

READING ACTION PLAN

Key Performance Outcome:

2014-15 SBA Results

The target for the 2015-16 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 6

Overall: 68.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.5	54.1	24.4
Listening and Speaking	7.4	67.8	24.8
Writing	11.5	54.4	34.1
Research/Inquiry	7.8	53	39.3

Grade 7

Overall: 74.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	14.3	51.2	34.5
Listening and Speaking	8.9	62	29.1
Writing	9.3	39.1	51.6
Research/Inquiry	6.6	48.1	45.3

Grade 8

Overall: 72.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	14.4	44.6	41
Listening and Speaking	9.4	67.8	22.8
Writing	10.1	41.9	48
Research/Inquiry	8	50.4	41.6

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?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Build culture of independent reading for all students through regular silent reading provided in block classes. 	<ul style="list-style-type: none"> Increase in student awareness and sense of accomplishment in reading skills as indicated on student survey.
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Grade 6 ELA will explicitly teach the academic vocabulary (cross content) and literary terms (within ELA content) embedded within the SpringBoard units. <ul style="list-style-type: none"> Establish a list of "required" words across content by grade level. Within their respective collaborative teams, grade 6 and grade 7 ELA teams will develop an instructional plan to increase comprehension of higher level vocabulary. 	<ul style="list-style-type: none"> Embedded assessments show evidence of academic language Common formative assessments and common summative assessment
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Grade 7 will increase listening skills through the use of audio based lessons. 	<ul style="list-style-type: none"> Student responses to audio clips/recordings Instructional map

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?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Grade 8 will identify explicit textual evidence in texts to support inferences made or conclusions drawn. 	<ul style="list-style-type: none"> Student performance on weekly formative assessments

WRITING ACTION PLAN

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Grade 8

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Reading	14.4	44.6	41
Listening and Speaking	9.4	67.8	22.8
Writing	10.1	41.9	48
Research/Inquiry	8	50.4	41.6

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?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Grade 6 ELA teachers will develop a structured convention and grammar component to build background knowledge as a supplement to Springboard curriculum. Through collaborative time, all grade 6 teachers (cross content) will establish a list of grade level CCSS conventions expectations. 	<ul style="list-style-type: none"> Convention component of embedded assessment rubric will show an increase in students' convention scores
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Based on student performance, grade 7 will implement a collaborative reteach tutorial and enrichment program after each unit assessment. 	<ul style="list-style-type: none"> Assessment data of post tutorial progress recorded in gradebook
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Grade 7 teachers will create a Springboard rubric which uses student friendly language and is SBA aligned. 	<ul style="list-style-type: none"> Increase student use of rubrics as a learning resource
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Grade 7 teachers will develop an instructional plan to increase use of higher level vocabulary in student writing. 	<ul style="list-style-type: none"> Common formative assessments and common summative assessment
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Grade 8 teachers will increase student success with incorporating embedded quotations in all three modes of writing; narrative, explanative, and argumentative. The 2015-16 primary focus will be on argumentative writing. 	<ul style="list-style-type: none"> Grade 8 social studies classroom based assessment (CBA) will have evidence of students' proper use of embedded quotations. Formative and summative argumentative essays; may include interim assessment.

MATH ACTION PLAN

2014-15 SBA Results

Key Performance Outcome:

The target for the 2015-16 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

Grade 6

Overall: 47.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	30.9	41.5	27.6
Problem Solving and Modeling & Data Analysis	25.7	52.2	22.1
Communicating Reasoning	21.7	55.1	23.2

Grade 7

Overall: 60%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	22.9	37.2	39.9
Problem Solving and Modeling & Data Analysis	12.8	50.8	36.4
Communicating Reasoning	6.2	53.1	40.7

Grade 8

Overall: 56.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	23.8	35.8	40.4
Problem Solving and Modeling & Data Analysis	15.5	48.7	35.8
Communicating Reasoning	18.2	49.6	32.2

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) How will you know if this action is effective?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Implement interim assessments and performance tasks provided by Smarter Balanced to help familiarize students with technology needed for the SBA and question format from the SBA. 	<ul style="list-style-type: none"> Performance task/interim testing implementation data provided by WACAP website
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Implement algebra in computer science (code.org) <ul style="list-style-type: none"> Grade 6 will use paper/pencil for introductory components of scaffolded program. Grade 7 will use paper/pencil for introductory components of scaffolded program and they will begin code.org modules to familiarize students with code.org programming environment. Full implementation of algebra in computer science in grade 8 math to help reinforce algebraic concepts through technology. 	<ul style="list-style-type: none"> Grade 6 teacher lesson plans will provide evidence of implementation Grade 7 formative assessments (pre/post) for the paper/pencil introductory lessons Grade 8 student progress tracking (within code.org program) and completion of the program
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Implement intervention plan using classroom based assessments as indicator for student growth. 	<ul style="list-style-type: none"> Participation report Retake evidence provided through the LMS gradebook

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2015-16 school year is 100% of students in the grade 8 meeting standard on the MSP in Science.

