



# Three-Year Academic Plan 2017-2020

Roosevelt High School  
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<ol style="list-style-type: none"> <li>1. Need: Increase rigor in all classes in order to ensure college, career and world readiness for all students               <ol style="list-style-type: none"> <li>a. Focused Professional development for teachers and its resulting effectiveness                   <ol style="list-style-type: none"> <li>i. Cycle of learning: curriculum maps, formative instruction, data teams</li> <li>ii. Tech integration</li> <li>iii. AVID and Research Based Strategies</li> <li>iv. Problem Based Learning</li> <li>v. Mentoring</li> </ol> </li> <li>b. Increase student access to a variety of CTE programs</li> <li>c. Continue ILT school wide strategy efforts</li> <li>d. Continue to support AP, Early College programs on campus</li> <li>e. Continue to support Student Learner Needs (complex thinking, argumentation, reading complex texts)</li> <li>f. Continue and increase inclusion rate</li> </ol> </li> <li>2. Need: Continue to meet and increase student achievement goals               <ol style="list-style-type: none"> <li>a. Focus on the following data points and ways to improve:                   <ol style="list-style-type: none"> <li>i. graduation rate</li> <li>ii. college going rate (including dual, early college and/or running start credits)</li> <li>iii. 9th grade retention rate</li> <li>iv. academic achievement ( ela (SBA), math (SBA) , science (EOC)</li> <li>v. ACT</li> <li>vi. AP The percentage of students receiving a score of 3 or higher on their AP exams has shown a steady increase. In school year 2017-18 AP scores of three or higher at Roosevelt exceeded the Global percentage</li> </ol> </li> </ol> </li> <li>3. Need: Create and maintain a caring and safe learning environment               <ol style="list-style-type: none"> <li>a. Focus on following data points and ways to improve:                   <ol style="list-style-type: none"> <li>i. attendance</li> </ol> </li> <li>b. Continue PBIS                   <ol style="list-style-type: none"> <li>i. social emotional learning</li> <li>ii. character ed/soft skills/GLOs</li> </ol> </li> <li>c. Increase opportunities to include student voice</li> <li>d. Increase family /community involvement</li> </ol> </li> </ol>

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e. Continue advisory program				
<b>Addressing Equity: Sub-Group Identification</b>				
<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>SPED and ELL have been added as focus subgroups. Roosevelt has been identified as a TSI school for SPED in the 2018-19 school year.</p>				
	ELA Proficiency (SY 17-18)	Math Proficiency (SY 17-18)	Science Proficiency (SY 17-18)	Graduation Rate (SY 16-17)
All	73%	46%	42%	87%
SPED	4%	0%	9%	67%
ELL	0%	11%	0%	66%
Native Hawaiian	60%	23%	20%	84%

**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school’s strategies and initiatives
1. Lori Hamel, Curriculum Coordinator	1. Cycle of learning: curriculum maps, formative instruction, data teams
2. David Taba, Technology Coordinator	2. Technology Integration
3. Melissa Kim, AVID Coordinator	3. AVID Program
4. Lori Shimomura-Sakamoto, CTE Coordinator	4. Increase in Career Technical Education completers

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5. Jason Okamoto, Vice Principal	5. PBIS
6. Dayna Kaneshiro, College Counselor	6. College Readiness
7. Sean Wong, Principal	7. Community Partnerships and Resources
8.	8.
9.	9.
10.	10.

