



# Consolidated School Improvement Plan 2025–2026

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Eisenhower High School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): <a href="#">Click or tap here to enter text.</a>
School Code: 426.	Grade Span: 9-12 School Type: Comprehensive
Principal: J. Eric Diener	Building Enrollment: 2286
School District: Yakima School District	F/R Percentage: 78.1%
Board Approval Date: August/September2024	Special Education Percentage: 13.3%



Plan Date: 2025-2026 SY	English Learner Percentage: 25.3%
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Please choose your school's Washington School Improvement Framework (WSIF) Support Status below:

**Tier 3 Plus**

**Section 2: School Leadership Team Members and Parent-Community Partners**

Please list by (Name, Title/Role)

Kathleen Allen, PE/Health Teacher	Gary Jimenez, Social Studies Teacher
J. Eric Diener, Principal	Laurel Kaschmitter, Choir Teacher (Spring 2025)
Noelle Bonds, Language Arts Teacher	Nick New, Science Teacher (Spring 2025)
Dawn DeGrasse, Instructional Facilitator	Chad Quesnell, CTE Career College Readiness Specialist
Linzy Evans, Math Teacher	Alyssa Skiles, Visual Arts Teacher
<b>Ruby Armijo/ Assistant Principal</b>	Tina Strom, Paraprofessional and parent

**Section 3: Vision and Mission Statement**

Eisenhower High School, in partnership with parents and community members, will ensure all students will graduate with the skills necessary for success in school, work and life through the Cadet tradition of Integrity, Kindness and Engagement.

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#). **(REMINDER anything Title I, Part A funded has to be included in your CNA)**

**Note:** If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

**Note:** If you are a Title I, Part A Schoolwide program, please address the program funds (OSSI, Title I, LAP HP, Migrant) you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

Hispanic students make up the majority of our student population (76.2%) and under perform in comparison to the whole student population in attendance (55.7% to 56.9%), ELA proficiency (45.9% to 51.9%), and Math proficiency (12.4% to 18.2%) according to 2023 WSIF data. Among that population are our English Language Learners (25.3%). The performance gaps are greater when comparing the same data to our whole student population; attendance (51.7% to 56.9%), ELA proficiency (16.1% to 51.9%), and Math proficiency (3.0% to 18.2%) according to 2023 WSIF data. Additionally, Hispanic students are less likely to be on track to graduate after 9th grade compared to all 9th grade students (38.5% to 41.0%) according to 2023 WSIF data. According to semester 2 attendance rates and passing rates (6.6.2024), Hispanic females had a lower attendance rate (82.6%) but higher passing rate (53.22%) than Hispanic males (84.47% and 46.74%). As a result, Hispanic males are Eisenhower High School's focused subgroup.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Students are able to pursue multiple pathways to gain success. One opportunity is their ability to earn dual credit through our College in the High School programs. According to 2023 WSIF data, 62% of all students and 60.9% of Hispanic students earned dual credit. This shows a narrow opportunity gap.

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Overall, attendance is one of the biggest challenges Eisenhower High School experiences. Our regular attendance for all students is 55.3%, Hispanic students regular attendance rate is 53.8% and English Language Learners is 51.7%. This gap is increased when comparing it to the regular attendance of white students at 61.3% which is still below the threshold according to WSIF. Students who attend and under perform often indicate they attend school for the social aspect of being with friends and students who struggle with attendance often feel anxious about being at school for a variety of reasons. Ultimately, there seems to be a lack of urgency among students to arrive to class on time, or at all. Students do not see the point to what they are learning in class when they have a computer (phone) in their pockets and can access information easily. Creating relevance is key as well as engaging students through student-centered learning opportunities.

### Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

The staff at Eisenhower High School have mostly been educated in a sit and get style. That is what they have known and our teachers have been used to working in silos. The professional learning has been around collaborating as content teams to strengthen instructional practices (Solution Tree PLC model). Some teams are further along in this process while others will begin to move forward with new guaranteed standards and continuing to learn a new curriculum. Through this process, the staff is working on teacher clarity around what the learning target is, communicating that to the students and having the students discuss the learning in each class, every day. The staff will continue to be trained in ways to actively engage students by using the Four Habits of Powerful Teaching and Learning (BERC) which gets students talking, collaborating, and using visual learning strategies. The staff was introduced to the first four Thinking Maps over the past two years. This next year, they will be trained on the final four to help students engage in deeper thinking about the content. The Tier I PBIS team has been working to strengthen Tier I support. This includes working with strengthening the definitions of I.K.E. using the 5-Star system to reward positive behaviors. The BSET team will continue to improve its systems to strengthen Tier II and III supports.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

