



READING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 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: 84.1 % | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: 90.9% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: 87% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> |
| Reading | 13.7 | 48.3 | 38.1 | Reading | 4.7 | 46.2 | 49.1 | Reading | 5.7 | 31.3 | 63.0 |
| Listening and Speaking | 4.1 | 56.5 | 39.4 | Listening and Speaking | 3.3 | 56.7 | 40 | Listening and Speaking | 2.4 | 65.0 | 32.5 |
| Writing | 7.3 | 27 | 65.7 | Writing | 0.7 | 25.5 | 73.8 | Writing | 5.3 | 26.0 | 68.7 |
| Research/Inquiry | 3.5 | 41.3 | 55.2 | Research/Inquiry | 2.5 | 37.8 | 59.6 | Research/Inquiry | 2.4 | 37.0 | 60.6 |

| 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 measurable evidence of student learning? |
|---|---|--|
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a | <ul style="list-style-type: none"> Teachers will fully implement Pre-AP strategies using the AP Springboard curriculum. Students are effectively using Pre-AP strategies and tools to analyze texts, including text annotative devices, TPPCAST, SOAPStone and diffusion of the text. Teachers will collaborate to develop formative assessments to support the work within AP Springboard work. | Embedded Assessment Scores <ul style="list-style-type: none"> 6th grade EA data 7th grade EA data 8th grade EA data Formative assessment data on Pre-AP strategies <ul style="list-style-type: none"> - SOAPStone -Text Annotations - TPPCAST Artifacts from Team OneNote containing agenda, notes and student evidence samples |

| 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 measurable evidence of student learning? |
|--------------------------------------|--|--|
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Students will engage in critical analysis in reading, critically analyzing a wide variety of texts (informational, technical, argumentative and narrative pieces) and respond to these texts in writing using claim-evidence-reasoning (explain and justify) skills. | <ul style="list-style-type: none"> Short cycle formative assessments in ELA Interim Assessment Blocks Restate-Answer-Cite-Explain (RACE) assessments in ELA Claim-Evidence-Reasoning (CER) in common assessments in Science and History <i>Explain and Justify</i> in summative assessments in Mathematics |
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <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, speaking-listening skills in claim-evidence-reasoning (explain and justify). | <ul style="list-style-type: none"> Short cycle formative assessments in grades 6-8 8th grade – Socratic Seminar data 7th grade – Listening skills data 6th grade – Debate and literature circles data |
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Teachers will embed independent reading activities into curriculum. Increase independent reading school-wide to increase student reading comprehension. | <ul style="list-style-type: none"> Summer Reading Challenge participation rate data Completion of Summer Reading Challenge assignments in ELA classes, grades 6-8 Read 180 data from Special Education Resource Room programs Library Circulation Data Classroom Reading Logs and Independent Reading Artifacts |
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Intervention and support: <ul style="list-style-type: none"> Administrative Para/Teachers use D/F lists created bi-weekly for the purpose of early intervention with students at-risk of failure. | <ul style="list-style-type: none"> Lunch Study club attendance for Washington State History Attendance at after-school intervention club |

WRITING ACTION PLAN

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| Reading | 13.7 | 48.3 | 38.1 | Reading | 4.7 | 46.2 | 49.1 | Reading | 5.7 | 31.3 | 63.0 |
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| Writing | 7.3 | 27 | 65.7 | Writing | 0.7 | 25.5 | 73.8 | Writing | 5.3 | 26.0 | 68.7 |
| Research/Inquiry | 3.5 | 41.3 | 55.2 | Research/Inquiry | 2.5 | 37.8 | 59.6 | Research/Inquiry | 2.4 | 37.0 | 60.6 |

