

Chapter 5 Schoolwide Action Plan



Eisenhower High School
Focus on Learning 2013

ACTION PLAN

Schoolwide Action Plan

AREAS OF IMPROVEMENT:

1. Align instruction and curriculum to the Common Core Standards (CCSS), Next Generation Science Standards (NGSS), and Framework for 21st Century Learning.
2. Strengthen Professional Learning Communities at Eisenhower High School by including cross-curricular planning time and developing Common Formative Assessments based on CCSS, NGSS, and the Framework for 21st Century Learning.
3. Increase the graduation rate among all students.

PRIMARY RATIONALE:

1. The transition from California State Standards to the Common Core State Standards will require all stakeholders at Eisenhower High School to create new systems of instruction while implementing the new state curriculum.
2. ELA/Math State and District assessments do not show significant steady growth from year to year; CAHSEE percentage of proficient students falls below State and District averages, and creation of common formative assessments/data analysis procedures are not uniform in all academic disciplines.
3. To maintain cohort graduation rate above state and district percentages.

CONNECTION TO SCHOOLWIDE LEARNER OUTCOMES:

Eisenhower's Schoolwide Learner Outcomes are designed to satisfy society's demand for a highly literate, productive, and diverse workforce for the 21st Century. Our Schoolwide Learner Outcomes guide student success in all classrooms and will prepare students for college and career success.

Respectful Individuals: Students demonstrate respectful behavior towards students and adults.

This behavior is evident through their interactions with individuals and groups.

Responsible Individuals: Students are accountable for their academic success and demonstrate a willingness to assist others.

Relevant Thinkers: Students actively pursue understandings of the world around them and apply critical learning skills to real life scenarios.

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Rigorous Learners: Students apply problem-solving skills to analyze academic content.

The problem-solving skills our students learn at Eisenhower will transition into approaching life with intellectual curiosity.

GROWTH TARGETS:

1. By 2017 successfully transition from California State Standards to Common Core State Standards in all areas of instruction and curriculum.
2. Strengthen PLCs by evaluating unit common formative assessments, quarterly benchmarks, SBAC and CAHSEE results.
3. Along a six-year period, beginning in 2014, increase the graduation rate by two percent annually. (Currently 85.7%)

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Goal 1: Align instruction and curriculum to the Common Core Standards (CCSS), Next Generation Science Standards (NGSS), and the Framework for 21st Century Learning.

Essential Question	Objectives	Strategies and Resources	Responsible Parties	Timeline	Evidence to Monitor Progress and Assess Student Achievement
How can we increase the level of academic rigor in all disciplines?	1.A Increase rigor in all subjects through critical reading (across disciplines) and high level critical thinking activities that demonstrate depth of knowledge.	Pre-planned instructional strategies, materials used, questioning strategies and student products, will be aligned with the rigor of the Common Core Standards.	Director of Secondary Instruction Site Administration All Teachers	Fall 2014 Ongoing	<ul style="list-style-type: none"> Classroom observations of all academic disciplines to evaluate the transition of instruction and curriculum to align with the CCSS.
		Students participate in rigorous project-based learning, expanding their knowledge base and developing their own assumptions/ solutions to problems.	All Teachers	Fall 2014 Ongoing	<ul style="list-style-type: none"> Examination of student projects that reflect their creative thought process.
		Practice research-based critical reading strategies through all academic disciplines incorporating research, student collaboration and appropriate strategies per discipline focusing on reading	Site Administration ELA Instructional Leader PLC Leaders	Fall 2014 Ongoing	<ul style="list-style-type: none"> Examination of student work samples that reflect student comprehension of content-specific reading material.

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for meaning.

Instruction is to reflect the pedagogical shifts demanded by the CCSS through current and confirmed research based practices for the delivery of instruction. For example:

-Accountable Talk

-Close and Critical Reading

-Depth of Knowledge

-21st Century Skills

Increase the student practice of informal/ academic code switching and appropriate talk inside classrooms. Instruction explicitly attends to the specialized academic language associated with content area standards.

Site Administration
Instructional Leaders
PLC Leaders

Fall 2014
Ongoing

- Administrative and Instructional Leader walk-throughs of all academic disciplines to examine adherence and usage of adopted depth of knowledge strategies.

All Teachers

Fall 2014
Ongoing

- Increased use of academic language in all classrooms.

Essential Question	Objectives	Strategies and Resources	Responsible Parties	Timeline	Evidence to Monitor Progress and Assess Student Achievement
How can we use research based instructional strategies to improve	1.B Improve instruction and increase student	Standards-based instruction includes problems or issues worked on individually as well as whole class activities that	Site Administration Instructional Leaders PLC Leaders	Fall 2014 Ongoing	<ul style="list-style-type: none"> • Examination of student work samples that reflect highly relevant curriculum and instruction.

