



# **EISENHOWER HIGH SCHOOL MID-CYCLE PROGRESS REPORT**

**1321 N. Lilac Ave.**

**Rialto, CA 92376**

**Rialto Unified School District**

**February 27-28, 2017**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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Syeda Jafri, Director, Media Services  
Rhea McIver Gibbs, Lead Personnel Agent Personnel Services  
Rhonda Kramer, Senior Director, Personnel Services

**Eisenhower High School Leadership Staff**

Scott Sparks, Principal  
Chris Jackson, Assistant Principal  
Dr. Enice Jackson, Assistant Principal  
Alethea Granados, Language Development Coach  
Vince Redman, Literacy Coach  
Jeff Burke, Math Coach  
Gilbert Henriquez-Pulido, Athletic Director  
Kristal Henriquez-Pulido, Activities Director  
Maria Barriga, Attendance Specialist  
Bridget Wood, Co-Head Counselor  
Suzanne Kull, Co-Head Counselor  
Jennifer Bailey, WASC Self-Study Co-Coordinator  
Marie Quiñones-Rezin, WASC Self-Study Co-Coordinator

## Eisenhower High School Staff

### Administration

Scott Sparks, Principal

Chris Jackson, Assistant Principal

Dr. Enice Jackson, Assistant Principal

Vacancy, Assistant Principal

Crystal Sanchez, Principal's Secretary

Darlene Rainwater, Secretary

Yadira Medina-Rivera, Secretary

Rubi Amezcua, Secretary

### Counseling Office Staff

Suzanne Kull, Co-Head Counselor

Kelly Edwards, Counselor

Shirley Luque, Counselor

Lisa Haas, Counseling Secretary

Yvonne Jenkins, Head Receptionist

Carla Ricker, Account Clerk

Bridget Wood, Co-Head Counselor

Eric Jackson, Counselor

Sean Hampton, PBIS & At-Risk Counselor

Keith Bailey, Academic Advisor

Jessica Moreno, Records Clerk

Yvette McNally, Psychologist

### Support Personnel

Sandy Alps, Librarian

James , Library Tech

Julie Gassen, Computer Lab Technician

Kristal Henriquez-Pulido, Activities Director

Gilbert Henriquez-Pulido, Athletic Director

Alethea Granados, Lang. Development Coach

Jeff Burke, Math Coach

Sue Ruiz, Library Technician

Leslee Forney, Ed. Technology Technician

Nancy Ibrahim, Career Center Technician

Alisa Peters, Student Body Finance Clerk

Lesley Brown, Athletic Trainer

Vince Redman, Literacy Coach

### Department Chairs

Laurie Dunbar-Small, Math Co-Chair

Nidia Soto, English Co-Chair

Vincent Ressa, VaPA Chair

Lance Atkinson, Science Chair

Jennifer Beier, CTE Chair

Evelyn Newman, PE Chair

Brenda Solache, Math Co-Chair

Chad Rickard, English Co-Chair

Suzanna Hidalgo, Social Science Chair

Ofelia Fitzpatrick, World Languages Chair

Caren Contreras, Special Education Chair

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## I: Student/Community Profile Data

# Description of School

Dwight D. Eisenhower High School, opened on November 2<sup>nd</sup>, 1959, is proud to be the high school with the longest standing tradition of service to the families and community of Rialto, California. One of three comprehensive high schools that serve the Rialto Unified School District, Eisenhower educates a diverse population of approximately 2,450 students. The local community is predominantly Hispanic/Latino, followed by African-American, Rialto's close proximity to the Los Angeles area appeals to those who seek a relatively short commute to work, therefore the guardians of Eisenhower students often work in other communities. The community has experienced a population increase of more than 11% since the year 2000.

### Mission Statement

Eisenhower High School is committed to equipping each eagle with academic and personal skills to proudly graduate and confidently face challenges as a contributing member of their community.

### Vision Statement

As a tenet of our Positive Behavioral Interventions and Supports (PBIS) implementation, Eisenhower High School introduced "Ike's Core Values" in the 2015-2016 school year. Staff and students hold one another accountable to exhibit these values at all time. That they might be easier to remember, we created an acronym: IKEMOB. The letters stand for integrity, kindness, eagerness to learn, motivation, ownership, and be respectful. With this in mind, and with the knowledge that Eisenhower is moving toward pathways, staff rewrote the school's vision statement to include our core values and to appeal to our community. The Remind101 app was then utilized to ask students and guardians which of three possible wordings most appealed to them. Our newly adopted vision statement is:

100% Engagement, 100% of the Time.

100% I.K.E.M.O.B.

Live life with purpose.

### School Information

Since our last WASC report in 2013-2014, Eisenhower High School (Ike) has continued to progress in PBIS implementation, PLC implementation, AVID Schoolwide implementation, and Pathways to develop the skills necessary for college and career readiness. Ike is the home school to students from a diversity of situations. During the 2016-2017 school year, approximately 2,449 students attended. Of those students, 84% receive free or reduced lunch. Approximately

60 students are currently in foster care or group homes. Notwithstanding all of these challenges, there were still 64 inter-district transfers to Ike this year.

Once enrolled at Ike, students have access to a variety of programs and services that provide academic and emotional support. To that end, Ike has been able to accomplish the following:

- support individual student achievement in subgroups, targeting specific subgroups whenever warranted;
- commit resources to academic intervention and behavioral support programs and more effective teacher training, including a poverty simulation and a guest speaker focused on adapting instructional practices;
- reinstate teacher support personnel, specifically the Math Coach, Literacy Coach, and Language Development Coach;
- progress in adoption of the Professional Learning Community model of aligning standards, goals, and assessments for student achievement, and collaborating on best practices;
- expand opportunities for students to gain access to rigorous curricula through a growing Advanced Placement and Honors program;
- continue development of a tiered intervention system to support struggling English Language Learners;
- implement policies to encourage student attendance and punctuality resulting in an in-seat attendance rate of 95.79% in the 2015-16 school year;
- replace obsolete English textbooks with updated, Common Core-aligned texts;
- improve communication among stakeholders using the parentvue and studentvue features of Synergy, a web-based education platform;
- increase staff implementation of AVID Schoolwide via training and the AVID pathway;
- foster student curiosity through a wide variety of elective programs including Culinary Arts, Visual and Performing Arts, a Law Enforcement pathway, an expanding Engineering pathway, and ROP courses;
- establish the IKEMOB In Training (IMIT) program;
- grow the Internship program, providing internship opportunities in the fields of medicine, education, law, performing arts, kinesiology, and library science.

## Schoolwide Learner Outcomes

Eisenhower High School will prepare its students to be:

1. Respectful individuals who demonstrate respectful behaviors towards students and adults and possess the ability to demonstrate respect with individuals and groups.
2. Responsible individuals who are responsible for their academic success and demonstrate the willingness to assist others.
3. Relevant thinkers who actively pursue understandings of the world around them and apply critical thinking skills to real life scenarios.
4. Rigorous learners who apply problem solving processes to evaluate and analyze academic material and approach life with intellectual curiosity.

**Ike 2016-17 School Goals**

The Ike schoolwide goals are based on our WASC Action Plan. Individual PLC Collaborative Teams develop their own SMART goals for each semester based on the schoolwide goal of decreasing our D/F rates thereby increasing our graduation rate.

## Student and Faculty/Staff Demographics

### SCHOOL STATUS

Though the Rialto Unified School District has been designated as a Title 1 district for several years, it wasn't until the 2015-2016 school year that Eisenhower was classified as a Title 1 school.

### Eisenhower Staff Demographics

Ethnicity	Number	Percent
Hispanic	33	26.83%
African American	20	16.26%
White	60	48.78%
Samoan	1	.81%
Filipino	3	2.44%
Cambodian	1	.81%
American Indian	5	4.07%

### Eisenhower Student Demographics

For the 2016-2017 school year, Eisenhower High School has a population of 2,449 students.

#### Grade level and Gender

	9th Grade	10th Grade	11th Grade	12th Grade	12th+ Grade	TOTAL
Male	352	350	308	250	17	1277
Female	324	275	298	274	1	1172
TOTAL	676	625	606	524	18	2449

#### Ethnicity

Ethnicity	Number	Percent
Hispanic	2079	84.89%
African American	244	9.96%
White	66	2.93%
Samoaan	12	0.53%
Other Asian	3	0.13%
Filipino	4	0.18%
Other Pacific Islander	3	0.13%
Cambodian	1	0.04%
Vietnamese	8	0.36%
American Indian	2	0.09%
Two or More	19	0.84%
Chinese	1	0.04%
Korean	1	0.04%
Indian	4	0.18%
Hawaiian	2	0.09%



Mirroring the ethnic make-up of the city of Rialto, the largest ethnic minority represented on our campus is Hispanic, which makes up 67.6% of Rialto’s population and 84.89% of our school’s population. The second largest ethnic minority group in both the city and the school is African American, which represents 9.96% of the student body and 15.6% of Rialto’s population. The third largest ethnic group is Caucasian in both the city and the school, followed by Asians and Pacific Islanders.

**Categorical Programs**

<b>Grade</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>	<b>Total</b>
<b>RSP</b>	44	36	39	31	158
<b>SDC</b>	34	40	24	31	150

<b>Grade</b>	<b>Total</b>
<b>RSP</b>	<b>150</b>
<b>SDC (all)</b>	<b>129</b>
Autism	5
MH	31
ED moderate/severe	5
SDC mild/moderate	88
<b>EL</b>	<b>448</b>

Eisenhower High School has many programs designed to help students who qualify for special services, such as the Resource Specialist Program (RSP) and the Special Day Class (SDC). The Special Day Classes are classified as moderate/severe, emotionally disturbed, Autism, and mild/moderate. The special education programs sets specific goals for themselves each year.

