

**READING ACTION PLAN
2015-16 SBA Results**

Key Performance Outcome:

The target for the 2016-17 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: 65.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 72.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 69.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.9	52.1	26	Reading	16.9	45.3	37.8	Reading	15.3	44.8	39.9
Listening and Speaking	10.2	63	26.8	Listening and Speaking	8.2	63.7	28.1	Listening and Speaking	6.3	70.1	23.5
Writing	12.5	47.5	40	Writing	11.6	40.1	48.3	Writing	12.3	41.4	46.3
Research/Inquiry	7.2	55.5	37.4	Research/Inquiry	6.7	50.9	42.3	Research/Inquiry	10.4	49.6	39.9

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 measurable evidence of student learning?
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 6th grade ELA will assign weekly informational texts and explicitly teach and model close-reading techniques. Students will practice responding to inference-based questions, using key details from the weekly text. 	<ul style="list-style-type: none"> Common formative assessments Interim assessments
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 7th Grade ELA will implement lessons focused on word meaning through literary text. 	<ul style="list-style-type: none"> Common weekly vocabulary assessments Common weekly paragraph prompt SpringBoard embedded assessment
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> All 8th ELA will build student academic and content-specific vocabulary, based on SpringBoard units and Common Core State Standards (CCSS), through explicit instruction. Examples include word relationships and word structures. 	<ul style="list-style-type: none"> Benchmark interim assessments Common unit classroom based assessments
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> Continue to build culture of independent reading for all students through regular silent reading provided in block classes. 	<ul style="list-style-type: none"> Summer reading participation Teacher developed student survey

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 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: 65.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 72.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 69.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.9	52.1	26	Reading	16.9	45.3	37.8	Reading	15.3	44.8	39.9
Listening and Speaking	10.2	63	26.8	Listening and Speaking	8.2	63.7	28.1	Listening and Speaking	6.3	70.1	23.5
Writing	12.5	47.5	40	Writing	11.6	40.1	48.3	Writing	12.3	41.4	46.3
Research/Inquiry	7.2	55.5	37.4	Research/Inquiry	6.7	50.9	42.3	Research/Inquiry	10.4	49.6	39.9

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 measurable evidence of student learning?
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 6th grade ELA will explicitly teach a common paragraph structure with inference supported by relevant key details. Teachers will assign weekly practice of paragraph response to informational text and use a rubric to provide feedback. 	<ul style="list-style-type: none"> Common formative assessments Embedded assessments: expository and argumentative essays Interim benchmark assessment
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 7th grade ELA will expand and strengthen the use of editing practices in essays and brief writes through Advancement Via Individual Determination (AVID) strategies. 	<ul style="list-style-type: none"> Business plan SpringBoard embedded assessments Brief write assessments
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 8th grade ELA will increase student success with incorporating embedded quotations in all three modes of writing; narrative, explanative, and argumentative. 	<ul style="list-style-type: none"> Common formative and summative argumentative essays Interim benchmark assessment 8th and 9th grade SpringBoard embedded assessments for argumentation
TL 1.2 a TL 1.3 b TL 1.3 c TL 1.4 a	<p>The history department will support literacy skills through the following actions:</p> <ul style="list-style-type: none"> 6th grade students will learn to “identify” fact, opinion, credible sources, and bias 7th grade students will learn to “identify and create” opposing/counter viewpoints 8th grade students will learn to “create” an opinion, determine the opposing opinion, and refute the opposing opinion 	<ul style="list-style-type: none"> Proficiency on identifying and/or creating opposing viewpoints History Classroom Based Assessment (CBA) Percent of students proficient on point-counter-point assignment

MATH ACTION PLAN

2015-16 SBA Results

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

6th Grade				7th Grade				8th Grade			
Overall: 53.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 54.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	28.9	33.8	37.2	Concepts and Procedures	30.3	36.0	33.7	Concepts and Procedures	26.2	32.0	41.8
Problem Solving and Modeling & Data Analysis	21.4	54.9	23.7	Problem Solving and Modeling & Data Analysis	21.6	50.4	28.0	Problem Solving and Modeling & Data Analysis	3.6	60.4	36.0
Communicating Reasoning	16.5	57.5	25.9	Communicating Reasoning	12.1	59.1	28.8	Communicating Reasoning	19.3	46.9	33.8

