EVERETT PUBLIC SCHOOLS

READING ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

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: 82.6%	Below	At or Near	Above
Reading	9.2	53.9	36.9
Listening and Speaking	4.6	62.8	32.6
Writing	2.8	36.2	61
Research/Inquiry	1.4	41.8	56.7

7th Grade

Overall: 88.3%	Below	At or Near	Above
Reading	8.6	37.6	53.8
Listening and Speaking	3.8	58.3	38
Writing	1.9	27.8	70.3
Research/Inquiry	4.9	31.2	63.9

8th Grade

Overall: 90.8%	Below	At or Near	Above
Reading	4.8	40.6	54.6
Listening and Speaking	2	64.9	33.1
Writing	1.6	30.3	68.1
Research/Inquiry	2	40.2	57.8

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) How will you know if this action is effective?
1.2.b 1.2.c 1.3.a 1.3.b	• Implement Pre-AP teaching strategies (e.g., analytical tools, annotative devices, etc.) using the AP SpringBoard curriculum.	• Analytical tools within the AP SpringBoard Embedded Assessments (EA)

1.2.b
1.2.c
1.3.a
1.3.b
	• Explicitly instruct students on reading skills including:
	  • Close reading,
	  • "Notice and Note" for fiction and non-fiction (30% fiction, 70% non-fiction);
	  • Making connections and inferences; and
	  • Other Pre-AP strategies (including annotation of the text, teaching metacognition, symbols/brackets, etc.).
		• Common formative and summative classroom-based assessments in content areas (evidence of text annotations in a science notebook, for example)

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?
1.2.b 1.2.c	• Implement vocabulary-building strategies for further exposure to Common Core State Standards (CCSS) tier two vocabulary. • Institute a "Wednesday Word of the Week" on Gateway Broadcasting Network (GBN) each week.	• Formative assessments/assignments using vocabulary in cross-content areas, including History, Math and Science classes • "Word walls" with each of the vocabulary word in classrooms
1.2.b 1.2.c 1.3.a 1.3.b	• Use of higher level instructional strategies to engage students in discussion to enhance speaking-listening skills in claim-evidence reasoning.	• Socratic Seminars, Accountable Talk, and classroom dialogue that holds them accountable to community, content and learning • Common formative assessments in listening skills

WRITING ACTION PLAN

Key Performance Outcome:

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6th Grade

Overall: 82.6%	Below	At or Near	Above
Reading	9.2	53.9	36.9
Listening and Speaking	4.6	62.8	32.6
Writing	2.8	36.2	61
Research/Inquiry	1.4	41.8	56.7

7th Grade

Overall: 88.3%	Below	At or Near	Above
Reading	8.6	37.6	53.8
Listening and Speaking	3.8	58.3	38
Writing	1.9	27.8	70.3
Research/Inquiry	4.9	31.2	63.9

8th Grade

Overall: 90.8%	Below	At or Near	Above
Reading	4.8	40.6	54.6
Listening and Speaking	2	64.9	33.1
Writing	1.6	30.3	68.1
Research/Inquiry	2	40.2	57.8

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) How will you know if this action is effective?
1.2.b 1.2.c 1.3.a 1.3.b	- Administer the Embedded Assessments for the identified Springboard Units. - Use Learning Management System (LMS) assessment tools to analyze student data. - Implement student self-reflection strategies, re-teaching of targets and enrichment.	- Embedded Assessment data - High Performing Team notes on analysis of data
1.2.b 1.2.c 1.3.a 1.3.b	Require complex writing for a variety of purposes (narrative, informational, technical, etc.) and high volumes of grade level writing in all curriculum content areas.	- Composition notebooks/ Google.docs ELA content areas - PE Fitness/Nutrition Journals - Science notebooks - Written/Essay common assessments in History courses

12/18/2015

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

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: 67%	Below	At or Near	Above
Concepts and Procedures	15.2	42.2	42.6
Problem Solving and Modeling & Data Analysis	11.7	46.1	42.2
Communicating Reasoning	10.3	52.8	36.9

7th Grade

Overall: 72.7%	Below	At or Near	Above
Concepts and Procedures	15	32.7	52.3
Problem Solving and Modeling & Data Analysis	9.8	36.1	54.1
Communicating Reasoning	4.5	48.5	47

8th Grade

Overall: 79.8%	Below	At or Near	Above
Concepts and Procedures	9.9	28.2	61.9
Problem Solving and Modeling & Data Analysis	9.5	38.5	52
Communicating Reasoning	6.3	42.1	51.6

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?
1.2.b 1.2.c 1.3.a 1.3.b	• Support classes in math will be offered at 6th grade; 7th and 8th grade general math classes will be staffed at a significantly lower ratio (12-18:1) to increase the teacher to student ratio.	• Student grades in End of Unit (EOU) tests and semester grade data
1.2.b 1.2.c 1.3.a 1.3.b	• Common re-take policy in math classes allow for multiple opportunities within units for students to demonstrate mastery of concepts.	• Common summative assessments (End of Unit assessments and common retakes); • Coordinated math assignments and assessments • Common retake materials

