



Three-Year Academic Plan 2017-2020

Wheeler Middle School
2 Wheeler Army Airfield
Wahiawa, Hawaii 96786
808-305-9000

Submitted by: Brenda Vierra-Chun	Date
Signature: (on file)	4/02/18

Approved by: Bob Davis	Date
Signature: (on file)	4/02/18

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

	<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>

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of Accountable Lead	Title/Role
Brenda Vierra-Chun	ART Lead
Scott Hamilton, Joseph Wagner, Teri Lin	Student Success-Rigorous, well-rounded education
Daye Minehira, David Minehira, Leilani Vierra	Student Success- Whole Child, Transitions
Wayne Koki, Leighton Nakamoto, Kristin Geiling	Student Success- Whole Child, SEL

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

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

Outcome: By the end of three years,	Rationale:
<p>Student Success Indicators: 16-17 17-18 18-19</p> <ul style="list-style-type: none"> •ELA Proficiency – 73% 65% •Math Proficiency – 61% 66% •Science Proficiency – 70% 66% •50% Algebra 1 credit 	<p>Objective 1: Empowered- all students are empowered in their learning to set and achieve their aspirations for the future</p>

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Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
1a. Increase student engagement & empowerment through relevant, rigorous learning opportunities that incorporate student voice	<p>Develop and implement standards based Science curriculum, instruction, and assessments that are aligned to NGSS</p> <p>Develop and implement standards based Social Studies curriculum, instruction, and assessments that are aligned to the C3 Framework</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>Admin</p> <p>AC</p>	<p>Weekly science and social studies curriculum and assessments presented during data team meetings housed in grade level folders/drives</p> <p>Student work</p> <p>Student formative and summative assessment results</p> <p>Science proficiency scores</p> <p>C3 Framework Unit Writing Samples</p>

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<p>1c. Ensure students have access to high quality career and college counseling, mentorships, internships and advance courses</p>	<p>Develop and implement a math and reading response to intervention (RTI) program/process</p> <p>Lead/facilitate data teams to implement rigorous math curriculum, instruction and assessments that regularly and consistently reflect on student data to inform and adjust curriculum and instruction</p>	<p>2017-2018</p> <p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>Admin</p> <p>RTI</p> <p>AC</p>	<p>RTI student data tracker</p> <p>Student math grades (standards based)</p> <p>Number of students enrolled in Algebra I</p> <p>Percent of students passing Algebra I EOC</p>
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<p>Student Success Indicators: 16-17 17-18 18-19</p> <p>•School Climate 70% 56%</p>	<p>Objective 2: Whole Child- all students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
2a. Provide students with learning environments that are caring, safe, and supportive of high quality learning	Develop and implement an advisory program that addresses social emotional learning -Establish baseline data -Develop a monitoring tool Develop and implement a school wide (Tier 1) focus on RESPECT. Learn, Live, Get, Give	2017-2018 2018-2019 2019-2020	Admin SST AC RTI	Advisory lessons Student reflections Student discipline referrals Student suspensions SQS survey results
2b. Address students' physical, mental, and social-emotional health through partnerships with families and community that support students' well-being	**IMPORTANT to DO!! Establish partnerships with families and community that support student's well-being Monitor effectiveness of programs and partnerships. Adjust as needed Expand partnerships with community that foster social emotional development of students	2017 – 2018 2018 – 2019 2019 - 2020	Admin Reg	SLO/CAS involved incidents PTSP/Parent Workshop logs Event evaluations SQS – Parent positive responses

