

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: 83.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 88.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 85.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	7.6	36.6	55.8	Reading	6.3	36.6	57.0	Reading	7.3	43.0	49.7
Listening and Speaking	4.0	63.0	33.0	Listening and Speaking	4.2	64.4	31.3	Listening and Speaking	3.5	56.7	39.8
Writing	7.2	37.0	55.8	Writing	3.2	25.7	71.1	Writing	3.5	29.0	67.5
Research/Inquiry	4.3	39.1	56.5	Research/Inquiry	5.6	33.8	60.6	Research/Inquiry	3.5	35.7	60.8

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.b TL 1.3.a.b	<u>Instructional Focus: Central Ideas and Theme</u> <ul style="list-style-type: none"> Implement AP Springboard and literary units in English class with a focus on central ideas and theme in both literary and informational texts. Include instruction that focuses on defining theme of literary texts and central idea of informational texts. Implement a common definition of short answer response and template to share with all content areas. Develop a progressive rubric across English and History areas to assess short answer responses. Teach notetaking strategies to target skills for selecting the most important information in a reading passage (literary or informational). 	<ul style="list-style-type: none"> IAB assessment data <ul style="list-style-type: none"> IAB block 5: Read literary texts IAB block 4: Read informational texts End of Unit AP Springboard and classroom-based assessments that measure central ideas, theme and short answer responses in English/history class <ul style="list-style-type: none"> EA 1.2- Writing a Definition Essay EA 2.1- Writing an Explanatory Essay EA 2.2 -Writing an Argumentative Essay EA 3.1 - Presenting Voices of the Holocaust

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	<p><u>Instructional Focus: Citing Evidence from Text</u></p> <ul style="list-style-type: none"> • Use reasoning and evidence in written assignments focusing on students creating inferences to draw conclusions or making inferences/draw conclusions to compare texts. • Use accountable talk/Socratic Seminar strategies in ELA/History classes. • Use of Documents Based Questioning (DBQ) in history to have students identify important information. 	<ul style="list-style-type: none"> • IAB assessment data <ul style="list-style-type: none"> ○ IAB Block 3: Listen and Interpret ○ IAB Block 6: Research • AP Springboard Embedded Assessment Data <ul style="list-style-type: none"> ○ Data from Socratic Seminar <ul style="list-style-type: none"> ✓ EA 2.1- Writing an Explanatory Essay ○ Data from Literature circles <ul style="list-style-type: none"> ✓ EA 3.1- Presenting Voices of the Holocaust
TL1.1.d TL 1.2.a.b TL 1.3.a.b	<p><u>Instructional Focus: Listening and Interpreting</u></p> <ul style="list-style-type: none"> • 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). • Implement listening activities that emulate SBA assessments to build strategies for listening and responding to questions in all content areas. 	<ul style="list-style-type: none"> • IAB assessment data • IAB Block 3: Listen and Interpret • Classroom-based assessments on listening and interpreting <ul style="list-style-type: none"> ○ AP Springboard Embedded Assessment Data <ul style="list-style-type: none"> ✓ EA 1.2- Writing a Definition Essay ✓ EA 2.1- Writing an Explanatory Essay ✓ EA 2.2 -Writing an Argumentative Essay ✓ EA 3.1- Presenting Voices of the Holocaust
TL 1.1.d TL 1.2.a.b TL 1.3.a.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 Interim Assessment Blocks; teams will meet to review data, analyze data for planning of instruction, and develop assignments/assessment tools based on data. • Emulate the SBA testing protocol for formative assessments: <ul style="list-style-type: none"> --building stamina for multi-articles; and --building stamina for multi-articles and questions. 	<ul style="list-style-type: none"> • IAB assessment data (both pre- and post-unit) • IAB Block 6: Research • Classroom-based assessments in reading, identifying theme and central ideas in literary and informational texts; • Classroom-based assessments in reading, citing textual evidence to support responses; • Classroom-based assessments in reading, listening and interpreting; <ul style="list-style-type: none"> ○ AP Springboard Embedded Assessment Data <ul style="list-style-type: none"> ✓ EA 1.1- Writing a Hero's Journey Narrative ✓ EA 1.2- Writing a Definition Essay ✓ EA 2.1 -Writing an Explanatory Essay ✓ EA 2.2 -Writing an Argumentative Essay ✓ EA 3.1- Presenting Voices of the Holocaust