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instruction in all academic disciplines?	engagement- student accountability, effective collaboration, communication and creative problem solving skills- through the use of research based instructional strategies.	are related to real-world problems that support college and career readiness. Practice student engagement strategies across all disciplines.			
		Develop a culture of reciprocal accountability amongst student, staff, and administration through effective collaboration that is completely focused on student learning.	All Teachers	Fall 2014 Ongoing	<ul style="list-style-type: none"> Increased collaboration among all stakeholders.
Essential Question	Objectives	Strategies and Resources	Responsible Parties	Timeline	Evidence to Monitor Progress and Assess Student Achievement
How can we increase teacher/student use of existing technology to enhance student comprehension of CCSS?	1.C Improve use and availability of technology as a teaching and learning tool, to access digital resources, interactive online learning activities, databases, and digital libraries.	Assess the usefulness of existing technology. Identify the technology that will best enable students to develop fundamental technological applications as a resource to gain deeper understandings of specific academic content.	Technology Specialist Site Administration	Fall 2014	<ul style="list-style-type: none"> Administrative/Instructional Leaders review of technological applications in the classroom.
		Create a uniform schoolwide technological application checklist in all disciplines that	Principal Instructional Leaders	Fall 2014 Ongoing	<ul style="list-style-type: none"> Evaluation of course syllabi, course lessons, course assessments, and course projects using the created

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applies the following:

1. Use of a variety of different media presentations
2. Development of social media applications for academic purposes
3. Understanding and utilization of search engines and online databases

PLC Leader

technological application checklist.

Identify and increase use of interactive educational Web 2.0 applications such as wikis, blogs, podcasts and voice threads.

Site Administration
Instructional Leaders
PLC Leaders

Fall 2014
Ongoing

- Increased web-based/ collaborative student assessments utilized in an increased number of courses

Petition the Rialto Unified School District to modify network firewalls to allow greater access to media programs and broader educational web sites.

Site Administration
Teaching Staff

Continuously

- Increased student access to media programs and educational web sites

Essential Question

Objectives

Strategies and Resources

Responsible Parties

Timeline

Evidence to Monitor Progress and Assess Student Achievement

How do we support student achievement in writing in all

1.D
Develop and practice a common

Develop a consistent writing strategies program across the

Site Administration
Instructional Leaders

Spring 2014

- Evaluation of a published schoolwide writing program.

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content areas?	<p>approach to teaching writing and use writing strategies in all disciplines.</p>	<p>curriculum</p> <ul style="list-style-type: none"> • Use Common Core Six writing strategies to teach writing • Student proficient demonstration of Common Core Writing standards 	PLC Leaders	<ul style="list-style-type: none"> • Observation of a variety of critical writing assignments samples in all classes. 	
		<p>Use content specific writing strategies and rubrics to improve student subject matter comprehension.</p>	<p>Site Administration Instructional Leaders PLC Leaders</p>	<p>Spring 2014 Ongoing</p>	<ul style="list-style-type: none"> • Successful adoption and use of critical writing instructional strategies.
		<p>Provide teacher training for widely-used schoolwide writing strategies and writing rubrics.</p>	Site Administration	<p>Spring 2017 Ongoing</p>	<ul style="list-style-type: none"> • Successful adoption and use of writing instructional strategies and rubrics.

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Goal 2: Strengthen Professional Learning Communities at Eisenhower High School by including cross-curricular planning time and developing common formative assessments, based on the CCSS, NGSS and the Framework for 21st Century Learning.

Essential Question	Objectives	Strategies and Resources	Responsible Parties	Timeline	Evidence to Monitor Progress and Assess Student Achievement
How can we enhance our system of PLCs to include cross-curricular teaching along with increased performance on unit CFAs, district benchmarks, SBAC tests, and CAHSEE exam?	2.A Improve the PLC process by focusing on cross curricular teaching and planning as well as a direct focus on data driven instruction through unit CFA's, district benchmarks, CAHSEE exam, and SBAC.	Plan cross curricular and highly relevant instruction, ensuring students make connections between topics and across grade levels: <ul style="list-style-type: none"> • Math/Science • Social Science/ELA • VAPA/ELA • Foreign Language/ELA • Science/CTE 	Site Administration Instructional Leaders PLC Leaders	Fall 2017	<ul style="list-style-type: none"> • Administrative observation of common PLC planning. • Creation of shared instructional units on Sync Solutions. • Creation of shared lesson plans, assessments, and related materials.
		Share abbreviated course pacing guides to facilitate common instructional planning. Identify potential content sources of collaboration/ curriculum overlapping.	Instructional Leaders PLC Leaders	Spring 2015	<ul style="list-style-type: none"> • Evaluation of lesson plans and student work samples for evidence of cross-curricular relevancy.
		Create uniform data driven	Site Administration	Fall 2014	<ul style="list-style-type: none"> • Use of a PLC checklist for

ACTION PLAN

<p>procedures in PLCs that consist of the following</p> <ol style="list-style-type: none"> 1. Creation of units on Sync Solutions along with assessments. 2. Posting of all assessments (unit CFA's) on Illuminate. 3. Viewing of all assessment data (unit CFA's, District Benchmarks, CAHSEE results, SBAC results). 	<p>Instructional Leaders PLC Leaders</p>	<p>Ongoing</p>	<p>data driven procedures that is monitored by administration and PLC leaders.</p>
<p>Adhere to a PLC philosophy that focuses on:</p> <ol style="list-style-type: none"> 1. What do we want our students to learn? 2. How will we know if they are learning? 3. How do we respond when they are not learning? 4. What will we do when students are proficient? 	<p>Site Administration Instructional Leaders PLC Leaders</p>	<p>Fall 2014 Ongoing</p>	<ul style="list-style-type: none"> • Reorganization of PLC leadership structure that only consists of PLC leaders, rather than a structure led by department chairs/Instructional Leaders.

