

Eisenhower High School
Revised Action Plan 2016-2019

Rialto Unified School District LCAP Goals

- **Goal 1: Achievement** All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.
- **Goal 2: Conditions for Learning** Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.
- **Goal 3: Engagement** Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

Eisenhower High School Goals

All Eisenhower School Goals seek to support the district goals listed above, work towards our overarching goal of 2,500 Critically Thinking Distinguished Scholars, and address our Critical Areas of Improvement as indicated during our last WASC visit.

Goal 1: Numeracy -- Increase all students' conceptual understanding of fundamental mathematics leading to an increase in mathematical proficiency and readiness for college and career

Primary Rationale:

Findings indicate the need to improve basic and conceptual understanding of mathematics in order to increase success in upper level courses, especially within mathematics and science, and on the CAASPP.

Supporting Data:

Current CAASPP data indicates that only 17%, down from 21% the previous year, of our students met or exceeded the Math Standard.

Many students do not pass Math 1 the first time, so classes are populated with students retaking the course with an already defeated outlook

An unacceptable amount of students do not pass Chemistry the first time or pass with D/D- grades and must retake it to fulfill A-G requirements.

Growth Targets (Yearly):

- The percentage of students scoring above standard in Key Area: Concepts and Procedures on the CAASPP will increase by 5%, while the percentage of students scoring below standard will decrease by 10%.
- The percentage of students scoring above standard in Key Area: Problem Solving and Modeling/Data Analysis on the CAASPP will increase by 5%, while the percentage of students scoring below standard will decrease by 10%.
- The percentage of students scoring above standard in Key Area: Communicating Reasoning on the CAASPP will increase by 5%, while the percentage of students scoring below standard will decrease by 10%.
- The percentage of students earning a C or better in math the first time will increase by 10%.
- The percentage of students earning a C or better in Chemistry the first time will increase by 10%.

Monitor Progress Tools:

- CAASPP results
- Number of math strategic and interventions sections in the master schedule
- Collect data on % of students passing math and science classes the first time

Report Progress:

- **Data reporting: Report data at monthly staff meetings, School Site Council meetings, Instructional Leaders meetings, and all parent meetings.**
- **Action Plan Progress: Administrators and Instructional Leaders will report progress to parents, staff and students (including advisory committees) with annual reporting/approval of Single Plan for Student Achievement and to staff at monthly faculty meetings. Action Plan modified, when necessary, at least annually.**

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Goal 1: Numeracy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
1.0 All teaching staff will analyze CAASPP data to create a plan to improve student numeracy.					
<p>1.1 Math CAASPP results will be reported annually during instructional leaders meetings; *All Instructional leaders will analyze 11th grade CAASPP data (11th grade and 8th grade, beginning with 2016-2017 10th graders), focusing on specific area achievement, so that instructional weaknesses may be identified and addressed by all stakeholders. * A team will meet to determine if a practice CAASPP administered to 9th and 10th grade students at the end of the year will be feasible.</p>	<p>Instructional Leaders Start of year meeting (July/August 2017)</p>	<p>Instructional Leaders Advising Administrator</p>	<p>Instructional Leaders meeting minutes</p>	<p>Leadership meetings Staff meetings</p>	<p>Funding for instructional leaders meetings</p>
<p>1.2 Instructional leaders will engage in action research for the purpose of addressing instructional weaknesses identified in 1.1; leaders will share their findings at the following Instructional Leaders meeting.</p>	<p>August 2017</p>	<p>Instructional Leaders Advising Administrator</p>	<p>Instructional Leaders meeting minutes</p>	<p>Leadership meetings Staff meetings</p>	<p>Funding for instructional leaders meetings</p>

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Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
<p>1.3 Instructional leaders will bring data results, analysis, research, and strategies back to their departments and PATHWAYS to be utilized in the development of at least one numeracy specific SMART (specific, measurable, agreed upon, realistic, time-based) goal that includes:</p> <ul style="list-style-type: none"> • department-specific instructional strategies • progress-monitoring tools • professional development needed 	<p>August 2017</p>	<p>All teachers</p> <p>Instructional Leaders</p> <p>Advising Administrator(s)</p>	<p>Department meeting minutes</p>	<p>Leadership meetings</p> <p>Staff meetings</p>	<p>Planning/professional development time</p>
<p>2.0 Utilize the PLC process to align instruction, develop CFAs, and create rigorous and relevant mathematics lessons.</p>					
<p>2.1 Math PLC leaders will guide their teams in lesson development and building of common assessments (not including district created assessments).</p>	<p>August 2017; as needed thereafter</p>	<p>Advising Administrator</p> <p>Math Department</p> <p>Math Coach</p>	<p>PLC meeting minutes</p>	<p>Department meetings</p> <p>Instructional Leaders meetings</p>	<p>Ample PLC time</p>
<p>2.2 Math teachers will utilize PLC time to:</p> <ul style="list-style-type: none"> • decipher CCSS standards • identify essential outcomes • align lessons with CCSS standards and essential outcomes • identify opportunities to embed collaborative conversations • build common assessments in order to measure essential outcomes. 	<p>August 2017</p>	<p>Math Department</p> <p>Math Coach</p>	<p>PLC meeting minutes</p>	<p>Department meetings</p> <p>Instructional Leaders meetings</p>	<p>Ample PLC time</p>

