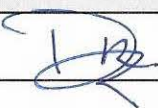
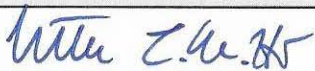


# Three-Year Academic Plan 2017-2020

## Kahuku High & Intermediate School

56-490 Kamehameha Hwy  
Kahuku, HI 96731  
808-305-7300  
Kahukuhigh.org

Submitted by: Donna Lindsey	Date
	May 10, 2019
Approved by: Matthew Ho	Date
	May 10, 2019

### 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</li> <li>• WASC Visiting Team Recommendations</li> </ul>	<p>1. <b>Need (Root Cause 1): (RC1) Improve school culture in areas of communication, professionalism, consistency, academic values, and stakeholder equity.</b></p> <ul style="list-style-type: none"> <li>• WASC Recommendation 1 (WR1): In order to improve transparency with the surrounding community, KHIS must develop new strategies to effectively communicate their celebrations of success, changes, direction, and focus with their community and stakeholders.</li> <li>• WASC Recommendation 2 (WR2): KHIS needs to develop a comprehensive technology plan to address student/teacher access, infrastructure, purchase, replacement and future needs that supports teaching and learning</li> </ul>
	<p>2. <b>Need (Root Cause 2): (RC2) Student learning data shows a lack of progress for high needs and targeted student groups.</b></p> <ul style="list-style-type: none"> <li>• WASC Recommendation 3 (WR3): KHIS needs to develop a data-driven culture used to drive instruction and influence decisions designed to improve student learning and teaching.</li> <li>• WASC Recommendation 4 (WR4): Continue to develop and refine the collaborative culture that currently exists at KHIS with a focus on common assessments, grading policies, and horizontal/vertical planning.</li> </ul>
	<p>3. <b>Need (Root Cause 3): (RC3) Lack of clearly defined quality transition supports for incoming sixth, seventh, and ninth grade students.</b></p>
<b>Addressing Equity: Sub Group Identification</b>	
<ul style="list-style-type: none"> <li>• English Language Learners: English and Math Achievement</li> <li>• Special Education: English and Math Achievement</li> <li>• Seventh Graders: English/Math Achievement, Social/Behavioral Support, and Transition Support</li> <li>• Eighth Graders: English/Math Achievement, Social/Behavioral Support, and Transition Support</li> <li>• Ninth Graders: English/Math Achievement, Social/Behavioral Support, and Transition Support</li> </ul>	

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

<b>ORGANIZE:</b> Identify your Academic Review Team (ART) Accountable Leads.	
<b>Name and Title of ART Team Accountable Leads</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Donna Lindsey, Principal, Kit Brizuela, Curriculum Coordinator; Mariko Jackson, Academic Coach; Gisele Wong, Academic Coach, SSC	1. Red Print/PDCA
2. Donna Lindsey, Principal, Kit Brizuela, Curriculum Coordinator; Mariko Jackson, Academic Coach; Amanda McCauley, Counseling DH; Ottilia Te'o, Inter. Counseling Liaison, Cussana Mapu, SSC	2. Middle School, SLCs/Hales
3. Donna Lindsey, Principal; Kit Brizuela, Curriculum Coordinator; Mariko Jackson, Academic Coach; Gisele Wong, Academic Coach	3. PLCs/Data Teams
4. Donna Lindsey, Principal; Uila Vendiola, VP, Kit Brizuela, Curriculum Coordinator; -Charl Taillele, CTE Coordinator; Matthew Mumma, College & Career Counselor; Amanda McCauley, Counseling DH	4. Advisory/C3 Journey
5. Donna Lindsey, Principal; Mariko Jackson, Academic Coach; Wendy Anae, Athletic Director	5. Rtl Behavior/PBIS
6. Donna Lindsey, Principal; Kit Brizuela, Curriculum Coordinator; Mariko Jackson, Academic Coach; Gisele Wong, Academic Coach	6. Rtl Academic/TIF
7. Mariko Jackson, Academic Coach; Tech. Coordinator	7. Technology
8. Donna Lindsey, Principal; Mariko Jackson, Academic Coach; Joe Holtzmann, Registrar; Kaniela Kalama, SAC; Wendy Anae, Athletic Director; Gisele Wong, Academic Coach; VP; Patricia Macadangdang, VP; Carlo Carrasco, VP; Uila Vendiola, VP	8. Communications, Operations, SCC, Steering
9. Donna Lindsey, Principal; VP; Patricia Macadangdang, VP	9. Transitions (7th-9th grades)
10. Donna Lindsey, Principal; Lynda Wright, Special Education	10. Target Populations ( Sped Review, ELL Update, Tier 2 & 3



