

ELA ACTION PLAN**Key Performance Outcome:**

District Strategic Priorities: Reduce Gaps in Achievement Among student Groups

School Goals: By spring 2027, Eisenhower will increase the student median growth percentiles five percentage points from 49 percentile to 54 percentile and proficiency scores from 55.4% to 60.4% on the ELA 2027 spring Smarter Balanced Assessment (SBA) for all students. Additionally, they will increase multilingual learner (ML) proficiency from 14.1% to 24.1% and increase the median growth percentile ten percentage points from 57% to 67%. And increase special education (SPED) students' proficiency ten percentage points from 20.8% to 30.8% and increase the median growth percentile ten percentage points from 48% to 58%.

ELA Team Goals:**English 6/English 6 Co-Taught/English 6 ER**

Increase the following target from below standard to near or above standard on the SBA.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Students will write and revise an informational/expository paragraph near or above standard.

Honors English 7

Increase the following target from below standard to near or above standard on the SBA.

Students will revise and write an expository paragraph.

[CCSS.ELA-Literacy.W.6.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

English 7/English 7 Co-Taught/English 7 ER

Increase the following standard from near standard to above standard on the SBA. Therefore, the goal for my students is...they will write and revise an informative paragraph. (SBA claim #2 writing 3a, 3b <write/revise brief write>; W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.) Therefore, the goal students will write and revise an informative paragraph (w. claim 32 3a, 3b: brief writes).

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

English 8/English 8 Co-Taught /English 8 ER

Increase the following target from near standard to above stand on the SBA.

Essential Standard: [CCSS.ELA-Literacy.RI.8.2](#) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (SPED 3.1) (8th Grade). Therefore, the goal for my students is to write an argument to support claims with clear evidence and relevant evidence. The students will specifically focus on introducing a claim and distinguishing their claim from the counterclaim and opposing arguments. (8th Grade)

Reading/Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of action) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> • Release Time • Professional Learning Communities • Professional Development • Survey Students • SGG aligned to SIP • Equal Opportunity Schools (EOS) Survey • Counselor surveys • Student surveys • Common assessments • Core Tier 1 instruction • Co-Teaching grade 3 levels in ELA • Claim, Evidence, Reasoning (CER) practice and writing across content (History, Science, Electives). • Use of common formative assessments with like departmental teams. • Use of Advanced Via Individual Determination (AVID) strategies to support students. • Teaching grade level content and in grade level content regular monitoring student learning using common end of unit assessments. • Use of target-based common assessments. • Progress monitoring ML and SPED students' common assessments. 	<ul style="list-style-type: none"> • Unit embedded assessments for 6-8 grade • Interim Assessment Blocks (IABS) fall to winter • i-Ready assessments • Use of common rubric across content • Review student progress as it relates to their writing samples and CER

MATH ACTION PLAN

Key Performance Outcome:

District Strategic Priorities: Reduce Gaps in Achievement Amongst Student Groups. Increase Math Achievement.

School Goals: By spring 2027, Eisenhower will increase the student median growth percentiles five percentage points from 55 percentile to 60 percentile and proficiency scores from 46.3% to 51.3% on the Math 2027 spring SBA for all students. Additionally, they will increase ML proficiency from 9.6% to 19.6% and increase the median growth percentile ten percentage points from 46% to 56%. And increase SPED proficiency ten percentage points from 9% to 19% and increase the median growth percentile ten percentage points from 45% to 55%.

Math Team Goals:

Math 6/Math 6 Co-Taught/Math 6 ER

Increase the following target from below standard to near or above standard on the SBA.

Students will (6.NS.A.1) interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. UNIT 4 in Illustrative Mathematics.

For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? Therefore, the goal for students is...Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (6.NS.A)

Math 7/Math 7 Co-Taught/Math 7 ER

Increase the following target from below standard to near or above standard on the SBA. Therefore, the goal for students is...Between January 2025 and March 2025, students identified as ML will improve in number system (CCSS. Math.Content7.NS) from below proficiency standard, with aim of achieving near proficiency standard on SBA assessment by June 2024.

Acc Math 7

Increase the following target from below standard to near or above standard on the SBA. Therefore, the goal for students is to use variables to represent quantities in a real-world or mathematical problem and construct simple equations to solve problems by reasoning about the quantities. (7.EE.B.4)

Math 8/ Math 8 Co-Taught/ Math 8 ER

Increase the following target from below standard to near or above standard on the SBA.

The goal for my students in Unit 3 is that they are able to solve linear equations with rational number coefficients, including equations whose solutions require expanding, expressions using the distributive property, and collecting like terms (CC.8.EE.7b).