# Student Achievement Data

## Language Proficiency and CELDT Results

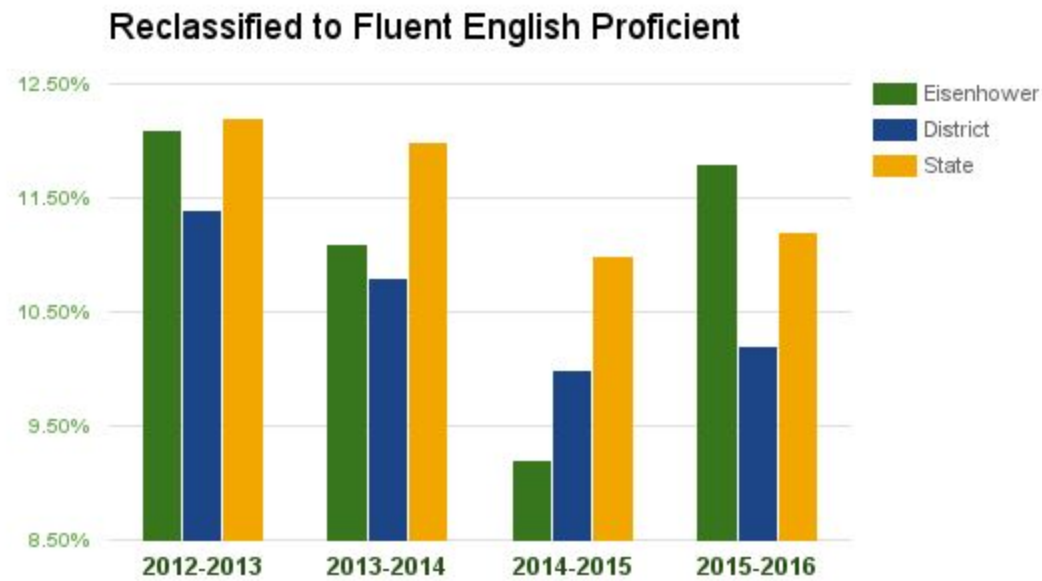
EL Performance Level 2015-16										
	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
<b>Advanced</b>	9.3	48	30.9	160	10.6	55	13.9	72	10.4	54
<b>Early Advanced</b>	36.4	188	36.2	187	22.8	118	36.2	187	40	207
<b>Intermediate</b>	33.5	173	22.6	117	28.8	149	27.1	140	32.5	168
<b>Early Intermediate</b>	12	62	4.8	25	19.1	99	11.6	60	7.4	38
<b>Beginning</b>	9.1	47	5.6	29	18.6	96	11.4	59	9.9	51

EL Levels 2015-2016						
Grade	Beginning EL 1	Early Intermediate EL 2	Intermediate EL 3	Early Advanced EL 4	Advanced EL 5	TOTAL
<b>9th</b>	10	11	43	67	15	146
<b>10th</b>	11	10	43	40	8	112
<b>11th</b>	14	10	45	33	11	113
<b>12th</b>	13	6	22	30	6	77
<b>TOTAL</b>	48	37	153	170	40	448

<b>AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English</b>		
	<b>2014-2015</b>	<b>2015-2016</b>
<b># Annual CELDT Takers</b>	475	488
<b># with Required Prior CELDT Scores</b>	474	482
<b>% with Required Prior CELDT Scores</b>	99.80%	98.8 %
<b># in Cohort Meeting Annual Growth Target</b>	259	283
<b>% Meeting AMAO 1 at District / Site</b>	54.60%	58.7 %
<b>MET 2016 TARGET FOR AMAO 1 (Target=62.0%)</b>	<b>No</b>	<b>No</b>

<b>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT</b>					
<b>Less than 5 Years Cohort</b>			<b>5 Years or More Cohort</b>		
	<b>2014-2015</b>	<b>2015-2016</b>		<b>2014-2015</b>	<b>2015-2016</b>
<b># of English Learners in Cohort</b>	67	97	<b># of English Learners in Cohort</b>	419	401
<b># in Cohort Attaining the English Proficient Level</b>	19	34	<b># in Cohort Attaining the English Proficient Level</b>	172	192
<b>% in Cohort Attaining the English Proficient Level</b>	28.40%	35.1 %	<b>% in Cohort Attaining the English Proficient Level</b>	41.10%	47.9 %
<b>MET ANNUAL TARGET FOR AMAO 2</b>	<b>Yes</b> (Target=24.2%)	<b>Yes</b> (Target=25.5%)	<b>MET ANNUAL TARGET FOR AMAO 2</b>	<b>No</b> (Target=50.9%)	<b>No</b> (Target=52.8%)

## EL Reclassification Data



Over the last three years, Ike's reclassification rate has gone from 8.75% to 11.75%. Many of these students have been in the United States for a number of years by the time they enter high school yet continue to have difficulty being reclassified because grades, state tests, and district tests are part of the criteria. Eisenhower has many interventions in place to aid these students in their acquisition of English as a second language; interventions include support classes, professional development for bilingual assistants, and a language development coach on campus. In 2014 Eisenhower introduced the Strategies for Success class. This class focused on long term 9th grade EL students with low grade point averages. Eisenhower's reclassification rates are higher than those of RUSD and, in the last year, higher than the state of California's overall rates.

CAASPP (according to <http://caaspp.cde.ca.gov>)

### ELA

Year	2014-2015	2015-2016
Total Students With Scores	543	511
% of students exceeding standard	12%	13%
% of students meeting standard	36%	32%
% of students nearly meeting standard	28%	33%

<b>% of students not meeting standard</b>	<b>24%</b>	<b>22%</b>
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**Math**

<b>Year</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Total Students With Scores</b>	<b>535</b>	<b>506</b>
<b>% of students exceeding standard</b>	<b>5%</b>	<b>3%</b>
<b>% of students meeting standard</b>	<b>16%</b>	<b>14%</b>
<b>% of students nearly meeting standard</b>	<b>24%</b>	<b>26%</b>
<b>% of students not meeting standard</b>	<b>56%</b>	<b>56%</b>

Student CAASPP scores have improved since the first year the test was administered. Freshmen and juniors took a practice ELA CAASPP in 2014-2015 and 2015-2016 (formerly SBAC). Some math and English teachers utilize CAASPP style questions in bellwork assignments. The newly adopted English textbook, StudySync, includes end-of-unit assessments formatted similarly to the CAASPP. In November 2016, all English teachers were trained in using the CAASPP rubrics to grade short answer and essay questions.

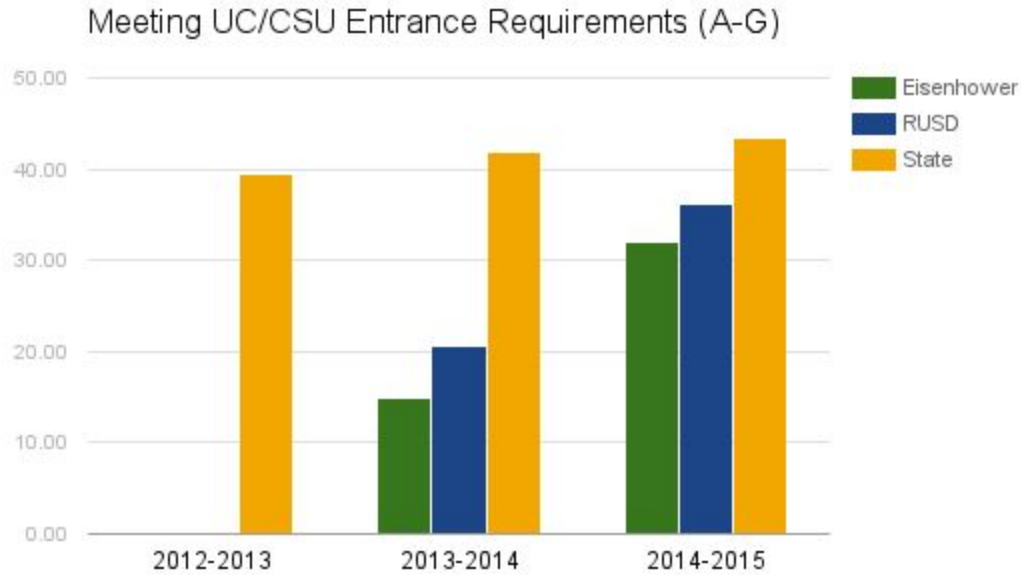
**SAT (Source: CDE Website)**

	<b>2013-2014</b>			<b>2014-2015</b>			<b>2015-2016</b>		
	<b>EHS</b>	<b>District</b>	<b>State</b>	<b>EHS</b>	<b>District</b>	<b>State</b>	<b>EHS</b>	<b>District</b>	<b>State</b>
<b>Grade 12 Enrollment</b>	521	---	---	582	---	---	492	---	---
<b>Percent of Seniors Taking the Test</b>	25.9%	31.6	41.1	36	36.2	42.4	39.02	---	---
<b>Average Critical Reading Score</b>	432	438	492	433	430	489	423	---	---
<b>Average Math Score</b>	453	446	506	456	442	500	436	---	---
<b>Average Writing Score</b>	427	434	489	427	428	484	416	---	---
<b>Greater than score of 1500</b>	21.48%	21.19	45.8	20	18.65	44.3	---	---	---

ACT (Source: CDE Website)

