

READING ACTION PLAN
Key Performance Outcome:
2017-18 SBA Results

The target for the 2018-19 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: 55.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 58.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	29.7	44.5	25.9	Reading	23.1	49.3	27.6	Reading	22.1	43.8	34.1
Listening and Speaking	16.1	64.7	19.2	Listening and Speaking	18.3	66.2	15.5	Listening and Speaking	9.7	67.0	23.2
Writing	26.2	40.1	33.8	Writing	15.9	45.5	38.6	Writing	14.6	50.2	35.2
Research/Inquiry	20.5	46.1	33.4	Research/Inquiry	17.6	51.4	31.0	Research/Inquiry	12.0	57.3	30.7

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Identify, post, communicate and review Learning Target, Success Criteria and Learning Progression 	<ul style="list-style-type: none"> Administrator check list
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Implement the use of close reading strategies in vertically-aligned ELA classes as well as cross-curricular courses at all grade levels, specifically for the purpose of citing textual evidence in responses 	<ul style="list-style-type: none"> Language Live pre-post assessments (EL and Sped) Formative and summative/pre-post assessments Teacher created common formative and summative/pre-post assessments (History)
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Administer and analyze interim Smarter Balanced Assessment (SBA) in grades 6-8: Brief writes, reading informational text, Springboard embedded assessments, Language Live reteach, reading literary text to inform interventions 	<ul style="list-style-type: none"> Interim SBA assessment Springboard embedded assessments Language Live unit assessments

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.5	<ul style="list-style-type: none"> • Summer Reading <ul style="list-style-type: none"> o Increase incentives/recognition events to promote Summer Reading participation o Increase our circulation of accessible, high interest books for our English Learner (EL) and Special Education populations 	<ul style="list-style-type: none"> • Summer Accelerated Reader (AR) assessments

WRITING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 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: 55.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 58.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 62.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	29.7	44.5	25.9	Reading	23.1	49.3	27.6	Reading	22.1	43.8	34.1
Listening and Speaking	16.1	64.7	19.2	Listening and Speaking	18.3	66.2	15.5	Listening and Speaking	9.7	67.0	23.2
Writing	26.2	40.1	33.8	Writing	15.9	45.5	38.6	Writing	14.6	50.2	35.2
Research/Inquiry	20.5	46.1	33.4	Research/Inquiry	17.6	51.4	31.0	Research/Inquiry	12.0	57.3	30.7

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Identify, post, communicate and review Learning Target, Success Criteria and Learning Progression 	<ul style="list-style-type: none"> Administrator check list
TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Implementing common pre and post assessment using narrative, expository and persuasive writing to develop instructional focus 	<ul style="list-style-type: none"> Interim SBA assessments SpringBoard embedded assessments Language Live unit assessments
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Utilize a common rubric for editing/revising student writing in narrative, expository and persuasive writing to inform instructional focus in preparation for the SBA 	<ul style="list-style-type: none"> Common formative and summative writing assessments Common Springboard Embedded Assessments Common rubric for editing/revising Interim SBA assessments

MATH ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

6th Grade				7th Grade				8th Grade			
Overall: 48.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 43.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	32.7	34.3	33.0	Concepts and Procedures	36.9	32.1	31.0	Concepts and Procedures	22.0	31.3	46.6
Problem Solving and Modeling & Data Analysis	25.8	46.9	27.4	Problem Solving and Modeling & Data Analysis	23.4	46.9	29.7	Problem Solving and Modeling & Data Analysis	26.9	36.2	36.9
Communicating Reasoning	31.4	41.8	26.7	Communicating Reasoning	22.4	58.3	19.3	Communicating Reasoning	20.1	46.6	33.2

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 measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2.a TL 1.2.b TL 1.3.a	<ul style="list-style-type: none"> Identify, post, communicate, and review Learning Target, Success Criteria, and Learning Progression 	<ul style="list-style-type: none"> Administrator check list
TL 1.2.a TL 1.3.b TL 1.4.a	<ul style="list-style-type: none"> Grades 6/7/8 Implement Open Up Curriculum with fidelity 	<ul style="list-style-type: none"> Common formative/summative assessments
TL 1.2.b TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> Administer and analyze multiple SBA interim tests and one performance task into our instructional cycle 	<ul style="list-style-type: none"> Interim assessment blocks
TL 1.2.b TL 1.3.a TL 1.3.b TL 1.5.a	<ul style="list-style-type: none"> Consistently incorporate pre-teaching, reteaching, and review in our two-period support block math classes for 6/7/8 grades to address individual student gaps in math skills 	<ul style="list-style-type: none"> Interim assessment blocks Open Up pre-diagnostic assessments