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>1. Maintain/increase achievement in indicators that enable student success</p> <ul style="list-style-type: none"> <li>a. Graduation rate - 90%</li> <li>b. 9th grade on track - 94%</li> </ul> <p>2. Increase achievement in reading, math, and science and decrease achievement gap.</p>	<p>Although Roosevelt has been consistent with a graduation rate of 85% over the past eight years, we did see a decrease in SY 13-14 to 79%. Our goal is to increase the graduation rate to 90%, which is in line with similar schools to RHS, and increase sub groups to 86%, the target for 2020.</p> <p>Roosevelt has been able to maintain a 9th grade on track rate in the 90th percentile for the past three years. Our goal is to maintain a 94% on track rate for 9th graders.</p> <p>Over the past seven years Roosevelt has had a reading score of 80%. Although we had one of the highest scores in the state for high schools and met the proficiency goal with our score of 75%, the reading score has decreased by 7% over the last two years. The achievement gap for disadvantaged students is 11% and the gap for Native Hawaiians is 23%.</p> <p>Math scores have steadily increased over the last three years and at 57% Roosevelt was just 2% short of reaching the state target in 2016. The achievement gap for disadvantaged students is 8% and the gap for Native Hawaiians is 29%.</p> <p>Science increased 5% last school year to 43%, but we will strive to attain a proficiency goal of 50%. The achievement gap for disadvantaged students is 6% and the gap for Native Hawaiians is 24%.</p> <p>Although Roosevelt has done consistently well in Strive HI indicators, and overall ACT scores, a deeper analysis of data shows the need to improve college readiness. ACT College Readiness reports from 2016 indicate that only 52% of our students are ready for English Composition, 36% are ready for College Algebra, 33% are ready for social science courses</p>

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<p>3. Increase achievement in areas that indicate college readiness</p> <ul style="list-style-type: none"> <li>a. ACT scores</li> <li>b. College going rate</li> <li>c. AP scores</li> </ul> <p>4. Increase student voice and student satisfaction</p> <ul style="list-style-type: none"> <li>d. Data Indicators             <ul style="list-style-type: none"> <li>i. SQS Results</li> <li>ii. Tripod Survey Results</li> </ul> </li> <li>e. Programs/initiatives             <ul style="list-style-type: none"> <li>i. PBIS (Augment implementation of PBIS to improve character education/soft skills/ GLOs)</li> <li>ii. Students Government (ASB)</li> <li>iii. Center for Tomorrow’s Leaders</li> <li>iv. New Student Committee to provide feedback</li> </ul> </li> </ul>	<p>(reading), and 29% are ready for College Biology. Only 17% show college readiness in all four areas. We would like to increase the percentages in all four areas.</p> <p>Roosevelt’s college going rate was 76%. We would like to increase that rate to 80% and will especially support our subgroups who have lower college going percentages (Filipinos - 65%, Native Hawaiian - 55.9%, and Pacific Islanders (63.6%)</p> <p>Roosevelt has worked to increase the number of AP students (300 to 600) and the number of students taking the AP exams ( from 30% to 58%) with positive results. Our goal is to increase students who take the test from 58% to 66% and increase students receiving 3’s or higher from 28% to 33%.</p> <p>Last year’s SQS results showed a 3% drop to 67.6% of our students who gave positive responses regarding safety and almost identical to the previous year, 63.6% gave positive responses to well-being.</p> <p>In order to improve student satisfaction, Roosevelt will increase PBIS efforts as well as support students groups on campus to provide more voice to students.</p> <p><b>Tripod Survey Results</b></p> <p>Over the last few years Roosevelt’s Tripod Survey results show that the lowest categories were the same and all scores have dropped. Care has gone from 57% to 53%. Captivate has gone from 58% to 54%. Confer has gone from 51% to 49%. Consolidate has gone from 57% to 54%. This perception data confirms the data from the SQS</p> <p>School Year 2018-19</p> <p>The SPED subgroup has been identified as TSI. Roosevelt will be utilizing STAR testing</p>
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	<p>to acquire baseline data, identify student skill deficiencies, and monitor progress monthly. SPED teachers will utilize the Data Team to identify appropriate instructional strategies for increasing student achievement. Students placed in inclusion classes will be monitored quarterly through their general education classes. Professional development will be provided to the teachers to assist them with how to the access and analyze the STAR data</p> <p>The ELL subgroup is an additional group to focus on. In January 2019, Roosevelt’s PC Day will include an ELL consultant to provide professional development. In the 2019-20 school year, ELL students will be in a more inclusive setting with identified teachers working together to support language acquisition.</p>
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Planning						Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year: 2017-2018 Measures of Progress	School Year: 2018-2019 Measures of Progress	School Year: 2019-2020 Measures of Progress	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>G1.1.</b> Maintain/increase achievement in indicators that enable student success</p> <p>Graduation rate 90%</p> <p>9th grade on track 94%</p>	<p><b>G1.1a:</b> Students who are off track or in danger to be off track for graduation will be identified and provided intervention supports (ie counseling, BSPs, PT conferences, credit recovery options).</p>	<p><b>G1.1a:</b> 1. Maintain and improve a system, that can be used by counselors and teachers, which identifies students in mid-quarter and quarter, and documents what supports/interventions are being provided - to be implemented 2nd semester</p> <p>100% of Students who respond to survey will have met with an adult regarding mid-quarter and quarter progress</p>	<p><b>G1.1a:</b> Monitor system and revise as necessary</p>	<p><b>G1.1a:</b> Monitor system and revise as necessary</p>	Counselors	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>G1.1a:</b></p> <ul style="list-style-type: none"> <li>● 100% of students who are off track or danger to be off track for graduation will have all interventions documented             <ul style="list-style-type: none"> <li>- Student survey to document post high school plan, connection with adult on campus</li> <li>- D/F grade list</li> <li>- Attendance report</li> <li>- Behavior referrals/emails</li> <li>- Failure notices (one or more "F")</li> <li>- Steps: Silent mentoring</li> <li>- Student meeting</li> <li>- Parent meeting</li> <li>- Parent/teacher conferences</li> <li>- Teacher staffing</li> </ul> </li> <li>● 90% of students will earn enough credits to be promoted to the next grade</li> </ul>