| 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 measurable evidence of student learning? |
|--------------------------------------|--|--|
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Teachers will fully implement Pre-AP strategies using the AP Springboard curriculum. Students are effectively using Pre-AP strategies and tools to analyze texts, including text annotative devices, TPPCAST, SOAPSTone and diffusion of the text. Teachers will collaborate to develop formative assessments to support the work within AP Springboard work. Additional instruction (re-teaching) and alternative assessments. | <ul style="list-style-type: none"> Interim Assessment Block – Inquiry and Research Data Embedded Assessment Scores 6th grade EA data 7th grade EA data 8th grade EA data Formative assessment data on Pre-AP strategies: <ul style="list-style-type: none"> - SOAPSTone -Text Annotations - TPPCAST Artifacts from ELA and History team OneNote containing agenda, notes and student evidence samples |
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Students will effectively demonstrate skills in writing for a variety of purposes (informational, expository, narrative, argumentative, technical, etc.), using Pre-AP strategies, to produce high volumes of writing across the content areas. Integrate writing across all content areas. | <ul style="list-style-type: none"> Short cycle formative assessments Interim Assessment Blocks Restate-Answer-Cite-Explain (RACE) assessments in ELA Claim-Evidence-Reasoning (CER) in common assessments in Science and History <i>Explain and Justify</i> in summative assessments in Mathematics Interactive notebooks in Science, Mathematics, Robotics |

MATH ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

| 6th Grade | | | | 7th Grade | | | | 8th Grade | | | |
|--|--------------|-------------------|--------------|--|--------------|-------------------|--------------|--|--------------|-------------------|--------------|
| Overall: 68.2% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: 72.4% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> | Overall: 78.1% | <u>Below</u> | <u>At or Near</u> | <u>Above</u> |
| Concepts and Procedures | 16.6 | 38.2 | 45.2 | Concepts and Procedures | 15.3 | 28.8 | 55.8 | Concepts and Procedures | 11.1 | 23.0 | 66.0 |
| Problem Solving and Modeling & Data Analysis | 12.7 | 51.3 | 36.0 | Problem Solving and Modeling & Data Analysis | 8.4 | 34.3 | 57.3 | Problem Solving and Modeling & Data Analysis | 1.2 | 39.8 | 59.0 |
| Communicating Reasoning | 10.2 | 51.0 | 38.9 | Communicating Reasoning | 3.6 | 47.1 | 49.3 | Communicating Reasoning | 5.3 | 35.2 | 59.4 |

| 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 measurable evidence of student learning? |
|--------------------------------------|---|---|
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Students will construct viable arguments and critique the reasoning of others (Standard for Mathematical Practice #3) to measure ability to problem-solve and communicate reasoning. Gateway MS ILT will plan and implement professional development for teachers around Claim-Evidence-Reasoning and Explain and Justify practices in mathematics, resulting in formative tools to use to teach and evaluate students in this practice. | <ul style="list-style-type: none"> Interim Assessment Block Data grades 6-8 Grade level artifacts and formative assessments including math performance tasks (Math Practice Standard 3) <i>Explain and Justify</i> Math notebooks and journals Artifacts from Math Department OneNote containing agenda, notes and student evidence samples |
| TL 1.1.d TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Intervention and support: <ul style="list-style-type: none"> Support classes in math will be offered at 6th and 7th grades; and 8th grade general math classes will be staffed at a significantly lower ratio (15-20:1) to increase the teacher to student ratio. Provide re-teaching and retake opportunities for students not meeting standard on unit assessments. | <ul style="list-style-type: none"> Student grades in End of Unit (EOU) tests and semester grade data Formative assessment data Student grades after re-takes in End of Unit (EOU) assessments |

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 8th grade meeting standard on the MSP in Science.