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 8 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

8th Grade

Overall: 62.6%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	47.8	52.2
Life Science	35.9	64.1
Earth and Space Science	46.7	53.3

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) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Identify, post, communicate, and review Learning Target, Success Criteria, and Learning Progression 	<ul style="list-style-type: none"> Administrator check list
TL 1.3.a III 3.2.b	<ul style="list-style-type: none"> Implement Define Stem extended learning opportunities through exploration of real-world problems and developing innovative solutions by planning, designing, and implementing possible solutions or products 	<ul style="list-style-type: none"> Define Stem products and assessments
TL 1.2.b TL 1.3.a TL 1.3.b	<ul style="list-style-type: none"> Conduct practice sessions on the WCAS sample questions with 8th grade science students 	<ul style="list-style-type: none"> Classroom based assessments WCAS practice assessments

CHALLENGING OPTIONS ACTION PLAN

Key Performance Outcome(s):

Increase representation of all subgroups, to match the demographic make-up of the school, in accelerated/Honors Courses.

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 measure will you use to determine the success of your action items?
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 “potential gap” students that register for a challenge option course the following year
TL 1.2.a	<ul style="list-style-type: none"> Refine our model for teacher/counselor collaboration during registration to ensure proper placement 	<ul style="list-style-type: none"> Placement Registration rosters in Spring 2019
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 List Intervention notes/tracking for struggling students
TL 1.4.a	<ul style="list-style-type: none"> Increase enrollment in Spanish elective 	<ul style="list-style-type: none"> Number of students enrolled/passing Spanish elective
TL 1.2.a	<ul style="list-style-type: none"> Develop Math scheduling protocols to increase equity in advanced math pathways 	<ul style="list-style-type: none"> Equitable representation of students equity target students in advanced math pathways

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

To increase the level of parent and community positive feedback, as indicated by positive parent responses to the annual Educational Effectiveness Survey (EES). Increase parent involvement through evening events and volunteer opportunities.

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 measure will you use to determine the success of your action items?
SR 5.1.a SR 5.4.a	<ul style="list-style-type: none"> Host evening with the principal three times a year 	<ul style="list-style-type: none"> Attendance by parents and feedback slips
SR 5.1.a SR 5.4.a	<ul style="list-style-type: none"> Collaborate with PTSA to hold two evening family events 	<ul style="list-style-type: none"> Two events are planned and attended
SR 5.1.a SR 5.4.a	<ul style="list-style-type: none"> Work with Natural Leaders to host a Latinx Family Information Night 	<ul style="list-style-type: none"> Family attendance and feedback slips
SR 5.1.a	<ul style="list-style-type: none"> Provide multiple volunteer opportunities 	<ul style="list-style-type: none"> Increased number of volunteers working with Eisenhower
SR 5.1.a SR 5.4.a	<ul style="list-style-type: none"> Communicate information in the newsletter and other avenues to parents on academic and social events at Eisenhower 	<ul style="list-style-type: none"> Formal and anecdotal feedback from families including EES survey

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 indicated by positive student responses to Panorama and EES survey categories, with a focus on Supportive Learning Environment and Frequent Monitoring of Teaching and Learning.

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 measure will you use to determine the success of your action items?
SR 5.1.a	<ul style="list-style-type: none"> Host focus groups of students on a rotating basis to solicit feedback, so we can better address the perceived deficiencies in providing a welcoming environment 	<ul style="list-style-type: none"> Results of student surveys (CEE) Student feedback on areas to take action on
TL 1.4.a TL 1.3.b SR 5.1.a	<ul style="list-style-type: none"> Provide a safe environment to explore a variety of interests and easy access to extracurricular opportunities 	<ul style="list-style-type: none"> Results of student surveys (Panorama, CEE) Number of students who try out for seasonal sports and participate in co-curricular activities
III 2.1.b SR 5.1.a	<ul style="list-style-type: none"> Post student affirmation notes visible to all 	<ul style="list-style-type: none"> Results of student surveys (Panorama, CEE) Picture of the end-of-the-year affirmations board
PSS 3.4.a SR 5.1.a	<ul style="list-style-type: none"> Promote the library as a hub for student community connections before, during, and after school where students are able to collaborate and network while working on STEM activities and other project-based learning 	<ul style="list-style-type: none"> Number of students who visit during these times
SR 5.1.a	<ul style="list-style-type: none"> Recognizing students' birthdays by announcing them over the intercom during morning announcements 	<ul style="list-style-type: none"> Results of student surveys (Panorama, CEE)
SR 5.1.a PSS 3.4.a	<ul style="list-style-type: none"> Focus on positive messages home to parents/guardians; through phone calls, post cards, or other ways to celebrate each student throughout the year 	<ul style="list-style-type: none"> Results of student and parent surveys (Panorama, CEE)
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> Increased PTSA involvement/providing food trucks at Curriculum Night, Back-to-School Nights, and Spelling Bee 	<ul style="list-style-type: none"> Maintain involvement in community/staff PTSA membership Track event participation