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Goal 1: Numeracy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
2.3 All math teachers will be trained in writing common core based, CAASPP style CFAs	Training: August 2017 Implementation: August 2018	Advising Administrator Math Department Math Coach Math PLC Leads	Sign-in sheets Post-training: classroom observations; PLC meeting minutes	Department meetings Instructional Leaders meetings	Time and funding for professional development
3.0 Ensure proper student placement, support, and intervention in math and chemistry classes.					
3.1 Math and chemistry teachers will research and develop structured intervention and support including a discussion on creating a Math Lab on campus.	June 2017	Advising Administrator Math and Science Department Chairs Chem. PLC lead Math teachers	Department meeting and PLC meeting minutes	RTI Meetings Instructional Leaders Meetings	Funding for professional development
3.2 Teachers, counselors, math coach, and administrators <ul style="list-style-type: none"> will examine current placement practices, will work to identify and remove any “barriers” to accessing high level math courses, and will develop and implement a plan to ensure 9th grade students are placed in the proper courses. 	May 2017 Ongoing Summer 2017	Math and Chemistry teachers Counselors Math Coach Science Dep’t. Chair Advising administrator(s)	PLC, Department, and Instructional Leaders meeting minutes	Instructional Leaders meetings Department Meetings	Ample planning time
3.3 Chemistry and the math department will utilize classroom formative assessment data to guide daily instruction and RTI Tier 1 interventions. <ul style="list-style-type: none"> Teachers will collaborate to develop reteaching strategies, lesson sequences, scaffolding, and common lessons 	Ongoing	Math teachers and Math Coach Chemistry teachers Science Dep’t. Chair	PLC and Department meeting minutes	Instructional Leaders meetings	Ample planning time

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Goal 1: Numeracy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
<p>3.4 The math department will utilize site level assessments to identify students who would benefit from additional strategic instruction of specific topics via:</p> <ul style="list-style-type: none"> • Math Interventions • ALEKS • Structured Math tutorial program 	Ongoing	Math teachers and Math Coach	PLC and Department meeting minutes	Instructional Leaders meetings	Ample planning time
4.0 Identify, assess, and utilize appropriate technology for the purpose of improving student numeracy.					
<p>4.1 Site Technology Committee will meet to assess the usefulness of existing technology for the purpose of helping students improve their numeracy; they will compile a list of useful technology at this time.</p>	Prior to the beginning of each semester	Site Technology Committee (including Committee Captain, Computer Lab Technician, and Education Technology Technician)	Reference Handout	Workshop (see 4.2)	Time and supplemental pay for committee members
<p>4.2 In a brief workshop at the start of each semester, the site Technology Committee will share their list of useful technology with classified and certificated staff.</p>	At the beginning of each semester	Site Technology Committee (including Committee Captain, Computer Lab Technician, and Education Technology Technician)	Sign-in sheets	PLC meetings	Time and funding for professional development

Goal 2: Literacy -- Increase all students' ability to read and write effectively in order to interact in a variety of settings including career, college, and social by focusing on Common Core State Standards and complex texts

Primary Rationale:

Findings indicate that Eisenhower students struggle to comprehend texts at grade level in all subject areas, and have great difficulty writing and communicating effectively on their own.

Supporting Data:

A massive 57% of our students test near the standard in both Reading and Research/Inquiry.

A majority, 53%, of our students test near the standard in Writing.

At 69%, most of our students test near the standard in Listening.

Many 9th grade students do not pass English the first time.

Growth Targets:

- The percentage of students scoring above standard in Key Area: Reading on the CAASPP will increase by 5%, while the percentage of students scoring below standard will decrease by 10%.
- The percentage of students scoring above standard in Key Area: Writing on the CAASPP will increase by 5%, while the percentage of students scoring below standard will decrease by 10%.
- The percentage of students scoring above standard in Key Area: Listening on the CAASPP will increase by 5%, while the percentage of students scoring below standard will decrease by 10%.
- The percentage of students scoring above standard in Key Area: Research/Inquiry on the CAASPP will increase by 5%, while the percentage of students scoring below standard will decrease by 10%.
- Increase the percentage of ninth and tenth grade students reading at grade level by 20% over the course of each school year.
- Increase the number of RFEPs from 11.8% to 15%
- Increase the number of long-term ELs who are reclassified by 20%