	2013-2014			2014-2015			2015-2016		
	EHS	District	State	EHS	District	State	EHS	District	State
<b>Grade 12 Enrollment</b>	521			582			492		
<b>Percent of Seniors Taking the Test</b>	17.66	20.3	19.58	27.66	25.21	20.98	32.72		
<b>Avg. Reading Score (Eisenhower)</b>	19	19	22	18	18	22	22		
<b>Avg. English Score</b>	17	17	21	17	17	22	18		
<b>Avg. Math Score (Eisenhower)</b>	20	19	23	20	19	22	22		
<b>Avg. Science Score</b>	19	19	21	19	18	22	23		
<b>Avg. % of scores greater than or equal to 21</b>	33.70	28.5	56.56	28.57	27.75	57.45	23.6		

A-G Eligibility (Source: CTE Website)



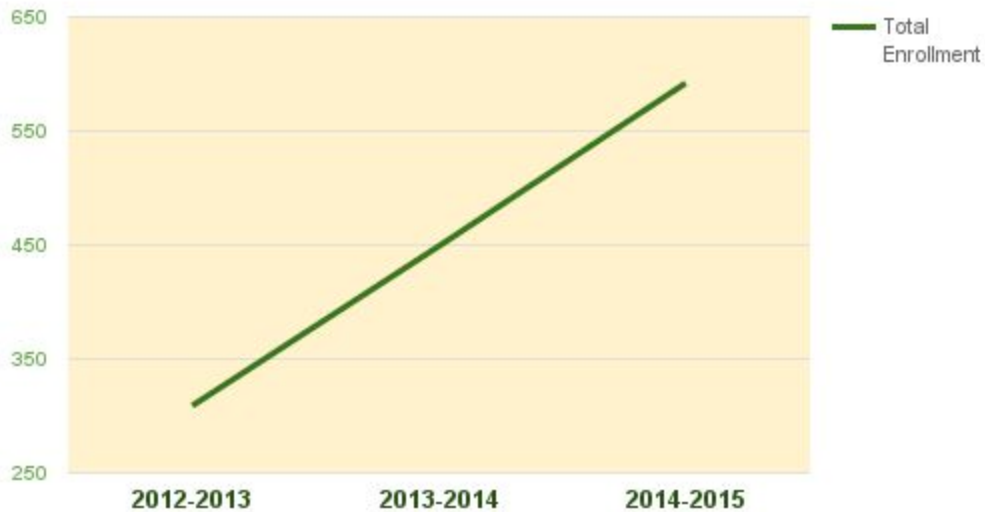
In 2014-2015, Ike dramatically increased our A-G completion rate of graduates from 15% to 31.98%. Ike staff has worked to improve student awareness of A-G requirements. During first semester, the counseling department visits all freshman English classes to present A-G requirements, graduation requirements, and transcript information. At the start of the 2016-2017 school year, Ike’s administrative team posted signs in A-G compliant classes identifying the letter of the category the course fulfilled.

**Advanced Placement Scores** (Source: CDE Website)

Year	Total AP Students	Total AP Tests Taken	AP Tests Passed (3+)	Overall Pass Rate
2012-2013	196	351	88	25.07%
2013-2014	204	386	83	21.50%
2014-2015	269	507	126	24.85%
2015-2016	data unavailable	457	168	36.76%

**Advanced Placement Enrollment** (Source: CDE Website)

### Advanced Placement Enrollment



Since our last WASC visit, Advanced Placement enrollment has steadily increased, almost doubling since 2012-2013. Ike has an open enrollment policy regarding Advanced Placement and honors classes; any student who wishes to try an advanced course is encouraged to do so. As a result of continued participation in AVID, many students are attempting their first honors or Advanced Placement class. In August of this year, we implemented a workshop to help students manage the increased rigor of honors and Advanced Placement courses. Though the four-hour workshop was geared toward honors and Advanced Placement students, it was open to all interested scholars; 25 students attended the four-hour workshop.

### D & F Rates

Ike has been focusing on decreasing our students’ total Ds and Fs. In the 2015-2016 school year, Eisenhower had 1319 fewer Ds and Fs than in 2013-2014. Supports and interventions such as AVID, Step Up Saturday school, and IMIT and Peer Tutoring have positively affected student success.

### Graduation Rates (Source: EHS Graduation Rates Report)

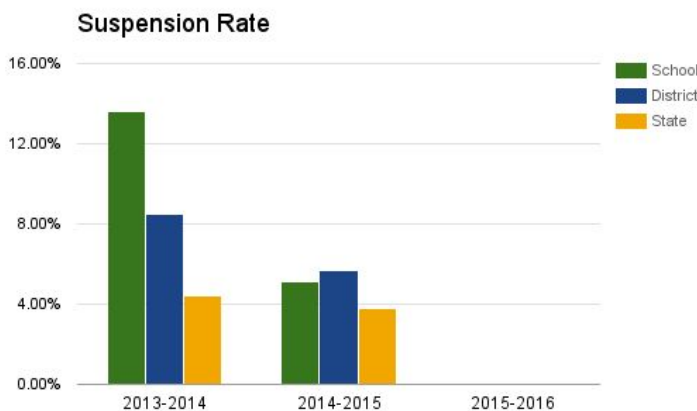
Graduation Rates			
Year	2013-2014	2014-2015	2015-2016



<b>EL</b>	<b>75.40%</b>	<b>83.60%</b>	<b>Not yet reported</b>
<b>Hispanic/Latino</b>	<b>82.80%</b>	<b>86.40%</b>	
<b>African American</b>	<b>82.10%</b>	<b>87.50%</b>	
<b>Socioeconomically disadvantaged</b>	<b>83.60%</b>	<b>86.60%</b>	
<b>SPED</b>	<b>56.00%</b>	<b>83.60%</b>	
<b>TOTAL</b>	<b>82.30%</b>	<b>87.00%</b>	

Along with lowering Ds and Fs, Ike has focused on increasing the graduation rate. ParentVue Synergy grade system is in use schoolwide, making it easier for parents and students to get fast, up to date access to student grades, contact teachers directly, and even turn in assignments online. Early outreach and support for incoming freshmen has helped them to better prepare for the future and to deal with setbacks in healthy ways using the concepts related to a growth mindset as explained through the research of Stanford University’s Carol Dweck. Entering freshmen develop a four-year graduation plan that is revisited each year as students meet with their counselors and select their classes for the following year. Each freshman is also assigned a Link Leader through Link Crew. Link Leaders check in with their assigned freshmen on a regular basis and the freshmen are encouraged to contact their link leaders whenever they have questions or needs. Other outreach, support, and interventions in place throughout students’ four years, include, but are not limited to, College and Career of the Week announcements, Eagerness to Learn Wednesdays, AVID and AVID strategies used cross-curricularly, and APEX, a rigorous and A-G approved credit recovery option. In the 2014-2015 school year, Ike increased its overall graduation rate from 82.3% to 87%. Graduation data for 2015-2016, the first graduating class to not require passing the CAHSEE test, is not yet available.

### Discipline Data



Suspension data for 2015-2016 is not yet available on the CDE website.

Ike and RUSD had no expulsions during the 2014-2015 school year. Expulsion data for 2015-2016 is not yet available on the CDE website.

During the 2014-2015 school year, Ike began utilizing PBIS schoolwide, drastically decreasing the number of suspensions and eliminating expulsions for the school year.

## **II: Significant Changes and Developments**

### **Administration and Support Staff**

Several changes have occurred within the administrative team and support personnel since the last WASC visit, however Ike has been able to retain our principal, Scott Sparks, since the 2013-14 school year. Mr. Jerry Sturmer, an Assistant Principal during our last WASC visit, retired in December of 2016. His position has not yet been filled; the board will meet early in January 2017 to select a replacement. In December of 2015, two assistant principals left the district to become principals, so Ike had two interim assistant principals, Mr. Chris Jackson and Ms. Karensa Hutchens. Mr. Jackson was appointed to the position in 2016, vacating the math coach position permanently. The position of math coach was filled for the 2016-17 school year by Mr. Jeff Burke. Ms. Hutchens' appointment to assistant principal at a Rialto middle school left two openings at Ike - an assistant principal position, to which Dr. Enice Jackson was appointed in July 2016, and the literacy coach position, to which Mr. Vince Redman was appointed in July 2016. Mr. Keith Bailey, a 41 year veteran of Eisenhower, is a retired teacher that is currently working as an athletic/academic support advisor. Due to a lack of QEIA funds, Ike's attendance liaison positions were eliminated and the staff was cut from 6 to 4. There have also been numerous personnel changes in the district office which directly affect Ike. Dr. Cuauhtemoc Avila accepted the appointment to superintendent and altered the assistant superintendents and made other personnel changes, including eliminating the librarian supervisor position and redistributing those responsibilities.

### **Change in Funding**

In the 2015-16 school year, Eisenhower's funding changed from the Local Control Funding Formula (LCFF) and the general fund to Targeted Title 1 funding and the general fund with limited access to LCFF funds. We are currently working to rewrite the Single Plan for Student Achievement (SPSA) to reflect these changes in fund allocation as Targeted Title I requires monies be spent specifically on English and math proficiency rather than more broadly, and all of our LCFF spending must now be approved through the district. In early November 2016 district leadership made the decision to transition to schoolwide Title I as opposed to Targeted Title I. While this decision creates more flexibility in fund allocation, the consistent change has

created ambiguity and added work in recreating the SPSA to meet the requirements of the two separate sets of legal requirements. The new 2016-2017 SPSA is due for Board approval in early March 2017. Our previous WASC action plan was written to employ LCFF funds. Site controlled LCFF funds had allowed for flexibility in allocation and spending. For example, our Biomedical Pathway must now be funded from the general fund, as it is not directly related to math or English. However, Eisenhower now has more limited access to LCFF funds, and only with district approval. This year Eisenhower was approved to go school wide Title 1. This has allowed a little more flexibility to spend Title 1 monies. Eisenhower also receives approximately \$84,000 per year for three years, beginning this school year, through the College Readiness Block Grant to promote college.