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	<p><u>Independent Reading</u></p> <ul style="list-style-type: none"> • Implement independent reading expectations for all classrooms, including reading projects tailored for each unit. • Create a culture of literacy. • Include monthly independent reading in class. • Encourage independent reading by displaying their own classroom displays and small book group discussions. • Implement continued library promotions (“Blind Date with a Book”, March Madness”, and “Gateway Reads”). 	<ul style="list-style-type: none"> • Independent Reading Projects Data • “Gateway Reads” Library Data

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: 83.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 88.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 85.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	7.6	36.6	55.8	Reading	6.3	36.6	57.0	Reading	7.3	43.0	49.7
Listening and Speaking	4.0	63.0	33.0	Listening and Speaking	4.2	64.4	31.3	Listening and Speaking	3.5	56.7	39.8
Reading	7.2	37.0	55.8	Reading	3.2	25.7	71.1	Writing	3.5	29.0	67.5
Research/Inquiry	4.3	39.1	56.5	Research/Inquiry	5.6	33.8	60.6	Research/Inquiry	3.5	35.7	60.8

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.b TL 1.3.a.b	<ul style="list-style-type: none"> Revisit the list of common writing expectations. Implement grade-level Capitalization, Usage, Punctuation, Spelling (CUPS) expectations. 	<ul style="list-style-type: none"> IAB assessment data <ul style="list-style-type: none"> IAB Block 2: Revising and Editing (pre-assessment) AP Springboard Embedded Assessment Data <ul style="list-style-type: none"> EA 1.1 Writing a Hero's Journey Narrative EA 1.2- Writing a Definition Essay EA 2.1- Writing an Explanatory Essay EA 2.2 -Writing an Argumentative Essay EA 3.1- Presenting Voices of the Holocaust EA 4.2- Performing a Shakespearean Comedy Data from 2018-2019 SBA
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<p><u>Instructional Focus: Text Analysis and Written Responses</u></p> <ul style="list-style-type: none"> Use Pre-AP strategies and tools to effectively analyze texts, organize ideas and respond in writing. Demonstrate skills in writing for a variety of purposes (information, expository, narrative, argumentative, technical, etc.) using PRE-AP strategies to produce an effective, high volume of writing across the content areas. Integrate writing across all content areas: <ul style="list-style-type: none"> Develop a progressive rubric across content areas to assess short answer responses 	<ul style="list-style-type: none"> Classroom-based assessments in reading; identifying theme and central ideas in literary and informational texts <ul style="list-style-type: none"> AP Springboard Embedded Assessment Data <ul style="list-style-type: none"> ✓ EA 1.1 Writing a Hero's Journey Narrative ✓ EA 1.2- Writing a Definition Essay ✓ EA 2.1- Writing an Explanatory Essay ✓ EA 2.2 -Writing an Argumentative Essay ✓ EA 3.1- Presenting Voices of the Holocaust ✓ EA 4.2- Performing a Shakespearean Comedy

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"> ○ Interim SBA assessments <ul style="list-style-type: none"> ✓ IAB Block 5 – Reading Literary Texts ✓ IAB Block 4 – Reading Informational Texts
	<ul style="list-style-type: none"> • Administer interim SBA assessments in grades 6-8: Brief writes, editing, Springboard embedded assessments, revising to inform instruction leading to summative SBA. 	<ul style="list-style-type: none"> • Interim SBA assessments <ul style="list-style-type: none"> ○ IAB Block 3 - Listening ○ IAB Block 4- Read informational texts ○ IAB Block 2- Editing and Revising • Springboard Embedded Assessment Data <ul style="list-style-type: none"> ○ EA 1.1 Writing a Hero’s Journey Narrative ○ EA 1.2- Writing a Definition Essay ○ EA 2.1- Writing an Explanatory Essay ○ EA 2.2 -Writing an Argumentative Essay ○ EA 3.1- Presenting Voices of the Holocaust