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							level <ul style="list-style-type: none"> <li>- Grade 9: 5 credits</li> <li>- Grade 10: 11 credits</li> <li>- Grade 11: 17 credits</li> </ul>
<b>G1.1.</b> Maintain/increase achievement in indicators that enable student success	<b>G1.1b:</b> Effective researched based strategies for Tier 1 instruction is implemented in all classrooms	<b>G1.1b:</b> 1. Provide PD on Tier 1 - Tier 3 interventions 2. Utilize WICOR as overarching focus for school wide instructional strategies (including SLNs) 3. ILT continue to implement cycle of professional learning to support schoolwide instructional strategies	<b>G1.1b:</b> Continue to provide PD and monitor implementation of school wide instructional strategies  Measure of progress: <ul style="list-style-type: none"> <li>- increase SLN by 10 %</li> <li>- increase number of courses with at least 1 SLN/Semester</li> </ul>	<b>G1.1b:</b> Continue to provide PD and monitor implementation of school wide instructional strategies  Measure of progress: <ul style="list-style-type: none"> <li>- all courses would have at least 1 SLN/semester</li> </ul>	DH  ILT		<b>G1.1b:</b> <ul style="list-style-type: none"> <li>● 100% of Data Team Minutes will reflect strategies to be used in next instructional steps</li> <li>● 100% of teachers will use research based strategies as evidenced through (but not limited to): <ul style="list-style-type: none"> <li>○ Peer Observations</li> <li>○ Surveys</li> <li>○ Self-Reflections</li> <li>○ Classroom data</li> <li>○ ILT walkthrough data <ul style="list-style-type: none"> <li>■ Fall Baseline &amp; Post data</li> <li>■ Spring Baseline &amp; Post data</li> </ul> </li> <li>○ Data Team/Student work</li> </ul> </li> </ul>