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 measurable evidence of student learning?
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 6th and 7th grade will ensure that probability and statistics are introduced prior to the SBA testing window. 6th and 7th grade will ensure that students are exposed to major content strands (identified by SBAC) prior to administering SBA. 	<ul style="list-style-type: none"> Formative assessments Interim benchmark assessments Common district assessments
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> All grade levels will integrate three interim tests and one performance tasks interims into our instructional cycle. 	<ul style="list-style-type: none"> Interim benchmark assessments
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 8th grade will increase opportunities for students to engage in problems which address number line placement, estimating square roots, Pythagorean Theorem, and their application through real-world problems. 	<ul style="list-style-type: none"> Common classroom based formative/summative assessment Interim benchmark assessment
PSS 3.3 c	<ul style="list-style-type: none"> Design and integrate common strategies for communicating reasoning into existing lessons. 	<ul style="list-style-type: none"> Common formative assessments
TL 1.2 b TL 1.3 a TL 1.3 b TL 1.5 a	<ul style="list-style-type: none"> Re-teaching and basic skill review will be incorporated into our 2-period block math class to address individual student gaps in math skills. 	<ul style="list-style-type: none"> Student survey District unit assessments
TL 1.4 a	<ul style="list-style-type: none"> The art teacher will collaborate with math teachers to teach reinforcement lessons on symmetry, measurements, and scale – proportions – ratio. 	<ul style="list-style-type: none"> Math assignment incorporated into art class

SCIENCE ACTION PLAN

2015-16 MSP Results

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 8th grade meeting standard on the MSP in Science.

8th Grade

Overall: 81.1%	Strand % Perf. Below	Strand % Perf. Similar
Systems	17.2	82.8
Inquiry	26.6	73.4
Application of Science	21.0	79.0
Domains	22.5	77.5

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 measurable evidence of student learning?
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> Conduct practice sessions, including practice on the new online Measurement of Student Progress (MSP) assessment. 	<ul style="list-style-type: none"> Online practice assessment Release prompt
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> Implement common grade-level lessons for students to practice the elements of inquiry; specifically, planning and conducting scientific investigations independently. 	<ul style="list-style-type: none"> Common inquiry lessons (by grade level) Common inquiry lesson summative assessment Formative assessment on the inquiry process
III 2.1 b	<ul style="list-style-type: none"> 7th grade technology (engineering/robotics) will extend learning opportunities through exploration of real-world problems and developing innovative solutions. 	<ul style="list-style-type: none"> Formative and summative assessments
TL 1.2 b TL 1.3 a TL 1.3 b	<ul style="list-style-type: none"> 8th grade science students will collaborate with 7th grade math support student to solve a real-world problem using the engineering design process. <ul style="list-style-type: none"> Through Washington Alliance for Better Schools (WABS) fellowship 	<ul style="list-style-type: none"> Pre/Post common unit assessment Student final project

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increased representation of all subgroups, to match the demographic make-up of the school, within Accelerated/Honors Courses. Additionally, a decreased “D” and “F” rate, in their accelerated/honors course, for these identified students.