<p>Monitor Progress Tools:</p> <ul style="list-style-type: none">• STAR Testing• CAASPP results• Number of English Language Arts strategic and interventions sections in the master schedule	<p>Report Progress:</p> <ul style="list-style-type: none">• Data reporting: Report data at monthly staff meetings, School Site Council meetings, Instructional Leaders meetings, and all parent meetings.• Action Plan Progress: Administrators and Instructional Leaders will report progress to parents, staff and students (including advisory committees) with annual reporting/approval of Single Plan for Student Achievement and to staff at monthly faculty meetings. Action Plan modified, when necessary, at least annually.
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Goal 2: Literacy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
1.0 All teaching staff will analyze CAASPP data to create a plan to improve student literacy.					
<p>1.1 English CAASPP results will be reported annually during instructional leaders meetings; * Instructional leaders will analyze 11th grade CAASPP data (11th grade and 8th grade, beginning with 2016-2017 10th graders), focusing on specific area achievement, so that instructional weaknesses may be identified and addressed by all stakeholders. * A team will meet to determine if a practice CAASPP administered to 9th and 10th grade students at the end of the school year will be feasible.</p>	<p>Instructional Leaders Start of year meeting (July/August 2017)</p>	<p>Instructional Leaders Advising Administrator</p>	<p>Instructional Leaders meeting minutes</p>	<p>Leadership meetings Staff meetings</p>	<p>Funding for instructional leaders meetings</p>
<p>1.2 Instructional leaders will engage in action research for the purpose of addressing instructional weaknesses identified in 1.1; leaders will share their findings at the following Instructional Leaders meeting.</p>	<p>August 2017</p>	<p>Instructional Leaders Advising Administrator</p>	<p>Instructional Leaders meeting minutes</p>	<p>Leadership meetings Staff meetings</p>	<p>Funding for instructional leaders meetings</p>

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Goal 2: Literacy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
<p>1.3 Instructional leaders will bring data results, analysis, research, and strategies back to their departments and PATHWAYS to be utilized in the development of at least one literacy specific SMART (specific, measurable, agreed upon, realistic, time-based) goal that includes:</p> <ul style="list-style-type: none"> • department-specific instructional strategies • progress-monitoring tools • Linked Learning support • professional development needed 	<p>August 2017</p>	<p>Teachers Instructional Leaders Advising Administrator</p>	<p>Department meeting minutes</p>	<p>Leadership meetings</p> <p>Staff meetings</p>	<p>Planning/professional development time</p>
<p>2.0 Eisenhower will adopt and utilize common reading and writing strategies to improve student literacy.</p>					
<p>2.1 All teachers will receive training in research-based critical reading strategies and reading instruction.</p>	<p>Beginning September 2017 Ongoing thereafter</p>	<p>Advising Administrator(s) All staff</p>	<p>Sign-in sheets Post-training: classroom observations</p>	<p>Instructional Leaders Staff meetings</p>	<p>Time and funding for professional development</p>
<p>2.2 Eisenhower will select and formally adopt a writing program to be used campus-wide.</p>	<p>May 2017</p>	<p>English Department Advising Administrator</p>	<p>Voluntary Department meeting minutes</p>	<p>Instructional Leaders meetings Staff meetings</p>	<p>Ample planning time Funds to purchase necessary program materials</p>
<p>2.3 All staff will receive training in teaching writing within their subjects as well as in creating and using common rubrics.</p>	<p>Training by January 2018</p> <p>Writing Rubric use will be ongoing thereafter</p>	<p>Advising Administrator All staff</p>	<p>Sign-in sheets Handouts from training Post-training: classroom observations</p>	<p>Instructional Leaders meetings Staff meetings</p>	<p>Time and funding for professional development</p>

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Goal 2: Literacy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
<p>3.0 AVID Site Team will provide leadership and training to school staff to promote the following AVID strategies and best practices:</p> <ul style="list-style-type: none"> • WICOR • Increase monitoring of student grades and progress • Refresher professional development on AVID strategies to entire staff 	<p>Beginning August 2017</p>	<p>AVID Site Team All staff</p>	<p>Sign-in sheets Post-training: classroom observations</p>	<p>PLC meetings Instructional Leaders meetings</p>	<p>Time and funding for professional development</p>
<p>4.0 Utilize the PLC process to align instruction, develop CFAs, and create rigorous and relevant English Language Arts lessons.</p>					
<p>4.1 Teachers will have all of the materials and technology necessary to provide a rigorous, relevant curriculum for all students, including:</p> <ul style="list-style-type: none"> • California Standards Supplemental Materials • ELD Materials • Computers 	<p>Supplemental materials by July 2017</p> <p>ELD materials by July 2017</p> <p>Technology completed by July 2018</p>	<p>District personnel Administrative Team</p>	<p>Administrative Team will check in with Instructional leaders monthly and communicate staff needs to district personnel</p>	<p>Instructional Leaders meetings</p> <p>Department Meetings</p> <p>Staff Meetings</p>	<p>Funding for technology and supplies</p>
<p>4.2 In order to increase the rigor and relevance of lessons, each English PLC, with the support of coaches, will use meeting time to</p> <ul style="list-style-type: none"> • develop common formative assessments • analyze content data • collaborate on the implementation of <ul style="list-style-type: none"> ○ Common Core ○ unit plans ○ curriculum maps ○ lessons 	<p>Ongoing</p>	<p>English PLCs</p>	<p>PLC meeting minutes</p>	<p>Department meetings Instructional Leaders meetings</p>	<p>Ample PLC time</p>

