



READING ACTION PLAN				Key Performance Outcome:							
2017-18 SBA Results				The target for the 2018-19 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: 57.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 68.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	28.6	41.3	30.2	Reading	19.2	44.9	36.0	Reading	22.0	39.8	38.2
Listening and Speaking	16.3	63.9	19.8	Listening and Speaking	13.1	67.8	19.2	Listening and Speaking	13.0	57.5	29.5
Writing	26.6	42.5	31.0	Writing	13.1	41.6	45.3	Writing	15.4	44.5	40.2
Research/Inquiry	17.9	46.8	35.3	Research/Inquiry	10.7	44.4	44.9	Research/Inquiry	12.6	44.9	42.5

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"> Analyze SBA school performance target data from the previous year in grades 6-8 to identify areas of instructional focus for the 2018-2019 school year Implement AP Springboard and literacy units in ELA block classes with a focus on central ideas, reasoning and evidence, word meanings and summarizing in both Literary and Informational Text Use backward planning to understand concepts in each unit Collaboratively create classroom-based assessments aligned with SpringBoard units of study; calibrate scoring based on common rubrics. 	<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	<ul style="list-style-type: none"> Administer a minimum of two Interim Assessment Block (IAB) assessments, and meet as grade level teams to identify where additional instruction is needed 	<ul style="list-style-type: none"> IAB assessments for grades 6-8 Grade-level CER short-write assessment data

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?
PSS 3.2.b	<ul style="list-style-type: none"> • Through IAB's, teachers will explicitly teach Literary and Information text, language and vocabulary rules, and revising and editing skills • Administrator will meet with ELA 6-8 teams to discuss IAB assessment data that will inform 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 Responses – C.E.R. ○ Explicitly teach academic and content specific vocabulary • Provide professional development for content areas to implementation the vocabulary strategy of using context clues: synonym, cause/effect, and definition/description • Provide professional development for content areas for summarizing 	<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) • Short-write and IAB data
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 and teach summer reading follow-up lessons • Implement grade-level novel studies 	<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 • Common classroom-based assessments aligned to assigned novel
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> • Provide additional time and support for in EL, LAP and Special Ed students • Special education and EL support classes 	<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: Pre and Post Test, Benchmarks (3 measurements), Content Mastery • Word Training individualized computer assessments

WRITING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 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: 57.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 68.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	28.6	41.3	30.2	Reading	19.2	44.9	36.0	Reading	22.0	39.8	38.2
Listening and Speaking	16.3	63.9	19.8	Listening and Speaking	13.1	67.8	19.2	Listening and Speaking	13.0	57.5	29.5
Writing	26.6	42.5	31.0	Writing	13.1	41.6	45.3	Writing	15.4	44.5	40.2
Research/Inquiry	17.9	46.8	35.3	Research/Inquiry	10.7	44.4	44.9	Research/Inquiry	12.6	44.9	42.5

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 targets 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. WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs 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 Create classroom-based assessments aligned with SpringBoard units of study; calibrate scoring based on common rubrics 	<ul style="list-style-type: none"> SpringBoard Embedded Assessment data Springboard Short-Write rubrics
TL 1.3.a.b	<ul style="list-style-type: none"> Create and embed one grade-level Brief-Write into each Springboard unit of study. Provide professional development to ELA team on creating Brief-Writes based on SBA released items/stems and scoring rubrics. 	<ul style="list-style-type: none"> ELA 6-8 common formative classroom-based Brief-Write tasks Brief-Write results

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 1.3.a.b	<ul style="list-style-type: none"> • Teach conventions/grammar using the CCSS grade-level progression charts in ELA block classes • Use C.U.P.S. in content area classes • Implement WEEKLY explicit grammar instruction in grades 6-8 in all ELA block classes 	<ul style="list-style-type: none"> • Springboard EA conventions data from rubric • ELA grades 6-8 formative assessment data (CBAs) • C.E.R. common summative assessments using C.U.P.S. rubric in content areas • AVID Cornell Notes (summaries)
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:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

6th Grade				7th Grade				8th Grade			
Overall: 41.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 47%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 39.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	35.1	33.1	31.9	Concepts and Procedures	27.6	40.7	31.8	Concepts and Procedures	37.8	33.2	29.0
Problem Solving and Modeling & Data Analysis	36.7	41.5	21.8	Problem Solving and Modeling & Data Analysis	21.0	54.2	24.8	Problem Solving and Modeling & Data Analysis	39.7	34.0	26.3
Communicating Reasoning	36.7	36.7	26.6	Communicating Reasoning	21.0	55.1	23.8	Communicating Reasoning	31.7	43.5	24.8

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 <i>OpenUp</i> resource curriculum 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 Provide additional opportunities for students not meeting standard on unit concepts Use math para-educator staff to re-teach 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 Khan Academy progress

