

| READING 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). | | | | | | | |
| Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
| Overall: 81.6% | Below | At or Near | Above | Overall: 87% | Below | At or Near | Above | Overall: 85.7% | Below | At or Near | Above |
| Reading | 8.2 | 46.2 | 45.5 | Reading | 7.3 | 41.0 | 51.7 | Reading | 6.1 | 39.8 | 54.1 |
| Listening and Speaking | 5.7 | 60.6 | 33.7 | Listening and Speaking | 6.7 | 60.3 | 33.0 | Listening and Speaking | 3.2 | 63.4 | 33.3 |
| Writing | 5.4 | 38.7 | 55.9 | Writing | 4.4 | 25.4 | 70.2 | Writing | 4.3 | 31.5 | 64.2 |
| Research/Inquiry | 5.4 | 43.0 | 51.6 | Research/Inquiry | 4.1 | 36.2 | 59.7 | Research/Inquiry | 3.9 | 42.3 | 53.8 |

| 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? |
|--|--|--|
| TL 1.1.d TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | Instructional Focus: Central Ideas and Theme <ul style="list-style-type: none"> Implement Advanced Placement (AP) SpringBoard and literacy units in English class with a focus on central ideas (including summarization) in both literary and informational text. Include instruction that focuses on defining theme of literary texts and central idea of informational texts. Develop a common definition of “summary” and a template to share with all content areas. Cross-curriculum training on how to identify central ideas, theme, summarization and reasoning, and evidence. Teaching strategies to target the skills for selecting the most important information in a reading passage (literary or informational). | <ul style="list-style-type: none"> Interim Assessment Blocks (IAB) 1 (read literary texts) and 2 (read informational texts) AP SpringBoard and classroom-based assessments that measure central ideas and summarization in English/history classes |

| 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 TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Instructional Focus: Citing Evidence from Text</u></p> <ul style="list-style-type: none"> • In non-ELA content areas, using reasoning and evidence in written assignments focusing on students creating inferences to draw conclusions or making inferences/draw conclusions to compare texts. • Accountable talk/Socratic Seminar strategies in ELA/history classes. • Use of Document Based Questioning (DBQ) in history to have students identify important information. | <ul style="list-style-type: none"> • IAB 7 (Listen and Interpret) and IAB 8 (Research) • Student responses on DBQ/citing evidence from text in Socratic Seminar history and English classes |
| TL 1.1.d TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Instructional Focus: Listening and Interpreting</u></p> <ul style="list-style-type: none"> • Teachers will use higher level instructional strategies to engage students in meaningful and relevant discussion to enhance their critical thinking, and speaking-listening skills in claim-evidence-reasoning (explain and justify). • Implement listening activities that emulate the SBA assessments to build strategies for listening and responding to questions in all content areas. • Science teachers will use listening/speaking strategies with flipped classroom videos and audio files. Science teachers will use ELA listening and speaking strategies. | <ul style="list-style-type: none"> • IAB 7 (Listen and Interpret) • Classroom-based (all content areas) assessments on listening and interpreting |
| TL 1.1.d TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Develop and implement reading assessments that emulate the SBA testing protocol for formative assessments (building stamina for multi-articles and questions). • Administer at least two IABs; teams will meet to review data, analyze data for planning of instruction, and develop assignments/assessment tools based on data. • Teachers review and revise assessments to emulate SBA response item type for formative assessments. | <ul style="list-style-type: none"> • IAB assessment data (both pre- and post-unit, where applicable) • Classroom-based assessments on reading: identifying theme and central ideas in literary and informational texts, citing textual evidence to support responses, and listening and interpreting |

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|--|---|--|
| TL 1.1.d TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Independent Reading</u></p> <ul style="list-style-type: none"> • All English classes implement independent reading expectations for all classrooms, including reading logs. • Create a culture of literacy: <ul style="list-style-type: none"> o Include monthly independent reading tips on morning announcements (from Gallagher top ten lessons of why you should read to help create a culture of literacy). o Guardian Broadcast News (GBN)/morning announcements guest spots for staff and students “What am I reading today?” focusing on themes/central ideas connections to students or real-life. o Door signs for all staff “What I am currently reading...”. o Continue to implement library promotions (“Blind Date with a Book”, “March Madness”, and “Gateway Reads.”) | <ul style="list-style-type: none"> • Teacher reading log data • Library circulation data |

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).

| Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
|------------------------|--------------|-------------------|--------------|------------------------|--------------|-------------------|--------------|------------------------|--------------|-------------------|--------------|
| Overall: 81.6% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: 87% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: 85.7% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> |
| Reading | 8.2 | 46.2 | 45.5 | Reading | 7.3 | 41.0 | 51.7 | Reading | 6.1 | 39.8 | 54.1 |
| Listening and Speaking | 5.7 | 60.6 | 33.7 | Listening and Speaking | 6.7 | 60.3 | 33.0 | Listening and Speaking | 3.2 | 63.4 | 33.3 |
| Writing | 5.4 | 38.7 | 55.9 | Writing | 4.4 | 25.4 | 70.2 | Writing | 4.3 | 31.5 | 64.2 |
| Research/Inquiry | 5.4 | 43.0 | 51.6 | Research/Inquiry | 4.1 | 36.2 | 59.7 | Research/Inquiry | 3.9 | 42.3 | 53.8 |

| 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 TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Instructional Focus: Editing and Revising</u></p> <ul style="list-style-type: none"> Implement daily editing practice (DOL, Mechanically Inclined, etc.) from mentor texts examples. Revisit the list of common writing expectations. Implement Capitalization, Usage, Punctuation, and Spelling (CUPS) in all content areas with common posters/signage for all classrooms. | <ul style="list-style-type: none"> IAB 4 (revision) and IAB 6 (editing) AP SpringBoard embedded assessment data |
| TL 1.1.d TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Instructional Focus: Text Analysis and Written Responses</u></p> <ul style="list-style-type: none"> Students are effectively using pre-AP strategies and tools to analyze text, and organize and respond in writing. Students will effectively demonstrate skills in writing for a variety of purposes (informational, expository, narrative, argumentative, technical, etc.), using pre-AP strategies, and to produce high volumes of writing across the content areas. Integrate writing across all content areas. | <ul style="list-style-type: none"> AP SpringBoard embedded assessment data |

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

| Grade 6 | | | | Grade 7 | | | | Grade 8 | | | |
|--|--------------|-------------------|--------------|--|--------------|-------------------|--------------|--|--------------|-------------------|--------------|
| Overall: % | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: % | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: % | <u>Below</u> | <u>At or Near</u> | <u>Above</u> |
| Concepts and Procedures | 10.8 | 40.1 | 49.1 | Concepts and Procedures | 16.5 | 31.4 | 52.1 | Concepts and Procedures | 14.4 | 24.5 | 61.0 |
| Problem Solving and Modeling & Data Analysis | 12.5 | 47.0 | 40.5 | Problem Solving and Modeling & Data Analysis | 11.4 | 44.1 | 44.4 | Problem Solving and Modeling & Data Analysis | 10.8 | 34.7 | 54.5 |
| Communicating Reasoning | 13.6 | 44.4 | 41.9 | Communicating Reasoning | 8.3 | 52.4 | 39.4 | Communicating Reasoning | 7.9 | 39.0 | 53.1 |

| 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 TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Instructional Focus: Concepts and Procedures</u></p> <ul style="list-style-type: none"> Development and implementation of fraction review unit for seventh grade. Embed additional Geometry review concepts in math maintenance activities. Revision of math maintenance activities to include problems using fractions and fraction computation. | <ul style="list-style-type: none"> Fraction unit assessment data Math maintenance data |
| TL 1.1.d TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Instructional Focus: Problem Solving</u></p> <ul style="list-style-type: none"> Review/revision of math assignments/assessments for problems that allow students to construct viable arguments and critique the reasoning of others (Standard for Mathematical Practice number 3) to measure ability to problem-solve and communicate reasoning. | <ul style="list-style-type: none"> Classroom-based unit assessments Math practice 3: Explain and justify unit quizzes |

| 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 TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Instructional Focus: Communicating Reasoning</u></p> <ul style="list-style-type: none"> Grade level teams design a one-question quiz of word problems for each unit that focuses on the use of math practice 2: explain and justify. Professional development and implementation of Balanced Math strategies and accountable talk strategies. | <ul style="list-style-type: none"> Math practice 2: logic and reasoning items on quick quizzes/end-of-unit assessments |
| TL 1.1.d TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b PSS 3.2.a PSS 3.2.b | <p><u>Assessment</u></p> <ul style="list-style-type: none"> Administer grade level common assessments, and score and analyze unit assessments to identify students not at standard. Use backward planning to understand concepts in each unit. Provide reteaching and retake opportunities for students not meeting standard on unit assessments. | <ul style="list-style-type: none"> End-of-unit assessment data End-of-unit assessment—retake opportunity data (pre- and post) IAB assessment data (specific to each unit—see instructional maps) |