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

DH; Cussana Mapu, SCC; Amanda McCauley, Counseling DH

Update , CORE,

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none"> <li>Chronic Absenteeism <ul style="list-style-type: none"> <li>Year 1: M: 14%; H: 27%</li> <li>Year 2: M: 13%; H: 26%</li> <li>Year 3: M: 11%; H: 24%</li> </ul> </li> <li>School Climate <ul style="list-style-type: none"> <li>Year 1: M: 68%; H: 68%</li> <li>Year 2: M: 70%; H: 69%</li> <li>Year 3: M: 72%; H: 70%</li> </ul> </li> <li>Inclusion Rate <ul style="list-style-type: none"> <li>Year 1: 23%</li> <li>Year 2: 26%</li> <li>Year 3: 30%</li> </ul> </li> <li>ELA Proficiency <ul style="list-style-type: none"> <li>Year 1 (2018): All: 62%; M: 57%; H:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Chronic Absenteeism Baseline (2016): M: 15%; H: 28%; Mid-point (June 2017): 30% High and Inter combined State-Proposed: 9%; Year 1 (2018): 25% Consistent implementation and monitoring of policies, practices, and initiatives related to student attendance will help to decrease chronic absenteeism rate.</li> <li>School Climate Baseline (2016): M: 67%; H: 68% Mid-point (2017): 65% State-Proposed: 79%; Year 1 (2018): 72% Schoolwide implementation of internal and external communication systems/protocols specifically addresses a WASC Visiting Committee recommendation and challenges highlighting in via the comprehensive needs assessment process. Favorable ratings in the area of school climate will be indicative of stakeholder equity, consistency of practices, improved school culture, and the focus on student voice. Schoolwide implementation of policies and practices outlined in the Rtl B Plan will help to foster a positive environment through components of Positive Behavior Intervention Supports (PBIS) to help ensure that all students feeling safe on campus. An effective research-based Middle School Concept Plan, when implemented, will allow for the improvement of school culture through community building among students and teachers</li> <li>Inclusion Rate Baseline (2016): 20%; Mid-point (2017): 5%; State-Proposed: 51%; Year 1 (2018): ?? Increasing the inclusion rate for students receiving special education services will show a concerted effort to provide resources and training in the area of accommodations and specialized instruction for all regular education and special education teachers in the inclusion setting.</li> <li>ELA Proficiency Baseline (2016): 54%; M: 49%; H: 64%; Mid-Point (2017): 50%; M: 49.5%; H: 52%; State-Proposed: 61%; Year 1 (2018): 52%</li> </ul>