### **Targeted Intervention**

After receiving a grant through San Manuel Band of Mission Indians, IMIT (Ike Mob in Training) has been implemented as a targeted early intervention with at risk seniors and freshmen. Tutorials are held on Tuesday afternoons during collaboration time, as well as after school Thursdays and during Step-Up Saturday school. These students receive intensive help that, in its first year of implementation, resulted in significant academic growth. The goal is to increase graduation rate. A special counseling position was established for Mr. Robert Hampton to oversee students at high risk of failing and to intervene.

A PBIS (Positive Behavioral Interventions and Supports) leadership team has worked to develop schoolwide social, emotional, and behavioral support systems to address the lower tiers of Maslow's Hierarchy of Needs so that the foundation is set in addressing the upper tiers needed to produce maximum academic achievement. A full-time PBIS counselor has also been added to help with these efforts. There is a push for PBIS strategies and programs to make sure our students are thinking about rewards and positive results for their good behavior instead of just the negative consequences for wrong behavior. (ex: promotion of IKEMOB characteristics in every morning announcement)

With the implementation of the Common Core state standards in 2014-2015, an Integrated Math IA class replaced Algebra Essentials in addressing the needs of the lowest performing incoming 9th graders. These classes have priority access to mobile laptop carts (COWs) so that students can use the ALEKS program for remediation and skill building. Currently, all students have access to ALEKS, which can be used for remediation in foundational math skills as well as for extension in current concepts.

### **Pathways**

Currently Eisenhower has eight career pathways: Law Enforcement and Justice, Business, Engineering, Health Careers, Education, Wood Technology, Welding and materials, and Culinary Arts. The Law Enforcement pathway was implemented in the 2015-2016 school year and includes A-G classes. Engineering now has four levels, allowing participation all four years, though students may join or leave the pathway at any time. The pathway structure provides additional focus and guidance for our students as they begin to plan their futures. Pathways teachers are moving toward cross-curricular collaboration and common instructional language to improve instruction. They have utilized PLC time to develop the STEM instruction/curriculum and also to collaborate with other teachers and or school sites. The Engineering pathway has incorporated woodshop, welding, and auto body for certain projects.

### **AVID**

Eisenhower has worked to grow its AVID presence on campus and incorporate AVID strategies schoolwide. The AVID elective teachers and Site team now encompass a wider range of subject areas. All AVID Site team teachers display a college flag outside of their classroom, contributing to the college-going atmosphere. AVID elective teachers require students to participate in Eagerness to Learn Wednesdays, a lunchtime activity in which students are encouraged to seek out tutoring from one another and their instructors. Students also receive credit for participating in Dress Fresh Tuesdays, a day for dressing professionally on campus. Substantive community service is also increasing among AVID students.

### **Implementation of Common Core/California Standards**

Much progress has been made regarding the integration and implementation of the Common Core standards into mathematics and English classes at Eisenhower. In June of 2016, the Rialto Unified School District (RUSD) adopted McGraw Hill's StudySync materials for every high school English class, with the exceptions of Advanced Placement and all ELD intervention classes. Since 2016-2017 is the first year of implementation, it is difficult at this point to say with certainty how the students' education will be affected. Some English Professional Learning Communities (PLCs) report that the common lesson plans included with the materials have resulted in more purposeful use of PLC collaboration time.

In the 2014-2015 school year, mathematics departments throughout RUSD replaced Algebra I, Geometry, and Algebra II with Integrated Math I, Integrated Math II, and Integrated Math III per the requirements of the newly adopted, Common Core aligned, mathematics textbooks. The following school year, started with Integrated Math IV instead of PreCalculus.

Moderate to severe SDC students are now using Common Core Essential Elements of Alternate Achievement Descriptors to develop IEP goals.

### **Scheduling and PLCS**

During the 2014-2015 school year, to allow for more focused participation in the PLC process, Eisenhower's Collaboration Days were switched from Monday mornings to Tuesday afternoons. Attendance to most PLC meetings has increased. Early release rather than late start on collaboration Tuesdays has allowed for student athletes to remain in class longer on game days. Principal Sparks has also recently implemented a mandatory uniform format for submittal of collaboration meeting notes. He has also made PLC time protected; a schedule designating collaboration days is distributed at the start of the school year, and very few changes are made during the year.

At the suggestion of staff members, announcements were moved from the start of 2nd period to the start of 1st period last school year. Because the first 9 minutes of the school day are now reserved for announcements, disruption of classroom instruction due to 1st period tardies has decreased. However, since none of our students receive bussing any longer, many are struggling to be punctual to first period. To ameliorate the students' issues, a grace period was offered, however students began to view this as a later start time, consequentially, tardies did not improve. Alterations continue to be made to the tardy policy.

The video productions class produces student news videos 2-3 times per week, which are then emailed to staff and texted to users via the Remind101 app; teachers can then show them to their first period classes during the designated time. This has resulted in increased awareness among stakeholders (primarily staff and students) of schoolwide events, club meetings, and other important announcements.

### **Mission and Vision Statement**

Mission Statement adopted October 22, 2015

**Eisenhower High School is committed to equipping each Eagle with academic and personal skills to proudly graduate and confidently face challenges as a contributing member of their community.**

Vision Statement adopted May 10, 2016

**100% Engagement, 100% of the time, 100% I.K.E.M.O.B,  
Live Life with Purpose.**

In October 2015 and April 2016, Ike adopted new Mission and Vision statements, respectively. In August of 2015 and April of 2016, invitations to meet and develop new Mission and Vision Statements were sent out to all staff members. Approximately 30 respondents met voluntarily at the homes of Principal Sparks and Kristal and Gilbert Henriquez-Pulido. Those who were unable

to attend were invited to contribute via email and wiki. Through these meetings and additional staff and student feedback, we successfully developed several versions of a mission statement and a vision statement for the school. At Collaboration Day staff meetings in September and April, the various versions of the mission statement and vision statement were presented and then chosen through a schoolwide vote. As Rialto Unified moves forward to develop a new district-wide Strategic Plan, we may need to again adapt our mission and vision statements to align with those of the district.

### **III: Ongoing School Improvement**

Instructional Leaders and the school leadership team oversee the implementation and monitoring of the schoolwide action plan. Student achievement data is shared and evaluated at monthly Instructional Leaders meetings. The instructional leaders consist of Principal Sparks, all assistant principals, department chairs, the librarian, and the head counselor. They meet monthly to address the next moves for the school so that information can be brought to the departments. The school leadership team meets every Monday to take the pulse of the school and consists of Mr. Sparks, the assistant principals, the ASB director, the athletic director, the instructional coaches, the lead security officer, the attendance specialist, and the head counselors. Progress on the schoolwide action plan is shared annually with the entire staff.

Administration holds certificated staff meetings each semester to review each department's D/F rate and each teacher's data. After data is shared and discussed, SMART goals are reviewed and revised within PLCs to address student achievement. Student D/F and CAASPP data is shared at staff meetings in conjunction with ongoing PLC improvement discussions. Progress on the graduation rate and D/F rate goals is disseminated during an all staff meeting at the start of each school year.

In the 2014-2015 school year, the WASC team leader, Suzanna Hidalgo, set up a Wiki page to allow all staff to update progress on Eisenhower's critical areas as changes occurred rather than simply during WASC visit years; it was later turned into a GoogleDoc and shared with instructional leaders. Many teachers made yearly contributions to the document which assisted in the assembly of chapters 2 and 4.

In May of 2016, Ms. Marie Quiñones-Rezin and Mrs. Jennifer Bailey were appointed to assemble the mid-cycle progress report. They received the document and instructions early in the 2016-2017 school year. Numerous e-mails were sent to various personnel in an effort to acquire necessary data for the student/community profile; by November, most data had been compiled into chapter one and was submitted to Principal Sparks and Assistant Principal Chris Jackson for review. In August, data and feedback regarding significant changes was collected from current PLCs and from the GoogleDoc; which was then compiled into chapter 2 and submitted for review in November.

Upon receipt and review of the 2013 Schoolwide Action Plan (SAP), the conclusion was reached

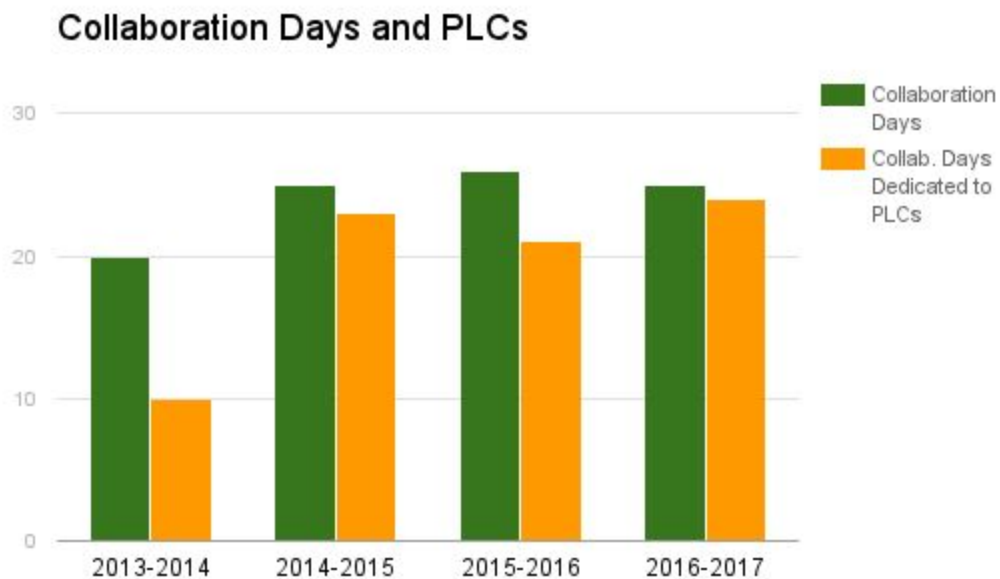
that much progress had been made toward the identified goals. It was then determined that the three goals would more effectively drive our school if they were recategorized into five specific goals with clearly defined parameters of success. To that end, staff meetings were held which invited all attendees to provide feedback on particular areas of concern including student literacy, student numeracy, PLC effectiveness, and employee relations. Staff who were unable to attend were then sought out individually by Mrs. Bailey and Ms. Quiñones-Rezin to provide feedback and ensure they were given adequate opportunity to participate.