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<p><b>G1.2:</b> Increase achievement in reading, math, and science</p>	<p><b>G1.2a:</b> All classes will provide opportunities to address Student Learner Needs (complex thinking, argumentation, reading complex texts)</p>	<p><b>G1.2a:</b> Place/identify one SLN lesson per semester in curriculum map</p>	<p><b>G1.2a:</b> 1. Use rubric and complex text checklist to ensure SLN lessons meet the criteria  2. Modify/revise/change lesson as needed</p>	<p><b>G1.2a:</b> Continue to implement SLNs and monitor using school-wide rubric  Increase number of SLN/year to track student progress over the year (SLN would be part of the class norm)</p>	<p>DHs</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p><b>G1.2a:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will submit data on an SLN task</li> </ul>
<p><b>G1.2:</b> Increase achievement in reading, math, and science</p>	<p><b>G1.2b:</b> Utilize a school wide rubric to measure progress on Student Learner Needs</p>	<p><b>G1.2b:</b> Implement school wide rubric for the purpose of data collection to monitor progress on SLNs 100% of teachers provide student samples graded by schoolwide rubric each semester</p>	<p><b>G1.2b:</b> Continue to implement school wide rubric for the purpose of data collection to monitor progress on SLNs</p>	<p><b>G1.2b:</b> Continue to implement school wide rubric for the purpose of data collection to monitor progress on SLNs</p>	<p>LT</p>		<p><b>G1.2b:</b></p> <ul style="list-style-type: none"> <li>80% of students will be proficient or higher as measured by schoolwide rubric through Data Teams</li> </ul>

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<p><b>G1.2:</b> Increase achievement in reading, math, and science</p> <p>English 75% to 80%</p> <p>Math 57% to 62%</p> <p>Science 43% to 50%</p>	<p><b>G1.2c:</b> Implement strategies to engage students in school and support academic success</p>	<p><b>G1.2c:</b> Monitor curriculum to determine future implementation</p>	<p><b>G1.2c:</b> Monitor curriculum to determine future implementation</p>	<p><b>G1.2c:</b> Monitor curriculum to determine future implementation</p>	<p>Lori Hamel</p>	<p><b>G1.2c:</b></p> <ul style="list-style-type: none"> <li>● Maintain Attendance rate of +/- 2%</li> <li>● The number of verified offenses will decrease by 5%</li> <li>● 90% of students will earn enough credits to be promoted to the next grade level             <ul style="list-style-type: none"> <li>- Grade 9: 5 credits</li> <li>- Grade 10: 11 credits</li> <li>- Grade 11: 17 credits</li> </ul> </li> <li>● Develop walkthrough protocol to gather data on engaging strategies</li> </ul>
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<p><b>G1.2:</b> Increase achievement in reading, math, and science</p> <p>English 75% to 80%</p> <p>Math 57% to 62%</p> <p>Science 43% to 50%</p>	<p><b>G1.2d:</b> Pilot new programs/curriculum for future implementation</p> <ul style="list-style-type: none"> <li>● Polynesian Music class</li> <li>● Kulia elective class - project based learning centered on Native Hawaiian cultural practices</li> <li>● Moonshot Lab</li> <li>● Transition to College English Class</li> </ul>					<p><b>G1.2d:</b></p> <ul style="list-style-type: none"> <li>● Evaluate program/curriculum effectiveness:             <ul style="list-style-type: none"> <li>○ Student interest</li> <li>○ Grades</li> <li>○ Attendance</li> <li>○ Student Feedback</li> </ul> </li> </ul>
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<p><b>G1.2:</b> Increase achievement in reading, math, and science</p> <p>English 75% to 80%</p> <p>Math 57% to 62%</p> <p>Science 43% to 50%</p>	<p><b>G1.2e:</b> Provide support and classroom intervention to students to increase achievement.</p> <p><b>Sub group for SPED proficiency:</b></p> <p><b>ELA: 4%</b></p> <p><b>Math: 0%</b></p> <p><b>Science: 9%</b></p>		<p><b>G.1.2e:</b></p> <ul style="list-style-type: none"> <li>- January 2019: gather baseline data for ELA and Math</li> <li>- January 2019: Teacher PD on utilizing STAR data to analyze skill deficiencies and identify instructional strategies</li> <li>- Monthly student work analysis through data team</li> <li>- Monthly monitoring through STAR</li> </ul>	<p><b>G.1.2e:</b></p> <ul style="list-style-type: none"> <li>- Monthly student work analysis through data team</li> <li>- Monthly monitoring through STAR</li> </ul>		<p><b>G.1.2e:</b></p> <ul style="list-style-type: none"> <li>• 10% of the students will show an increase in achievement on math and ELA STAR testing</li> </ul>
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<p><b>G1.3:</b> Increase achievement in areas that indicate college and career readiness</p> <p>College going rate 80%</p> <p>75% of students taking an AP class will take the AP Test</p> <p>AP Scores of 3+ will increase from 28% to 35%</p>	<p><b>G1.3a:</b> Create a college and career prep (Post High) committee to:</p> <ul style="list-style-type: none"> <li>-create/maintain a list of college and career prep opportunities available to students</li> <li>-create a system to communicate events/opportunities to students, faculty, and parents</li> </ul>				<p>Dayna Kaneshiro</p> <p>Post High Committee</p> <p>Melissa Kim</p>	<p><b>G1.3a:</b></p> <ul style="list-style-type: none"> <li>● Create and share a yearly calendar of college and career opportunities</li> <li>● Post committee meeting minutes</li> <li>● Collect sign-in sheets for college and career events/programs</li> <li>● increase early college courses on campus</li> <li>● increase students attending running start</li> <li>● The Post High committee will develop/maintain college and career prep opportunities available to students and create a system to communicate such opportunities to students, faculty, and parents.</li> </ul>
<p><b>G1.3:</b> Increase achievement in areas that indicate college and career readiness</p> <p>College going rate 80%</p> <p>75% of students</p>	<p><b>G1.3b:</b> All students will create a comprehensive post-high school plan through advisory classes</p>	<p><b>G1.3b:</b> Utilize faculty and student feedback to revise PTP lessons and final product requirements for post-high school plan</p>	<p><b>G1.3b:</b> Continue to collect feedback to revise requirements for post-high school plan</p>	<p><b>G1.3b:</b> Continue to collect feedback to revise requirements for post-high school plan</p>	<p>Advisory Committee</p>	<p><b>G1.3b</b></p> <ul style="list-style-type: none"> <li>● 95% of seniors will turn in a completed PTP folder with post high school plans</li> <li>● Naviance usage data will increase by 10%</li> </ul>