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Goal 2: Literacy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
4.3 Each English PLC will develop and strategically use a protocol for looking at student work to monitor student progress and enhance instructional practice.	Development by April 2017 Implementation by August 2017	English PLCs PLC Leaders English Dep't Chairs	PLC meeting minutes	Department meetings Instructional Leaders meetings	Ample PLC time
4.4 The English department will utilize site level assessments to identify students who would benefit from additional strategic instruction of specific topics.	Ongoing	English teachers and Literacy Coach	PLC and Department meeting minutes	Instructional Leaders meetings	Ample planning time
5.0 Identify, assess, and utilize appropriate technology for the purpose of improving student literacy.					
5.1 Site Technology Committee will meet to assess the usefulness of existing technology for the purpose of helping students improve their literacy; they will compile a list of useful technology at this time.	Prior to the beginning of each semester	Site Technology Committee (including Committee Captain, Computer Lab Technician, and Education Technology Technician)	Reference Handout	Workshop (see 5.2)	Time and supplemental pay for committee members
5.2 In a brief workshop at the start of each semester, the site Technology Committee will share their list of useful technology with classified and certificated staff.	At the beginning of each semester	Site Technology Committee (including Committee Captain, Computer Lab Technician, and Education Technology Technician)	Sign-in sheets	PLC meetings	Time and funding for professional development

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Goal 2: Literacy

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
6.0 Increase 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.	Ongoing	All Staff	Classroom observations Lesson plans	Observation feedback PLC meetings	None

Goal 3: Communication -- Improve communication among all stakeholders in order to strengthen trust and collaboration

Primary Rationale:

Based on evaluation of feedback from stakeholders, communication within PLCs, within departments, across departments, among classified and certificated, and between parents and staff needs improvement. It is our assertion that students will benefit, both academically and socially, from a unified staff.

Supporting Data:

There are no all-staff meetings (classified and certificated) during which all staff are invited to collaborate on schoolwide concerns. Findings demonstrate a need to strengthen trust and communication among all staff. There is a general lack of ownership of data and problems across campus. Some staff members feel isolated and marginalized, especially support staff. Departments generally keep to themselves, with few members consistently venturing into complementary interactions.

Growth Targets:

- Increase staff buy-in of various programs as demonstrated by their voluntary involvement.
- Hold semi-annual all-staff meetings in which a variety of stakeholders provide updates on progress, needs, take questions
- A calendar of all committee meeting dates (e.g. PLCs, departments, staff, instructional leaders, PBIS, IMIT, leadership team, Pathways, SSC, AVID, technology team, honors/AP) will be distributed at start of school year to all staff members to encourage participation
- Monthly staff meetings will include PBIS presentation of the Skill of the Month and various departments/PLCs presentation of Instructional Strategy of the Month

<p>Monitor Progress Tools:</p> <ul style="list-style-type: none">• Sign-in sheets from various meetings• Meeting minutes• Survey	<p>Report Progress:</p> <ul style="list-style-type: none">• Data reporting: At monthly meetings as needed, either to all staff or Instructional Leaders• Action Plan Progress: Administrators and Instructional Leaders will report progress to staff at Semi-annual all staff meetings. Action Plan modified, when necessary, at least annually.
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Goal 3: Communication

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
1.0 Leadership will communicate clearly and in a timely manner with all staff members.					
1.1 During staff meetings, administrative team will conduct "Check Ins" to update staff on action plan and programs progress.	January 2017	Administrative Team	Meeting minutes	Monthly staff meetings and semi-annual all-staff meetings	none
1.2 All instructional leaders will disseminate meeting minutes to their departments within a day of the instructional leaders meeting.	Effective immediately	Instructional Leaders	Email cc'd to Advising Administrator	email	none
2.0 Clarify the purpose and function of PBIS with all stakeholders; expand effective implementation of PBIS to support our students.					
2.1 PBIS team will develop and implement a plan to ensure that staff understands the goals of the program.	* Developed by the end of 3rd quarter * Prepared for implementation by the start of the 2017-2018	PBIS Leadership Team	* CFU/Ticket out the door * observation	*Advising administrator will collect plan by March 16, 2017 *Presentation will be submitted to advising administrator by July 15, 2017	Ample time on teacher prep day (time to be determined)
2.2 PBIS team will expand to include members of classified staff (security, attendance, grounds, etc.)	Effective Immediately	PBIS Leadership Team Teachers Advising Administrator	PBIS team roster	Instructional Leaders meeting Staff meetings	Coverage of and/or excusal from duties during PBIS meetings