Wording of five new goals was then drafted by Ms. Quiñones-Rezin and Mrs. Bailey, reviewed by Mr. Sparks and Mr. Jackson, presented to the instructional leaders for revision, then voted upon by all staff at a meeting. Again, all staff unable to attend were individually sought out for input. Each PLC, including classified departments, received a packet at an all staff meeting, on which they were asked to provide steps that could be taken to achieve each goal. Those steps were compiled into one document and submitted for review. In School Site Council meetings, student achievement data was reviewed with SSC stakeholders prior to conducting the comprehensive needs assessment used in identifying needs for adjustment to SAP and SPSA. The creation of SAP in conjunction with SPSA was discussed with all stakeholders present at SSC meetings. The new goals were compiled onto an SAP template. Two parent meetings are scheduled in early January so that parents and guardians can be informed of the progress and provide input toward the construction of the revised SAP and the Single Plan for Student Achievement (SPSA). A student meeting is also planned so that all interested students can provide feedback for and be made aware of their school's goals for them. Ideas will be included, and the SAP adjusted until it accurately reflects the goals of the entire school for our students and ourselves.

## IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

### Critical Area #1

*Increase in Professional Development time and planning time to support teachers in implementation of rigorous instructional strategies for all students.*



Rialto Unified School District hosts multiple professional development opportunities throughout the school year, some mandatory and some optional, both during and after school hours. In order to avoid over-burdening teachers with excess trainings, Principal Sparks determined that he would leave the bulk of professional development to the district choosing instead to focus on aspects of school culture that needed to shift in order to secure a growth mindset. His first mandated staff development required staff members read the book *Mindset: The New Psychology of Success*, discuss applications of the ideas within our school, and complete and submit focus questions via wiki. Many teachers have since shared their discussions and prioritized growth mindset with their students. Other schoolwide staff developments Mr. Sparks has provided include a poverty simulation to encourage empathy with students and a guest speaker to challenge staff toward innovation and rethinking education.

Over the past three years, Eisenhower has made changes to ensure the efficiency of teacher planning and professional development, to increase the amount of planning and PLC time, and to



increase paid and unpaid professional development opportunities. During the 2014-2015 school year, Eisenhower's Collaboration Day meetings were switched from Monday mornings to Tuesday afternoons; this change in bell schedule means teachers can more readily focus on PLC tasks rather than using the time to complete start of the week preparations. Teachers have continued to receive more uninterrupted professional collaboration time each year of Mr. Sparks' leadership. Overall, this administrative team has worked diligently to respect designated PLC time.

### **Year by Year Summary**

During the 2013-2014 school year, we had 20 collaboration days. Of those days, 10 were dedicated to schoolwide professional development and WASC preparation. 10 were dedicated to PLC meetings. Professional Development included:

- Monthly staff meetings addressing areas of focus for that month's digicoach evaluations
- Mr. Sparks, Dr. Aguilar-Muñoz, and Dr. Jimenez attending Solution Tree's 2014 summer PLC training

During the 2014-2015 school year, we had 25 collaboration days. Of those days, 5 were dedicated to schoolwide professional development and activities. 18 were dedicated to PLC meetings. During this school year, Eisenhower expanded PLCs from content-specific to cross-curricular; PLC meetings throughout the year alternated between content and cross-curricular. In addition, PLC leaders met 10 times to share and review data and goals. Professional Development included:

- Throughout the year:
  - Growth Mindset reading and discussions
  - PLC Leader weekly training
    - The week prior to each PLC meeting, admin trained PLC leaders in the skill they wanted to see the PLC utilize the following week (i.e. to develop norms, SMART goals, CFA, etc.); they were paid overtime for this, so that no PLC time was taken from PLCs
- Summer (optional):
  - AVID training in the summer to strengthen AVID schoolwide
  - PLC training was offered during the 2015 summer no teachers accepted the offer
  - AP Summer Institute
  - Inquiry by Design Workshop (Design-Based Learning) during the summer

Compared to previous years, more time was dedicated to PLCs, allowing us to focus on improving the quality of the process. Cross-curricular PLCs showed mixed results and more than anything demonstrated that Eisenhower needed to first ensure the content PLCs were strong and purposeful, rather than "PLC-lite." At the end of the school year, formal cross-curricular PLCs were put on hold so that Ike could spend the following year strengthening the PLC framework.

During the 2015-2016 school year, we had 27 collaboration days and 3 minimum days for staff events. Of those days, 6 were dedicated to schoolwide professional development. 21 were dedicated to PLC meetings. In addition, PLC leaders met 6 times to share and review data and goals. As funding changed from LCAP to Targeted Title I, PLC leader meetings could no longer be funded and were discontinued. Professional Development included:

- Throughout the year:
  - District-required training (during school hours):
    - SIOP
    - Accountable Talk
    - Math Practices
  - Determining Essential Standards (one day per grade level during school hours)
- Summer:
  - AVID Conference (to strengthen AVID schoolwide)
  - AP Conference

During the 2016-2017 school year, we have scheduled 25 collaboration days and 5 minimum days for staff events. Of those days, 4 minimum days are dedicated to schoolwide professional development and staff-wide WASC collaboration. 25 collaboration days were initially dedicated to PLC meetings, but one needed to be redesignated for WASC collaboration. Professional Development includes:

- Poverty Simulation
  - to encourage empathy
- Guest Speaker: David Culberhouse
  - spoke to the staff at a minimum day regarding innovation and rethinking education
- Solution Tree PLC Leader Training
  - 3 PLC leadership training days were decided upon by Mr. Sparks, delivered by Solution Tree ALL PLC leaders and instructional leaders were required to attend
- Google Classroom/Google Apps For Education (GAPE)
  - hosted by Rialto Unified School District

## **Critical Area #2**

***Maintain the stability of the site administration team to support implementation of schoolwide instructional strategies, programs and policies.***

Since the last full WASC visit, Eisenhower has retained Principal Scott Sparks; however, both of our current assistant principals are in their first year as administrators at Eisenhower. One of Mr. Sparks' primary goals is to forge effective PLCs schoolwide so that students might benefit from the increased collaboration of their teachers. To this end, he has focused most professional developments and staff meetings on challenging teachers to improve their instruction and the efficacy of their PLCs. He also continues to support the instructional strategies valued by the

district (see Year by Year Summary in Critical Area #1) by incorporating strategies such as Depth of Knowledge and Sheltered Instruction Observation Protocol (SIOP) into staff meetings, encouraging teachers to utilize them in their instruction, and looking for their use in classroom observations.

Principal Sparks has been able to develop and sustain programs which make Eisenhower a school that addresses the needs of all students. Positive Behavioral Interventions and Supports (PBIS) has been adopted and continues to expand yearly, creating opportunities for our students who are struggling socially, emotionally, or behaviorally to stay in their classrooms and receive instruction. IKEMOB in Training (IMIT), a program developed at Eisenhower, assists students who are struggling academically by providing elective credits for study hall attendance and a designated advisor who calls them in frequently to counsel and encourage them. Under Principal Sparks, Eisenhower has been able to develop our pathways program; we currently have six pathways including Patient Care, Education, Engineering & Architecture, Law Enforcement & Justice, Hospitality & Food Services, and AVID. Eisenhower is also in the process of developing an Ivy Scholars pathway. Staff has been encouraged in its efforts, led by Mr. Curt Elwood, to devise a plan to decrease first period tardies. Dr. Enice Jackson has been able to support the implementation and evolution of our tardy policy.

Mr. Sparks has also supported the development of the IKEMOB. Formerly an inflammatory identification with Eisenhower, staff, led by Ms. Henriquez-Pulido, has transformed it into an acronym identifying Eisenhower's core values. Mr. Ressa's video productions class includes the acronym at the end of every news program; it is repeated at the conclusion of every day's morning announcements; and it has even been painted onto the buildings facing the quad. Many staff members report using the acronym in their daily interactions with students. And many students have begun to internalize these values and often relate their choices and actions back to the core values in conversation with staff and other students. Now, when students chant "Ike MOB," it's something to be proud of.

### **Critical Area #3**

***Have one Single Plan for Student Achievement that includes the WASC action plan strategies and the district plan goals along with a monitoring process.***

In 2013-2014, when all money was LCFF and general fund, we had the flexibility to align SPSA and the WASC Schoolwide Action Plan (SAP); we combined our SPSA and SAP, and by 2014-15, our SPSA was also aligned with our district's goals. However in 2015-16, our funding changed to Targeted Title I, so our SPSA had to be altered accordingly. While we are revising our SAP, Rialto Unified School District is concurrently creating a Unified Single Plan for Student Achievement, with which they are requiring our SPSA align with. Therefore, Eisenhower is in the process of rewriting our SPSA to align with the district's unreleased plan and our revised SAP. By the SPSA due date of March 16, 2017, the district hopefully will have released their plan, so that we have sufficient time to unify our SPSA and SAP in alignment with their goals.