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Goal 3: Increase the graduation rate among all students.

Essential Question	Objectives	Strategies and Resources	Responsible Parties	Timeline	Evidence to Monitor Progress and Assess Student Achievement
What evidence shows that we are providing adequate academic support for all students?	3.A Provide effective intervention strategies to establish a solid foundation for academic success.	Refine and expand effective interventions for underperforming student populations. <ol style="list-style-type: none"> Possible Alternatives to A+. Evaluation of all remedial ELA/Math programs. Possible online credit recovery program on campus. Aggressive student/parent interventions in the 9th and 10th grade years. 	Site Administration Head Counselors Counselors	Fall 2014	<ul style="list-style-type: none"> Reduction of credit deficient students transitioning from their freshman to sophomore year. Reduction of credit deficient students along 9th to 12th grade.
		Create a data-driven intervention system for all students where parents, teachers, counselors, and administrators all have access to: <ol style="list-style-type: none"> Full inclusion to Synergy School Loop 	Site Administration Head Counselors Counselors Teachers	Spring 2015	<ul style="list-style-type: none"> Increased parent access to Synergy and School Loop information systems leads to higher student achievement.

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Essential Question	Objectives	Strategies and Resources	Responsible Parties	Timeline	Evidence to Monitor Progress and Assess Student Achievement
<p>How can we establish academic skills beginning in the 9th grade that will give students a better understanding of academic material in secondary classrooms?</p>	<p>3.B Establish a 9th grade foundational academic skills class focusing on reading, writing, and learning strategies, and including parent communication.</p>	<p>Provide AVID professional development for teachers selected to teach the course.</p>	<p>Principal Assistant Principals 21st Century Learners PLC Teachers</p>	<p>Spring 2014</p>	<ul style="list-style-type: none"> Evaluation of the course description, course pacing guide, and teacher developed course lesson plans.
		<p>Develop a course pacing guide based on the 21st Century Student Outcomes identified by the Partnership of 21st Century Skills and research based AVID instructional strategies.</p>	<p>21st Century Learners PLC Teachers</p>	<p>Spring 2014</p>	<ul style="list-style-type: none"> Evaluation of course alignment to 21st Century student outcomes and AVID instructional strategies.
		<p>Follow Rialto Unified School District procedures to identify and adopt a supplementary text to accompany the newly developed course.</p>	<p>21st Century Learners PLC Teachers</p>	<p>Spring 2014</p>	<ul style="list-style-type: none"> Successful adoption of <i>How They Croaked: Awful Ends to the Awfully Famous</i> as a supplementary text.
		<p>Incorporate student research about A-G requirements, colleges and career plan development into the course curriculum.</p>	<p>21st Century Learners PLC Teachers Counselors</p>	<p>Spring 2014</p>	<ul style="list-style-type: none"> Increased number of students who have identified a post-secondary/ career goal during 4-year plan meetings.
		<p>21st Century Learners PLC</p>	<p>Site Administration 21st Century</p>	<p>Spring 2015</p>	<ul style="list-style-type: none"> Evaluation of usefulness of

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teachers will collaborate with 10th grade, 11th grade, and 12th grade core content teachers to match skills taught in the 9th grade course with skills needed in the higher grades.

Learners
PLC Teachers

student skills taught in the 21st century learner's course.

Essential Question	Objectives	Strategies and Resources	Responsible Parties	Timeline	Evidence to Monitor Progress and Assess Student Achievement
What systems are in place to support all students in meeting the requirements for graduation?	3.C Strengthen alternative programs designed for at-risk students who are credit deficient.	Develop and implement a schoolwide informational program to teach students about credit requirements.	Site Administration Head Counselors Counselors AVID Coordinator	Spring 2014	<ul style="list-style-type: none"> • Graduation rate. • Credit completion reports by grade level. • Lessons on credit requirements. • Analysis of individual student transcripts.
		Evaluate graduation data to identify where students need additional support.	Counselors PLCs	Spring 2014	
How can we increase the role of parents in addressing the importance of graduating from Eisenhower High School?	3.D Strengthen parent communication and collaboration in order to monitor student academic progress.	Build and strengthen the site's Parent Center to serve more parents.	All Stakeholders	Ongoing	<ul style="list-style-type: none"> • Increased Parent Center Visits. • Increased parent access to student progress data.
		Identify and increase use of communication applications such as class School Loop pages, text messaging	All Stakeholders	Spring 2015	

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services, email blasts, social media and Synergy's Parent Portal.
