Our Vision is for every student to leave Gray Middle School "College Bound, Career Ready" and our Mission is to cultivate thoughtful citizens who think critically, act compassionately, and collaborate effectively to thrive in a dynamic, interconnected world.

Our goal is that by the end of this school year 100% of our focus student groups will increase their SBA Math and ELA scale scores and 20% of the students in our focus student groups who did not pass the Math and ELA portion of the SBA last year will pass this year.

To achieve our goal we will have identified three common agreements: 1) addressing the social-emotional needs of our students by implementing culturally responsive teaching practices intended to increase student engagement; 2) providing support for our students by implementing high yield teaching and learning strategies (for example, student discourse strategies) that sustain a student friendly classroom environment and culture; and, 3) increasing student ownership and creativity, as well as increasing teachers' use of data to inform instruction through the use of technology.
GOAL: Decrease the percentage of African American and Multi-Racial in Level 1 for Writing by 25%.

In middle school, students must be able to produce writing for a variety of purposes and audiences. This includes writing about their lives, informational writing, and responding to reading through writing.

- **Action Step**
  Draw attention to background and vocabulary knowledge at least weekly in Spring Board to improve word choice. Utilize ongoing do nows and exit tickets related to word choice to target student groups and collect ongoing formative assessment.

- **Action Step**
  Draw attention to complex sentences at least weekly in Spring Board for meaning and punctuation. Utilize ongoing do nows and exit tickets related to writing to target student groups and collect ongoing formative assessment.

**Measurement**

- **CFA (Common Formative Assessment)**

**Date**

- **3/19/2019**

**Resources Available**

- PLCs meet regularly for developing and calibrating on Common Formative Assessments (CFA), Access to IABs and SBA released items based on Claims and standards in word form, Pilot Club and Homework Club for expanded learning opportunities, Reading/Writing Intervention Courses for 6th Grade

**Resources Needed**

- IRLA (Independent Reading Level Assessment Framework), Studio Days for integrating writing, PLC release days for writing rubric calibration 6th - 8th

**Responsible**

- Coalson, Mosich, Foster, Truett, Rettke, Coley, Burris, Franchini
GOAL: Decrease the percentage of African American students scoring "below" in central ideas by 25%.

In middle school and beyond, the majority of text that they will read is informational (newspaper articles, history text, etc.). Through vocabulary and close reading strategies, our goal is for students to better comprehend their reading.

Action Step
At least weekly, teachers will use discussion questions in the science text to justify answers supported by evidence from text and/or investigations. Focus students will share and justify their thinking with partners and small groups.

Action Step
Teachers will pair informational texts with core content once a week and assess students’ ability to analyze how two or more authors, writing about the same topic, shape their presentations of key information. Focus students will provide evidence from the texts to support their ideas.

Measurement
CFA (Common Formative Assessment)

Date
3/19/2019

Resources Available
PLCs meet regularly for developing and calibrating on Common Formative Assessments (CFA), Access to IABs and SBA released items based on Claims and standards in word form, Pilot Club and Homework Club for expanded learning opportunities, Current Events Elective for 7th Grade

Resources Needed
PLCs (pay for extended time as needed), Studio Days to try on new strategies related to action steps and goal

Responsible
Coalson, Mosich, Foster, Truett, Morgan, Spencer-Grant, Johnson, Burris
GOAL: Decrease the percentage of Hispanic students scoring "below" in vocabulary by 25%.

In middle school and beyond, the majority of text that they will read is informational (newspaper articles, history text, etc.). Through vocabulary and close reading strategies, our goal is for students to better comprehend their reading.

Action Step
Teachers will use informational text and questioning strategies to have students cite textual evidence that most strongly supports a analysis of what the text says explicitly as well as inferences drawn from the text once a week.

Action Step
Teachers will have students deconstruct the questions to check for understanding. Students will use Marking the Text/Highlighting strategies to support their inferences and thinking.

Measurement
CFA (Common Formative Assessment)

Date
3/19/2019

Resources Available
PLCs meet regularly for developing and calibrating on Common Formative Assessments (CFA), Access to IABs and SBA released items based on Claims and standards in word form, Pilot Club and Homework Club for expanded learning opportunities

Resources Needed
PLCs (pay for extended time as needed), Studio Days to try on new strategies related to action steps and goal

Responsible
Coalson, Mosich, Foster, Truett, Okumura, Smith, Johnson
GOAL: Decrease the percentage of African American and Multi-Racial students scoring Level 1 in Concepts and Procedures by 25%.