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 is the measurable evidence of student learning?
TL 1.2 a	<ul style="list-style-type: none"> Identify “potential gap” students that could be successful in Honors or Challenge options. 	<ul style="list-style-type: none"> Number of identified students that register for a challenge option course the following year
SR 5.1 a SR 5.1 b SR 5.4 a	<ul style="list-style-type: none"> Partner with Natural Leaders for parent night, in Spanish, related to <u>advanced course offerings</u> and curriculum models, such as Springboard. 	<ul style="list-style-type: none"> Number of parents attending parent night
TL 1.2 a	<ul style="list-style-type: none"> Develop and implement a model for teacher/counselor collaboration during registration to ensure proper placement. 	<ul style="list-style-type: none"> Placement list Registration rosters in spring 2016
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 lists Intervention monitoring notes
TL 1.4 a TL 1.4 b	<ul style="list-style-type: none"> Implement Spanish elective. 	<ul style="list-style-type: none"> Number of students enrolled in Spanish elective course % of students earning HS credit for Spanish this year
III 2.1 b	<ul style="list-style-type: none"> 8th grade technology class will implement new curriculum for computer science (Jasperactive) and Microsoft applications (Imagine Learning). 8th grade tech teacher and principal will collaborate with district staff to secure High School credit options for next year’s program. 	<ul style="list-style-type: none"> Learning log showing lesson completed on each program Number of students receiving certification in either program
TL 1.1.2 b	<ul style="list-style-type: none"> Algebra students will be exposed to math based computer programming through “Bootstrap” coding as a real-world application. 	<ul style="list-style-type: none"> Student Bootstrap projects

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase the level of parent and community involvement in school academic and extracurricular events, as indicated by positive parent responses to the five questions measured in the annual Educational Effectiveness Survey (EES) perceptual survey in *the Parent and Community Involvement* areas from an average parent positive response of 80% in October 2014 to 90% by March 2017.

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 is the measurable evidence of student learning?
SR 5.1 a SR 5.4 a	<ul style="list-style-type: none"> Solicit parent support for students struggling in accelerated courses via targeted communication and parent conferences when needed. 	<ul style="list-style-type: none"> Parent meeting logs Parent pamphlets to define resources
SR 5.1 a SR 5.4 a	<ul style="list-style-type: none"> Collaborate with our parent community to continue the work of Natural Leaders on the Eisenhower campus. 	<ul style="list-style-type: none"> Natural leader meeting minutes Number of parents volunteering for lunch walk-about Monthly survey data
SR 5.1 a SR 5.4 a	<ul style="list-style-type: none"> Partner with Natural Leaders for parent night, in Spanish, related to advanced course offerings and curriculum models, such as Springboard. 	<ul style="list-style-type: none"> Baseline number of parents attending parent night
SR 5.1 a SR 5.4 a	<ul style="list-style-type: none"> Implement model for teachers to provide positive postcards/phone calls to parents. All students will receive a positive message by May 31-2017. 	<ul style="list-style-type: none"> Teacher tracking log
SR 5.1 a SR 5.4 a	<ul style="list-style-type: none"> Leadership team will explore ways to establish a school-wide definition/expectation for a “basic” level of parent communication; i.e. newsletter, website, etc. 	<ul style="list-style-type: none"> Leadership team minutes Parent communication artifacts from content teams

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

Key Performance Outcome(s):

To increase the level of positive student perception of our school environment, as indicted by positive student responses to the EES survey categories:

- Supportive Learning Environment from 65% in October 2014 to 80% by March 2017; specifically,
 - “In this school there is at least one adult who know and cares about me,” from 72% to 80%
 - “Discipline problems are handled fairly and quickly in this school,” from 58% to 80%
 - “Student Success is celebrated in this school,” from 53% to 80%
 - “Most students are respectful of others at this school,” from 46% to 80%