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Goal 3: Communication

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
2.3 Each month, the PBIS team will present a social strategy for staff to teach students (e.g. hand-shaking, greeting, joining a conversation, interrupting, etc.); staff will implement this strategy throughout the month.	Each month, beginning January 2017	*Presentation: PBIS Team *Implementation: All Staff	* PBIS “Quizzes” on morning announcements * Observations	* Parent Links * Breakfast with the Principal * Website * Marquee	5 minutes in the middle of monthly certificated and classified staff meetings
3.0 Clarify Pathway information and and improve its dissemination.					
3.1 Explore honor/award program for each Pathway’s graduating class to highlight student achievement.	Decision by August 2017	Advising Administrators Pathways teachers Pathways coordinator	Report to Pathways coordinator or advising administrator	Report findings to Leadership team by May 2017 September 2017: Report decision to staff in staff meeting	Funding for program implementation
3.2 Assign bulletin boards for each Pathway to advertise various extracurricular opportunities and to showcase pathways and careers throughout the year (e.g. guest speakers, announcements, club meetings, student recognition, etc.).	August 2017	Advising Administrator College and Career Center Technician Pathways coordinator Pathways teachers Activities Director	Bulletin boards	Morning Announcements	none

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Goal 3: Communication

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
4.0 Provide mentoring for teachers who want additional support with AVID strategy implementation.	Effective immediately, ongoing	Advising Administrator(s) AVID Site Team	Email communications between AVID Site Team and Advising Administrators Classroom observations	Staff meetings	Time allotted for planning/mentorship
5.0 Designate a permanent WASC Coordinator to facilitate continuous monitoring and adjustment of the school action plan.	August 2017	Principal Sparks	Position filled	Staff meetings	Funding for WASC Coordinator position
6.0 Identify, assess, and utilize appropriate technology for the purpose of improving communication between all stakeholders.					
6.1 Site Technology Committee will meet to assess the usefulness of existing technology for the purpose of improving communication between all stakeholders; they will compile a list of useful technology at this time.	Prior to the beginning of each semester	Site Technology Committee (including Technology Captain, Computer Lab Technician, and Education Technology Technician)	Email and one-on-one communications between Technology Committee and advising administrator	Start of the year staff meeting	Supplemental pay for meeting times
6.2 In a brief workshop at the start of each semester, the site Technology Committee will share their list of useful technology with classified and certificated staff.	At the beginning of each semester	Site Technology Committee (including Committee Captain, Computer Lab Technician, and Education Technology Technician)	Sign-in sheets	PLC meetings	Computer lab for workshop Professional development time allotted to workshop
7.0 Improve communication and collaboration between Special Education teachers and general education teachers.					

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Goal 3: Communication

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
7.1 Teach all teachers how to effectively co-teach.	Completed by the end of the 2017-2018 school year	Advising administrator(s) All teaching staff	Formal and informal observations Attendance of PD	Leadership Team meetings Special Education PLC meeting minutes	Funding for professional development
7.2 Develop a formal line of communication between Special Education teachers and general education teachers.	2017-2018: Preliminary process in place, to be revised and adapted at the end of the school year	Advising administrator(s) General education teacher Special Education teacher and aides	Special Education PLC leaders and Department chairs regularly check in with general education and Special Education staff	Leadership Team meetings Department and PLC meetings	Possible funding for communication app or program
8.0 Create a new teacher pamphlet that clarifies procedures for attendance, emergency drills, adjunct duties, obtaining library resources and other available resources; lists useful phone numbers, SST and IEP	August 2017	Advising administrator/ secretary Alethea Granados	Draft submitted to advising administrator by June 2017	Pamphlet given to instructional leaders	Copies

Goal 4: PLCs -- Improve the effectiveness of PLCs by developing and administering common formative assessments and by using resulting data to create specific RTI and extended learning opportunities for students

Primary Rationale:

Research indicates that students benefit greatly from the effective collaboration of their teachers. Since PLC implementation in 2013, our graduation rate has improved.

Supporting Data:

Current CAASPP data suggests a need for improved instructional strategies targeting student acquisition of knowledge and real world problem solving skills.