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<p>taking an AP class will take the AP Test</p> <p>AP Scores of 3+ will increase from 28% to 35%</p>							
<p><b>G1.3:</b> Increase achievement in areas that indicate college and career readiness</p> <p>CTE Concentrators will increase from 10% to 15% (increase in pathways will impact concentrators)</p>	<p><b>G1.3c:</b> Continue to align and create comprehensive course pathways within the CTE program to support career readiness</p> <ul style="list-style-type: none"> <li>internships</li> <li>partnerships</li> <li>certifications</li> <li>additional pathways</li> </ul>	<p><b>G1.3c:</b></p> <ol style="list-style-type: none"> <li>Continue to revise Program of Studies to clearly identify necessary courses to become concentrators</li> <li>Explore additional pathways</li> <li>Collect and analyze data on student course participation</li> </ol>	<p><b>G1.3c:</b> Identify internships, partnerships for each pathway</p> <ol style="list-style-type: none"> <li>Explore additional pathways</li> </ol>	<p><b>G1.3c:</b> Identify internships, partnerships for each pathway</p> <ol style="list-style-type: none"> <li>Explore additional pathways</li> </ol>	Lori Shimomura-Sakamoto		<p><b>G1.3c:</b> Increase CTE Concentrators to 20%</p> <ul style="list-style-type: none"> <li>Concentrator =</li> <li>Completers =</li> </ul>
<p><b>G1.4:</b> Increase student satisfaction and student voice</p>	<p><b>G1.4a:</b> Gather opinions from students through electronic surveys and interviews:</p> <ul style="list-style-type: none"> <li>advisory</li> <li>student committee</li> <li>Face to face Interviews</li> </ul>	<p><b>G1.4a:</b> Included students on our committees.</p> <p>Measures of Progress:</p> <ul style="list-style-type: none"> <li>implemented Rider Rewards</li> <li>Planned and carried out</li> </ul>	<p><b>G1.4a:</b> Continue to include students on our committees</p> <p>Create a student committee</p> <p>Measures of Progress:</p>	<p><b>G1.4a:</b> Same</p>	Doreen Dudoit	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>G1.4a:</b></p> <ul style="list-style-type: none"> <li>Decrease in suspension rates by 5%</li> <li>Gather student opinions quarterly</li> </ul>