PLC's have been initiated in the school. The PLC process of identifying what students will learn and how we will know they learned it has been a large focus this year. Teacher teams have generated Curriculum Action Plans to identify the learning and have largely been following the pace and sequencing. Teams have given common formative assessments and have evaluated student results. This is evident in the teams' agendas which includes evidence of student learning. This has been a successful first step in getting teachers on the same page. We introduced the Four Habits of Powerful Teaching (BERC) to our teachers in August 2023, and the Academic Leadership Team (Admin. and IFs) have been performing learning walks to determine how effectively these practices are being implemented. There is a rubric that is used to measure the effectiveness of these practices and the Academic Leadership Team have been calibrated on how to see and say the same thing when visiting classrooms on learning walks. Our Instructional Leadership Team has been trained in utilizing the STAR Protocol to reflect on and improve their teaching practices. This has been well received and the team pushed this out to the rest of the staff. Staff have expressed

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

an interest in performing learning walks. Volunteer opportunities to engage in learning walks will be implemented this year. The use of Thinking Maps by teachers is beginning to translate into the use of Thinking Maps by students. This has been observed in Learning Walks and reported by staff on a survey. As teacher use of Thinking Maps increases with additional training, student use will also increase. While the measuring of implementation is happening in learning walks, the ultimate measure will be student performance as measured by attendance, grades, screeners, and state assessments.

### Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Time and lack of clear communication of how PD time (monthly early release Wednesday's specifically) has been a challenge. The expectation was established that this time would be led by T&L but plans often came late, with little time to plan for effective delivery, or not at all. This resulted in teacher frustration, loss of momentum, and trust. The inequity that resulted was that the PLCs that were ready to move forward were unable to do so at a District level. They felt they were forced to put on the brakes which stalled the important establishment of a clear focus on learning expectations for students. Additionally, last year the counseling staff was increased, reducing the student to counselor ratio. An additional counselor was assigned to work exclusively with students identified at risk to not graduate. The graduation specialist will work with students' on the social -emotional and academic habits needed to experience success. The success rate with this program was a 98% graduation rate among a group of students not likely to graduate. Reductions in staffing in this area resulted in not being able to continue this successful model this year. The reduction in force has also had a dramatic impact on the teams. Eisenhower experienced the largest percentage of the RIF due to the hiring practices that promoted paraprofessionals to teaching positions as well as hiring former Ike students. This young staff served as a tremendous means of energizing the staff. The chaos the RIF caused and changes in staff will be hurdle to overcome this year.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

5-Star is a positive rewards system used by teachers to recognize students who are doing the right thing by following our school principles of I-K-E, Integrity, Kindness, and Engagement. Students can redeem their 5-Star points for rewards. The school also has a Red Carpet Event to recognize students who don't typically get recognized. Some students come to us with low reading and math skills. We provide Read 180 and Intensified Algebra as interventions to meet the needs of these students. In the past, we have been limited to how many students we could support. These systems of support continue to support the social-emotional and academic needs of students. Our Read 180 program continues to produce the greatest growth in the district and nationally. The implementation of Thinking Maps has also shown to meet the academic and social emotional needs of our students. By the visual nature of Thinking Maps, their use also supports language learners and students with other special needs. Students are able to exchange ideas, reducing anxiety by engaging in groupthink collaboration.

3. How did your school identify these areas of strengths and improvement?

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Our Academic Leadership and Instructional Leadership (ILT) teams looked at our current data and the data of our incoming freshmen to determine areas of support needed. The data included SEL, reading and math screeners as well as attendance. The ILT identified attendance as one of the root causes and this included being late to class which can interrupt learning. Tardy, attendance, and grade data is looked at weekly by the Academic Leadership Team and systems are in place to address improving the academic habits of these students. Advisory teachers also receive this data to have conversations with students.

4. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

Our school partners with the faith based community to support teachers and students prepare for their school year. We have members of the community who mentor our struggling students by visiting the school weekly. We house the College Success Foundation which provides students with exposure and support for students pursuing their college dreams. We have college and career fairs for students to see what future opportunities exist for them. This last spring, our Business hosted a luncheon that brought business leaders from a variety of businesses into the school to meet with a group of business students who came prepared to engage in questions regarding the area of business. The hope is that this will become a tradition. A citizenship ceremony was also performed at Eisenhower with students in attendance.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

We begin the school year with an open house where families can meet teachers and see the school. We hold parent teacher and student-led conferences and other parent nights to let our families know what opportunities we have available for their students. We also had a STEM night exhibiting the work of our science students. We need to have more opportunities for parents to learn the importance of regular attendance and how they can support their students academically at home.