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: 73.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 72%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 73%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	11.6	29.8	58.5	Concepts and Procedures	14.1	26.8	59.2	Concepts and Procedures	10.9	30.0	59.1
Problem Solving and Modeling & Data Analysis	8.0	42.9	49.1	Problem Solving and Modeling & Data Analysis	10.2	38.7	51.1	Problem Solving and Modeling & Data Analysis	13.7	34.8	51.4
Communicating Reasoning	12.4	43.6	44.0	Communicating Reasoning	7.4	45.1	47.5	Communicating Reasoning	11.5	38.0	50.5

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	<u>Instructional focus: Concepts and Procedures</u> <ul style="list-style-type: none"> Utilize Open-up resource to reinforce, reteach and extend previous understandings of all fraction operations. 	<ul style="list-style-type: none"> Pre and Post data from the 5th grade fraction IBA Data from 2018-2019 SBA
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<u>Instructional Focus: Problem Solving</u> <ul style="list-style-type: none"> Improve students' ability to problem-solve and communicate reasoning by constructing viable arguments and critiquing the reasoning of others (Mathematical Practice 3). 	<ul style="list-style-type: none"> Data from Unit 1 lessons and practice problems will be collected and compared to practice problems from succeeding units
TL 1.1.d TL 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.2.b	<u>Instructional Focus: Implementation of a blocked math class in eighth grade</u> <ul style="list-style-type: none"> Implement a blocked math class for two eighth grade classes with the goal being to move those students not at standard up at least one level on the SBA. Provide clear and timely feedback on daily cool-downs to help students progress toward their goals. Utilize pre-diagnostic assessments provided through Open-up to determine missing skills and develop re-teaching activities. Research and implement resources and instructional strategies (such as those used in the Intensified Algebra model that is currently being utilized at the high schools) that support student growth at their individualized level of need. 	<ul style="list-style-type: none"> Mid and end of unit assessment data Cool down data Interim SBA data over Functions administered in November and January Interim SBA data over Exponents administered in February and April Pre-diagnostic assessments administered at the beginning of each unit

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	<u>Assessment</u> <ul style="list-style-type: none"> Administer grade level common assessments to identify students not at standard. Provide re-teaching opportunities for students not meeting standard on unit assessments. Utilize common formative assessments that assess daily lesson concepts. 	<ul style="list-style-type: none"> Monthly grade level common assessment data from cool downs utilized to track student progress, determine areas that need re-teaching and measure growth. Targeted Cool downs that are similar to questions on the unit summative assessment. <table border="1" data-bbox="1167 431 2005 792"> <thead> <tr> <th></th> <th colspan="2">Grade 6</th> <th colspan="2">Grade 7</th> <th colspan="2">Grade 8</th> </tr> <tr> <th></th> <th>Cool down</th> <th>SA test item</th> <th>Cool down</th> <th>SA test item</th> <th>Cool down</th> <th>SA test item</th> </tr> </thead> <tbody> <tr> <td>Unit 3</td> <td>3.15</td> <td>#1</td> <td>3.7</td> <td>#1</td> <td>3.12</td> <td>#1</td> </tr> <tr> <td>Unit 4</td> <td>4.9</td> <td>#1</td> <td>14.4 or 14.11</td> <td>#2 or #5</td> <td>4.6</td> <td>#4</td> </tr> <tr> <td>Unit 5</td> <td>5.14</td> <td>#7</td> <td>5.9</td> <td>#4</td> <td>5.20</td> <td>#3</td> </tr> <tr> <td>Unit 6</td> <td>6.17</td> <td>#7</td> <td>6.10</td> <td>#4 from the mid-unit assessment</td> <td>6.6</td> <td>#2</td> </tr> </tbody> </table>		Grade 6		Grade 7		Grade 8			Cool down	SA test item	Cool down	SA test item	Cool down	SA test item	Unit 3	3.15	#1	3.7	#1	3.12	#1	Unit 4	4.9	#1	14.4 or 14.11	#2 or #5	4.6	#4	Unit 5	5.14	#7	5.9	#4	5.20	#3	Unit 6	6.17	#7	6.10	#4 from the mid-unit assessment	6.6	#2
	Grade 6		Grade 7		Grade 8																																							
	Cool down	SA test item	Cool down	SA test item	Cool down	SA test item																																						
Unit 3	3.15	#1	3.7	#1	3.12	#1																																						
Unit 4	4.9	#1	14.4 or 14.11	#2 or #5	4.6	#4																																						
Unit 5	5.14	#7	5.9	#4	5.20	#3																																						
Unit 6	6.17	#7	6.10	#4 from the mid-unit assessment	6.6	#2																																						