Growth Target:

- Common Formative Assessments will be developed, entered in to Illuminate, whenever possible, and administered by PLCs at least twice per quarter
- RTI will be developed and administered for every CFA
- Enrichment will be developed and administered for every CFA

Monitor Progress Tools:

- PLC Minutes Template, emailed to admin team
- CFAs - results included in PLC minutes or entered in Illuminate
- PLC Observations, conducted by admin team

Report Progress:

- **Data reporting:** Semi-annual Staff meetings
- **Action Plan Progress:**
 - End of Year Staff meeting
 - Administrative feedback

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Goal 4: PLCs

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
<p>1.0 Eisenhower will develop a culture of reciprocal accountability amongst student, staff, and administrative team through effective collaboration that is completely focused on student learning.</p>					
<p>1.1 PLCs will adhere to the following data-driven procedures:</p> <ul style="list-style-type: none"> • Evaluating state standards, essential outcomes, and quantitative and qualitative data to answer the PLC essential questions: <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>Effective Immediately; ongoing</p>	<p>All teachers</p>	<p>PLC meeting minutes</p> <p>PLC meeting observations</p>	<p>Posting of quantitative CFA data on Illuminate</p> <ul style="list-style-type: none"> • Summary of qualitative CFA data in PLC minutes 	<p>Ample planning time</p>
<p>1.2 Administrative team will continue to develop and implement an official assessment process for PLCs.</p>					
<p>1.2A Advising administrator will adjust PLC Minutes Template to include state standards and essential outcomes currently being addressed.</p>	<p>January 2017</p>	<p>Advising Administrator</p>	<p>PLC minutes template</p>	<p>Schoolwide email</p> <p>Monthly staff meeting</p>	<p>none</p>
<p>1.2B Each PLC will submit meeting minutes (using the common PLC Minutes Template, focused on the four PLC essential questions listed above) to advising administrator; minutes will also be cc'd to all members of the PLC.</p> <ul style="list-style-type: none"> • Advising administrator will review PLC minutes weekly and, as needed, will provide written or verbal feedback regarding PLC meetings and minutes. 	<p>Following each PLC meeting, beginning November 2016</p>	<p>PLC Leaders Advising Administrator</p>	<p>PLC Minutes Template Observations</p>	<p>Verbal or written feedback to PLC members</p>	<p>none</p>

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Goal 4: PLCs

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
1.2C Develop a PLC meeting evaluation rubric in Progress Adviser for use during observations.	June 2017	Advising Administrator	Use Progress Adviser to assess	Verbal or written feedback to PLC members	Progress Adviser
2.0 Administrative team will continue to provide and support professional development opportunities to facilitate more effective PLCs					
2.1 Staff will attend professional development workshops on the impact of effective PLCs have on students and the inherent procedures.	Ongoing	Advising administrator	B-40s for professional development	PLC reports	Funding for professional development
2.2 Staff will attend professional development workshops on AVID strategies, college entrance and retention benefits, and implementation in the academic classroom. *Learning will be shared with PLC and, when appropriate, with Instructional Leadership Team or the entire staff	Ongoing	Advising Administrator and Staff	B-40s for professional development PLC meeting minutes	PD availability disseminated during staff meetings and via email PD results reported in PLC and Instructional Leaders meetings	Funding for professional development

Goal 5: Graduation -- Increase graduation rates and post-secondary options by providing a strong support system for students transitioning from middle to high school and then continue to provide targeted, ongoing support throughout high school

Primary Rationale: Though our graduation rate has been improving for the past few years, we also want to increase our students' success in their post-graduation endeavors. We realize that there are many actions we can take to help that happen.

Supporting Data: Our graduation rate improved from 82.3% in 2013-2014 to 87% in 2014-2015. Individual students, including many high-achievers, often report a lack of overall preparedness for their chosen paths.

Growth Target:

- Monitor number of credit deficient students by projected graduation year
- Decrease number of credit deficient freshmen by 10%
- Decrease Ds and Fs among long-term EL students by 10%
- Begin to monitor post-graduation employment, continuing education, etc.
 - Once we have data, develop a specific plan

<p>Monitor Progress Tools:</p> <ul style="list-style-type: none"> • Graduation Rate • Enrollment in credit recovery options • Number of students who are credit deficient • Student and alumni surveys 	<p>Report Progress:</p> <ul style="list-style-type: none"> • Data reporting: graduation rate when published; credit deficient students and credit recovery enrollment at semester; student and alumni surveys annually. • Action Plan Progress: Administrators and Instructional Leaders will report progress to parents, staff and students (including advisory committees) with annual reporting/approval of Single Plan for Student Achievement and to staff at monthly and semi-annual faculty meetings. Action Plan modified, when necessary, at least annually.
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Eisenhower High School Revised Action Plan 2016-2019