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

<ul style="list-style-type: none"> <li>70%</li> <li>• Year 2 (2019): All: 69%; M: 65%; H: 76%</li> <li>• Year 3 (2020): All: 77%; M: 75%; H: 82%</li> <li>• Math Proficiency <ul style="list-style-type: none"> <li>• Year 1 (2018): All: 48%; M: 53%; H: 36%</li> <li>• Year 2 (2019): All: 59%; M: 62%; H: 49%</li> <li>• Year 3 (2020): All: 69%; M: 72%; H: 62%</li> </ul> </li> <li>• Science Proficiency <ul style="list-style-type: none"> <li>• Year 1 (2018): All: 42%; M: 39%; H: 43%</li> <li>• Year 2 (2019): All: 53%; M: 51%; H: 54%</li> <li>• Year 3 (2020): All: 64%; M: 63%; H: 65%</li> </ul> </li> <li>• ELA Gap All: 25 points; M: 25 points; H: 20 points</li> <li>• Math Gap All: 16 points; M: 24 points; H: 12 points</li> <li>• Science Gap All: 14 points; M: 15 points; H: 14 points</li> <li>• 9th grade on Track <ul style="list-style-type: none"> <li>• Year 1 (2018): 94%</li> <li>• Year 2 (2019): 94%</li> <li>• Year 3 (2020): 95%</li> </ul> </li> <li>• CTE Completers <ul style="list-style-type: none"> <li>• Year 1 (2018): 53%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Math Proficiency Baseline (2016): 38%; M: 38%; H: 23%; Mid-Point (2017): 31%; M: 34%; H: 19%; State-Proposed: 54%; Year 1 (2018): 31%</li> <li>• Science Proficiency Baseline (2016): 29%; M: 27%; H: 31%; Mid-Point (2017): 35%; M: 37%; H: 30%; State-Proposed: 64%; Year 1 (2018): 31%</li> <li>• ELA GAP Baseline (2016): 31 points; M: 31 points; H: 25 points; Mid-Point (2017): 24 points; State-Proposed: TBA; Year 1 (2018): 27 points</li> <li>• Math Gap Baseline (2016): 22 points; M: 27 points; H: 16 points; Mid-Point (2017): 23 points; State-Proposed: TBA; Year 1 (2018): 22 points</li> <li>• Science Gap Baseline (2016): 18 points; M: 19 points; H: 18 points; Mid-Point (2017): none State-Proposed: TBA; Year 1 (2018): ??</li> </ul> <p>We used the 50% method to set our targets for the end of three years for ELA, Math, and Science proficiency.</p> <p>The full implementation of the Tier I Framework for classroom observations and the Tier II Framework via the Rtl A Plan, will help to improve student achievement for all students in all content areas. Regular classroom observations, teacher feedback/coaching for quality first instruction, and reading and math interventions based on Universal Screener and progress monitoring data will be key to long range student academic performance and success.</p> <ul style="list-style-type: none"> <li>• 9th grade on Track Baseline (2016): 94%; Mid-Point (2017): 94%; State-Proposed: 94%; Year 1 (2018): 92%</li> </ul> <p>Clearly defined transition supports for incoming sixth, seventh, and ninth grade students via academic/behavioral programs and practices will help to support short and long term goals for all ninth graders. Close monitoring of all ninth graders will serve to increase student achievement and graduation rates.</p> <ul style="list-style-type: none"> <li>• CTE Completers: Baseline (2016): 52%; Mid-Point (2017): 45%; State-Proposed: 50%; Year 1 (2018): 50%</li> </ul>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<ul style="list-style-type: none"> <li>• Year 2 (2019): 54%</li> <li>• Year 3 (2020): 55%</li> </ul> <ul style="list-style-type: none"> <li>• Graduation Rate <ul style="list-style-type: none"> <li>• Year 1: 84%</li> <li>• Year 2: 85%</li> <li>• Year 3: 86%</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• College-Going Rate <ul style="list-style-type: none"> <li>• Year 1: 50%</li> <li>• Year 2: 51%</li> <li>• Year 3: 52%</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• SPED Eligibility Rate: 10%</li> </ul> <ul style="list-style-type: none"> <li>• By end of SY 2019-2020, the school's field assessment reflects Sustainability and Innovation as indicated on the CSSS/RTI Implementation Continuum.</li> </ul>	<p>The implementation of Advisory lessons that truly reflect the C3 Journey or essence of KHIS's Vision of "Lifelong Learning in College, Career, and Community," will help to address the Whole Child and ensure that all students are Empowered, Well Rounded, Prepared and Resilient. The experience and skills gained through the C3 Journey lessons will enable students to be highly competitive, competent, and persevere in college and in the workforce.</p> <ul style="list-style-type: none"> <li>• Graduation Rate: Baseline (2016): 83% State Proposed: 86%; Mid-Point (2017): 88%; Year 1 (2018): 88%</li> </ul> <p>The combination of efforts to address the identified needs of KHIS--school culture, the high needs of target populations, and transitions for identified grade levels, will ultimately result in an increase in graduation rates.</p> <ul style="list-style-type: none"> <li>• College-Going Rate: Baseline (2016): 49%; Mid-Point (2017): 41%; State-Proposed: 62%; Year 1 (2018): 47%</li> </ul> <p>The implementation of Advisory lessons that truly reflect the C3 Journey or essence of KHIS's Vision of "Learning Today for Lifelong Success in College, Career, and Community," will help to address the Whole Child and ensure that all students are Empowered, Well Rounded, Prepared and Resilient. The experience and skills gained through the C3 Journey lessons will enable students to be highly competitive, competent, and persevere in college and in the workforce.</p> <ul style="list-style-type: none"> <li>• SPED Eligibility Rate: Baseline (2016): 12.1%; Mid-Point (2017): 13%; State: 9.8%; Year 1 (2018):</li> </ul> <p>The full implementation of the Tier I Framework for classroom observations and the Tier II Framework via the RtI A Plan, will help to improve student achievement in all content areas. Regular classroom observations, teacher feedback/coaching for quality first instruction, and reading and math interventions based on Universal Screener and progress monitoring data will be key to long range student academic performance and success.</p> <ul style="list-style-type: none"> <li>• According to our CNA and WASC Recommendations, KHIS student learning data shows a lack of progress, our transitions students (7th, 8th and 9th graders) show low academic skills, reading scores, and attendance and discipline violations. The criteria we will strive for on the Implementation Continuum will help us to improve</li> </ul>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<ul style="list-style-type: none"> <li>• By end of SY 2019-2020, the school's field assessment reflects Sustainability and Innovation as indicated on the Formative Instruction/Data Teams Implementation Continuum.</li> <li>• Improve school culture in areas of communication, professionalism, consistency, academic values, and stakeholder equity.</li> <li>• All students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</li> <li>• There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.</li> </ul>	<p>our school culture to build trust among all stakeholders and a higher value on education.</p> <ul style="list-style-type: none"> <li>• According to our CNA, there is inconsistency among school processes including Data Teams (PLCs and SLCs). Use of the Implementation Continuum will help to strengthen these processes so that all stakeholders feel supported in times of great change.</li> <li>• Three of our WASC Recommendations (1, 3, &amp; 4) mention the need to improve communication and school culture to improve transparency and collaboration and to increase use of data to drive instruction and decision-making. This idea is repeated many times in the CNA.</li> <li>• There is a need to ensure all students, including high needs and those in targeted groups, have access to high-quality support and timely college and career counseling to support long term success. We also need to ensure that each student's learning is personalized and informed by appropriate data that advances them towards success in college, career, and community.</li> <li>• According to our CNA, we need to improve our supports for transitioning students, specifically in grades seven, eight, and nine to improve reading scores, testing skills, attendance and behavior.</li> </ul>
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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

X Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.

X Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

X 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.

X Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.

Planning

Interim Measures of Progress



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

Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
<p>Chronic Absenteeism M: 14%; H: 27%</p> <p>School Climate M: 68%; H: 68%</p> <p>Inclusion Rate 23%</p> <p>ELA Proficiency: All: 62% M: 57%; H: 70%</p> <p>Math Proficiency: All: 48% M: 53%; H: 36%</p> <p>Science Proficiency: All: 42% M: 39%; H: 43%</p> <p>9th grade on Track: 94%</p> <p>First time 8th grade promoted to 9th:</p> <p>CTE Concentrators: 53%</p> <p>Graduation Rate: 84%</p> <p>College-Going Rate: 50%</p> <p>SPED Eligibility Rate: 10%</p> <p>Improve school culture in areas of communication, professionalism, consistency, academic values, and stakeholder equity.</p>	<p><b>G1.EA1.Y1 (O1, 2, 3, 4) (RC1, WR1, WR2)</b></p> <p><b>Year 1: Review, revise, train, and implement the initiatives below to address the Whole Child and ensure that all students are Empowered, Well Rounded, Prepared and Resilient:</b></p> <p>A. Rtl A Plan/Tier I Framework (TIF)</p> <p>B. Rtl B Plan/PBIS Plan</p>	2017-2018	<p>D. Lindsey, K. Brizuela</p> <p>D. Lindsey, M. Jackson</p>	<p>A. Rtl A Plan/Tier I Framework (TIF)</p> <ul style="list-style-type: none"> <li>Monthly Steering/Home Group Digests minutes and responses</li> <li>Monthly PLC/SLC agenda and minutes</li> <li>Quarterly Tier I Framework data</li> <li>Quarterly PLC common assessment data</li> <li>Annual SPED Eligibility data</li> </ul> <p><b>Desired Outcome Data:</b></p> <ul style="list-style-type: none"> <li>Develop SLC/Hale agreements and communication protocol by Quarter 3</li> <li>Quarterly report card grades, mid-quarter grades: looking for baseline in quarter 1</li> <li>Reduce number of Fs from Quarter 1 by 50% at the semester (24.5% 9th grade Q1, Target 13%)</li> <li>Eighth grade Promotion</li> <li>Annual ELA Proficiency</li> <li>Annual Math Proficiency</li> <li>Annual Science Proficiency</li> <li>Quarterly IEP LRE Data 50.58% (2017)</li> <li>Annual Inclusion Rate Data</li> <li>Annual AMAO I/II Data</li> </ul> <p>B. Rtl B Plan/PBIS Plan</p>



