to refine the positive culture (STAR Pride) at North and improve climate/discipline systems through the work of the North Way Action Team • Begin the implementation of Positive Behavior Support System (PBIS) 	<ul style="list-style-type: none"> • Monthly discipline data
TL 1.3.b	<ul style="list-style-type: none"> • Utilize SeaMar and Student Support Advocate 	<ul style="list-style-type: none"> • Participation records
	<ul style="list-style-type: none"> • Explicitly communicate Anti-Bullying and Harassment message at North Middle School <ul style="list-style-type: none"> ○ Hate has No Home Here – North Strong, We Belong posters distributed displayed in common areas ○ HIB message from administrators at Curriculum Night ○ HIB flier distributed at Parent Conferences • Conduct monthly HIB activity by administration • Start Principal’s Leadership Council (student focus group to address the physical, emotional and intellectual safety of students) 	<ul style="list-style-type: none"> • HIB discipline data (compare 2016-17 to 2017-18) • EES Student Survey data • Participation numbers in student focus group
TL 1.3.b	<ul style="list-style-type: none"> • Implement ACES/resiliency strategies to develop deeper relationships with struggling students <ul style="list-style-type: none"> ○ Staff is present in the hallways before school, during transitions and after school • Implement School Unity “High Five” Day • Administration greeting school busses in AM • Conduct counselor intervention groups <ul style="list-style-type: none"> ○ Why Try lunch groups for grades 6-8 (ten week sessions) ○ Breakfast Club (classroom mindfulness) 	<ul style="list-style-type: none"> • EES Student Survey data

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1 TL 1.3.b	<ul style="list-style-type: none"> • GSA club at North Middle School 	<ul style="list-style-type: none"> • Attendance at GSA
TL 1.3.b	<ul style="list-style-type: none"> • Recognize acts of kindness by North students 	<ul style="list-style-type: none"> • Track number of acts of kindness recognition coupons • Track positive referrals
Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
	<ul style="list-style-type: none"> • Increase number of students in identified, at-risk special populations in advanced course options. • Identify students and enroll in Bridge to 7/8 Compacted and 8/Algebra Compacted summer school math courses • Ensure students successful participation in bridging summer school courses 	<ul style="list-style-type: none"> • Attendance data for bridging to challenging math pathways summer school courses
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> • Offer additional time and support to students not meeting standard in core content areas <ul style="list-style-type: none"> ○ EL Stellar Scholars ○ LAP Extended Day Learning • Identify students for Pathway to 7th Grade and Pathway to 8th Grade Math Success summer school at the end of Semester I • Ensure students successful participation in summer school math courses <ul style="list-style-type: none"> ○ Identify EL students for EL Summer School ○ Ensure students successful participation in EL summer school 	<ul style="list-style-type: none"> • Semester grades • Attendance at teacher assigned after school assistance two days a week • Attendance at Extended Day January-March • Attendance at STAR Achievers • Attendance at STELLAR Scholars • Attendance for native language tutoring • LAP data for ELA and math • Attendance data for math summer school courses
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> • Implement the EL mentor program to provide support for students with attendance, academic and behavior struggles 	<ul style="list-style-type: none"> • Monthly academic progress reports and semester report cards • Monthly attendance data • Monthly discipline • Anecdotal records

ATTENDANCE

Key Performance Outcome(s):

North will implement a systematic response to attendance tracking with implications for those students who have multiple unexcused absences. North will reduce the number of absences school wide by 1% from the previous year.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Reengage students in transition (KIT) who have multiple absences 	<ul style="list-style-type: none"> Improved monthly attendance rates
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Contact parents/guardians for chronic absenteeism (Counselors, student support advocate, administration para educator and/or administration) 	<ul style="list-style-type: none"> Monthly tracking of students attendance data
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Meet monthly to review North attendance. The team, including the counselor, student support advocate, administration, attendance secretary and district success coordinator will identify students with excessive absences within a monthly period and over the school year Focus on decreasing tardies to first period/second period using the weekly unexcused absence report (Counselors, student support advocate, administrator support para educator and attendance secretary) Meet with students/families to decrease partial day absences (Counselors, student support advocate and EL mentor) Conduct 1:1 attendance counseling, giving out attendance rewards and creating incentives for attending school (Attendance secretary) 	<ul style="list-style-type: none"> Improved monthly attendance rates
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Follow school and district attendance policy Develop a Community Truancy Board 	<ul style="list-style-type: none"> Improved monthly attendance rates

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Staff and students will engage in meaningful and responsible use of technology and use it as a tool to enhance efficiency in daily routines.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
III 2.2.a.b II 2.3.a	<ul style="list-style-type: none"> • Implementation of Digital Citizenship lessons for students on using safe and efficient practices using technology <ul style="list-style-type: none"> ○ Computer Technology class presentation on digital safety ○ School-wide lessons on digital citizenship 	<ul style="list-style-type: none"> • Reduction of technology-related discipline referrals
III 2.2.a.b III 2.3.a	<ul style="list-style-type: none"> • Establish a Technology Action Team (TAT) that will lead North staff in the implementation of technology • Create professional development based on the needs of the North staff • Engage in building professional development sessions for best instructional technology practices in the classroom • Use the Elite X2 tablet to explore technology best instructional practices to enhance their content curriculum using the SAMR model • Transition to Office 365 and OneNote for Staff Handbook and A-LIF 	<ul style="list-style-type: none"> • Meeting dates of the TAT • TAT professional development at North staff meetings or in North News • District attendance/participation in sessions for Elite X2 (teacher tablet), SAMR and OneNote trainings • Safe Schools Staff Handbook participation data