6. Title I, Part A, Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement

- a. How does your parent and family engagement strategy align to your SIP Plan?

Eisenhower hosts informational nights, parent conferences (twice a year), and celebration events in person with our families. Parents receive emails and social media posts on a regular basis.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Parents, students and staff participate in a CEE Survey that measures parent satisfaction with how they feel about their students' well being and satisfaction with school. According to the most recent, families' evaluation of Eisenhower increased an average of 20% in all categories from the previous year.

## Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

**Note:** In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based on WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

**Note:** This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

### 5a.SY 2025–2026 SMARTIE Goal #1:

**As of June 2025, 53.9% of all grade 10 students, including 50.7% of grade 10 Hispanic students, met standard on the ELA SBA. By spring of 2027, 70% of sophomores, including 65% of Hispanic students, will meet proficiency on the ELA SBA.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

SBA data, Monthly CER data, PLC CFA data, BERCC Model to Learn data

Who will monitor the progress of this overarching goal?

ILT

When/how often will they monitor progress toward this overarching goal?

Data will be collected monthly but reviewed quarterly in ILT meetings.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

***\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development,</i>

<i>What student groups will benefit and why?</i>	<i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>(intervention, activity, or strategy)? Who else will be involved?</i>	<i>extended time, curriculum, materials, etc.)?</i>
<p>Activity 1</p> <p>Thinking Maps (TM):</p> <p>More specialized training for the English and History Department. Taking the information on the thinking maps, categorizing it, using the writing process and training on how to explain their reasoning more.</p>	<p>BERC Data: Model to Learn</p> <p>Monthly CER Data</p> <p>PLC CFA review</p>	<p>Wednesday PD time with Social Studies and English Department (SPED ELA)</p>	<p>Dawn DeGrasse, Luke Pearson Noelle Bonds, ILT</p>	<p>Thinking Maps combined with a specific writing training such as the Writing Revolution or another.</p>
<p>Activity 2</p> <p>Communicates Reasoning (CER) common instructional practices: vocabulary, thinking map, and departmental common rubrics (Grade Level)</p> <p>Develop a common rubric for grade levels expectations</p> <p>1-2-3-4</p> <p><i>Late work policy and work towards the common rubrics for grading</i></p>	<p>Attendance Sheets</p> <p>BERC Data: Model to Learn</p> <p>Communicate Reasoning</p> <p>Grade Level discussions using student examples</p>	<p>Aug 2024: collaboration time on a Monday early release; departments then meet to develop their common rubric</p> <p>Goal would be two times as a CFA as grade level</p>	<p>ILT , Gary Jimenez, Noelle Bonds) lead the discussion with Science, ELA, Social Studies, ELD</p>	<p>TM Tree Map; communicate vocabulary and rubrics with staff</p> <p>Developed Common Rubrics with student examples of what qualifies as a score of 1 - 2 - 3 -4</p>

<p>Activity 3 CER writing tasks with the writing process being taught and a focus on revise and editing - moving beyond 1 paragraph writing</p>	<p>Continue to focus on CER with analysis within PLCs. Just like a CFA as a team look at strengths, weaknesses and make a plan for improvement for our students</p> <p>Students given the opportunity to revise their writing or answers for an assignment</p> <p>Revise using the same language in all subject areas</p>	<p><i>Wednesday focus and after school trainings</i></p>	<p>ILT Science, ELA, Social Studies, ELD, Advisory School wide and all departments</p>	<p>possible to accomplish as CFAs</p>

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. OSSI Funding-</p>
<p>2. Title I, Part A Funding-\$24,000.00 Stipends for ILT</p>
<p>3. LAP HP Funding-</p>

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**5b. SY 2025–2026 SMARTIE Goal #2:**

**As of June of 2024, 15% of all grade 10 students including 11.2% of grade 10 Hispanic students met the standard on the Math SBA. Each year from now until 2027 the SBA scores for all students and for Hispanic students will increase the pass rate by 5% from the previous year.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

SBA Data, Aleks data, BERC Model to Learn Data

Who will monitor the progress of this overarching goal?

ILT

When/how often will they monitor progress toward this overarching goal?