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

				<ul style="list-style-type: none"> <li>• Monthly Steering/Home Group Digests minutes and responses</li> <li>• Faculty Roll-Outs and Roll-ins</li> <li>• Quarterly Attendance data</li> <li>• Quarterly Discipline data</li> <li>• Quarterly PBIS data student (recognition/incentives, perfect attendance, Honor Roll: 51% 9th, 53% 10th, 46% 11th, 57% 12th)</li> <li>• Annual SQS/School Climate data</li> <li>• Raise SQS Positive Safety Percentage from 65% to 68%</li> <li>• Deliver KHIS Safety Survey to all stakeholders in 2nd Semester</li> <li>• Annual Chronic Absenteeism data</li> <li>• PBIS survey data (TFI, BEISY Belief Survey/Behavioral Screener)</li> <li>• RTI Supports data</li> </ul>
<p>Chronic Absenteeism M: 13%; H: 26%</p> <p>School Climate M: 69%; H: 69%</p> <p>Inclusion Rate 26%</p> <p>ELA Proficiency: All: 69% M: 65%; H: 76%</p> <p>Math Proficiency: All: 59% M: 62%; H: 49%</p> <p>Science Proficiency: All: 53% M: 51%; H: 54%</p> <p>ELA Gap: All: 27%; M: 27%; H: 22%</p> <p>Math Gap: All: 18%; M: 25%; H: 14%</p> <p>Science Gap: All: 16%; M: 17%; H: 16%</p>	<p><b>G1.EA1.Y2 (O1, 2, 3, 4) (RC1, WR1, WR2)</b></p> <p><b>Year 2: Continue to review, revise, train, implement and monitor the initiatives identified in Year 1 using the Plan-Do-Check-Act and WASC mid-term visitation process.</b></p>	<p><b>2018-2019</b></p>	<p>See Year 1</p>	<p>See Year 1</p> <ul style="list-style-type: none"> <li>• WASC mid-term report</li> </ul>



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

<p>9th grade on Track: 94%</p> <p>CTE Concentrators: 54%</p> <p>Graduation Rate: 85%</p> <p>College-Going Rate: 51%</p> <p>SPED Eligibility Rate: 10%</p> <p>Improve school culture in areas of communication, professionalism, consistency, academic values, and stakeholder equity.</p>				
<p>Chronic Absenteeism M: 11%; H: 24%</p> <p>School Climate M: 70%; H: 70%</p> <p>Inclusion Rate 30%</p> <p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p> <p>Math Gap: All: 16%; M: 24%; H: 12%</p> <p>Science Gap: All: 14%; M: 15%; H: 14%</p> <p>9th grade on Track: 95%</p> <p>CTE Concentrators: 55%</p> <p>Graduation Rate: 86%</p> <p>College-Going Rate: 52%</p> <p>Improve school culture in areas of communication,</p>	<p><b>G1.EA1.Y3 (O1, 2, 3, 4) (RC1, WR1, WR2)</b></p> <p><b>Year 3: Contract an external evaluator to assess and provide commendations/recommendations regarding the initiatives identified and monitored in Years 1, 2, and 3.</b></p>	<p><b>2019-2020</b></p>	<p>See Year 1</p>	<p>See Year 1</p> <ul style="list-style-type: none"> <li>External Evaluator Report</li> </ul>



