2023-2024 Continual Improvement Plan - Eisenhower

Year-End Mission, Vision, and Goal Reflection:

What is your school's **vision statement**?

> At Eisenhower Junior High School, our vision is **We Believe all Students Can Learn.** We believe that every student will be provided opportunities in the classroom to be engaged, challenged, and supported academically and socially.

What is your school's **mission statement**?

> At Eisenhower Junior High, our mission is to create an environment where students feel safe, welcomed, included, and respected. Our mission is focussed on teaching our students the Graduate of Granite characteristics of Hard Work and Resilience, Communications Skills, Responsibility, Respect and Dependability. By focusing on these measures we believe we will prepare students for the future as professionals, citizens, and community leaders.

How do you **communicate your vision and mission** statements to stakeholders?

> We will post it on our school website, in our school planners, send it out to the community in our welcome back to school letter, and post it in our classrooms and hallways.

Review and Reflection of Stakeholder Input:

What are some themes that surfaced in the stakeholder survey responses regarding school **strengths**?

> Eisenhower stakeholders feel that the school is a caring place that is driven to support students. Almost all of the respondents on surveys felt that students had teachers that truly cared about them and provided a quality educational experience. Parents are very supportive of our Spanish Dual Language Immersion Program that prepares students for high school and the AP Spanish Language and Culture exam.
>
> Stakeholders appreciate all of the additional programs, clubs, sports, fine arts and opportunities to be involved in school. This year we were able to offer debate, Technology Student Association Club, Fantasy Reading, MESA, Esports, Knitting, Math, History, and Drama Clubs. We additionally offered all of the intramural sports and provided additional seasons beyond the district scheduled events.
>
> One of the most commented areas was the number of opportunities students in theater, dance, band, orchestra and choir had to perform. We have a tradition of holding a concert for all of the fine arts programs at the end of every quarter to show off the progress the students are making in class.

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

> Some of the feedback given through the Eisenhower Community Council, PTSA, and surveys shows that the school needs to have better communication with parents. Parents asked that teachers be more consistent on updating grades and reach out when a student is struggling and falling significantly behind. Parents do not use the calendar of events on the school website and would like a weekly message of events, schedule changes, and holidays. We will need to use Blackboard to send out short reminders several days a week to meet stakeholder wishes.

Reflection on School Achievement Data

What **strengths** stood out while reviewing student levels of academic achievement?

2023-2024 Continual Improvement Plan - Eisenhower

In the 2022-2023 school year our initial HMH Growth Measure showed that 55% of our students were reading below grade level. At the end of the year summative assessment the number decreased to 44%. Additionally the percent of students reading on-level grew by 4% and students reading above level grew by 5%. We are proud of the number of students that increased and showed that our school wide reading strategies were working,

Our 8th Grade students were above the district average on the end of the year RISE writing assessment. This was a focus for us as a school and grade level. We were pleased with the progress and achievement made by these students.

Student proficiency scores on the end of the year RISE assessment were up by 5% compared to the 2021-2022 academic school year.

What are areas of school "**critical academic need**?"

Parents and students have stated that math supports are the biggest concern and desire for student support. We were not able to staff a special education teacher that was math endorsed for the 2022-2023 school year. All students were taught in a co-taught setting. The pace and structure did not meet the students' needs to the level we would have wished for. Math labs, tutoring, remediation, and additional individual support is the single most requested support in SEP's and CCRP's.

Student Proficiency Scores on the 2022-2023 RISE assessment showed slight improvement in all 3 tested subjects. Science had the highest student proficiency at 26.5%. Math followed at 25.2 %, with ELA student proficiency lagging at 23.3%. All of the tested subjects made progress but have lagged behind pre-pandemic achievement by 3 or 4 proficiency percentage.

Our English Language Learners had a noticeable decline on the WIDA test in Listening and Speaking. Students were down 11% compared to the 2020-2021 test in Listening Skills. Students also declined by 10% on the speaking portion of the test. This combined with the substantial increase in the number of students that enrolled just speaking little to no English at home makes this one of our top priorities for the 2023-2024 school year.

Setting School Goals:

Academic Goals

Goal:		Leading indicators:	Review intervals:
1a.	Compared to the schoolwide performance on the 2023 RISE student assessment, students' MGP will increase by at least 2% school-wide in the subject areas of Math, ELA, and Science.	Tracking student growth on RISE Benchmarks, HMH Reading assessments, and PBL grading.	Quarterly
1b.	At the end of the year HMH assessment, at least 50% of students will be at Targeted Growth or Above.	Beginning and mid-year HMH assessments	Tri-annually

2023-2024 Continual Improvement Plan - Eisenhower

Social Skills and Dispositions Goals

Goal:		Leading indicators:	Review intervals:
2a.	During the 2023-2024 school year, daily student attendance will improve by at least 2% compared to the average daily attendance of 86% in 2022-2023.	Monthly daily attendance reports.	During our weekly team meetings we will review attendance and address the needs of students that have low attendance. We will review students' attendance in weekly grade level teams and assign teachers to do positive home contacts through phone calls.

Talent Development Goals

Goal:		Leading indicators:	Review intervals:
3a.	For professional learning events throughout the year, at least 75% of staff will report that the training and presentations were worthwhile and helped improve their instructional practice.	Surveys given to faculty members that assess the effectiveness of the Professional Development given.	Quarterly

Strategies

Academic Strategies

Academic Learning Strategy #1	Class-size Reduction: Additional staffing will be hired to lower the student to teacher ratio. This will allow teachers to provide more targeted student interventions, remediation, and student support to master core standards for the end of the year RISE assessment.
Academic Learning Strategy #2	After school tutoring.
Academic Learning Strategy #3	Technology/Software

Social Skills & Dispositions Strategies

School Behavioral Plan	To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts. We will update the plan to focus on the Graduate of Granite Characteristics. The link to your current School Behavior Plan is here.

SSD Strategy #1	**PBIS:** If the school has a strong Positive Behavior Intervention and Support system that implements the four pillars of PBIS with fidelity, then students will be more successful in meeting teachers' expectations and perform better behaviorally and academically.
SSD Strategy #2	Behavior and Attendance Incentive Activities
SSD Strategy #3	Check and Connect Mentoring
SSD Strategy #4	Students will take the Panorama survey 3 times a year.

Talent Development Strategies

Talent Development Strategy #1	Teachers will participate in PLC Professional Development 3 times during the year to review effective PLC implementation.
Talent Development Strategy #2	Teachers will attend the new 5 school mid-valley PLC's monthly to collaborate with other Granite teachers on subject specific improvement and student achievement. Survey Teachers for Effectiveness
Talent Development Strategy #3	Weekly PLC meeting held 3 times per month with agendas. Outlines will follow the models demonstrated in the PLC PD's.