2014-15 MSP Results

Grade 8

Overall: 73.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	28.9	71.1
Inquiry	33.1	66.9
Application of Science	43	57
Domains	29.5	70.5

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) How will you know if this action is effective?
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Using the language of both Common Core and NGSS, students engage in a process in which they learn how to communicate what they know and how they know it. When engaged in this process, students use evidence and reasoning to support a claim. This work helps them create arguments and explanations, processes that are critical to the nature of science. 	<ul style="list-style-type: none"> Formative assessments scored using scientific evidence explanation rubric will show an increased ability to use CER in responses
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> Collaborate with district facilitator to develop application based lessons which are NGSS aligned and initiate instructional map revision with NGSS standards. 	<ul style="list-style-type: none"> Initiate a minimum of one common activity/lesson per semester
TL 1.2 TL 1.3 TL 1.5	<ul style="list-style-type: none"> By creating common assessments from common lessons and analyzing student responses, teachers will be able to identify what students know, how they are communicating what they know, and how they are using what they know to solve new, rigorous problems. As teachers engage in sharing common assessment results and identifying evidence of student learning, teachers can utilize the strategies above to deepen and/or remediate student understanding/learning. 	<ul style="list-style-type: none"> Increased number of common lessons and common assessments

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.

<u>Challenging Options Gap</u>	<u>American Indian</u>	<u>Asian</u>	<u>Black/AA</u>	<u>Hispanic</u>	<u>Native Hawaiian</u>	<u>Two or More Races</u>	<u>White</u>
Grade 6	0%	-7%	2%	7%	1%	-2%	0%
Grade 7	0%	-4%	0%	12%	1%	0%	-9%
Grade 8	1%	-4%	2%	4%	-1%	-1%	-1%
Overall Student Population	0%	-5%	1%	7%	0%	-1%	-3%

<u>Gap of SES in Challenging Option Classes</u>	
Grade 6	16%
Grade 7	15%
Grade 8	17%
Overall Student Population	16%

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?
TL 1.3	<ul style="list-style-type: none"> During pre-registration, the counselors will identify recruitment and registration gap in students selecting accelerated courses. 	<ul style="list-style-type: none"> Data analysis report of recruitment gap
TL 1.3	<ul style="list-style-type: none"> Targeted parent communication to underrepresented group parents at middle school transition nights (pamphlets, registration forms). Evaluate need for grade 6/7 parent night to increase understanding of accelerated course options. 	<ul style="list-style-type: none"> Increase enrollment in accelerated courses Decrease in students requesting to drop accelerated courses in fall 2016
TL 1.3	<ul style="list-style-type: none"> Integrate updated Study Club plan with plan for students struggling in accelerated courses to decrease D/F rate. 	<ul style="list-style-type: none"> Participation log will show increase in students from accelerated courses accessing Study Club
TL 1.3	<ul style="list-style-type: none"> Implement a model for collaboration time between AVID and accelerated course teachers to integrate AVID organization and learning strategies into the unit planning for accelerated courses. 	<ul style="list-style-type: none"> Increase evidence of AVID strategies in accelerated courses

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 EES perceptual survey in *the Parent and Community Involvement* areas from an average parent positive response of 80% in October 2014 to 90% by October 2016.

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?
TL 5.1 TL 5.4	<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
TL 5.1 TL 5.4	<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
TL 5.1 TL 5.4	<ul style="list-style-type: none"> <u>For Special education caseload student</u>: formulate a survey/questionnaire for parents to tell teachers how often they want communication and in what form (email, phone, etc.). Clarify if they want information about upcoming assessments. 	<ul style="list-style-type: none"> Special education teacher communication log; including IEP progress reports communication Survey results in May requesting feedback from parents on the impact of increased communication
TL 5.1 TL 5.4	<ul style="list-style-type: none"> Develop a protocol for Parent-Teacher Conferences to improve general education teachers' report of accommodation compliance to parents. Make sure the teachers have the accommodation page at conference. 	<ul style="list-style-type: none"> Call logs will reflect decreased number of parent calls reporting concerns about accommodations

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 a respectful school environment, as indicted by positive student responses to the EES survey categories:

- Community and Parent Involvement from 60% in October 2014 to 75% by October 2016
- Supportive Learning Environment from 70% in October 2014 to 80% by October 2016