Data will be collected monthly but reviewed quarterly in ILT meetings.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

***\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources

<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>Activity 1</b></p> <p>Staff will be trained/review BERCC Student Engagement to support “Building Thinking Classrooms.”</p>	<p>Administrative CWT</p> <p>BERCC Data: Model to Learn</p>	<p>August 2025- June 2026</p>	<p>Dawn DeGrasse, Admin ILT</p>	<p>Duane Baker PD</p> <p>STAR Protocol</p>
<p><b>Activity 2</b></p> <p>Vocabulary List</p> <p>Staff will brainstorm a list of math vocab words and ask to determine where/how they are used in their subject.</p> <p><i>(Math Vocab word of the week added to the building-wide Weekly Email and Educational Support Booklet)</i></p> <p><b>Posters</b></p>	<p>Google Forms collecting data on if and how they incorporated the math vocabulary. (use a checklist of terms and how it was implemented. Make it anonymous but include what department)</p>	<p>September</p> <p>Leadership Ell</p> <p>CTE Support</p> <p>Posters throughout the entire school</p>	<p>ILT with math department input</p> <p>*Advisory Committee</p> <p><b>Student Survey</b></p> <p>(Google Form an actual assessment of math terms</p> <p>3 times a year)</p>	<p>SBA Math vocab list from the Math Department and google forms</p>
<p><b>Activity 3</b></p>	<p>Weekly Aleks topics and Aleks standards at the end of every semester.</p>	<p>Weekly,</p> <p>September 2025,</p>	<p>Math department</p> <p>Dawn DeGrasse</p>	<p>Aleks Pie, Aleks CFA assignments, and Aleks standard report</p>

<p>Students will spend time working in</p> <p>Aleks each week. The math department will have 15% of the grade of Algebra, Geometry, and Algebra 2 students be based on Aleks with half of that being the overall pie number and half of that being weekly topics.</p> <p>CFAs will also be given that will help us look at our Priority standards data.</p>	<p>How to have student reflection on Aleks. Make them show their work.</p> <p>Weekly</p>	<p>and June 2026</p>	<p>Admin</p>	
<p>Activity 4</p> <p>Math department completed training and a book study "Building Thinking Classrooms.)</p> <p>Continue implementing strategies 1-3</p> <p>Review grading strategies</p> <p>Student Engagement</p>	<p>BERC Learning Walks (Model to Learn)</p> <p>Administrative CWT Data</p> <p>PLC CFA Data</p>	<p>September 2025 to May 2026</p>	<p>Math Department Instructional Facilitator</p>	<p>Building Thinking Classrooms</p> <p><b>Continue</b></p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. District Funds (T & L)
2. Title I, Part A Funding- BERC Data Collection (\$20,000)

3. LAP HP Funding- Duane Baker PD (August 25,2025) (\$10,000)

**5c. SY 2025–2026 SMARTIE Goal #3:**

**To reach a graduation rate of 90% or higher in 2028, 45% (60%) of freshmen, including 35% (55%) of Hispanic males will pass all of their classes in the first semester and 55% (65%) of freshmen, including 45% (60%) of Hispanic males will pass all their classes in the second semester during the 2025–2026 school year.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Content Teacher/ Department Level and attendance data from Homeroom, (Advisory Data Report)

Who will monitor the progress of this overarching goal?

PBIS Team Tier I and II/ ILT, Department Chairs, Advisory Teachers

When/how often will they monitor progress toward this overarching goal?

Data will be collected monthly but reviewed quarterly in ILT meetings.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

*\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
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<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>A cohort of teachers, who primarily teach freshmen, will be trained on the 7 Strategies for a Language Rich Classroom. This will benefit our Multilingual students as well as all students as these strategies support communication skills and deepen thinking.</p>	<p>Grades disaggregated (EL, Hispanic male, etc.) data will be collected and reviewed quarterly. The goal is to see that passing rates for EL and Hispanic males is the same as all students. The uses of these strategies will help to close the achievement gap by giving students strategies in how to respond to questions.</p>	<p>Wednesday PD</p>	<p>Dawn DeGrasse, Megan Anderson-Reiley</p>	<p>7 Strategies for a Language Rich Classroom</p>
<p>Activity #2</p> <p>A cohort of teachers, who primarily teach freshmen, will adopt common grading practices. These practices will decrease missing assignments to increase academic success. This strategy will address reluctant learners</p>	<p>The teacher cohort will meet to discuss missing assignment rates, and grade data will be collected and reviewed quarterly.</p> <p>Common late work and grading policy</p>	<p>PLT Mondays</p> <p><b>Provide time during PLT rotations for Freshman Success Team to meet</b></p>	<p>Eric Diener, Dawn DeGrasse, &amp; ILT</p>	<p>PLT Mondays</p> <p>Homeroom</p>