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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Student Success Indicators:</td> <td style="width: 15%;">16-17</td> <td style="width: 15%;">17-18</td> <td style="width: 15%;">18-19</td> </tr> <tr> <td>•38% Inclusion Rate</td> <td style="color: red;">37%</td> <td></td> <td></td> </tr> <tr> <td>•ELA Gap 16%</td> <td style="color: red;">19%</td> <td></td> <td></td> </tr> <tr> <td>•Math Gap 10%</td> <td style="color: red;">19%</td> <td></td> <td></td> </tr> <tr> <td>•Science GAP 15%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>•Standards Based Report Card</td> <td></td> <td></td> <td></td> </tr> </table>	Student Success Indicators:	16-17	17-18	18-19	•38% Inclusion Rate	37%			•ELA Gap 16%	19%			•Math Gap 10%	19%			•Science GAP 15%				•Standards Based Report Card				<p>Objective 3: Well Rounded- all students are offered and engaged in rigorous, well rounded education so that students are prepared to be successful in their post high-school goals</p>
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3a. Provide students of all backgrounds, ages and needs with a challenging and quality standards-based education in all subject areas	<p>Increase the number of inclusion sections to ensure placement in students' LRE</p> <p>Implement common, grade level curriculum, instruction and assessments in all Sped resource classes for seamless transition in and out of the inclusion setting</p>	2017 – 2018	Admin	Master Schedule
		2017 – 2018	AC	% of students in inclusion
		2018 – 2019		Student proficiency levels
		2019 - 2020	SST	Student Growth
			Reg	
3b. Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward success in college, career, and community	<p>Establish standards-based grading practices that ensure clear and consistent grade level expectations for student performance</p> <p>Provide opportunities for students to reflect on assessment data to set and track goals for increased student achievement</p>	2017 – 2018	Admin	Student work
		2017 – 2018	AC	Student progress report
		2018 – 2019		Student reflections
		2019 - 2020		Student Data trackers
				Teacher grade book

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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Student Success Indicators:</td> <td style="width: 10%; text-align: center;">16-17</td> <td style="width: 20%; text-align: center;">17-18</td> </tr> <tr> <td>• Math Median Growth Percentile = 75</td> <td style="text-align: center; color: red;">75</td> <td></td> </tr> <tr> <td>• ELA Median Growth Percentile = 75</td> <td style="text-align: center; color: red;">59</td> <td></td> </tr> <tr> <td>• Science Median Growth Percentile = 75</td> <td></td> <td></td> </tr> <tr> <td>• > 5% Students receiving F's at each grade level</td> <td></td> <td></td> </tr> </table>	Student Success Indicators:	16-17	17-18	• Math Median Growth Percentile = 75	75		• ELA Median Growth Percentile = 75	59		• Science Median Growth Percentile = 75			• > 5% Students receiving F's at each grade level			<p>Objective 4: Prepared and Resilient –All students transition successfully throughout their educational experiences</p>
Student Success Indicators:	16-17	17-18														
• Math Median Growth Percentile = 75	75															
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4b. Support students' transition in adolescence through school practices, counseling, and research-based experiences that advance total well-being	Implement CARE as a school-wide prevention/intervention system to address the academic, behavioral, and social/emotional needs of students  Intentional C ollaboration Shared commitment to A ction Nurture positive R elationships Relentless focus on E vidence	2017- 2018	Admin AC SST	CARE spreadsheets Report Cards/F List Student discipline reports -Referrals -Detention -ISS -Suspensions
	Implement professional development to support teachers' repertoire of behavioral interventions, setting targets to measure the effectiveness of the intervention, and clear criteria for fading/removing interventions (WASC)	2018 - 2019		

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<p>4d. Support students who are transitioning between grade levels or transferring to a new school</p>	<p>Collect/analyze student perception data from transition center</p> <p>Implement research based best practices for transitioning students as identified by survey results (student voice)</p>	<p>2017 – 2018</p> <p>2018 - 2019</p>	<p>Admin</p> <p>SST</p> <p>Reg</p>	<p>Student survey results</p>
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2c. Cultivate a school environment where attendance is valued, encouraged, and supported	<p>Define expectations/policies for teacher absence (ie. Call principal for each and every absence, 48 hours prior approval for personal, 1 week and conference for professional..)</p> <p>Monitor teacher attendance</p> <p>Acknowledge/provide incentives for teacher attendance</p>		<p>Admin</p> <p>Reg</p>	<p>Teacher attendance</p> <p>Substitute Teacher reports</p> <p>TSEAS log</p>
4d. Support students who are transitioning between grade levels or transferring to a new school	<p>Vertical Articulation: Facilitate/ Expand grade level data team discussions to department content area data teams to reflect on assessment data and adjust curriculum and instruction for increased student growth</p> <p>Create School-Wide data trackers</p>	<p>2017 – 2018</p> <p>2018 – 2019</p> <p>2019 - 2020</p>	<p>Admin</p> <p>AC</p>	<p>Data Trackers</p> <p>Grade level student growth reports</p> <p>Overall School-wide student growth</p>

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Goal 3: Successful Systems of Support. The system and culture of **[Insert school name]** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,

Rationale:

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