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		College and Career Fair - Counselor student survey	- Student Survey - Minutes -				
<b>G1.4:</b> Increase student satisfaction and student voice	<b>G.1.4b</b> Refine school-wide PBIS program	<b>G.1.4b:</b> Identify school-wide behavior expectations and develop or identify lessons on behavior expectations  Posters and matrix created and distributed	<b>G.1.4b:</b> Develop school-wide acknowledgment/reward system	<b>G.1.4b:</b> Monitor system and revise as necessary	PBIS Committee		<b>G.1.4b</b> <ul style="list-style-type: none"> <li>● Committee minutes</li> <li>● Continue to implement and improve Rider Rewards program</li> <li>● Evaluating and updating RHS's PBIS manual</li> <li>● Collection of yearly data that indicates student connection to an adult on campus</li> </ul>
<b>G1.5:</b> Increase students earning dual-credit opportunities				Expand on course offerings with UH Manoa Academy, HCC and WCC.	College Counselor  Principal  Registrar		<b>G1.5a</b> <ul style="list-style-type: none"> <li>● Hawaii P-20 Annual Report</li> <li>● Early College course offering/schedule</li> </ul>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

**Goal 2: Staff Success.** Roosevelt High School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>1. All courses will have a completed curriculum map aligned to standards, including assessments (formative and summative) and teaching strategies (PBL, AVID, SLN)</p>	<p>Over the past 5 years, Roosevelt has been working on developing curriculum maps for courses that are aligned to rigorous standards. Teachers have refined maps over the years by unpacking standards and ensuring that assessments are aligned to those unpacked standards. We will continue to focus on formative assessments that will inform teachers of student progress in order for teaching adjustments to take place. We want to have 100% of our courses tied to quality maps.</p>
<p>2. All teachers will run data teams efficiently to ensure rigor for all classes</p>	<p>Refining the Data Teams process at Roosevelt has gone from holding meetings on prescribed dates for all departments together, to teachers having more flexibility within weekly department meeting time to hold Data Teams with common course teachers. We need to continue to support teachers in this process.</p>
<p>3. Research based strategies will be used in all classes</p>	<p>About 50% of Roosevelt’s faculty has gone to summer institute trainings for AVID strategies and two teams have attended the AVID National Conference. All of the ILT schoolwide strategies implemented thus far fall under AVID’s best practices, so the school would like to use the WICOR strategies as a target for what should be occurring in all classes. We will also align our SLNs with WICOR</p>
<p>4. Provide teachers with professional development related to integrating technology in instruction (per WASC recommendation)</p>	

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Planning					Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year: 2017-2018 Measures of Progress	School Year: 2018-2019 Measures of Progress	School Year: 2019-2020 Measures of Progress	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G2.1: All courses have completed curriculum maps aligned to standards.	G2.1a: Provide the time and support for teachers to create and execute their curriculum maps	G2.1a: Create summative and formative assessments aligned to standards	G2.1a: Implement and revise maps as necessary	G2.1a: Same	FI/DT	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<b>G.2.1a:</b> <ul style="list-style-type: none"> <li>● 100% of courses in the course catalog will have a curriculum map</li> <li>● 100% of curriculum maps include:                         <ul style="list-style-type: none"> <li>○ appropriate pacing aligned to standards</li> <li>○ unpacked standards that focus on skills to be assessed</li> <li>○ formative and summative assessments that align to unpacked standards</li> </ul> </li> </ul>