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

professionalism, consistency, academic values, and stakeholder equity.				
<p>ELA Proficiency: All: 62% M: 57%; H: 70%</p> <p>Math Proficiency: All: 48% M: 53%; H: 36%</p> <p>Science Proficiency: All: 42% M: 39%; H: 43%</p> <p>ELA Gap: All: 29%; M: 29%; H: 24%</p> <p>Math Gap: All: 20%; M: 26%; H: 15%</p> <p>Science Gap: All: 17%; M: 18%; H: 17%</p> <p>All students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</p>	<p><b>G1.EA2.Y1 (O1, 2, 3, 4) (RC2, WR3, WR4)</b></p> <p><b>Year 1: Provide SLCs, PLCs/Data Teams, and Home Groups training and collaboration time to support department/content area/program standards alignment to improve student achievement.</b></p>	<p><b>2017-2018</b></p>	<p>D. Lindsey, K. Brizuela, M. Jackson, G. Wong,</p>	<ul style="list-style-type: none"> <li>• Monthly Steering/Home Group Digests minutes and responses</li> <li>• Monthly PLC/SLC agenda and minutes</li> <li>• Quarterly Tier I Framework data</li> <li>• Quarterly PLC common assessment data</li> <li>• Quarterly report card grades</li> <li>• Quarterly report card grades</li> <li>• See Desired Outcome Data from G1.EA1.Y1 above</li> </ul>
<p>ELA Proficiency: All: 69% M: 65%; H: 76%</p> <p>Math Proficiency: All: 59% M: 62%; H: 49%</p> <p>Science Proficiency: All: 53% M: 51%; H: 54%</p> <p>ELA Gap: All 27% M: 27% H: 22%</p> <p>Math Gap: All 18% M: 25% H: 14%</p> <p>Science Gap: All 16% M: 17% H: 16%</p>	<p><b>G1.EA2.Y2 (O1, 2, 3, 4) (RC2, WR3, WR4)</b></p> <p><b>Year 2: Utilize the Plan-Do-Check-Act and WASC mid-term visitation process to monitor the SLCs/PLCs/Data Teams, and Home Groups training and collaboration time to support department/content area/program standards alignment to improve student achievement in Year 1 identified areas.</b></p>	<p><b>2018-2019</b></p>	<p>See Year 1</p>	<p>See Year 1</p> <ul style="list-style-type: none"> <li>• WASC mid-term report</li> <li>• Annual review of curriculum/system maps and course syllabi</li> </ul>



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

All students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.				
<p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p> <p>Math Gap: All: 16%; M: 24%; H: 12%</p> <p>Science Gap: All: 14%; M: 15%; H: 14%</p> <p>All students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</p> <p>By end of SY 2019-2020, the school's field assessment reflects Sustainability and Innovation as indicated on the Formative Instruction/Data Teams Implementation Continuum.</p>	<p><b>G1.EA2.Y3 (O1, 2, 3, 4) (RC2, WR3, WR4)</b></p> <p><b>Year 3: Contract an external evaluator to assess and provide commendations and recommendations regarding the the SLCs/PLCs/Data Teams, and Home Groups training and collaboration time to support department/content area/program standards alignment to improve student achievement in areas identified and monitored in Year 1 and Year 2.</b></p>	<p><b>2019-2020</b></p>	See Year 1	<p>See Year 1</p> <ul style="list-style-type: none"> <li>• External Evaluator Report</li> <li>• Semesterly Formative Instruction/Data Teams Implementation Continuum data.</li> </ul>
ELA Proficiency: All: 62% M:	<b>G1.EA3.Y1 (O1, 2, 3, 4) (RC2, WR3, WR4)</b>	<b>2017-</b>	D. Lindsey,	A. Tier I Instructional Framework (TIF)