SCIENCE ACTION PLAN

2014-15 MSP Results

Key Performance Outcome:

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: 88.8%	Strand % Perf. Below	Strand % Perf. Similar
Systems	14.8	85.2
Inquiry	15.6	84.4
Application of Science	25.2	74.8
Domains	16.8	83.2

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?
1.2.b 1.2.c 1.3.a 1.3.b	• Common re-take policy in math classes allow for multiple opportunities within units for students to demonstrate mastery of scientific concepts.	• Common summative assessments (Unit pre and post assessments and common retakes) • Coordinated science assignments and assessments • Common retake materials
1.2.b 1.2.c 1.3.a 1.3.b	• Focused instruction on core concepts and content. • Consistent integration of scientific writing skills and systems (including inquiry and application) in all grade levels. • Increase in volume of technical writing for all students.	• Student Scientific notebooks
1.2.b 1.2.c 1.3.a 1.3.b 2.1.a 2.1.b	• Implementation of code.org lessons across all three grade levels to increase student understanding of programming/coding in application for science fields.	• Formative/summative assessments in the code.org units

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CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Each student has equitable access to advanced course offerings, with common content and outcomes provided across all like classes. Rigorous, relevant and engaging instruction demonstrated in all classrooms.

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?
1.2.a 1.3.a 1.3.b	• Increase enrollment of underrepresented student population in advanced pathway courses.	• Enrollment numbers in key demographic areas advanced pathway courses
1.3.a 1.3.b 2.1.a 2.1.b	• Increase student participation in Robotics courses.	• Enrollment in Robotics courses (six sections at three grade levels)
1.3.a 1.3.b 2.1.a 2.1.b	• Provide increased enrichment opportunities for students: • Minecraft Club; • Robotics Club; and • Math Honors Competition.	• Increased participation in each club

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FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Developing strategic partnerships with parents and families in the Gateway service area to promote the health, well-being and learning of all students.

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?
5.1.a 5.2.b 5.4.a 5.4.b	• Solicit perceptual feedback from stakeholders in the Gateway Learning Community.	• Educational Effectiveness Survey (EES) data
5.1.a 5.2.b 5.4.a 5.4.b	• Expand communication avenues including: Social Media posts, postcards, Blackboard Connect (email, text), webpage, fliers and Peach Jar.	• Attendance at: • Sixth Grade Orientation • Parent Conferences • Parent Learning Nights (Signs of Suicide, 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 experience a positive school climate and culture as evidenced by the parent and student responses in the Center for Educational Effectiveness (CEE) 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) How will you know if this action is effective?
5.1.a	• Plan and implement new student orientations at the beginning of the school year.	• EES Student survey data
3.4.a	• Staff is present in the hallways during passing, greeting students; adult presence in common areas.	• EES Student survey data • Participation in parent walkabout program
3.4.a	• Gateway Broadcasting Network (GBN) announcements for cultural activities, holidays and remembrances.	• EES Student survey data

Strategic Plan Reference	Physically, Emotionally and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
3.4.a 3.4.b	• Conduct Harassment, Intimidation and Bullying (HIB) presentations in grades 6-8 (September-October).	• HIB discipline data (compare 2015-2016 to 2014-2015) • EES Student survey data
3.4.a	• Implement Signs of Suicide (SOS) Prevention program as one component of mental health instruction. • Staff are trained on recognizing signs of adolescent depression (including warning signs for suicide an non-suicidal self-injury) at Extended Staff meeting. • Conduct follow-up lessons on identifying stressors and healthy management of stressors.	• Attendance/Participation at SOS Training • Students served in counseling department • EES Student Survey data
3.4.a	• Increase participation in social-emotional learning clubs: • Bullying, Harassment and Intimidation Prevention (BHIP) Club; • Accepting Cultures Everywhere (ACE) Club; and • PRIDE Club.	• HIB discipline data (compare 2015-2016 to 2014-2015) • EES Student survey data
3.4.b	• Conduct regular safety drills and educate students on campus safety.	• EES Student survey 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) How will you know if this action is effective?
1.2.a 1.2.b 1.3.b	• Students may elect to participate in challenging options.	• Enrollment in advanced options courses
1.2.a 1.2.b	• Activity bus for students to access afterschool interventions and/or enrichment opportunities.	• Participation in clubs and use of the Activity Bus

HIGH SCHOOL READINESS

Key Performance Outcome(s):

All students at Gateway Middle School will participate in High School and Beyond activities and prepare a post-secondary transition plan for college and career readiness.

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?
1.1.e 5.1.b	• Active monitoring of students in Washington State History and/or implementation of interventions.	• 7th grade students who are currently taking Washington State History will earn passing grades by the end of semester 1 (100% pass rate)
1.1.e 5.1.b	• Schedule and implement monthly High School & Beyond (HS&B) Advisory periods for instruction on college and career readiness.	• 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
1.1.e 5.1.b	• Facilitate effective transition processes (5/6; 8/9) involving students and families.	• High participation in transition activities (90% or higher for incoming 6th grade parents (April) and/or 8th grade spring transition meetings (March)

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