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

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

Grade 8

| Overall: 87.1% | Strand % Perf. Below | Strand % Perf. Similar |
|------------------------|----------------------|------------------------|
| Systems | 22.7 | 77.3 |
| Inquiry | 11.6 | 88.4 |
| Application of Science | 16.2 | 83.8 |
| Domains | 18.1 | 81.9 |

| 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 MSP? |
|--|--|---|
| TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b PSS 3.2.a PSS 3.3.a | <p><u>Instructional Focus: Next Generation Science Standards (NGSS) Alignment</u></p> <ul style="list-style-type: none"> Implement cross-curricular strategies (AP SpringBoard organizational tools for writing) using a Claim-Evidence-Reasoning (Rebuttal) (CER(R)) process. Apply common strategies across content areas using evidence from multiple sources to write a CER(R) to support a scientific claim in science notebooks and labs. Professional development focus on informational text analysis with alignment in ELA classes. Implement instructional strategies using audio files (or instructional videos) as sources for evidence for explanations. Science teachers will use ELA listening and speaking strategies. | <ul style="list-style-type: none"> End-of-unit assessment data Student performance CER(R) formative assessment pieces in scientific notebook (daily check-ins, etc.) |
| TL 1.2.a TL 1.2.b TL 1.3.a TL 1.3.b | <p><u>Assessment</u></p> <ul style="list-style-type: none"> Implementation of CER constructive response at each grade level in classroom assignments. Develop CER constructive response items in unit assessments. Revise unit assessments to mirror NGSS assessments (depth of knowledge levels 2-4). Revise and implement CER grade level rubrics for common scoring. | <ul style="list-style-type: none"> Student performance in the CER sections of unit assessments End-of-unit assessment data Washington state NGSS assessment tools (when released by OSPI) Classroom-based assessments on listening and interpreting |

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Gateway will increase the number of students in under-represented populations in advanced options (challenging course options and participation in world language assessments) by 5% from 2017-18 as evidenced in 2018 enrollment 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 TL 1.2.b TL 1.3.a TL 1.3.b | <ul style="list-style-type: none"> • Development of alternative schedules to allow for students to take an additional elective throughout the day, thus increasing student participation in high school credit bearing courses in math, science, English and world language. • Market the world language proficiency assessments for students in targeted, special populations. • Students successfully participate in bridge math summer courses. | <ul style="list-style-type: none"> • Student enrollment data in zero period PE class • Student enrollment data in Algebra, Geometry, coordinated science honors, English 1 and Spanish 1 • Passing rate in seventh grade Washington state history (including eighth grade participants) • Successful completion of these courses (B or higher) • Comparison data from enrollment to successful completion • Data on students who participated in bridge and success in advanced options • Number of students electing to test in the world language proficiency assessments |

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Develop and increase strategic partnerships with parents and families in the Gateway Middle School service area to promote the health, well-being, and learning of all students as indicated by an increase of 5% of parent and student responses in the Center for Educational Effectiveness (CEE) survey data on Family and Community Involvement.

| 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 5.1.a SR 5.2.b SR 5.4.a SR 5.4.b | <ul style="list-style-type: none"> Solicit perceptual feedback from stakeholders in the Gateway Middle School learning community on Family and Community Involvement. | <ul style="list-style-type: none"> Parent and Community Involvement section of the EES |
| SR 5.1.a SR 5.2.b SR 5.4.a SR 5.4.b | <ul style="list-style-type: none"> Expand communication avenues including: social media posts, postcards, principal newsletters, Blackboard Connect (email, text), webpage, fliers and Peach Jar. | Attendance at: <ul style="list-style-type: none"> Sixth grade orientation Parent-teacher conferences Band/choir concerts Curriculum night Family fitness nights Parent/volunteer walkabout program Transition meetings (fifth to sixth grade and eighth to ninth grade) |

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

Key Performance Outcome(s):

Students and families will express a positive school climate and culture as evidenced by an increase of 5% in the parent and student perception data in the CEE survey data, as well as an 85% ranking in the national data-set comparison for the student responses in the School Safety and Sense of Belonging Panorama Ed survey data.