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?
TL 1.1 PSS 3.4	<ul style="list-style-type: none"> • Revise student recognition program (SEALS). 	<ul style="list-style-type: none"> • Baseline data for student progress via recognition program
TL 1.1 PSS 3.4	<ul style="list-style-type: none"> • Develop a “welcoming committee” of trained students by grade level. New student welcome kit/retreat. 	<ul style="list-style-type: none"> • Implementation plan and committee training log
TL 1.1 PSS 3.4	<ul style="list-style-type: none"> • ASB will lead an initiative to recognize all student cultures through collaboration with ELL or dual language students. Students will present components of announcements or lunch time commercials in their home language. 	<ul style="list-style-type: none"> • Student reflections on impact • Video feed
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?
PSS 3.4	<ul style="list-style-type: none"> • Counselors will implement a plan for new suicide prevention curriculum. Counselor and administrator will provide staff training on new curriculum prior to student based instruction. 	<ul style="list-style-type: none"> • Implementation plan • Training notes from staff meeting
PSS 3.4	<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	<ul style="list-style-type: none"> • Implement student, parent, and staff training in using Safe Schools Alert. • Develop a plan for office staff, counselors, and administrators to respond and manage SafeSchools Alert tips. 	<ul style="list-style-type: none"> • SafeSchools Alert log or report from the system
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?
PSS 3.2 PSS 3.3	<ul style="list-style-type: none"> • Evaluate current Study Club/Connections period and develop an updated targeted intervention plan. 	<ul style="list-style-type: none"> • Implementation of updated program • Increase in struggling student accessing afterschool program

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?
	<ul style="list-style-type: none"> Overtly teach students how to access afterschool resources (i.e. Computer access via study club). 	<ul style="list-style-type: none"> 100% student awareness of afterschool and technology resources via student training PPT/Video.
PSS 3.2 PSS 3.3	<ul style="list-style-type: none"> Implement a model for collaboration time between AVID and accelerated course teachers to integrate AVID strategies into the unit planning for accelerated courses and support recruitment and enrollment. 	<ul style="list-style-type: none"> Increase evidence of AVID strategies in accelerated courses
PSS 3.2 PSS 3.3	<ul style="list-style-type: none"> Assess and respond to data on student engagement in afterschool sports, activities, and clubs. Leadership Team will respond to identified barriers. 	<ul style="list-style-type: none"> Participation data
PSS 3.2 PSS 3.3	<ul style="list-style-type: none"> Develop enhanced transitional activities for SPED/ELL students during high school and elementary transitions. 	<ul style="list-style-type: none"> Increased use of, collaboratively developed, transition plan templates by counselors/ELL teacher/SPED teachers; including decision making flow chart for placement

HIGH SCHOOL READINESS

Key Performance Outcome(s): Decrease the number of students who fail one or more classes and do not meet standard on SBA

- From 51% to 30% in grade 7 ELA From 74% to 50% in grade 7 Math
- From 54% to 30% in grade 8 ELA From 61% to 50% in grade 8 Math

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?
TL 1.3 TL 1.5	<ul style="list-style-type: none"> • A team of counselors, administrators and staff will develop, implement and revise a comprehensive intervention program for students; including forming a student intervention team. 	<ul style="list-style-type: none"> • Red/Yellow/Green data tracking • On-going monitoring system will be evidence through SIT meeting minutes
TL 1.1	<ul style="list-style-type: none"> • Counselors will monitor the number of students with a D or F in classes every two weeks and support these students to create an academic success plan. 	<ul style="list-style-type: none"> • eSchools Academic Success plan report
TL 1.1	<ul style="list-style-type: none"> • Evaluate current Study Club/Connections period and develop an updated targeted intervention plan for students who are demonstrating risk factors for high school readiness. 	<ul style="list-style-type: none"> • Implementation of updated program • Participation logs show an increase in struggling students accessing afterschool Study Club
TL 1.1	<ul style="list-style-type: none"> • Counselors will lead grade 8 students through initial roll out of Naviance as a tool to model for students self-monitoring of their readiness status. 	<ul style="list-style-type: none"> • Student log-in reports show introduction to Naviance • Students' action plan completion and increased grade reports for identified students

ATTENDANCE

Key Performance Outcome(s):

- Decreased 1st period absences for students who are not out ill the entire day. Currently 1st period absences are 7% higher than the rest of the day for unexcused and excused absences.
- Decreased absences in grade 8 students from 40% of all absence by June 2015 to 33% of all absences by June 2016

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) How will you know if this action is effective?
TL 1.1 TL 1.5 TL 1.2 TL 1.3	<ul style="list-style-type: none"> • Implement new school-wide tardy intervention system; including first period. 	<ul style="list-style-type: none"> • Decrease in overall tardies • Decrease in first period tardies, as well as, overall increase in first period attendance
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> • Counselors and or district BECCA facilitator will meet with students to develop an individualized attendance plan. • Administrators, counselors and attendance secretary will revise monthly meeting plan to establish attendance thresholds based on last year's data. 	<ul style="list-style-type: none"> • Attendance data will show a decrease in unexcused absences • Attendance meeting logs will show an increase in targeted student-specific intervention