

READING ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

6th Grade

Overall: 49.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	29.5	56.8	13.7
Listening and Speaking	14.2	70.5	15.3
Writing	18.4	60	21.6
Research/Inquiry	13.7	61.1	25.3

7th Grade

Overall: 53.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	28.9	46	25.1
Listening and Speaking	17.6	66.8	15.5
Writing	22.5	52.9	24.6
Research/Inquiry	20.3	52.4	27.3

8th Grade

Overall: 58.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.5	51.9	26.6
Listening and Speaking	15.5	71.2	13.3
Writing	17.6	51.5	30.9
Research/Inquiry	12.4	59.2	28.3

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) How will you know if this action is effective?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Implement short cycle SpringBoard assessments in each unit, meet as grade level teams to analyze results, and develop an intervention plan Administrator will meet with ELA 6-8 teams to discuss short cycle assessment data and create intervention plans 	<ul style="list-style-type: none"> Short cycle SpringBoard assessments for grades 6-8 High Performing Team notes from meetings
TL 1.3.a.b	<ul style="list-style-type: none"> Implement high leverage instructional strategies across content areas to promote deeper learning: GLAD Strategies AP SpringBoard Strategies AVID Strategies SBA Constructive Response – R.A.C.E. to Respond, C.E.R. Explicitly teach vocabulary (academic and critical) 	<ul style="list-style-type: none"> C.E.R. common summative assessments (Science and History) R.A.C.E. to Respond in ELA Springboard student textbooks and formative and summative assessments Composition books in core content areas

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) How will you know if this action is effective?
TL 1.3.a.b	<ul style="list-style-type: none"> • Increase independent reading school-wide to increase student reading comprehension • Teach summer reading follow-up lessons 	<ul style="list-style-type: none"> • STAR Reading data • Monthly AR participation data • SRI data • Library circulation data • Presence of independent reading books in every class • Participation rates in the Summer Reading Program
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> • Pre-teach/re-teach SpringBoard curriculum in special education ELA support classes 	<ul style="list-style-type: none"> • Short cycle SpringBoard assessments for grades 6-8
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> • Implement ELL SpringBoard curriculum in ELL ELA block classes 	<ul style="list-style-type: none"> • ELL block formative assessment data • SpringBoard student textbooks • Composition notebooks

WRITING ACTION PLAN

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8th Grade

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Research/Inquiry	12.4	59.2	28.3

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) How will you know if this action is effective?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Administer SpringBoard Embedded Assessments. Based on assessment results, teachers will provide test talks, re-teaching of targets and enrichment as necessary in classrooms or instructional rotations 	<ul style="list-style-type: none"> Embedded Assessment data High Performing Team notes on analysis of data
TL 1.3.a	<ul style="list-style-type: none"> Explicitly teach conventions/grammar using the Smarter Balanced and Everett Public Schools grade-level progression charts 	<ul style="list-style-type: none"> SpringBoard Embedded Assessment conventions data C.E.R. common summative assessments (conventions on rubric) ELA 6-8 formative assessment data
TL 1.3.a	<ul style="list-style-type: none"> Integrating writing across the content area 	<ul style="list-style-type: none"> Composition notebooks in core content areas
TL 1.3.a.b	<ul style="list-style-type: none"> Implement high leverage instructional strategies across the content areas to promote deeper learning: GLAD Strategies AP SpringBoard Strategies AVID Strategies SBA Constructive Response – R.A.C.E. to Respond, C.E.R. Explicitly teach vocabulary (academic and critical) 	<ul style="list-style-type: none"> C.E.R. common summative assessments (Science and History) R.A.C.E. to Respond in ELA Springboard student textbooks and formative and assessments Composition books in core content areas

MATH ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

6th Grade

Overall: 32.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	44.4	36	19.6
Problem Solving and Modeling & Data Analysis	30.7	55	14.3
Communicating Reasoning	34.4	52.9	12.7

7th Grade

Overall: 42.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	39.9	35.1	24.5
Problem Solving and Modeling & Data Analysis	20.7	54.8	23.9
Communicating Reasoning	17	61.7	20.7

8th Grade

Overall: 43.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	32.9	42.9	24.2
Problem Solving and Modeling & Data Analysis	22.9	52.8	24.2
Communicating Reasoning	23.8	56.3	19.9