Students must understand the underlying concepts of 6th grade math (how fractions work, how to use variables in equations, etc.) to apply the concepts in real life situations and in later math courses. By focusing on foundational skills, students will be more fluent with operations and numbers.

Action Step

Do Now and/or Exit Tickets aligned to Concepts and Procedures are used at least two times per week and as ongoing formative assessment. Focus students are monitored for instructional adjustments and/or afterschool intervention.

Action Step

Teachers will ask focus students open ended questions about Concepts and Procedures at least every other day. Focus students will use a BAME scale to evaluate how close they are to standard.

Measurement

CFA (Common Formative Assessment)

Date

3/19/2019

Resources Available

PLCs meet regularly for developing and calibrating on Common Formative Assessments (CFA), Access to IABs and SBA released items based on Claims and standards in word form, Pilot Club and Homework Club for expanded learning opportunities, Math Intervention Course for 6th Grade

Resources Needed

PLCs (pay for extended time as needed), Studio Days to try on new strategies related to action steps and goal

Responsible

Coalson, Mosich, Foster, Truett, Kelley, Keller, Oishi, Zisette, Schmitt
GOAL: Decrease the percentage of African American and Hispanic students scoring Level 1 and 2 in Problem Solving by 25%.

Students must understand quantities in word problems, explain their thinking with equations and models, and know how to approach a problem. By solving problems in context, students know how to navigate real life situations (how much paint is needed, planning food for a party, etc.).

Action Step
Use integers, fractions and decimals as we teach how to use order of operations to simplify expressions (6.EE.1). Focus students will be assigned tasks that promote reasoning and discourse.

Action Step
Check the evidence of learning 3-4 times a week with Exit Slips or other form of formative assessment. Check the evidence of learning on Q4 formative assessment (based on 6.EE.1).

Measurement
CFA (Common Formative Assessment)

Date 3/19/2019

Resources Available
PLCs meet regularly for developing and calibrating on Common Formative Assessments (CFA), Access to IABs and SBA released items based on Claims and standards in word form, Pilot Club and Homework Club for expanded learning opportunities

Resources Needed
PLCs (pay for extended time as needed), Studio Days to try on new strategies related to action steps and goal

Responsible
Coalson, Mosich, Foster, Truett, Sweet, Wilson, Keller, Grady, Clark
GOAL: Decrease the percentage Hispanic students scoring Level 1 and 2 in Concepts and Procedures by 25%.

Students must understand the underlying concepts of 8th grade math (what slope means in real life, what a function is, etc.) in order to apply the concepts to Algebra and more advanced math. By focusing on foundational skills, students will be more fluent with operations.

Action Step
Do Now and/or Exit Tickets aligned to Concepts/Procedures are used at least 2 times per week and as ongoing formative assessment. Focus students are monitored for instructional adjustments and/or afterschool intervention.

Action Step
Focus students will utilize a rubric to demonstrate their thinking while making use of various modeling representations to show progress towards understanding Focus students will be asked open ended questions about Concepts and Procedures at least every other day.

Measurement
CFA (Common Formative Assessment)

Date
3/19/2019

Resources Available
PLCs (for creation and calibration of Common Formative Assessments), IABs and Released Items based on Claim and Standards in word form for assessment creation, Pilot Club and Homework Club

Resources Needed
PLCs (money for more time in PLCs as needed), Studio Days for PD around practices to accelerate student achievement

Responsible
Coalson, Mosich, Foster, Truett, Clark, Oishi, Gerbyshak, Brown
GOAL: 100% of students know and can explain their grades through self-reporting. At least 70% of Special Education students earn a passing grade in ELA.

When students can self-report their grades and scores, they are better able to advocate for themselves and own their work. By focusing on student self reporting, students will reflect on success criteria and rubrics to determine why they're earning their grades.

Action Step
During advisory, students will do weekly grade checks. Once a month, students will do a grade check protocol where they look for missing assignments and create a plan for at least one class.

Action Step
In classrooms, students will refer back to success criteria to reflect on their learning. Teacher will employ various strategies for students to self-regulate their learning within daily tasks.