## Critical Area #4

*Further develop the PLC model across the departments that will focus on the analysis of student data and using the analysis to drive instruction.*

Mr. Scott Sparks' plan was to develop PLCs incrementally rather than force the change upon reluctant staff. As evidenced by PLC minutes, progress is being made. Many PLCs, including but not limited to, Math, English 10, Earth Science, and Biology, regularly create and administer multiple CFAs, use the data to inform instruction, and provide intervention or extension activities. In Earth Science and Biology, weekly CFAs are evaluated during PLC time and RTI is given to the students the next day. Biology has been consistent and has seen an increase in grade percentages on average. Science has been working with SDC, as well, to follow the pacing schedule and help increase all student achievement.

Over the past several years, Mr. Sparks has modeled PLC strategies for the PLC leaders and reinforced the PLC model while providing training, support, and feedback as departments work on improving the PLC process.

The summer prior to the 2014-2015 school year, administrators Mr. Sparks, Dr. Jimenez, and Ms. Aguilar-Munoz attended the Solution Tree PLC Conference in Las Vegas. The following summer (2015), Mr. Sparks sent out an invitation to PLC leaders and department chairs to attend the same conference, however, no teachers attended. Since that time, PLC leaders and coaches have been trained in the PLC model for instrumentation in all departments. During the 2015-2016 school year, Lance Atkinson, Chad Rickard, Karensa Hutchens, Chris Jackson, and Scott Sparks attended a six day PLC training sponsored by Solution Tree. This school year, all PLC leaders and department chairs, as well as administrator Dr. Enice Jackson, attended three 3-hour sessions to receive an abbreviated version of this training.

During the 2014-2015 school year, district-wide scheduling changes were made to ensure that all three high schools have the same collaboration day schedule. Teachers without a specific PLC on campus are now able to meet off campus and collaborate with their counterparts from the other schools. Our World Languages department has made the most progress in this area. French teachers from all three high schools have collaborated as a PLC to write pacing guides for each level of French. And the other world languages teachers continue to develop CFAs with their counterparts from the other schools. Ike's Career and Technical Education (CTE) department has tried to do the same, but thus far has encountered some resistance from other schools.

Mr. Sparks has also advocated for our PLC time on multiple occasions. In 2014-2015 and 2015-2016, the district tried to require PLC time be sacrificed for SIOP training, but Mr. Sparks wouldn't allow our time to be taken by the district. He was able to reschedule SIOP training for a time that would not interfere with PLC dedicated time. (See Critical Area #1 for further details.)

Ike worked to create cross-curricular instruction and common texts. Plans were made to purchase three texts per grade that would be taught across English and history classes. However, before purchases were made, funding changed from LCFF to Title I, impeding the plan.

## Critical Area #5

*Develop an assessment process for the school that focuses on the development of common assessments and analysis of student data.*

Though this has not been completed yet, Eisenhower is making steps toward an assessment process for the school. PLC leaders have been required since 2014 to submit their weekly meeting minutes to Principal Scott Sparks. Administration reviews them, discusses the PLCs at administration meetings, and sets goals for all PLCs, if they observed a widespread issue, or individual PLCs, if there is something of particular concern. Principal Sparks and the assistant principals also regularly observe PLCs, sometimes without advance notice and periodically for the entire meeting. They have been able to observe many teams progressing in various aspects of the PLC process. To standardize the reporting process, Mr. Sparks is requiring PLCs submit their minutes on a uniform template that was sent out to all staff on November 17, 2016.

During the 2015-16 school year, PLC leaders met biweekly to discuss PLC goals and to observe Principal Sparks modeling a true PLC meeting. However, when our change of funding prohibited paying PLC leaders for the extra hours required, the meetings were discontinued.

Another assessment tool that was used at Eisenhower is DigiCoach, a program that allowed the observer to electronically submit feedback to the observed. Mr. Sparks fought to retain it since he values being able to provide immediate feedback, nevertheless it could not be paid for through Targeted Title I, so it too was discontinued. He is currently working toward utilizing Google forms to evaluate teachers individually.

## Action Plan Goal 1A

*Increase rigor in all subjects through critical reading (across disciplines) and high level critical thinking activities that demonstrate depth of knowledge.*

### Critical Reading

During the 2014/2015 and 2015/2016 school years, all Math, Science, Social Studies, and English teachers were trained in SIOP (Sheltered Instruction Observation Input). Teachers have since implemented (and continue to do so) these strategies to address the needs of our sizeable English Learner population. Though SIOP is primarily intended for English Learners, the strategies also enable differentiation and support for all students.

Eisenhower is in the early stages of making AVID schoolwide. The AVID Site Team has representation from Visual and Performing Arts (VAPA), Science, Math, World Languages, Social Studies, and English departments. Whenever scheduling permits, AVID students are placed in classes with site team teachers. AVID elective teachers collaborate during their common conference period to ensure success of AVID students. AVID and English Department Site Team members utilize AVID notetaking, annotation, and close reading strategies.

All English 10 teachers teach “Deconstructing the Prompt” to help students break apart tasks; students understand that the strategy can be used cross-curricularly. In the 2015/2016 school

year, English 10 began incorporating AVID Close Reading Strategies into its instruction. This includes a focus on prereading, annotating (marking the text and writing in the margins), and charting nonfiction texts in order to improve comprehension of the content and the rhetorical strategies used in the text. Using these strategies on a daily basis makes critical thinking about a text a more organic process for students.

At the beginning of the 2016/2017 school year, English 9 and English 10 taught common annotation strategies for multiple text genres; students understand that the skill can be applied to texts in other classes. Some teachers have observed students using these strategies in their history and science classes.

Social Studies and English departments teach and regularly practice the SOAPSTone strategy for analyzing nonfiction texts and documents.

The reading and analysis of primary source historical documents is how students in social studies classes practice research-based critical reading strategies to focus on reading for meaning. Suggested historical texts are incorporated in the 2014-2015 History-Social Science Framework update, making it easy for social studies teachers to agree on which documents to highlight during instruction.

We have not made as much progress as we would like in addressing critical reading throughout all curricula. By separating 2013's Goal One into two distinct measurable literacy and numeracy goals, all stakeholders can recognize their role in the implementation of both goals.

### **Critical Thinking**

AVID Site Team members focus on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) in both AVID elective and non-AVID classes.

All classes post terminology posters, clarifying and connecting academic writing vocabulary across multiple curricula. Students are able to see how concepts like main idea and thesis in English and social studies relate to hypothesis in science.

During the 2014-2015 school year, all teachers were trained in Accountable Talk strategies. Teachers promote the use of Accountable Talk frames in class and small group discussion. Some departments initially experienced resistance on the part of the students to utilize these frames, and staff buy-in was gradual; however, since incorporating and reinforcing Accountable Talk frames, an improvement in students' ability to express ideas clearly and ask higher level questions has been observed schoolwide.

Frequency of project and inquiry based learning activities to promote higher level critical thinking has increased in all science classes. CTE classes include research-based activities that require students to look, compare, and research different equipment.

## Action Plan Goal 1B

***Improve instruction and increase student engagement, student accountability, effective collaboration, communication and creative problem solving skills through the use of research based instructional strategies.***

In the summer of 2014, a group of 11 teachers (English, science, social studies, art, health, and engineering) attended the Design Based Learning (DBL) summer institute for teachers at the Art Center College of Design in Pasadena. During the Summer Institute teachers were taught the 6 ½ steps of Design Based Learning where groups of students participate in a design challenge to create 3D models meeting the criteria established by the teacher. The primary purpose of the DBL summer institute was to help teachers to increase the relevancy of class lessons, improve test scores, and promote critical thinking skills. Following stories of success using DBL, a one-day workshop was offered to the rest of the school prior to the beginning of the 2015-2016 school year. About 24 teachers participated in the workshop. Though most teachers agree that at this time the strategy is difficult to implement fully, many teachers have incorporated DBL strategies into their lessons. Teachers report that DBL strategies are particularly engaging for kinesthetic and visual learners. The greatest impact of these strategies on all learners thus far seems to be an increase of student engagement due to hands-on activities, lessons that directly connect to or focus on real-world issues, and an elimination of distractions.

According to the 2013 Schoolwide Action Plan, one way we will accomplish Goal 1B is by “develop[ing] a culture of reciprocal accountability amongst student, staff, and administration through effective collaboration that is completely focused on student learning.” As mentioned in the discussions of Critical Areas 4 and 5, Eisenhower is making progress toward PLCs that are solely focused on student learning, but we are not there yet. By revising the action plan to include a specific measurable PLC goal, accountability among all stakeholders will increase and our degree of progress will be less ambiguous. Steps still need to be taken toward our “culture of reciprocal accountability” thus creating a need for a communication goal in our revised action plan.

## Action Plan Goal 1C

***Improve the use of technology as a teaching and learning tool, to access digital resources, interactive online learning activities, databases, and digital libraries.***

A campus subscription to PBWorks online collaboration software was purchased in the summer of 2014. As of April 2016, the Academic Decathlon, Chemistry, United States History, AP English Literature and Composition, AP World History, Economics, AP Macroeconomics, and Freshman Seminar classes had created class wiki pages. The class wiki pages were created and managed by the teachers, but the content added was purely a student-led collaborative effort. The campus and the district have since shifted their focus to utilizing Google Classroom to provide

access to technology.