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

<p>57%; H: 70%</p> <p>Math Proficiency: All: 48% M: 53%; H: 36%</p> <p>Science Proficiency: All: 42% M: 39%; H: 43%</p> <p>ELA Gap: All: 29%; M: 29%; H: 24%</p> <p>Math Gap: All: 20%; M: 26%; H: 15%</p> <p>Science Gap: All: 17%; M: 18%; H: 17%</p> <p>All students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</p>	<p><b>Year 1: All faculty participate in Tier 1 quality first instruction professional development, technical assistance, and articulation to address the following areas:</b></p> <ul style="list-style-type: none"> <li>A. Tier I Instructional Framework (TIF) for Walkthroughs, Informal Observations, and Formal Observations</li> <li>B. Research-based instructional strategies for English Language Learners (ELLs)</li> <li>C. Professional development for all teachers who provide specialized instruction to students who receive SPED services.</li> <li>D. Standards-based assessment, grading and reporting (Formalize a school wide grading and reporting system/agreements)</li> </ul>	<p><b>2018</b></p>	<p>G. Wong</p>	<ul style="list-style-type: none"> <li>• Quarterly PD sign-in sheets, agendas, and evaluations</li> <li>• Quarterly IEP LRE Data</li> <li>• Quarterly TIF Data</li> <li>• Annual SPED Eligibility data</li> <li>• Annual Inclusion Rate Data</li> </ul> <p><b>B. ELL</b></p> <ul style="list-style-type: none"> <li>• Quarterly PD sign-in sheets, agendas, and evaluations</li> <li>• Quarterly TIF Data</li> <li>• Annual AMAO I/II Data</li> </ul> <p><b>C. Specialized Instruction</b></p> <ul style="list-style-type: none"> <li>• Quarterly PD sign-in sheets, agendas, and evaluations</li> <li>• Quarterly IEP LRE Data</li> <li>• Quarterly TIF Data</li> <li>• 90% of teachers stay in the walkthrough phase of the TIF</li> <li>• Annual SPED Eligibility data</li> <li>• Annual Inclusion Rate Data</li> </ul> <p><b>D. Standards-based Assessment and Reporting</b></p> <ul style="list-style-type: none"> <li>• Monthly Steering/Home Group Digests minutes and responses</li> <li>• Monthly PLC/SLC agenda and minutes</li> <li>• Quarterly report card grades</li> <li>• Quarterly Ad Hoc/Think Tank agenda and minutes</li> <li>• Annual Standards-based assessment, grading and reporting agreements</li> </ul>
<p>ELA Proficiency: All: 69% M: 65%; H: 76%</p>	<p><b>G1.EA3.Y2 (O1, 2, 3, 4) (RC2, WR3, WR4)</b></p>	<p><b>2018-</b></p>	<p>See Year 1</p>	<p>See Year 1</p>



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

<p>Math Proficiency: All: 59% M: 62%; H: 49%</p> <p>Science Proficiency: All: 53% M: 51%; H: 54%</p> <p>ELA Gap: All: 27%; M: 27%; H: 22%</p> <p>Math Gap: All: 18%; M: 25%; H: 14%</p> <p>Science Gap: All: 16%; M: 17%; H: 16%</p> <p>Students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</p>	<p><b>Year 2: Differentiate professional development, technical assistance, and articulation for teachers who need additional support in the areas identified in Year 1.</b></p>	<p><b>2019</b></p>		
<p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p> <p>Math Gap: All: 16%; M: 24%; H: 12%</p> <p>Science Gap: All: 14%; M: 15%; H: 14%</p> <p>Students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</p>	<p><b>G1.EA3.Y3 (O1, 2, 3, 4) (RC2, WR3, WR4)</b></p> <p><b>Year 3: Utilize the Plan-Do-Check-Act and WASC mid-term visitation process to monitor the professional development, technical assistance, and articulation opportunities in the areas identified in Year 1 and for differentiated supports in Year 2.</b></p>	<p><b>2019-2020</b></p>	<p>See Year 1</p>	<p>See Year 1</p> <ul style="list-style-type: none"> <li>WASC Mid-Term Report</li> </ul>