Students will continue to use this skill in higher level courses and will be applying this skill to solve more complex algebraic equations. Students will need to be able to solve linear equations in real-life contexts, interpret what the solution means in the context of the given situation, and interpret solutions of linear equations graphically. Students will need a strong sense of solving one-step and two-step equations from previous grades to develop and improve their algebraic process.

Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of action) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> • Release Time • Professional Learning Communities • Professional Development • Survey Students • SGG aligned to SIP • EOS Survey • Counselor Surveys • Student Surveys • Common Assessments • Core Tier 1 Instruction • Co-Teaching 3 Grade Levels in Math • Each grade will utilize their grade level cool down guidance document to assign L3 press pause cool downs and use the data to develop a plan to address learning gaps before moving on in the unit. *How do we measure efficiently? • Teaching grade level content and in grade level content regular monitoring student learning using common end of unit assessments. • Use of target-based common assessments. • Progress monitoring ML and SPED students' common assessments. 	<ul style="list-style-type: none"> • Press pause cool downs • Pre (with i-Ready scores) and post-tests (with IAB data) • Unit assessments • i-Ready

SCIENCE ACTION PLAN

Key Performance Outcome:

District Strategic Priorities: Reduce gaps in achievement amongst student groups. Increase Science achievement.

School Goals: By spring 2027, Eisenhower will increase Science proficiency from 48.5% to 53.5% on the Science 2027 spring Washington Comprehensive Assessment of Science (WCAS) for all students. Additionally, they will increase ML proficiency from 9% to 19% And, increase SPED proficiency ten percentage points from 21.9% to 31.9%.

Science Team Goals:

Science 6

MS-PS4-2: Develop and use a model to describe that light waves can be reflected, absorbed, and/or transmitted through various materials.

MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Science 7

Therefore, the goal for my students is... students will understand that matter cannot be created nor destroyed.

MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Science and Engineering practice. Develop a model to describe unobservable mechanisms. Disciplinary Core Ideas.

PS1.B: Chemical Reactions Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. The total number of each type of atom is conserved, and thus the mass does not change. Crosscutting Concepts.

Energy and Matter is conserved because atoms are conserved in physical and chemical processes.

Science 8

Therefore, the goal for my students is to attain the following Next Generation Science Standards (NGSS) standards: PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound, and that sound can make material vibrate which can include the DCI.

Science Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of action)

What is the measure of student learning that would predict strand level proficiency performance on the Washington Comprehensive Assessment of Science (WCAS)?

- Release Time
- Professional Learning Communities
- Professional Development
- Survey Students
- SGG aligned to SIP
- EOS Survey
- Counselor Surveys
- Student Surveys
- Common Assessments

- Once per unit students complete CER, assessed using National Science Teachers Association (NSTA) CER rubric
- Once per unit collect data formally on students' ability to successfully analyze a graph or chart
- i-Ready scores on informational texts
- Unit Assessments

<ul style="list-style-type: none">• Core Tier 1 Instruction• Students use CER to produce scientific explanations.• In grade level content area team regular monitoring of student learning using common end of unit assessments.• Read and analyze informational texts for text structures—definitions, description, cause and effect, examples, sequence, compare and contrast.	
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Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s): Eisenhower Attendance will increase from 74% to 84% by 2027.

Welcoming Culture: Decreased discipline referral rates. Increase staff efficacy.

Physical, Emotional and Intellectual Safety: Panorama data will show an increase in student sense of physical, emotional, and intellectual safety over previous years.

Equitable and Accessible Opportunities: Increase student access to leadership opportunities through school-wide Positive Behavioral Interventions and Supports (PBIS) initiatives, House System, ASB, Student Co-curricular and extracurricular clubs.

Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of action) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none"> • Principal discipline presentations. • Student conductor tardy management. • House system implementation. • PBIS • Monitoring students' discipline and attendance in counselor meeting. • Providing students with Tiers of support. • Peer mediation. • Staff involvement • Parental involvement on campus. 	<ul style="list-style-type: none"> • Attendance data quarterly • Panorama data for sense of belonging improvement • Tardy data quarterly • Discipline data quarterly • Tier 2 tracking weekly • MDT tracking weekly • Counselor meetings

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

School: Record 2,500 hours of parent volunteer hours on campus.

Family Partnerships Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Advertise parent volunteers in monthly newsletters.

Multicultural Night

PTSA Nights

Natural Leaders Multicultural Night and other culture nights.

Key Performance Indicators (KPIs)

(Formative measures of action)

What measure will you use to determine the success of your action items?

- Track parent volunteer hours
- Panorama survey results