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) How will you know if this action is effective?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Use the six math domains and seven math practices of the CCSS as a foundation when delivering the curriculum from the math instructional units 	<ul style="list-style-type: none"> Grade level summative assessments
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Administer grade level common assessments, score and analyze unit assessments to identify students not at standard 	<ul style="list-style-type: none"> Grade level summative assessment data High Performing Team notes
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<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"> Grade level data of students meeting standard after retake
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Administer, score and analyze SBA Interim Assessment Block to identify where additional instruction is needed 	<ul style="list-style-type: none"> IBA assessment data High Performing Team notes
TL 1.3.a.b	<ul style="list-style-type: none"> Implement high leverage instructional strategies across the content areas to promote deeper learning: GLAD Strategies AP SpringBoard Strategies AVID Strategies SBA Constructive Response – R.A.C.E. to Respond, C.E.R. Explicitly teach vocabulary (academic and critical) 	<ul style="list-style-type: none"> Grade level summative assessments Composition books in core content areas

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) How will you know if this action is effective?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Collaborate with Special Education teacher and ELL department to provide additional support for students 	<ul style="list-style-type: none"> ELL and SPED unit assessment data

SCIENCE ACTION PLAN

Key Performance Outcome:

2014-15 MSP Results

The target for the 2015-2016 school year is 100% of students in the 8th grade meeting standard on the MSP in Science.

8th Grade

Overall: 53.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	48.7	51.3
Inquiry	54.7	45.3
Application of Science	57.3	42.7
Domains	48.7	51.3

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) How will you know if this action is effective?
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Assess eighth grade students with an MSP pre-assessment, meet as a team to analyze results, and implement an intervention plan using MSP checks 	<ul style="list-style-type: none"> MSP Pre-assessment MSP Pre-assessment data MSP Maintenance Review Assessments High Performing Team record of data analysis
TL 1.1.d TL 1.2.a.b TL 1.3.a.b	<ul style="list-style-type: none"> Administer grade-level common assessments Conduct three after school sessions after each common assessment for eighth grade students not meeting standard 	<ul style="list-style-type: none"> Grade level assessment data Attendance records at eighth grade after school sessions for students not meeting standard on assessments
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 constructive response at each grade level Create 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
TL 1.3.a.b	<ul style="list-style-type: none"> Implement high leverage instructional strategies across the content areas to promote deeper learning: GLAD Strategies AP SpringBoard Strategies AVID Strategies SBA Constructive Response – R.A.C.E. to Respond, C.E.R. Explicitly teach vocabulary (academic and critical) 	<ul style="list-style-type: none"> C.E.R. common summative assessments (Science) R.A.C.E. to Respond in ELA Springboard student textbooks and formative and assessments Composition books in core content areas
TL 1.3.a.b	<ul style="list-style-type: none"> Provide support for science vocabulary and the C.E.R. process in ELL Support classes 	<ul style="list-style-type: none"> C.E.R. common summative assessments (Science)

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 October 2014 to October 2015.

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) How will you know if this action is effective?
TL 1.2.a	<ul style="list-style-type: none"> Increase enrollment in advanced pathway courses 	<ul style="list-style-type: none"> Enrollment numbers in advanced pathway courses
III 2.1.b	<ul style="list-style-type: none"> Provide sixth through eighth grade students after school enrichment programs 	<ul style="list-style-type: none"> Attendance records at Robotics Club Attendance records at Drama Club Attendance records at Yearbook Club Attendance records at Art Club Attendance records at Soccer Club
TL 1.2.a	<ul style="list-style-type: none"> Increase participation in Robotics courses 	<ul style="list-style-type: none"> Enrollment in Robotics courses
TL 1.2a	<ul style="list-style-type: none"> Launch after school Math Olympiad program 	<ul style="list-style-type: none"> Attendance records at Math Olympiad
III 2.1.b SR 5.4	<ul style="list-style-type: none"> Host, organize, facilitate and judge feeder school elementary robotics competition 	<ul style="list-style-type: none"> Number of elementary students participating in competition

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

North will increase participation at school events for the 2015-2016 school year. Increased participation will be based on data taken during the 2015-2016 school year and compared to the 2014-2015 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) How will you know if this action is effective?
SR 5.1.a	<ul style="list-style-type: none"> Solicit perceptual feedback from stakeholders in the North Learning Community 	<ul style="list-style-type: none"> EES Survey data
SR 5.1.a	<ul style="list-style-type: none"> Expand communication avenues including: Monthly newsletter, postcards, Blackboard Connect (email, text), webpage, fliers, and Peach Jar 	<ul style="list-style-type: none"> Increase attendance at: Sixth Grade Orientation Parent Conferences Band/Choir concerts Natural Leader parent nights and Friday morning sessions Curriculum Night Evening of the Arts Transition Meetings (5th to 6th and 8th to 9th)
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> Invite, encourage, and recruit higher levels of parent involvement and engagement from diverse populations 	<ul style="list-style-type: none"> Increase attendance at: Natural Leaders and PTA meetings Hawthorne and North Multi-Cultural Night (April) W.A.T.C.H. Dogs PTA Membership
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"> Participation rates in weekly S.P.A.R.K. Club
TL 1.1.d	<ul style="list-style-type: none"> Implement a high-quality intervention system 	<ul style="list-style-type: none"> Academic data from monthly progress checks and report cards Discipline data