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 measure will you use to determine the success of your action items?
SR 5.1.a PSS 3.4.a	<ul style="list-style-type: none"> Develop strategies with the Positive Behavior, Intervention, and Support (PBIS) team for positive student engagement school wide, as well, as scheduled days to implement Second Step curriculum for conflict resolution strategies 	<ul style="list-style-type: none"> PBIS team minutes Results of student surveys (Panorama, CEE) Development of Tier II strategies/interventions
SR 5.1.a PSS 3.4.a	<ul style="list-style-type: none"> Bring in outside motivational speakers to talk to students about using life skills in “the real world.” Focus on minority groups or cultural groups to address this need 	<ul style="list-style-type: none"> Results of student surveys (Panorama, CEE)
PSS 3.4.a	<ul style="list-style-type: none"> Teach counselor driven HIB and Signs of Suicide lessons specifically designed and implemented based on data 	<ul style="list-style-type: none"> Counselor data
PSS 3.4.a	<ul style="list-style-type: none"> Develop a Silent Mentors program, where each teacher selects 3-5 students of interest to build a solid relationship with over the year to increase student’s sense of belonging 	<ul style="list-style-type: none"> Insight data and teacher request based on classroom performance and needs

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 measure will you use to determine the success of your action items?
TL 1.3.b	<ul style="list-style-type: none"> Provide access for all students who require or request help through OneNote during lunch and Study Club after school 	<ul style="list-style-type: none"> Data of number of students who attend
TL 1.3.b	<ul style="list-style-type: none"> Monitoring Equity Targets 	<ul style="list-style-type: none"> Disaggregating Interim Assessment Blocks Reteach Create and monitor Panorama groups Actions
TL 1.3.b	<ul style="list-style-type: none"> Analyze and address disproportionate discipline 	<ul style="list-style-type: none"> Monthly discipline data
TL 1.3.b	<ul style="list-style-type: none"> GLAD Training 	<ul style="list-style-type: none"> Staff use of GLAD Strategies

ATTENDANCE

Key Performance Outcome(s):

By the end of the school year we will decrease the percentage of absences by month over the 2017-18 absence rate.

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 measure will you use to determine the success of your action items?
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"> Reengage students in transition with parent conferences and student meetings who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates
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"> Redesign of school-wide tardy intervention system; including first period 	<ul style="list-style-type: none"> Overall discipline rates for tardiness Community Truancy Board meeting schedule
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"> Meet with students to develop individualized attendance plan 	<ul style="list-style-type: none"> Unexcused absence data Student intervention plans
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"> Utilize the BECCA court process 	<ul style="list-style-type: none"> Reduced number of BECCA petitions

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

By Spring of 2019, 100% of teachers will have an increased understanding and uses of technology in the classroom.

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 measure will you use to determine the success of your action items?
TL 1.2.a III 2.1.a	<ul style="list-style-type: none"> Each teacher will attend three trainings during the 2018-19 year for authentic learning 	<ul style="list-style-type: none"> Attendance records at trainings
TL 1.2.a III 2.1.a	<ul style="list-style-type: none"> Teachers will utilize one or more new technology strategies in class this year 	<ul style="list-style-type: none"> Teacher reports on new strategy or technique they attempted
TL 1.2.a III 2.1.a	<ul style="list-style-type: none"> Implement SAMR model 	<ul style="list-style-type: none"> Teacher feedback and reporting of using the SAMR model
TL 1.2.a III 2.1.a	<ul style="list-style-type: none"> Integrate digital resources in the new math and Spanish curriculum 	<ul style="list-style-type: none"> Teacher report/online data of teacher use