2015-16 MSP Results

8th Grade

| Overall: 91.4% | Strand % Perf. Below | Strand % Perf. Similar |
|------------------------|----------------------|------------------------|
| Systems | 9.4 | 90.6 |
| Inquiry | 9.4 | 90.6 |
| Application of Science | 12.7 | 87.3 |
| Domains | 10.7 | 89.3 |

| 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 measurable evidence of student learning? |
|--|--|--|
| TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.3.a | <ul style="list-style-type: none"> Science and Robotics teachers will engage in professional development activities focused on Next Generation Science Standards (NGSS) Scientific and Engineering Practices, then implement these standards and practices into each science unit. <ol style="list-style-type: none"> Asking questions (for science) and defining problems (for engineering) Developing and using models Planning and carrying out investigations Analyzing and interpreting data Using mathematics and computational thinking Constructing explanations (for science) and designing solutions (for engineering) Engaging in argument from evidence Obtaining, evaluating, and communicating information | <ul style="list-style-type: none"> Grade level formative and summative assessments that include the NGSS Science and Engineering practices Artifacts from Science Department OneNote containing agenda, notes, common plans (with NGSS standards and practices) and student evidence samples |
| TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Students will craft scientific explanations and engage in argumentation in writing using a Claim-Evidence- Reasoning (Rebuttal) process | <ul style="list-style-type: none"> Science Summative assessments using CER Formative assessment evidence of C.E.R. in daily student work C.E.R. summative common assessment grade level data Student Scientific notebooks |
| TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Intervention and support: <ul style="list-style-type: none"> Provide re-teaching and retake opportunities for students not meeting standard on unit assessments | <ul style="list-style-type: none"> Student grades after re-takes in End of Unit (EOU) assessments |

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 2015-16 to 2016-17 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 is the measurable evidence of student learning? |
|---------------------------------|--|---|
| TL 1.2.a.b TL 1.3.a.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. • Increase number of students in identified, at-risk special populations in advanced course options. • Promotion of advanced course options to parents and students throughout the school year in parent information events, principal newsletters and registration information. | <ul style="list-style-type: none"> • Data on student enrollment in Zero Period PE class • Data on student enrollment in Algebra, Geometry, Coordinated Science Honors, English 1 and Spanish 1 • Attendance at parent informational evening events |
| TL 1.3.a.b III 2.1.a.b | <ul style="list-style-type: none"> • Increase student participation in Robotics courses • Provide increased enrichment opportunities for students: <ul style="list-style-type: none"> • Minecraft Club • Robotics Club • Math Honors Competition | <ul style="list-style-type: none"> • Enrollment in Robotics courses (six sections at three grade levels) • Increased enrollment for all clubs |

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Develop and increase strategic partnerships with parents and families in the Gateway MS 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 is the measurable evidence of student learning? |
|------------------------------------|--|--|
| SR 5.1.a SR 5.2.b SR 5.4.a.b | <ul style="list-style-type: none"> Solicit perceptual feedback from stakeholders in the Gateway MS Learning Community on Family and Community Involvement. | <ul style="list-style-type: none"> EES Survey data |
| SR 5.1.a SR 5.2.b SR 5.4.a.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. | <ul style="list-style-type: none"> Increased attendance at: <ul style="list-style-type: none"> Sixth Grade Orientation Parent-Teacher Conferences Parent Learning Nights (Middle School Readiness 9/19/16, Social Media Information Night 11/14/16, etc.) Band/Choir concerts Curriculum Night Family Fitness Night Parent/Volunteer Walkabout Program Transition Meetings (5th to 6th and 8th to 9th) |

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 Center for Educational Effectiveness (CEE) survey data, as well as a 85% ranking in the national dataset 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 is the measurable evidence of student learning? |
|---------------------------------|--|---|
| SR 5.1.a | <ul style="list-style-type: none"> Support and engage our community members by working collaboratively with the Gateway MS PTSA. | <ul style="list-style-type: none"> Attendance at PTSA meetings Staff Membership data |
| 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. | <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 |
| PSS 3.4.a | <ul style="list-style-type: none"> Gateway Broadcast News (GBN) morning announcements for cultural activities, holidays and remembrances. | <ul style="list-style-type: none"> Panorama Ed Survey data on <i>Sense of Belonging</i> responses |