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 is the measurable evidence of student learning?
PSS 3.2 a PSS 3.3 a	<ul style="list-style-type: none"> • In October, Eisenhower staff will complete an Interim Benchmark EES Survey addressing climate and culture. • The Leadership Team will use data from the survey to develop a professional learning plan addressing the identified areas of concern. • In March, Eisenhower staff will take the full scale CEE survey. • The Leadership Team will analysis our progress and next steps following the March survey. 	<ul style="list-style-type: none"> • CEE interim benchmark survey • Leadership team analysis and plan for responding to our areas of concern
TL 1.5 a PSS 3.4 a	<ul style="list-style-type: none"> • The Positive Behavior, Intervention, and Support (PBIS) team will continue to develop strategies for positive student engagement, both school-wide and for individual classroom implementation. 	<ul style="list-style-type: none"> • PBIS team minutes • The Lantern (staff newsletter) messages regarding PBIS initiatives
SR 5.1 a	<ul style="list-style-type: none"> • Increase positive messages home to parents/guardians; through, phone calls, post cards, or other ways to celebrate each student. 	<ul style="list-style-type: none"> • Staff meeting minutes of staff focus on positive parent communication • Number of staff who attend optional professional development on “communicating with parents” • Teacher Log of positive messages send home throughout the year
SR 5.1 a SR 5.1 b	<ul style="list-style-type: none"> • Leadership team will evaluate the potential of hosting a community engagement event where students can showcase their skills/passion. We will consider the possibilities of a cultural night, Science, Technology, Engineering, Arts and Mathematics (STEAM) night, or other such opportunities. 	<ul style="list-style-type: none"> • Event scheduled • Number of student participants in the evening event

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 is the measurable evidence of student learning?
PSS 3.4 a	<ul style="list-style-type: none"> Counselors will implement suicide prevention curriculum. Counselor and administrators will provide staff training on curriculum prior to student based instruction. 	<ul style="list-style-type: none"> Implementation plan Training notes from staff meeting Data from student follow-ups
PSS 3.4 a	<ul style="list-style-type: none"> PBIS team will continue to facilitate staff in responding to schoolwide behavior expectations. 	<ul style="list-style-type: none"> Data disaggregation of discipline data
PSS 3.4 a	<ul style="list-style-type: none"> Develop and implement social/emotional review sessions, by grade level. 	<ul style="list-style-type: none"> Number of student engaged in intervention services Adults assigned to students Minutes for review session
TL 1.3 c	<ul style="list-style-type: none"> PE teachers will provide extra Friday practice time for the pacer test to students who are below standard. These students will increase their performance by 20%. If desired, students will be provided an alternate location for second assessment to increase comfort level and engagement. The PE teachers will collaborate to develop self-reflection process for students to monitor identified skills. 	<ul style="list-style-type: none"> Feedback from heart rate monitors and Wel-net system. Student reflections

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 is the measurable evidence of student learning?
TL 1.1 a PSS 3.4 a	<ul style="list-style-type: none"> At fall conferences, distribute College Bound Scholarship applications to qualifying students. 	<ul style="list-style-type: none"> Number of applications returned at fall conferences
TL 1.1 a PSS 3.4 a	<ul style="list-style-type: none"> Continue to monitor the return of College Bound Scholarship applications, including during high school transition meetings. 	<ul style="list-style-type: none"> Number of students with completed applications by June of 8th grade
III 2.2 a III 2.2 b PSS 3.2 a PSS 3.3 a	<ul style="list-style-type: none"> At a staff meeting, teachers will use Insight as a tech tool to improve their understanding of their classroom data related to equity and diversity. 	<ul style="list-style-type: none"> Staff meeting agenda and minutes Teacher evaluations and reflections Teacher printouts of student data
TL 1.5 a	<ul style="list-style-type: none"> Special education teachers will instruct students in understanding and navigating the Individualized Education Program (IEP) components and the IEP meeting process. Special education students will self-advocate as they transition to HS; specifically regarding their IEP goals, accommodations, and the support they need to be successful. 	<ul style="list-style-type: none"> Student reflections following HS transition meetings (8th grade) Student reflection following annual IEP meetings

HIGH SCHOOL READINESS

Key Performance Outcome(s):

- 1) By Spring 2017, 100% of 8th grade students will meet standard and pass WA State History.
- 2) Each grade will decrease the D/F rate by 2% per semester:
 - 6th Grade (S1) from 8% to 6% (S2) from 10% to 8%
 - 7th Grade (s1) from 7% to 5% (S2) from 10% to 8%
 - 8th Grade (S1) from 11% to 9% (S2) from 11% to 9%