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: 83.3%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	21.7	78.3
Life Science	18.5	81.5
Earth and Space Science	28.4	71.6

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 1.2.a.b TL 1.3.a.b PSS 3.2.a PSS 3.3.a	<p><u>Instructional Focus: NGSS alignment</u></p> <ul style="list-style-type: none"> Develop and implement maintenance items in seventh and eighth grade that reinforce NGSS Disciplinary Core Ideas (DCIs). Modify and enhance current lessons to align with NGSS performance expectations (including DCIs, SEPs, and CCs). 	<ul style="list-style-type: none"> End of unit assessments data Formative check-ins
TL 1.2.a.b TL 1.3.a.b	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Align formative check-ins with NGSS PE summative assessments. Maintenance at seventh and eighth grade as check-ins to ensure students retain NGSS Disciplinary Core Ideas from sixth to eighth grade. 	<ul style="list-style-type: none"> Common Formative Assessment Check-ins Common Summative/end of unit Assessments Development of grade-level maintenance worksheets for the Disciplinary Core Ideas WA State NGSS Assessment Tools from OSPI
TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Implement common grade-level lessons/assessments for students to practice the elements of inquiry, specifically, planning and conducting scientific investigations. 	<ul style="list-style-type: none"> Common unit development Common assessment development
TL 1.2.a.b TL 1.3.	<ul style="list-style-type: none"> Plan an instructional calendar that better aligns the sixth grade Catastrophic Events unit with the NGSS and the WCAS Earth and Space Science strand. 	<ul style="list-style-type: none"> Calendar/plan Development of common NGSS aligned assessments (formative and summative)

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 2018-19 as evidenced in 2019-20 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	<ul style="list-style-type: none"> Identify and schedule advanced pathway options for underrepresented students who qualify for advanced pathway options. 	<ul style="list-style-type: none"> System developed to identify qualified students Placement list Number of identified students that register for a challenging options course in Spring 2019
TL 1.2.a	<ul style="list-style-type: none"> Promote advanced pathway options to incoming fifth grade students/parents/guardians/teachers at feeder elementary schools. 	<ul style="list-style-type: none"> Number of identified incoming sixth graders that register for a challenging options course in spring 2019
TL 1.2.a	<ul style="list-style-type: none"> Implement system with math/science/counselor coordination to identify students for placement into eighth grade high school credit coordinated science. 	<ul style="list-style-type: none"> Defined system Placement list Registration rosters in spring 2019
TL 1.2.a	<ul style="list-style-type: none"> Implement new curriculum for high school credit in STEM Fusion 360 course. 	<ul style="list-style-type: none"> Curriculum/credit option in place by June 2019
TL 1.1.a TL 1.2.a TL 1.5.a	<ul style="list-style-type: none"> Monitor D/F rates of students in challenging options classes. Develop interventions for struggling students. 	<ul style="list-style-type: none"> D/F list Intervention monitoring notes for individual students Utilize SEL Meeting Information

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.b	<ul style="list-style-type: none"> Solicit perpetual feedback from Stakeholders in the Gateway MS Learning Community on Family and Community Involvement 	<ul style="list-style-type: none"> EES Survey data Individual Meetings with parents/guardians
SR 5.1.a SR 5.4.a	<ul style="list-style-type: none"> Solicit parent support via targeted communication and parent conferences as needed 	<ul style="list-style-type: none"> Parent Conference Attendance Round Table Discussion Schedules Parent meeting/contact notes
SR 5.1.b SR 5.2.b	<ul style="list-style-type: none"> Partner with the Mill Creek YMCA to continue to provide access for youth members and in the development of their middle level after-care program 	<ul style="list-style-type: none"> Track enrollment in youth memberships Track involvement in after-care program
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> Partner with parents/guardians in the development/implementation of our PBIS program Provide Second Step Family Communication 	<ul style="list-style-type: none"> Focus group feedback regarding program implementation Teacher Newsletter information provided by counselors