Google Apps for Education accounts were ready for every Eisenhower teacher and student as of May 2016. Google Classroom allows for a more consistent network for all students, teachers, and administration; it also provides additional resources such as streamlined class and teacher pages, student-turn ins and email accounts. Google Classroom training was offered to teachers during first quarter of the 2016-2017 school year; by the end of first semester, all students and teachers were provided Google Classroom email addresses and access to the network. Many teachers were or are currently using various methods of technology (such as SchoolLoop, Schoology, Edmodo, or the now defunct Engrade) for instruction, digital storage, and digital turn-ins; over the next year, teachers will instead begin utilizing Google Classroom, thus creating a more uniform process and greater accessibility for all students..

In science classrooms, technology is utilized at least once a week; interactive lab work, e-readings and article reviewing are used extensively. Earth Science uses virtual lab work to have students experiment, collect and evaluate data. Due to limited materials and equipment, many labs and activities are done online as virtual labs (teachers develop lesson plans and instructions to utilize various free labs online). The amount of accountability via technology is tiered in the science department, allowing greater accountability to align with students' proficiency with technology; earth science assignments are predominantly completed using paper and pencil, biology encourages turning assignments in online, and physics, one of the higher classes, uses schoolloop as a platform to submit most assignments. The biomedical class is entirely online; however, students also keep an interactive notebook for the class. At the start of the 2016-2017 school year, students and teachers did not have access to Google Classroom; now that this roadblock has been cleared, science teachers plan to utilize Google Classroom rather than Schoolloop and Edmodo beginning August 2017.

Most disciplines utilize webquests and/or internet-based research activities. In the 2013-2014 school year, to enable students to better differentiate reliable and unreliable sources, librarian Sandy Alps developed a technological literacy website and workshop. Students have access to the website which includes multiple activities and videos to help students understand how to determine credibility and accuracy as they conduct online research. Ms. Alps conducts the workshop with students upon teacher request. All incoming English 10 Honors students complete multiple activities using Ms. Alps' website as part of their summer assignment. Technological literacy and Digital Citizenship is also taught and modeled in Freshman Seminar, science classes, and most English 10 classes. 10th grade Modern World History students created research-based websites on WWI topics. Students were expected to cite sources and include primary sources. Prior to allowing students to conduct their internet research, teachers review credible sources with students.

Though the instructional leaders wanted to petition the district to reconsider many educational websites blocked by the firewall, nothing came of it. However, it is being reported that teachers are able to post links to blocked sites via Google Classroom and the students are able to access the sites without interference.



At the start of the 2016-2017 school year, RUSD adopted the StudySync textbook for most secondary English classes. Primarily an online-based program, StudySync includes a wealth of online resources and learning activities and provides consumables for a few ancillary texts. As Eisenhower is not one-to-one, utilizing the resources beyond the provided consumable is a challenge we are still struggling to overcome.

At this time, most technology access is still limited to our J-1 & J-2 computer labs (open to all students after school), an Engineering lab, APEX credit recovery, mobile computer carts, and computers available in the library and career center. In the Fall of 2015 Eisenhower teachers were asked about their willingness to participate in a district-led Optimal Learning Environment Task Force. The district expressed interest in developing model classrooms appropriate for 21st Century skills. Chromebooks and new furniture were purchased for one Eisenhower classroom with the stated intent of purchasing the same equipment for five more Eisenhower classrooms the following year; at this time, the district has not yet followed through with five additional classrooms. Pending approval by the district administration, the goal is to have every classroom 21st Century ready.

### **Action Plan Goal 1D**

***Develop and practice a common approach to teaching writing and use writing strategies in all disciplines.***

Various departments have developed an approach to writing within their PLCs or individual classrooms. Advanced Placement social studies and English teachers use course-specific College Board writing rubrics for written assessments, however there is still not a consistent writing rubric or program used schoolwide. Many English classes were using the California State University English Placement Test writing rubric, but the full implementation of the Smarter Balanced Assessment Consortium (SBAC) across California public schools raised concerns about its appropriateness in preparing our students for the test. As of right now, Eisenhower has not developed or adopted a common approach to teaching writing in all disciplines. By revising this goal into a single literacy specific goal, the hope is that the necessity of addressing the issue will become apparent to all stakeholders.

### **Action Plan Goal 2A**

***Improve the PLC Process by focusing on cross curricular teaching and planning as well as a direct focus on data driven instruction through unit CFAs, district benchmarks, CAHSEE exam, and SBAC.***

In the 2014-2015 school year, one collaboration day per month was designated for cross-curricular teams to meet and plan instructional units. Some teams attained more success than others; notwithstanding Principal Sparks deemed these meetings detrimental to the advancement of departmental PLCs and suspended them in favor of strengthening existing PLCs. As discussed

in Critical Areas 1 and 4, Mr. Sparks has required that departmental PLCs focus on becoming data driven by developing their own CFAs and using data derived from district benchmarks to assess student needs and strengths. He has encountered various levels of resistance, yet has countered by meeting individually and collectively with PLC leaders rather than relying on instructional leaders to disseminate information to them; he sent all PLC leaders to training this year on minimum days to learn and practice the fundamentals of the PLC process; and he has continued to require that all PLCs adhere to Solution Tree's 4 essential questions of an effective PLC. Thus the decision was made to revise this goal to exclude cross-curricular planning until all existing PLCs function skillfully.

### **Action Plan Goal 3A**

*Provide effective intervention strategies to establish a solid foundation for academic success.*

The English department is devising a remediation plan for students. During the 2013 WASC visit, Hampton Brown's Edge program was being used for ninth graders who read far below grade level. Due to administrative losses, the program was sidelined for the 2016-2017 school year; in spite of that, the department is currently working with Principal Sparks to create a feasible plan to reinstate Edge and broaden access for all ninth grade students entering high school reading below grade level.

Furthermore, the math department has created Math 1A and Math 1B courses to address the remediation needs of many underclassmen. These courses spread the curriculum of Math 1 (a year-long class) across two years, slowing the pace without requiring double instructional minutes during the day. This remediation program is, however, undergoing review since it can impede the students' A-G eligibility.

In the 2015-2016 school year, Eisenhower developed Ike Mob in Training (IMIT), an intervention program primarily targeting ninth and tenth grade students at risk of failing, but also targeting at-risk athletes. Initially, counselor Mr. Shaun Hampton and athletic director Mr. Gilbert Pulido spearheaded the program and interventions were completed based on staff recommendation. As the program grew, it became more structured. This school year, Mr. Hampton's entire caseload is IMIT or McKinney Vento students, allowing him to dedicate the majority of his time to interventions for our at-risk students. Mr. Keith Bailey also became academic advisor for the IMIT program. Students are pulled from class once a week to receive counseling; students are provided supplies when needed. Students in the IMIT program are provided tutoring and are offered a semester of elective credit (5 credits) for attending five hours of tutoring each week of the semester. Peer and teacher-led tutoring is offered after school and on Saturdays during Step-Up. Approximately 35-40 students will be earning their IMIT elective credits for the 1st semester of the 2016-2017 school year.

Another one of the issues this goal addressed was "full inclusion to synergy." All Eisenhower teachers currently post grades via Synergy throughout the semester, parents have access via the ParentVue portal, students have access via the StudentVue portal, and staff can leave notes

within Synergy regarding individual students (either private notes just for staff or public notes for all viewers). Another issue of this goal was access to School Loop. All staff members currently have access to their own class pages via School Loop, but not all are using the resource. Some teachers use outside websites like Remind, Edmodo or Planbook to post assignments, handouts, and due date reminders. We expect to see most of this streamlined into one place with the district's purchase of Google Classroom.

### **Action Plan Goal 3B**

***Establish a 9th grade academic skills class focusing on reading, writing, and learning strategies, and including parent communication.***

Freshman Seminar has evolved from a class to develop 21st Century academic skills to a class focused on college and career planning. During the first semester of implementation in the fall of 2014, it quickly became evident that more than the two-weeks originally planned would be needed to give students time to truly explore their post-secondary options. During the 2015-2016 school year, there was still a focus on developing SAT vocabulary through the reading of the adopted textbook *How They Croaked* and class time spent on independent reading to support the English 9 classes; however the class syllabus now focuses on A-G planning, degrees and majors information, community college exploration, 4-year university research, paying for college options, career planning, and basic financial literacy. The class is also used to inform the freshmen of opportunities for getting involved in Associated Student Body events and athletic activities. And Link Crew (a club of upperclassmen designated to aid freshmen throughout the year) delivers group presentations to the classes on various topics related to life as a high school student.

### **Action Plan Goal 3C**

***Strengthen alternative programs designed for at-risk students who are credit deficient.***

As discussed in the previous section, Freshman Seminar is purposeful in communicating graduation and A-G requirements to students and allows them to research college and career options. Counselors also visit freshman English classes during first semester to conduct a one-hour "Welcome to Ike" lesson which reviews transcripts, academic expectations, and graduation and A-G requirements. At the beginning of second semester, counselors advise each student before they submit their course requests for the following year. At this time, counselors share the availability of Career and Technical Education (CTE) classes on campus. This dissemination of information allows students to become better informed and plan more effectively, resulting in a greater likelihood that students are appropriately placed in career development classes that match their interests, and are less likely to need credit recovery options in the future.