| 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 | <ul style="list-style-type: none"> Support and engage our community members by working collaboratively with the Gateway Middle School PTSA. Develop and implement a plan for outreach to a community partner (YMCA). | <ul style="list-style-type: none"> Attendance at PTSA meetings Staff membership data Meeting agenda and notes, successful participation in YMCA-school partnership programs (youth and government) |
| SR 5.1.a | <ul style="list-style-type: none"> Plan and implement new student orientations at the beginning of the school year. | <ul style="list-style-type: none"> EES student survey data in Clear and Shared Focus, High Standards and Expectations, and Supportive Learning Environment |
| PSS 3.4.a | <ul style="list-style-type: none"> Staff is present in the hallways during passing, greeting students; adult presence in common areas. Development, training and implementation of a Gateway client service plan. Staff professional development on bias, cultural competence. Opportunities for parent involvement in fifth to sixth grade transitions. | <ul style="list-style-type: none"> EES student survey data on Supportive Learning Environment Panorama Ed survey data on Student-Teacher Relationships Participation in parent walkabout program Parent participation at transition events Exit survey/evaluations from staff development Parent attendance at transition events |
| 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? |
| PSS 3.4.a | <ul style="list-style-type: none"> Anti-bullying and harassment posters distributed and displayed in classrooms and common areas. | <ul style="list-style-type: none"> Data collected from disciplinary records demonstrating reduction in HIB incidents |
| PSS 3.4.a TL 1.3.a | <ul style="list-style-type: none"> Conduct Harassment, Intimidation and Bullying (HIB) presentations in grades 6-8. | <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? |
|---------------------------------|--|---|
| PSS 3.4.a TL 1.3.a | <ul style="list-style-type: none"> • Conduct Signs of Suicide (SOS) lessons in sixth through eighth grade in September 2017. • New staff are trained on recognizing signs of adolescent depression (including warning signs for suicidal and non-suicidal self-injury). • Conduct follow-up lessons on identifying stressors and healthy management of stressors. | <ul style="list-style-type: none"> • Monitor number of students accessing support through the counseling department (referral and self-referral data post SOS lesson) |
| PSS 3.4.a TL 1.3.a | <ul style="list-style-type: none"> • Conduct social-emotional learning On-Time Graduation (OTG) team meetings to gather data and develop individualized student action plans for students' social-emotional health. | <ul style="list-style-type: none"> • Social and Emotional Learning (SEL) data monitoring materials |
| PSS 3.4.b | <ul style="list-style-type: none"> • Conduct regular safety drills and educate students on campus safety. | <ul style="list-style-type: none"> • EES student survey data in Supportive Learning Environment • Safety committee meeting minutes • Rapid Responder drill monthly reports |

| 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? |
|---------------------------------|---|--|
| TL 1.1 TL 1.2.a TL 1.3 | <ul style="list-style-type: none"> • Professional development session on Understanding Implicit Bias for staff (11/14). | <ul style="list-style-type: none"> • Exit survey/evaluations from staff development |
| TL 1.3.b | <ul style="list-style-type: none"> • Guardian Voices Student Focus Groups to collect actionable feedback. | <ul style="list-style-type: none"> • Participation and attendance in groups |
| TL 1.2.a | <ul style="list-style-type: none"> • Activity bus for students to access after-school interventions and/or enrichment opportunities. | <ul style="list-style-type: none"> • Participation in clubs and use of the activity bus |
| TL 1.1 TL 1.2.a TL 1.3 | <ul style="list-style-type: none"> • Increase participation in advanced options by subgroup, particularly students in under-represented populations. • Successful completion of high school credit bearing courses. | <ul style="list-style-type: none"> • Student enrollment data in zero period PE class • Student enrollment data in Algebra, Geometry, coordinated science honors, English 1 and Spanish 1 • Passing rate in seventh grade Washington state history (including eighth grade participants) |

ATTENDANCE

Key Performance Outcome(s):

At Gateway Middle School, the monthly average daily attendance for grades six through eight will be at or above 99% as indicated by monthly reports.

| 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 who have multiple absences. | <ul style="list-style-type: none"> Monthly total absence rates |
| TL 1.1.d TL 1.5.a | <ul style="list-style-type: none"> Attendance meetings with individual students, parents and an administrator to develop attendance contracts. | <ul style="list-style-type: none"> Samples and number of student attendance contracts Number of BECCA petitions filed |
| TL 1.1.d TL 1.5.a | <ul style="list-style-type: none"> Conference with students and calls to parents/guardians regarding morning absences and/or tardies. Develop a Community Truancy Board. | <ul style="list-style-type: none"> Number of students with two or more excused or unexcused first period absences and/or tardies Number of calls made home/conferences with students Number of parent meetings Number of home visits Number of students whose absences have decreased as a result of the interventions |

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students at Gateway Middle School will engage in meaningful use of technology as a tool, using the Substitution, Augmentation, Modification, Redefinition (SAMR) model, in preparation for one-to-one student technology use.

| 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 III 2.2.b III 2.3.a | <ul style="list-style-type: none"> Chromebook calendars created and organized for optimal Chromebook use within classrooms (ELA, math and science are prioritized). | <ul style="list-style-type: none"> Completed Outlook calendars |
| III 2.2.a III 2.2.b III 2.3.a | <ul style="list-style-type: none"> Teachers engage in building professional development sessions for best instructional technology practices in the classroom. Implementation of four Digital Citizenship lessons for students on the safe and efficient practices using technology (January, February, March and May). Teachers will use the Elite X2 tablet to explore technology best instructional practices to enhance their content curriculum using the SAMR model. | <ul style="list-style-type: none"> Attendance/participation in sessions for Elite X2 (teacher tablet) Attendance/participation in OneNote trainings Use of OneNote for Learning Improvement Fridays (LIF) record management Completion rates of digital citizenship lessons Reduction of technology-related disciplinary actions Attendance/participation in sessions using the SAMR model Usage data of the Elite X2 from the Learning Management System (LMS) team |