who have become accustomed to failing.				
<p><b>Activity #3</b></p> <p>Advisory teachers will be provided goal setting, progress monitoring and organizational techniques to help all students, especially 9th graders, to improve their success at school and advocate for themselves.</p>	<p>All students will use schoolLinks and have a paper agenda/calendar.</p> <p>Educational Support Booklet</p>	<p>During Advisory on Tuesdays and Thursdays.</p>	<p>Advisors</p> <p>Administrators</p>	<p>Advisory Calendar</p>
<p><b>Activity #4</b></p> <p>Teachers will engage in learning walks to improve instructional strategies to improve student engagement</p>	<p>BERC Data</p>	<p>Leadership team monthly,</p> <p>BERC data collection</p> <p>Fall and Spring</p>	<p>Principals, IFs, and BERC</p>	<p>Student engagement will increase through turn and talks and visual learning strategies</p>
<p><b>Activity #5</b></p> <p>PBIS Tier I will implement rewards for I.K.E. behaviors, (attending school and actively engaged in learning)</p>	<p>Attendance Data</p> <p>BERC Data</p> <p><b><i>Advisory Data Weekly</i></b></p> <p><b><i>Common grading in Advisory. School Spirit grade.</i></b></p>	<p>Monthly</p> <p>Focus on relationships second semester</p>	<p>PBIS team</p> <p>Freshman Transition Specialist, Retention Specialist</p> <p>Link Crew</p>	<p>5-Star Rewards System</p> <p>Homeroom</p> <p><b><i>Advisory Trophy Competition</i></b></p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. OSSI Funding-
2. Title I, Part A Funding-\$20,00.00 BERC Calibration
3. LAP HP Funding- \$18,000 Grade 9 Success Team Stipends

### 5d. SY 2025–2026 SMARTIE Goal #4:

**As of June 2025, 39.6% of all Eisenhower High School Students had an attendance rate of 90% or better. 37.6% of the Hispanic Students had an attendance rate of 90% or better. By spring of 2027, 70% of all Eisenhower Students will have an attendance rate of 90% or better, including 70% of Hispanic students.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Building attendance data; Advisory PBIS Challenge Data.

Mid-year goal is to see attendance rates increase in the area of 50% of all students have an overall attendance rate of 90%. We are also looking for a decrease in student referrals that lead to a decrease in attendance. The goal would be a 10% decrease compared to the 24-25 school year.

Who will monitor the progress of this overarching goal?

PBIS Team Tier I and II/ ILT, Department Chairs, Advisory Teachers, Administration

When/how often will they monitor progress toward this overarching goal?

Data will be collected monthly but reviewed quarterly in ILT meetings. Administration will review attendance data by grade level bi-weekly and share reports with counselors and staff.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

**\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

Evidence-based practice	Data Measures	Timeframe	Lead		Resources
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<u>(intervention, activity, or strategy)</u> to support SMARTIE Goal					
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>		<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity #1</p> <p>Educate parents and students on excused and unexcused absences. What are the expectations of an absence? Different types of absences. Communicating why attendance is important.</p>	<p>Monthly Attendance Data</p> <p>Individual Attendance Meetings</p>	<p>Lessons in Advisory</p> <p>Skits during Wednesday</p> <p>Real world lessons on how to be absent and what to do for make-up.</p>	<p>ILT</p> <p>Whole School Focus</p> <p>Retention Specialist</p>		<p>PBIS</p> <p>Team/Advisory Trophies</p> <p>Attendance Data</p>

Activity #2 Collecting Data on the relationship between absences and grades.	Attendance Data (Medical, School Related, etc.) Missing Work Data Failing/ Passing	Semester 1 Semester 2	Opportunities for students to make up their work	ILT Administration	Attendance Data Missing Work
Activity #3 Incentives for attendance	Student Attendance Student Surveys (Student Voice)	September- June	Provide Positive Opportunities to Celebrate Students that are meeting our SIP Goal.	All Staff	Student Surveys Attendance Data

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

4. OSSI Funding-

5. Title I, Part A Funding-

6. LAP HP Funding-

### Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024-25)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
<b>Title I, Part A</b>	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
<b>School Improvement</b>	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Click or tap here to enter text.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<b>NOT APPLICABLE</b>
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<b>NOT APPLICABLE</b>

### Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024-25)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of the intervention curriculum for K-6 students.</i> Click or tap here to enter text.
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources, including School Improvement Grant Funding (Migrant)</b>	Click or tap here to enter text.	Click or tap here to enter text.