Goal 5: Graduation Rate

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
1.0 Develop and expand our Pathways program.					
<p>1.1 Upon graduation, all students will receive dual credit and/or certificates of completion from one or more of the 11 college and career pathways, including: Education, Food Services, Patient Care, Public Service, Engineering and Architecture, Cabinetry, Welding, Legal Services, Network Engineering, The Ivy league, and/or AVID</p>	<p>Summer 2017: Develop course requirement handout/checklist for certificates</p> <p>August 2017: Pathways booths at registration days to promote awareness</p> <p>December 2017: new Pathways courses have been written and approved</p> <p>Jan.-Mar. 2018: Students register for expanded Pathways offerings</p>	<p>Advising Administrators Pathways teachers Counselors Recruited core teachers</p>	<p>Data collected yearly to measure student progress through pathway courses</p>	<p>Staff Meetings Instructional Leader Meetings Weekly leadership meetings</p>	<p>Funding to further develop Pathways program</p>
<p>1.2 Adjust the Freshman Seminar class to be a foundational class for 9th graders who are not enrolled in a college and career pathway. (an academic skills course focusing on reading, writing, learning strategies, and career exploration).</p>	<p>August 2017</p>	<p>Freshman Seminar and Pathways teachers Counselors</p>	<p>Freshman Seminar course syllabi</p>	<p>Instructional Leaders meeting</p>	<p>Funding to further develop Pathways program</p>
<p>1.3 Continue to provide work-based learning opportunities, including field trips that are aligned to Pathway industry.</p>	<p>Ongoing</p>	<p>Advising Administrator</p>	<p>Documentation and paperwork from opportunities</p>	<p>Instructional Leaders meetings Staff meeting</p>	<p>Grants & funding for field trips and industry guest speakers</p>

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1.4 Embed college and career information into Pathways classes.	August 2017 and ongoing	Administrative Team and Pathways Teachers Counselors	Course syllabi and lesson plans	Instructional Leaders meetings Staff meeting	Funding to further develop Pathways program
2.0 Refine and expand effective interventions for underperforming student populations.					
<p>2.1 Provide targeted support for ninth and tenth grade students who have earned multiple failing grades in middle school and/or in ninth grade via:</p> <ul style="list-style-type: none"> • PBIS • Pathways • Parent conferences • Tutorials • Interventions (IMIT Program) • Parent Workshops • Support Classes • How to Survive High School (a parent's guide to helping your struggling student thrive) 	<p>September 2017: develop parent workshop "How to Survive High School (a parent's guide to helping your struggling student thrive)"</p> <p>Ongoing evaluation and revision of programs as needed</p>	All staff	<p>Program sign-in sheets</p> <p>D/F rate</p> <p>Student transcripts</p>	<p>Staff Meetings</p> <p>Instructional Leader Meetings</p> <p>Weekly leadership meetings</p>	<p>Funding to pay Mr. Bailey</p> <p>Funding to host workshops and make copies and have snacks</p> <p>PD in PBIS and Pathways</p>

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Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
<p>2.2 Develop a specific schoolwide RTI plan to support struggling students that includes:</p> <ul style="list-style-type: none"> • PBIS • Pathways • Expansion of IMIT • Development of a math lab • Development of a language lab • Development of a writing lab • Utilization of Link Leaders to model effective study skills 	<p>June 2017: Team assembled August 2017: Completed plan will be distributed to staff for implementation</p>	<p>Advising Administrator All Staff IMIT: Shon Hampton Keith Bailey Lisa Haas PBIS Team</p>	<p>Team minutes Documentation of completed plan</p>	<p>Staff Meetings Instructional Leader Meetings Department Meetings</p>	<p>Grants to pay AVID tutors and student interns</p>
<p>2.3 Evaluate all remedial ELA/Math programs and research possible alternatives, such as developing Pathway-based A-G approved courses.</p>	<p>May 2017: research completed Summer 2017: implementation decision 2017-2018: Implementation Summer 2018: evaluation and revision</p>	<p>Advising Administrators Instructional Leaders ELA and Math Departments All faculty</p>	<p>January 2017: teachers will report findings from BPHS visit to departments, Instructional Leaders, and Advising Administrators Ongoing: research will be shared and documented</p>	<p>Department and PLC Meetings Instructional Leader Meetings Staff Meetings</p>	<p>Possible supplemental pay for teachers visiting model schools Staff training for selected remediation programs</p>
<p>2.4 Strengthen existing student and parent outreach programs (African American Advisory Committee, Latino Family Literacy Project, Family Leadership Institute, IMIT) by</p> <ol style="list-style-type: none"> 1. Developing a parent center calendar and publish on the Eisenhower website 2. Recruiting additional staff members to assist with these programs 	<ol style="list-style-type: none"> 1. August 2017 2. January 2018 	<p>Dr. Enice Jackson Laura Martin Scott Sparks Julie Gassen</p>	<p>Calendar of activities posted to school website by start of school year Sign-in sheets</p>	<p>Website Staff Meetings</p>	<p>Student/parent mailers PD as needed</p>