Since our last WASC visit, we have replaced the A+ credit recovery with APEX, an online, A-G compliant, credit recovery option. The program has increased the rigor of Eisenhower's credit recovery options and provided additional opportunities for students who have fallen behind but still wish to attend a four-year university. Because A+ was an intranet program, students were only able to access it on campus; while APEX students must test in a classroom with an APEX teacher, the rest of the course can be completed off campus from any computer with internet connectivity, providing students who work or have additional responsibilities an excellent opportunity to still get back on track to graduate. APEX also offers Advanced Placement courses. This is our second year of APEX implementation and changes are being made as issues arise.

### **Action Plan Goal 3D**

#### ***Strengthen parent communication and collaboration in order to monitor student academic progress.***

The school website is updated more frequently to communicate with parents, staff, and students. Events, reminders, school news, and various links are added by Julie Gassen whenever requested by staff members. Schoolwide access to Synergy provides the parents with more information about their child's progress in class, and it also allows them to contact the teachers via email without the parent having to remember the teacher's email address.

Principal Sparks hosts monthly meetings with parents set in a casual tone, called "Coffee with the Principal." All parents are invited, it is posted on the school website, and reminders are sent out.

A parent literacy and English language class has been created and implemented by Mrs. Mollo. It has been well-received by parents and is widely attended.

Family Leadership Institute was started in 2016. The Family Leadership Institute is an educational curriculum focused on providing families with the knowledge, tools and inspiration to help their children succeed in school and in life.

## **V: Schoolwide Action Plan Refinements**

At the start of the 2016-2017 school year, Eisenhower began redesigning its action plan to meet the current needs of the school, our staff, and our students. It was determined that many of our previous goals had been met to varying degrees and it was in the best interest of everyone that the elements which had not been met be absorbed into the new 5 goals.

Eisenhower's Action Plan and goals have been revised to address the following issues, in addition to our critical areas:

- the need for our action steps to be aligned with Title I funding
- the need to increase accountability for student literacy and numeracy across all disciplines
- the need for improved communication among staff members (certificated and classified)
- the need to adapt for change in student metrics (CST and CAHSEE eliminated, CAASPP implemented) and Common Core curricula
- the need for specific and measurable PLC goals
- the need to alter our graduation rate goal into a broader goal focusing also on post-graduation college and career success

With the adoption and subsequent integration of the Common Core State Standards, a more purposeful targeted focus on math and English became necessary to address the challenges we and our students face. By creating a math-specific goal and an English-specific goal, we were able to redirect some of the action steps from our previous plan to become even more focused for teachers to meet the needs of our students. Another factor was the change in funding (addressed earlier), which necessitated an alteration to direct our goals toward English and math.

When the CST and CAHSEE were replaced by CAASPP and California State Standards were replaced by the Common Core State Standards, instruction and assessment had to be reevaluated. As we consider and implement the changes to be made, we are working to perfect the PLC process at Eisenhower in order to support one another. Furthermore, that our progress might be monitored more effectively, specific and measurable PLC growth targets were created.

Over the course of collecting feedback from staff members regarding revision to the previous action plan, it became apparent that a lack of effective communication among the staff created a barrier to functioning at our full capacity. The communication goal is our attempt to serve our students at the level they deserve.

Finally, Eisenhower has been very successful increasing our graduation rate, so we challenged ourselves further to create better opportunities for our students to be successful in life after graduation.

**Appendix: End-of-the-Year Teacher WASC Survey****Question 2: How often do your PLCs meet to discuss instruction, develop curriculum, or develop and discuss student assessments?**

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>At least once a week</b>	<b>28.57%</b>	<b>55.06%</b>	<b>61.9%</b>
<b>At least twice a month</b>	<b>38.46%</b>	<b>33.71%</b>	<b>22.7%</b>
<b>At least once a month</b>	<b>17.58%</b>	<b>6.74%</b>	<b>8.2%</b>
<b>Never</b>	<b>6.59%</b>	<b>1.12%</b>	<b>1%</b>
<b>Other</b>	<b>8.8%</b>	<b>3.47%</b>	<b>6.2%</b>

**Question 3: How many Common Formative Assessments (CFAs) has your PLC developed and administered this school year?**

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>1-2 CFAs</b>	<b>12.36%</b>	<b>17.98%</b>	<b>16.5%</b>
<b>3-4 CFAs</b>	<b>29.21%</b>	<b>19.10%</b>	<b>26.8%</b>
<b>5-6 CFAs</b>	<b>5.62%</b>	<b>11.24%</b>	<b>12.4%</b>
<b>7-8 CFAs</b>	<b>4.49%</b>	<b>10.11%</b>	<b>10.3%</b>
<b>9-10 CFAs</b>	<b>3.37%</b>	<b>6.74%</b>	<b>7.2%</b>
<b>More than 10 CFAs</b>	<b>14.61%</b>	<b>17.98%</b>	<b>16.5%</b>
<b>None</b>	<b>30.34%</b>	<b>16.85%</b>	<b>14.4%</b>

**Question 4: Are any of the Common Formative Assessments developed and administered by your PLC posted on Illuminate?**

	2013-14	2014-15	2015-16
<b>Yes</b>	<b>44.19%</b>	<b>53.93%</b>	<b>57.7%</b>
<b>No</b>	<b>55.81%</b>	<b>46.07%</b>	<b>42.3%</b>

**Question 5: How many times this school year have you collaborated with a colleague from a different subject matter department to develop curriculum or plan instruction?**

	2013-14	2014-15	2015-16
<b>1-2 times</b>	<b>20.88%</b>	<b>13.48%</b>	<b>23.7%</b>
<b>3-4 times</b>	<b>9.89%</b>	<b>28.09%</b>	<b>10.3%</b>
<b>5-6 times</b>	<b>7.69%</b>	<b>11.24%</b>	<b>10.3%</b>
<b>More than 6 times</b>	<b>15.38 %</b>	<b>17.98%</b>	<b>22.7%</b>
<b>None</b>	<b>46.15%</b>	<b>29.21%</b>	<b>33%</b>

**Question 6: Do the teachers in your department collaborate to use content specific writing strategies and writing rubrics?**

	2013-14	2014-15	2015-16
<b>Yes</b>	<b>60.44%</b>	<b>62.50%</b>	<b>62.9%</b>
<b>No</b>	<b>39.56%</b>	<b>37.50%</b>	<b>37.1%</b>

**Question 7: In a typical week, how many times is Direct Instruction used as the primary method of instruction in your classes?**

	2013-14	2014-15	2015-16
<b>1 day</b>	<b>13.19%</b>	<b>10.11%</b>	<b>17.5%</b>
<b>2 days</b>	<b>23.08%</b>	<b>21.35%</b>	<b>25.8%</b>
<b>3 days</b>	<b>31.87%</b>	<b>40.45%</b>	<b>27.8%</b>
<b>4 days</b>	<b>10.99%</b>	<b>13.48%</b>	<b>14.4%</b>
<b>5 days</b>	<b>18.68%</b>	<b>13.48%</b>	<b>14.4%</b>
<b>None</b>	<b>2.20%</b>	<b>1.12%</b>	<b>-</b>

**Question 8: This school year, did you plan out and administer an authentic Project Based Learning assessment in which students were required to use the 4 Cs (Creativity, Critical Thinking, Collaboration, and Communication)?**

	2013-14	2014-15	2015-16
<b>Yes</b>	<b>80.22%</b>	<b>77.53%</b>	<b>76.3%</b>
<b>No</b>	<b>19.78%</b>	<b>22.47%</b>	<b>23.7%</b>

**Question 9: If applicable, indicate which web-based programs you used to communicate with students and parents. (Example: Edmodo)**

	2013-14	2014-15	2015-16
<b>Engrade</b>	<b>11</b>	<b>2</b>	<b>2</b>
<b>Edmodo</b>	<b>10</b>	<b>3</b>	<b>5</b>
<b>Remind 101</b>	<b>5</b>	<b>11</b>	<b>22</b>
<b>Email</b>	<b>5</b>	<b>7</b>	<b>9</b>
<b>School Loop</b>	<b>4</b>	<b>7</b>	<b>13</b>
<b>Synergy</b>	<b>4</b>	<b>33</b>	<b>33</b>



<b>Other</b>	<b>13</b>	<b>2</b>	<b>9</b>
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**Question 10: If applicable, indicate which professional development trainings you have participated in this school year or are expected to participate in this summer. (Data for all years included)**

1. Accountable Talk
2. ADI training
3. Advance Placement Summer Institute
4. Advanced Placement Studio Art
5. APEX Learning
6. Argument Driven Inquiry Training
7. Autism Workshop
8. AVID
9. BTSA
10. Behavior Support Plans and Transition Conference
11. Biochemistry Summer Academy
12. California Art Educators Association conference
13. California Science Teacher Association Conference
14. CELDT
15. Classroom Management
16. Common Core Training
17. Co-teaching
18. County Consortium Common Core
19. CTE California Association of Regional Occupational Centers and Programs Access the World Through Technology
20. CTE Community College 2+2 Program
21. Design Based Learning
22. EAT Foundation
23. English Learner
24. Expository Reading and Writing course training
25. FHA HERO CRE Taskforce
26. Food Conference
27. Health Webinar
28. Home Economics Careers and Technology
29. Hospitality Conference
30. Leadership and Management
31. Lesson by Design
32. Linked Learning
33. Money Management Conference
34. Next Generation Science Standards training
35. Positive Behavioral Interventions & Supports
36. Project Lead the Way: Biomedical
37. Project Lead the Way: Computer Integrated Manufacturing

38. Plugged In 2014
39. Pro-Act
40. Probability and Statistics Training
41. Putting the T in STEM
42. RiSmart
43. Sheltered Instruction Observation Protocol
44. Science and Technology Education Partnership Conference
45. Transition Training
46. WoodCock Training