| 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 is the measurable evidence of student learning? |
|---------------------------------|---|---|
| PSS 3.4.a TL 1.3.a | <ul style="list-style-type: none"> Conduct Harassment, Intimidation and Bullying presentations in grades 6-8. | <ul style="list-style-type: none"> EES Student Survey data |
| PSS 3.4.a TL 1.3.a | <ul style="list-style-type: none"> Conduct Signs of Suicide lessons in grades 6-8 in September 2016. New staff are trained on recognizing signs of adolescent depression (including warning signs for suicide 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 S.O.S. lesson) |

| 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 is the measurable evidence of student learning? |
|---------------------------------|---|---|
| PSS 3.4.a TL 1.3.a | <ul style="list-style-type: none"> Conduct Social-Emotional Learning Team meetings to gather data and develop individualized student action plans for students' social-emotional health. | <ul style="list-style-type: none"> 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 is the measurable evidence of student learning? |
|---------------------------------|---|--|
| TL 1.2.a.b TL 1.3.a.b | <ul style="list-style-type: none"> Staff will engage in professional development on accommodations for special education students, giving students equitable access to the general education curriculum. | <ul style="list-style-type: none"> Content area data disaggregated by special population sub-groups, including special education students receiving services Increase in professional development opportunities for staff Increase in staff attendance at professional learning opportunities on intervention and support for sub-groups at risk of failure |
| 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 |

HIGH SCHOOL READINESS

Key Performance Outcome(s):

All students at Gateway MS will participate in High School and Beyond activities and prepare a post-secondary transition plan for college and career readiness using the High School Readiness Indicators, specifically decreasing the number of students with one or more D/F grades by 5% as measured by grade book data in Insight.

| Strategic Plan Reference | High School Readiness 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 measurable evidence of student learning? |
|--------------------------|---|--|
| TL 1.1.e SR 5.1.b | <ul style="list-style-type: none"> Active monitoring of students in Washington State History and/or implementation of interventions. | <ul style="list-style-type: none"> 7th grade students who are currently taking Washington State History will earn passing grades by the end of semester 1 (100% pass rate) |
| TL 1.1.e SR 5.1.b | <ul style="list-style-type: none"> Schedule and implement monthly High School and Beyond Advisory periods for instruction on college and career readiness. | <ul style="list-style-type: none"> Students in 6th grade will use Skills for Success (Middle School Readiness skills) actively Students in 7th grade will access the Naviance tool to complete a college search and a career Students in 8th will use their Naviance accounts to demonstrate a backwards planning model to craft their four-year plan. Four year plans will be completed using the Naviance tool. |
| TL 1.1.e SR 5.1.b | <ul style="list-style-type: none"> Facilitate effective transition processes (5/6; 8/9) involving students and families. | <ul style="list-style-type: none"> High participation in transition activities (90% or higher for incoming 6th grade parents (April) and/or 8th grade spring transition meetings (March) |

ATTENDANCE

Key Performance Outcome(s):

At Gateway MS, the monthly average daily attendance for 6th-8th grade will be at or above 99%.

| 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 is the measurable evidence of student learning? |
|---------------------------------|--|---|
| TL 1.1.d TL 1.5.a | <ul style="list-style-type: none">Attendance meetings with individual students, parents and administrator to develop attendance contracts. | <ul style="list-style-type: none">Samples and number of student attendance contractsNumber 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. | <ul style="list-style-type: none">Number of students with two or more excused or unexcused first period absences and/or tardiesNumber of calls made home/conferences with students |

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

Students at Gateway MS will engage in meaningful use of technology as a tool, using the SAMR model.

| 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 is the measurable evidence of student learning? |
|---------------------------------|---|--|
| III 2.2.a.b III 2.3.a | <ul style="list-style-type: none"> Chromebook calendars created and organized for optimal CB use within classrooms (ELA, Math and Science are prioritized). | <ul style="list-style-type: none"> Completed Outlook calendars |
| III 2.2.a.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. 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 LIF record management Attendance/Participation in sessions using the SAMR model Usage data of the Elite X2 from the LMS team |