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

Key Performance Outcome(s):

Students will communicate their perception of feeling safe and that staff care for them based on North's CEE data in response to questions on safety and emotional well-being. We will increase these responses by 3% for the 2015-2016 school year.

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) How will you know if this action is effective?
SR 5.1	<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 Multicultural Night Attendance at PTA and Natural Leader meetings
TL 1.3.b	<ul style="list-style-type: none"> North staff will engage in a book study, "How to Create a Culture of Achievement in your School and Classroom" and implement strategies they learn into their relationships with students, instructional design, and delivery to make school the "Best Part of Each Student's Day" 	<ul style="list-style-type: none"> Monthly discipline data for disrespectful and disruptive behavior
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) How will you know if this action is effective?
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"> HIB discipline data (compare 2015-2016 to 2014-2015)
TL 1.3.a	<ul style="list-style-type: none"> Train 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"> Develop a positive culture (STAR Pride) at North and improve climate/discipline systems through the work of the North Way Action Team 	<ul style="list-style-type: none"> Monthly discipline data
TL 1.3.b	<ul style="list-style-type: none"> Recognize acts of kindness by North students 	<ul style="list-style-type: none"> Track number of Random Acts of Kindness awards
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) How will you know if this action is effective?
TL 1.1.d	<ul style="list-style-type: none"> ELA, science, history, and math teachers will collaborate with the 	<ul style="list-style-type: none"> Special Education and ELL progress report and report card data in

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) How will you know if this action is effective?
TL 1.5.a	Resource Room teachers and the ELL teachers to increase academic performance in core content areas	core content areas <ul style="list-style-type: none"> Sixth grade collaboration meeting notes
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Offer additional time and support to students not meeting standard in core content areas 	<ul style="list-style-type: none"> Attendance at Star Achievers Attendance at Stellar Scholars Attendance for native language tutoring

HIGH SCHOOL READINESS

Key Performance Outcome(s):

Create a college-bound culture at North by emphasizing the importance of high school and beyond

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) How will you know if this action is effective?
SR 5.1.b TL 1.1	<ul style="list-style-type: none"> Create a college bound culture at North Middle School by providing opportunities for North students to access high school and beyond options via school and district activities 	<ul style="list-style-type: none"> Number of students at High School and Beyond AVID Elective enrollment for seventh and eighth grade students Number of students attending AVID college field trip to Trinity Lutheran Number of students attending Western Field Trip for eighth grade
SR 5.1.b TL 1.1	<ul style="list-style-type: none"> Conduct high school transition meetings for eighth grade students 	<ul style="list-style-type: none"> Parent attendance at eighth grade transition conferences
SR 5.1.b TL 1.1	<ul style="list-style-type: none"> Qualifying students complete the College Bound Scholarship applications in seventh and eighth grade 	<ul style="list-style-type: none"> College Bound Scholarship completion data

ATTENDANCE

Key Performance Outcome(s):

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

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Counselors and/or administration will contact parents/guardians for chronic absenteeism 	<ul style="list-style-type: none"> Monthly attendance data
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Meet monthly to review North attendance. The team, including the counselor, administration, attendance secretary, and district success coordinator will identify students with excessive absences within a monthly period and over the school year 	<ul style="list-style-type: none"> Monthly attendance data
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Counselors, administration, and attendance secretary will focus on decreasing partial absences (tardies to first/second period and early dismissal) using the bi-weekly partial day attendance report Counselors meet with students/families to create intervention plans for decreasing partial day absences 	<ul style="list-style-type: none"> Bi-weekly partial day absence attendance data
TL 1.1.d TL 1.5.a	<ul style="list-style-type: none"> Follow school and district attendance policy by notifying parents/guardian via letter (3 unexcused), parent/guardian conference (5 unexcused), and file BECCA (7 unexcused in one month/10 unexcused over year). The language on the letter and the conference will explicitly explain the BECCA procedure (state law) 	<ul style="list-style-type: none"> Monthly attendance data