

CHAPTER FIVE



**SUMMARY FROM
ANALYSIS OF IDENTIFIED
CRITICAL STUDENT
LEARNING NEEDS**

Chapter V: Schoolwide Action Plan

School Goal 1: All Eisenhower high school students will succeed at every grade level demonstrating readiness for higher education, career, and life in the 21st Century. Eisenhower High School will provide an integrated program that addresses student achievement needs and aligns with the school site strategic plan.

- ELA/Literacy State Standards Academic Achievement, as measured by the CAASPP, will increase by four percentage points to reach standard met level 3 for the 2019-2020 school year.
- Mathematics State Standards Academic Achievement, as measured by the CAASPP, will increase by four percentage points to reach the next level of achievement and be closer to standard met (level three) for the 2019-2020 school year.
- The percentage of students leaving High School College/Career Ready (grad rate, pathway completion, A-G rate, formative CAASPP data) will increase by 10 percentage points for the 2019-2020 school year.
- The percentage of students receiving D/F will decrease 10 percentage points for the 2019-2020 school year.
- The percentage of students taking and passing AP/Honors classes will increase 3 percentage points for the 2019-2020 school year.
- Students being reclassified as Reclassified Fluent English Proficient (RFEP) will increase 3 percentage points for the 2019-2020 school year
- Increasing the percentage of students meeting SAT benchmarks

Additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan:

- Strengthen PLC teams
- Create a standard writing strategy for responding to prompts
- Incorporating BARR interventions for ninth grade students
- Implementing AVID strategies school-wide, including use of agendas
- All math classes will utilize performance tasks aligned with CAASPP tasks on a regular basis
- Math, Science, and English credit attainment modification program (will be known as CAMP)

The school's follow-up process:

- Academic support will be offered for Honors and AP classes to ensure student success and reduce the need for a student to repeat a course or to retake an exam
- Ivy League students will be offered college guidance and counseling, academic support (Step up Saturdays) and teacher individual tutoring, social-emotional support via Wellness Center and Saturday Step up once a month.
- Sophomores take the PSAT, juniors take the SAT, freshmen begin with process of learning SAT vocabulary
- Diagnostic data will be analyzed, continuously monitor and address the D/F rates
- Involvement in InnovatEd
- Announcements will include an SAT question of the day to motivate and reward students to be focused on success on this exam
- Better utilize our social media to engage students
- Create opportunities to reward students for their part in improving the school

- More training for content area literacy for reading comprehension

School Goal 2: Eisenhower High School's goal is to provide professional development for teachers, administration, and classified staff in order to 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.

- There will be a 5% reduction in the number of students in tiers 3 and 2 in the RTI model as measured by our D and F rate.
- 100% of certificated staff will attend professional development opportunities to improve instructional practices in self-identified areas of improvement in core content during 2019-2020 school year.

Additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan:

- The ability to correct quiz errors for grade remediation or do an alternative assignment to show mastery of skill or concept
- New Teacher Academy will ensure the new teachers are equipped with effective strategies to increase rigor and student success
- Tutoring through “Think Together”
- Access to school-wide tutoring
- Math and English have days dedicated to vertical articulation and alignment
- Science collaborates with surrounding school districts to develop a universal, standards-based curriculum for all subjects
- Training for and implementation of PBIS ideology to help increase understanding of the IKEMOB Vision Statement

The school’s follow-up process:

- AVID will become a school-wide program with additional training in AVID WICOR Strategies
- Coaches will have ongoing, on-site training with the Program Specialist as their leader
- Structured English Immersion (SEI) teachers will attend English Learner Shadowing in the district
- Continual professional development in Professional Learning Communities
- Professional Development in data collection and analysis
- More training for content area literacy for reading comprehension

School Goal 3: Eisenhower High School will create a positive, safe, and engaging learning environment that is student/parent centered and meets the goals in the school site strategic plan.

- The percentage of parents attending school sponsored workshops and events will increase by 10 percent as measured by attendance sign in sheets.
- Perceptions of School Climate including safety, connectedness, and relationships with adults will increase on the PBIS School Climate survey

- Eisenhower High School will score at least 70% on the Tiered Fidelity Inventory (TFI) for Positive Behavior Intervention and Support.
- The School's attendance rate will increase from 96% to 97%

Additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan:

- Implement BARR I-Time for ninth graders to address the whole student, including their social-emotional needs
- Communicate and utilize the PBIS strategies school wide as well as implement the new PBIS Rewards system for demonstrating IKEMOB Core Values
- Encourage student visits to the Wellness Center
- Support student participation in clubs to increase engagement
- Continue with Impact Friday and Link Crew mentorship
- Communicate with parents across multiple mediums including text messages, emails, flyers, social media.

The school's follow-up process:

- Analyze BARR data to drive future implementation
- Monitor data for Wellness Center visits, the use of PBIS Rewards, and the success of Impact Friday, membership and participation in clubs

Appendix:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. [The most recent California Healthy Kids Survey](#)
- E. [Master schedule](#)
- F. [Approved AP course list](#)
- G. [UC a–g approved course list](#)
- H. [California School Dashboard performance indicators](#)
- I. [School accountability report card \(SARC\)](#)
- J. [CBEDS school information form](#)
- K. [Graduation requirements](#)
- L. Any pertinent additional data (or have on exhibit during the visit)
 - a. [School Map](#)
 - b. [Survey Student](#)
 - c. [Parent Survey](#)
- M. Budgetary information, including school budget
 - a. [SPSA Budget](#)
 - b. [Resource Allocation Among District and Site](#)
- N. Glossary of terms unique to the school.
 - a. **IKEMOB: IKEMOB is an acronym for our Core Values. It stands for Integrity, Kindness, Eagerness to Learn, Motivation, Ownership, and Be Respectful.**