Measurement
CFA (Common Formative Assessment)

Date 5/1/2019

Resources Available
Microsoft forms, PLCs

Resources Needed
0

Responsible
6th grade team, Coalson, Mosich, Foster, Truett
GOAL: 100% of students know and can explain their grades through self-reporting. At least 80% of African American and White students earn a passing grade.

When students can self-report their grades and scores, they are better able to advocate for themselves and own their work. By focusing on student self reporting, students will reflect on success criteria and rubrics to determine why they're earning their grades.

**Action Step**
During advisory, students will do weekly grade checks. Once a month, students will do a grade check protocol where they look for missing assignments and create a plan for at least one class.

**Action Step**
In classrooms, students will refer back to success criteria to reflect on their learning. Teacher will employ various strategies for students to self-regulate their learning within daily tasks.

**Measurement**
CFA (Common Formative Assessment)

**Date**
5/1/2019

**Resources Available**
Microsoft forms, PLCs

**Resources Needed**
0

**Responsible**
7th grade team, Coalson, Mosich, Foster, Truett
GOAL: 100% of students know and can explain their grades through self-reporting. At least 80% of African American and White students earn an passing grade.

When students can self-report their grades and scores, they are better able to advocate for themselves and own their work. By focusing on student self reporting, students will reflect on success criteria and rubrics to determine why they're earning their grades.

Action Step
During advisory, students will do weekly grade checks. Once a month, students will do a grade check protocol where they look for missing assignments and create a plan for at least one class.

Action Step
In classrooms, students will refer back to success criteria to reflect on their learning. Teacher will employ various strategies for students to self-regulate their learning within daily tasks.

Measurement  CFA (Common Formative Assessment)
Date  5/1/2019
Resources Available  Microsoft forms, PLCs

Resources Needed  0

Responsible  8th grade team, Coalson, Mosich, Foster, Truett
GOAL: 100% of students know and can explain their grades through self-reporting. At least 70% of Special Education students earn a passing grade in Math.

When students can self-report their grades and scores, they are better able to advocate for themselves and own their work. By focusing on student self reporting, students will reflect on success criteria and rubrics to determine why they're earning their grades.

Action Step
During advisory, students will do weekly grade checks. Once a month, students will do a grade check protocol where they look for missing assignments and create a plan for at least one class.

Action Step
Students in the targeted group will utilize a rubric to demonstrate their thinking and self-assess while making use of various modeling representations to show progress towards understanding (during quizzes and exit tickets).

Measurement
CFA (Common Formative Assessment)

Date
5/1/2019

Resources Available
Microsoft forms, PLCs

Resources Needed
0

Responsible
6th Grade Team, Coalson, Mosich, Foster, Truett
GOAL: 100% of students know and can explain their grades through self-reporting. At least 80% of Hispanic students earn a passing grade in Math.

When students can self-report their grades and scores, they are better able to advocate for themselves and own their work. By focusing on student self reporting, students will reflect on success criteria and rubrics to determine why they're earning their grade/s.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>Problem Solving</td>
<td>Hispanic</td>
</tr>
</tbody>
</table>

**Action Step**
During advisory, students will do weekly grade checks. Once a month, students will do a grade check protocol where they look for missing assignments and create a plan for at least one class.

**Action Step**
Students in the targeted group will utilize a rubric to demonstrate their thinking and self-assess while making use of various modeling representations to show progress towards understanding (during quizzes and exit tickets).

**Measurement**
CFA (Common Formative Assessment)

**Date**
5/1/2019

**Resources Available**
Microsoft forms, PLCs

**Resources Needed**
0

**Responsible**
7th grade team, Coalson, Mosich, Foster, Truett
GOAL: 100% of students can explain their grades through self-reporting. At least 80% of Hispanic and African American students earn a passing grade.

When students can self-report their grades and scores, they are better able to advocate for themselves and own their work. By focusing on student self-reporting, students will reflect on success criteria and rubrics to determine why they're earning their grade/s.

**Action Step**
During advisory, students will do weekly grade checks. Once a month, students will do a grade check protocol where they look for missing assignments and create a plan for at least one class.

**Action Step**
Students in the targeted group will utilize a rubric to demonstrate their thinking and self-assess while making use of various modeling representations to show progress towards understanding (during quizzes and exit tickets).

**Measurement**
CFA (Common Formative Assessment)

**Date**
5/1/2019

**Resources Available**
Microsoft forms, PLCs

**Resources Needed**
0

**Responsible**
8th grade team, Coalson, Mosich, Foster, Truett