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) What is the measurable evidence of student learning?
TL 1.5 a TL 1.3 a TL 1.3 c	<ul style="list-style-type: none"> • Introduction of Naviance across all grade levels <u>including</u> student completion of <u>needs assessment</u>. 	<ul style="list-style-type: none"> • Student log in data • Needs assessment results
TL 1.5 a	<ul style="list-style-type: none"> • A team of counselors, administrators and staff will implement a Student Intervention Team (SIT). 	<ul style="list-style-type: none"> • Completion of staff training • Number of successful interventions
TL 1.5 a	<ul style="list-style-type: none"> • A team of counselors, administrators and staff will implement a multi-disciplinary team (sped referral process). 	<ul style="list-style-type: none"> • Number of students qualifying from SIT to IEP. • Length of time it takes for a student to be initially qualified or not
TL 1.1 a	<ul style="list-style-type: none"> • Leadership team will evaluate school-wide practices which impact HS readiness indicators, for example, grading practices and intervention program. 	<ul style="list-style-type: none"> • Data from “grading practices” review • Updated syllabus structure which defines schoolwide grading practices
TL 1.2 b	<ul style="list-style-type: none"> • Resource Room and Achieve teachers will collaborate to develop a component to the social skills program to include hands on learning opportunities. 	<ul style="list-style-type: none"> • Number of students participating in community based learning (ie. field trip / outing / guest speaker presentations).

ATTENDANCE

Key Performance Outcome(s):

By Spring 2017, we will decrease 1st period absences for students who are not ill the entire day. We will also decrease the percent of student in the red/yellow due to HS readiness-attendance criteria:

- 6th grade 31% R/Y (2015-16) to 25% R/Y
- 7th grade 34% R/Y (2015-16) to 25% R/Y
- 8th grade 49% R/Y (2015-16) to 35% R/Y

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 is the measurable evidence of student learning?
TL 1.1 a TL 1.1 c TL 1.3 b TL 1.3 c TL 1.5 a	<ul style="list-style-type: none"> • Continue implementation of new school-wide tardy intervention system; including first period. 	<ul style="list-style-type: none"> • Overall tardy rates • Baseline data • Phone log of parent contact • Parent letters related to frequent tardy interventions
TL 1.1 a TL 1.1 c TL 1.3 b TL 1.3 c TL 1.5 a	<ul style="list-style-type: none"> • Develop a plan to implement the new Washington Assessment of the Risks and Needs of Students (WARNS) assessment to students with 5+ unexcused absences. 	<ul style="list-style-type: none"> • WARNS assessment
TL 1.1 a TL 1.1 c TL 1.3 b TL 1.3 c TL 1.5 a	<ul style="list-style-type: none"> • Provide teacher update/training on the new legal guidelines. Provide teacher support for engaging frequently absent students in school; including, modified homework and make-up work approaches. 	<ul style="list-style-type: none"> • Staff meeting minutes • Alternative assignment samples
TL 1.1 a TL 1.1 c TL 1.3 b TL 1.3 c TL 1.5 a	<ul style="list-style-type: none"> • Counselors and or district BECCA facilitator will meet with students to develop an individualized attendance plan. 	<ul style="list-style-type: none"> • Unexcused absence data • Attendance meeting logs of targeted student- specific intervention • Student intervention plans

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

By Spring 2017, 100% of teachers will have a basic understanding of instructional technology levels of thinking.

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 is the measurable evidence of student learning?
III 2.1 a	<ul style="list-style-type: none"> Conduct a staff survey of their comfort level and experience with instructional technology. 	<ul style="list-style-type: none"> Survey results
III 2.2 a III 2.3 a	<ul style="list-style-type: none"> Develop and implement a teacher based “skill of the month” club based on the needs expressed in the survey. Provide clock hours for afterschool professional development through the “skill of the month” club. 	<ul style="list-style-type: none"> Implementation plan Number of teachers accessing professional development through monthly meetings
III 2.1 b	<ul style="list-style-type: none"> 7th grade technology (engineering/robotics) will extend learning opportunities through exploration of real-world problems and developing innovative solutions. 	<ul style="list-style-type: none"> Formative and summative assessments