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Goal 5: Graduation Rate

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
<p>3.0 Provide at least one formal counseling conference with every student to develop or revise his/her 4 year high school plan. Time will be created within their days for this by:</p> <ul style="list-style-type: none"> • allowing students to register for courses online via Synergy • Literacy, math, and language development coaches assigning students to appropriate courses or checking to confirm they have enrolled in the correct courses, depending on Synergy 	<p>2016-2017 school year: group conferences 2017-2018 school year: individual conferences Summer 2018: evaluate and revise plan as needed</p>	<p>Counselors with support from literacy, math, and language development coaches</p>	<p>Student 4-year plan Synergy; master schedule</p>	<p>Weekly reports at Leadership Meetings</p>	<p>Synergy Updates Computer Lab techs trained in Synergy course self-registration</p>
<p>4.0 Implement alterations to APEX (such as non-A-G APEX options) to make credit recovery more attainable for 12th grade students.</p>	<p>January 2017</p>	<p>Advising Administrator(s) Counselors APEX teachers</p>	<p>Student hours logged Student grades Percentage of students earning a C or higher Credits recovered</p>	<p>Updates given at monthly Instructional Leaders Meeting</p>	<p>To be determined</p>
<p>5.0 Increase the initial pass rate and decrease the drop rate of students enrolling in advanced courses (AP, Honors, and other high level courses).</p>					

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Goal 5: Graduation Rate

Implementation Plan/Tasks	Specific Timeline	Responsible Individual(s)	Progress Monitoring: Specific steps/timeline to collect data and analyze the results?	Reporting	Professional Development and Resources Needed
5.1 Develop and present “Guidelines and Resources for HP and AP Success” handout to inform or remind students undertaking rigorous courses of existing supports.	Ready for distribution by August 2017	Honors and AP teachers across disciplines AP Coordinator	<ul style="list-style-type: none"> • Handout • SSTs for students exiting honors or AP • Sign-In Sheets for supports (e.g. Writing Lab, Math Lab, Language Lab, etc.) 	Monthly Instructional Leaders evaluation of use of resources	Possible supplemental pay for planning and presentation time
6.0 Eisenhower’s focus on preparing our students for college and career will be communicated to parents and students using all available means.					
6.1 Change the name of the Career Center to the “College and Career Center”	Effective Immediately	Advising Administrators	School website Email Morning announcements	School website Email Morning announcements	maintenance
6.2 Advertise college and career presentations, college fairs, and speakers so that all students and parents are aware of the opportunities. Tools to be used include: marquee, Remind app, fliers, and website.	Effective immediately	Advising Administrators Counselors College and Career Center Technician	School website Parent mailers Sign-in sheets/student parent participation numbers	Weekly leadership meetings	To be determined

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<p>7.0 To promote student success, all teachers will utilize Google Classroom/GAFE.</p>	<p>End of 2016-2017 school year: 15% of teachers using Google Classroom/GAFE</p> <p>Start of 2017-2018 school year: all instructional leaders and 35% of other teachers will utilize Google Classroom/GAFE .</p> <p>Start of the 2018-2019 school year: 100% of teachers will utilize Google Classroom/GAFE.</p> <p>Start of the 2019-2020 school year: Full implementation of Google Classroom/GAFE</p>	<p>All instructional staff</p>	<p>Teacher syllabi</p> <p>PLC Meeting Minutes</p> <p>Classroom observations</p>	<p>PLC Meetings</p> <p>School Website will contain links to each teacher's page</p> <p>End of the year survey</p> <p>2018-2019: Teacher evaluation forms</p>	<p>One-to-one Computers</p> <p>All teachers will attend GAFE training(s)</p> <p>Supplemental pay for Technology Captain and fleet</p>
<p>8.0 More effectively track student progress in high school and beyond in order to refine the programs and opportunities provided to our students*. *For the majority of this information, we are currently in the data compilation phase; once we have developed a reliable data compilation method, we will develop a plan to analyze and disseminate our findings.</p>					

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<p>8.1 Collect and analyze student progress data during high school years (attendance, grades, A-G, school program participation, college applications, college acceptance) among all students and critical learner groups in order to determine the impact of .</p>	<p>April 2017: assemble data team</p> <p>May: compile a list of data needed</p> <p>June: identify methods to collect all needed data</p> <p>June: begin data collection</p> <p>Aug: analyze and share with instructional leaders</p>	<p>Counselors Technology team Advising Administrator Attendance staff Records staff Literacy Coach Math Coach Language Dev. Coach Other faculty to be determined</p>	<p>Senior Survey Attendance Records Transcripts</p> <p>Program (to be determined) to compile data</p>	<p>Leadership meetings</p> <p>Semi-annual staff meetings</p>	<p>Possibly a program/app to compile data</p>
<p>8.2 Develop a plan to collect post-secondary data (post-secondary career paths, college attendance, college graduation) among all students and among critical learner groups.</p>	<p>April: team will meet and compile a list of data needed</p> <p>May: team will meet to determine a method for data collection</p> <p>Ongoing: collection of data</p>	<p>Counselors Technology Team Advising Administrators Attendance Staff Records Staff Literacy Coach Math Coach Language Dev. Coach Other faculty to be determined</p>	<p>Meeting Minutes</p> <p>Program (to be determined) to compile data</p>	<p>Leadership meetings</p> <p>Semi-annual staff meetings</p>	<p>Possibly a program/app to compile data</p>