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 	<ul style="list-style-type: none"> • Student Workbooks • GLAD Posters
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 Math 6-8 teams to discuss IAB assessment data • Use assessment data to identify progress toward meeting equity targets • Use LAP budget to hire math paras to work with groups of students/equity targets 	<ul style="list-style-type: none"> • IAB assessment data (specific to unit – see math implementation calendars) • Khan Academy progress monitoring
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 grade special education co-teaching ○ Special education support classes ○ Extended learning January-March for identified students in Math sixth grade, EL, and special education 	<ul style="list-style-type: none"> • Unit summative assessment data • IAB assessment data • Khan Academy progress monitoring
TL 1.3.a.b	<ul style="list-style-type: none"> • Use assessment data to identify progress toward meeting equity targets • Use Illustrative Math and Khan Academy to supplement classroom unit concepts and skills 	<ul style="list-style-type: none"> • Summative and formative assessment data • IAB interim data

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 8 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

8th Grade

Overall: 43.5%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	51.7	48.3
Life Science	53.3	46.7
Earth and Space Science	60.6	39.4

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"> Two 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 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 Use assessment data to identify progress toward meeting equity targets 	<ul style="list-style-type: none"> Grade level common unit assessment data measured by NGSS aligned rubric
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. Revise/use C.E.R. grade level rubrics for common scoring 	<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?
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 • NGSS standards
	<ul style="list-style-type: none"> • Ensure 95% WCAS participation in each specific subgroup <ul style="list-style-type: none"> ○ Monitor daily and testing date attendance closely ○ Make personal calls to families of non-attending students ○ Home pick-up transportation for students who are absent 	<ul style="list-style-type: none"> • Participation rate increase on 2018-19 WCAS in each subgroup

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

CEE data for high standards: “My child is challenged with a rigorous ambitious course of study at this school,” will increase by 5% from 2017-2018 to 2018-2019.

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 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 	Comparison to 2017-2018: <ul style="list-style-type: none"> Attendance records at Robotics Attendance records at Math Olympiad Attendance records at Yearbook 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 and increase enrollment in World Language (Spanish) and Robotics for high school credit 	<ul style="list-style-type: none"> Enrollment numbers in Spanish I and Robotics

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

North will increase participation at school events for the 2018-2019 school year. Increased participation will be based on data taken during the 2018-2019 school year and compared to the 2017-2018 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 5.1.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 2017-2018 <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 • Strengthen 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 and Language Link use • Attendance records <ul style="list-style-type: none"> ○ Natural Leaders Friday morning sessions ○ PTA meetings ○ PTA membership
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.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 • Attend Riverside and Delta Community Neighborhood meetings • Partner with Big Brothers/Big Sisters in mentor program 	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

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 • Provide professional development focused on customer service, lead planning sessions, oversee staff plans and model service excellence • 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 in professional development focused on resiliency through PBIS/Continua consultants partnerships • Implement strategies they learn into their relationships with students and instructional design and delivery to make school a valued and enjoyable experience 	<ul style="list-style-type: none"> • EES Student Survey data • Panorama 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"> Lead 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 2017-18 to 2018-19) EES Student Survey data Panorama 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"> Implement STAR Pride at North and improve climate/discipline systems through the work of the PBIS Team: We Are Safe, We Are Respectful, We Are Responsible Implement 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 Focus on “We Are ...” posters distributed displayed in common areas Make 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 2017-18 to 2018-19) EES Student Survey data Panorama student data Participation numbers in student focus group
	<ul style="list-style-type: none"> Ensure staff is present in the hallways before school, during transitions and after school Conduct counselor intervention groups 	<ul style="list-style-type: none"> EES Student Survey data Panorama student data
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

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.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 • 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 • Strengthen the EL Stellar Scholars • Strengthen Extended Day Learning • 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 three days a week • Attendance at After-School Support January-April • Attendance at STAR Achievers
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 Middle School will implement a systematic response to attendance tracking. Students with multiple unexcused absences will receive targeted interventions, and our school will reduce the number of absences school wide by 1% from 2017-18.

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?
	<ul style="list-style-type: none"> Reengage students in transition who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Follow school and district attendance policy Use Community Truancy Board to assist students and families 	<ul style="list-style-type: none"> Improved monthly attendance rates
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Attendance team will meet once a month to review trends. 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 Counselors, student support advocate, administrator support para educator and attendance secretary will focus on decreasing tardies to first period/second period using the weekly unexcused absence report Counselors, student support advocate and EL mentor meet with students/families to decrease partial day absences Attendance secretary conducting 1:1 attendance counseling, giving out attendance rewards and creating incentives for attending school 	<ul style="list-style-type: none"> Improved monthly attendance rates
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Counselors, student support advocate, administration para educator and/or administration will contact parents/guardians for chronic absenteeism 	<ul style="list-style-type: none"> Monthly tracking of student's attendance data

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 instruction, student production, and 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 • Conduct computer technology class presentation on digital safety • Implement 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"> • 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 (example: Padlet and Canvas) • 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"> • LID and LIF trainings for staff • Safe Schools Staff Handbook participation data