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?
III 2.1.a III 2.1.b	<ul style="list-style-type: none"> Implement year two PBIS program based on school-wide code of conduct (GUARD). 	<ul style="list-style-type: none"> Behavior Flow Chart completed/implemented Community and school focus group input Timeline for next steps developed EES Data
III 2.1.a	<ul style="list-style-type: none"> Engage staff in professional development related to Equity, including race, Implicit Bias, and Microaggressions and implement strategies they learn into their relationships with students, parents/guardians and instructional design/responses as they work to make school a welcoming place to be for all students. 	<ul style="list-style-type: none"> August LID training October LID training November Extended Staff Meeting Staff Meeting Agendas EES Data
III.2.1.b	<ul style="list-style-type: none"> Develop/implement new student orientation 	<ul style="list-style-type: none"> Record of counselor individual meetings Record of 1:1 student guide Record of new student lunches
SR 5.1.a	<ul style="list-style-type: none"> Support and engage community members by working collaboratively with the Gateway Middle School PTSA. Collaborate with community partner (YMCA) in outreach programs related to youth activities, memberships, and the development of their middle level aftercare program. 	<ul style="list-style-type: none"> Attendance at PTSA Meetings Staff PTSA membership data Meeting agendas and notes Participation in YMCA Youth and Government and after school program
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 TL 1.1.a	<ul style="list-style-type: none"> Conduct Social-Emotional Learning On-Time Graduation Team meetings to gather data and develop individualized student action plans for students' social-emotional health. 	<ul style="list-style-type: none"> Counselor record of action plans Meeting agendas and notes EES 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?
		<ul style="list-style-type: none"> • Discipline Data • Panorama Student Success Data
III 2.1a III 2.1.b III 2.2.b III 2.2.c	<ul style="list-style-type: none"> • Implement Year 2 PBIS and Year 1 Second Step Curriculum to provide Clarity regarding student behavior expectations and support/reinforce positive decision making. 	<ul style="list-style-type: none"> • GUARD Curriculum Created • Perception Data on EES • Completion of Second Step lessons at each grade level
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"> • Schedule of presentations • EES Student Survey Data • HIB Data compared to previous year
PSS 3.4.a TL 1.3.a	<ul style="list-style-type: none"> • Conduct Signs of Suicide lessons in grades 6-8. 	<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	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.a	<ul style="list-style-type: none"> • Provide professional development on understanding Equity including Race, Implicit Bias, and Microaggressions. • Identify interventions that address closing the achievement gap between underperforming student groups and the overall student population. 	<ul style="list-style-type: none"> • Meeting agendas/minutes • ILT follow up notes • Power point presentations, paper documents • End-of-year plan
TL 1.2.a	<ul style="list-style-type: none"> • Provide activity bus for students to access after-school interventions and/or enrichment opportunities. 	<ul style="list-style-type: none"> • Participation in after school study hall, sports, other clubs/activities
TL 1,1,a	<ul style="list-style-type: none"> • Increase the number of students in identified, at-risk populations in advanced course options. • Identify students and enroll in Bridge to 7/8 Compacted and 8/Algebra Compacted summer school math courses. 	<ul style="list-style-type: none"> • Process in place for student identification/recommendation • Teacher/Counselor Recommendation List • Student enrollment in summer school Bridge math classes • Number of students moving to next math level at beginning of year
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> • Identify qualified students for the College Bound Scholarship program and assist parents with the application. 	<ul style="list-style-type: none"> • Completion data for College Bound Scholarship program by grade

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 attendance rates Completed attendance meetings
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"> Number of/copies of 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. 	<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 students whose absences have decreased as a result of the interventions

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 2.1.a	<ul style="list-style-type: none"> Math teachers receive technology training related to the implementation of the new curriculum. 	<ul style="list-style-type: none"> Training sessions attended Technology implemented in math instruction and assessment
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"> Reduction of technology-related discipline referrals
TL 1.2.a	<ul style="list-style-type: none"> Development of high school credit Fusion 360 course to be offered at the middle school. 	<ul style="list-style-type: none"> Completion of course development Number of students earning credit in the class
III 2.2.a III 2.2.b	<ul style="list-style-type: none"> Begin to develop the format that will lead staff in instructional technology planning and learning in preparation for the 1:1 roll out in 2020-21. 	<ul style="list-style-type: none"> Identify interested team members Begin to develop team structure