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<p><b>G.2.2:</b> Refine and improve the data team process to improve teaching and learning through the use of formative assessment data</p>	<p><b>G2.2a:</b> Provide the time and support for teachers to:</p> <ul style="list-style-type: none"> <li>● create formative assessments</li> <li>● analyze student work</li> <li>● decide upon curriculum strategies to best meet the needs of students</li> </ul>	<p><b>G2.2a:</b> Train Data Team committee members on ways to improve data team process in their dept</p>	<p><b>G2.2a:</b> Continue to train/support committee members on data team process</p>	<p><b>G2.2a:</b> Same</p>	<p>FI/DT</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>G.2.2a:</b></p> <ul style="list-style-type: none"> <li>● Teachers will be provided time on school calendar to analyze and utilize formative assessment data from student work to customize/differentiate instruction</li> <li>● Teachers will be provided time on school calendar to create formative assessments</li> </ul>
<p><b>G2.3:</b> Research-based strategies will be used in all classes to support student achievement</p>	<p><b>G2.3a:</b> AVID Site Team/ILT and Lead Team Implement PD:</p> <ul style="list-style-type: none"> <li>● Review/refresh on research-based strategies that support complex thinking:             <ul style="list-style-type: none"> <li>○ Questioning</li> <li>○ Socratic Seminars</li> <li>○ Learning Logs</li> <li>○ Collaboration</li> <li>○ SLNs</li> <li>○ PBL</li> </ul> </li> </ul>	<p><b>G2.3a:</b> AVID Site Team/ILT and Lead Team implement calendared PD plan</p>	<p><b>G2.3a:</b> AVID Site Team/ILT and Lead Team implement calendared PD plan</p>	<p><b>G2.3a:</b> AVID Site Team/ILT and Lead Team implement calendared PD plan</p>	<p>ILT GIST AVID</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>G.2.3a:</b></p> <ul style="list-style-type: none"> <li>● Quarterly Compilation of schoolwide PDs offered at faculty meetings</li> </ul>

**Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020**

<p><b>G2.3:</b> Research-based strategies will be used in all classes to support student achievement</p>	<p><b>G2.3b:</b> Research-based strategies are implemented in all classrooms</p>	<p><b>G2.3b:</b> ILT uses cycle of professional learning to implement school wide strategies</p>			<p>ILT</p>		<p><b>G2.3b:</b></p> <ul style="list-style-type: none"> <li>● Monitored through ILT Cycle of Professional Learning which includes             <ul style="list-style-type: none"> <li>- Peer Observations</li> <li>- Self-Reflections</li> <li>- Learning Walk data (<i>Fall Baseline &amp; Post data. Spring Baseline &amp; Post data</i>)</li> </ul> </li> </ul>
<p><b>G2.4:</b> Provide teachers with professional development related to integrating technology in instruction</p>	<p><b>G2.4a:</b> Teachers will share best practices related to technology integration in the classroom</p>	<p><b>G2.4a:</b> Tech Committee plans PD to be implemented on PC Days and Faculty Meetings</p>	<p><b>G2.4a:</b> Same</p>	<p><b>G2.4a:</b> Same</p>	<p>GIST  Tech Committee</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p><b>G2.4a:</b>  A 100% of teachers will receive technology PD</p> <ul style="list-style-type: none"> <li>● attendance logs</li> <li>● meeting powerpoints/agenda</li> <li>● reflection/feedback</li> </ul>

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<p><b>G2.4:</b> Provide teachers with professional development related to integrating technology in instruction</p>	<p><b>G2.4b:</b> Tech committee to draft a plan to support integration, professional development, and school usage needs on campus.</p>	<p><b>G2.4b:</b> Assess tech needs and develop a technology plan to support tech integration</p>	<p><b>G2.4b:</b> Continue to assess needs and provide PD</p>	<p><b>G2.4b:</b> Same</p>	<p>Tech Committee</p>		<p><b>G2.4b:</b></p> <ul style="list-style-type: none"> <li>● Share technology plan with faculty</li> <li>● Conduct surveys and analyze results to guide next steps for tech plan implementation</li> </ul>
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**Goal 3: Successful Systems of Support.** The system and culture of **Roosevelt High School** works to effectively organize financial, human, and community resources in support of student success.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<ol style="list-style-type: none"><li data-bbox="145 418 559 451">1. Increase parent involvement</li> <li data-bbox="145 630 1123 701">2. Increase community partners to support student engagement and student achievement</li></ol>	<p data-bbox="1284 418 2360 539">At the secondary level it is more challenging to attract parents to events on campus. Through increasing opportunities for smaller groups of parents and improving communication for all events, Roosevelt hopes to increase parent involvement.</p> <p data-bbox="1284 646 2467 766">Community partnerships play a vital role by increasing relevance in the curriculum, and Roosevelt will continue to nurture relationships with existing community partners and seek out additional partners to support student achievement.</p>

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Planning						Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year: 2017-2018 Measures of Progress	School Year: 2018-2019 Measures of Progress	School Year: 2019-2020 Measures of Progress	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G3.1: Maintain and increase parent involvement	<b>G3.1a:</b> Increase opportunities for parent participation including but not limited to: <ul style="list-style-type: none"> <li>● CTE Showcase</li> <li>● AVID sponsored college readiness nights</li> <li>● Art Showcase</li> <li>● Hoike Showcase</li> <li>● AP Seminar and Research Showcase</li> </ul>	<b>G3.1a:</b> Maintain existing parent events <ul style="list-style-type: none"> <li>- Athletics</li> <li>- Music</li> <li>- Kaliopeku</li> <li>- AVID</li> <li>- Financial Aid</li> <li>- Open House</li> <li>- Scholarship Night</li> <li>- Awards Night</li> <li>- May Day</li> <li>- Play</li> </ul>	<b>G3.1a:</b> Increase by 2 events	<b>G3.1a:</b> Increase by 2 events	Event Coordinators	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<b>G3.1a:</b> <ul style="list-style-type: none"> <li>● 100% of Event dates will be on calendar</li> <li>● Collect Baseline Data</li> <li>● Increase number of events</li> </ul>

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<p><b>G3.2:</b> Maintain and improve communication to parents</p> <ul style="list-style-type: none"> <li>● Synrevoice</li> <li>● Banner (on fence)</li> <li>● Infinite Campus</li> <li>● School Website</li> <li>● School App</li> </ul>	<p><b>G3.2a:</b> Provide information to parents pertaining to RHS</p>	<p><b>G3.2a:</b> Conduct a parent survey to determine which mode of communication parents prefer</p>	<p><b>G3.2a:</b> Continue to collect feedback from parents and revise communication methods to reflect results</p>	<p><b>G3.2a:</b> Continue to collect feedback from parents &amp; revise methods to reflect results  Create a system to ensure all student contact information is current and updated in the IC program</p>	<p>Event Coordinators</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>G3.2a:</b></p> <ul style="list-style-type: none"> <li>● SQS Parent Satisfaction data</li> <li>● Monthly News Blast from Post High Committee</li> <li>● Website updated</li> <li>● Calendar updated</li> </ul>
<p><b>G3.3:</b> Maintain and increase community partners to support student engagement and achievement</p>	<p><b>G3.3a:</b> Continue to work with community members to enhance curriculum and provide opportunities for our students.</p>	<p><b>G3.3a:</b> Assess program effectiveness using qualitative and quantitative data</p>	<p><b>G3.3a:</b> Assess program effectiveness using qualitative and quantitative data</p>	<p><b>G3.3a:</b> Assess program effectiveness using qualitative and quantitative data</p>	<p>Sean Wong</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>G3.3a:</b></p> <ul style="list-style-type: none"> <li>● Annual evaluation of programs' effectiveness</li> </ul>