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

<p>Chronic Absenteeism M: 14%; H: 27%</p> <p>School Climate M: 68%; H: 68%</p> <p>Inclusion Rate 23%</p> <p>ELA Proficiency: All: 62% M: 57%; H: 70%</p> <p>Math Proficiency: All: 48% M: 53%; H: 36%</p> <p>Science Proficiency: All: 42% M: 39%; H: 43%</p> <p>ELA Gap: All: 29%; M: 29%; H: 24%</p> <p>Math Gap: All: 20%; M: 26%; H: 15%</p> <p>Science Gap: All: 17%; M: 18%; H: 17%</p> <p>9th grade on Track: 94%</p> <p>CTE Concentrators: 53%</p> <p>Graduation Rate: 84%</p> <p>College-Going Rate: 50%</p> <p>There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.</p>	<p><b>G1.EA4.Y1 (O1, 2, 3, 4) (RC3)</b></p> <p><b>Year 1: Implement academic and behavioral programs, practices, and supports for seventh, eighth and ninth graders:</b></p> <p>A. Seventh Grade</p> <ul style="list-style-type: none"> <li>Continue to collaborate with feeder schools regarding sixth to seventh grade transition initiatives.</li> <li>Tier II reading and math classes for 7th grade students based on STAR data and progress monitoring data.</li> <li>Review and revise the required Character Education (7th) and Advisory classes to ensure quality and alignment of Tier I instruction and AVID strategies.</li> </ul> <p>B. Eighth Grade</p> <ul style="list-style-type: none"> <li>Tier II reading and math class for 8th grade students based on STAR data and progress monitoring data.</li> <li>Review and revise the required Guidance and Advisory classes to ensure quality and alignment of Tier I instruction and AVID strategies.</li> </ul> <p>C. Ninth Grade</p> <ul style="list-style-type: none"> <li>Implementation of a 9th grade transition plan to monitor mid-quarter/quarter failure data, attendance, and behavior data via</li> </ul>	<p><b>2017-2018</b></p>	<p>D. Lindsey, Mary Peters K. Brizuela, M. Jackson, G. Wong,</p>	<p>A. Seventh Grade</p> <ul style="list-style-type: none"> <li>Weekly CORE minutes</li> <li>Weekly SLC/Hale agenda and minutes</li> <li>Annual 7th grade Transitions Surveys</li> <li>Annual CORE Transition Matrix</li> <li>Annual Universal screener data</li> <li>Quarterly Tier II Progress monitoring data</li> <li>Review/Revise Character Education Curriculum Maps</li> <li>Attendance data</li> </ul> <p>B. Eighth Grade</p> <ul style="list-style-type: none"> <li>Weekly CORE minutes</li> <li>Weekly SLC/Hale agenda and minutes</li> <li>Annual Universal screener data</li> <li>Quarterly Tier II Progress monitoring data</li> <li>Review/Revise Character Education Curriculum Maps</li> <li>AVID Team Minutes</li> <li>Attendance data</li> </ul> <p>C. Ninth Grade</p> <ul style="list-style-type: none"> <li>Weekly CORE minutes</li> <li>Weekly SLC/Hale agenda and minutes</li> <li>Ninth Grade Failure Tracking Data</li> <li>Annual Universal Screener data</li> <li>Annual ELA Gap Rate</li> <li>Annual Math Gap Rate</li> </ul>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>SLCs the CORE team to provide timely interventions and monitor progress.</p> <ul style="list-style-type: none"> <li>Review and revise the required Guidance and Advisory classes to ensure quality and alignment of Tier I instruction and AVID strategies.</li> </ul>			<ul style="list-style-type: none"> <li>Annual Science Gap Rate</li> <li>Monthly Transition Team minutes</li> </ul>
<p>Chronic Absenteeism M: 13%; H: 26%</p> <p>School Climate M: 69%; H: 69%</p> <p>Inclusion Rate 26%</p> <p>ELA Proficiency: All: 69% M: 65%; H: 76%</p> <p>Math Proficiency: All: 59% M: 62%; H: 49%</p> <p>Science Proficiency: All: 53% M: 51%; H: 54%</p> <p>ELA Gap: All: 27%; M: 27%; H: 22%</p> <p>Math Gap: All: 18%; M: 25%; H: 14%</p> <p>Science Gap: All: 16%; M: 17%; H: 16%</p> <p>9th grade on Track: 94%</p> <p>CTE Concentrators: 54%</p> <p>Graduation Rate: 85%</p> <p>College-Going Rate: 51%</p> <p>There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.</p>	<p><b>G1.EA4.Y2 (O1, 2, 3, 4) (RC3)</b></p> <p><b>Year 2: Monitor the implementation of academic and behavioral programs, practices, and supports for incoming seventh, eighth and ninth graders using the Plan-Do-Check-Act and Academic Review Team (ART) process to help monitor accountability and effectiveness.</b></p>	<p><b>2018-2019</b></p>	See Year 1	See Year 1



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

<p>Chronic Absenteeism M: 11%; H: 24%</p> <p>School Climate M: 70%; H: 70%</p> <p>Inclusion Rate 30%</p> <p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p> <p>Math Gap: All: 16%; M: 24%; H: 12%</p> <p>Science Gap: All: 14%; M: 15%; H: 14%</p> <p>9th grade on Track: 95%</p> <p>CTE Concentrators: 55%</p> <p>Graduation Rate: 86%</p> <p>College-Going Rate: 52%</p> <p>There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.</p>	<p><b>G1.EA4.Y3 (O1, 2, 3, 4) (RC3)</b></p> <p><b>Year 3: Continue to monitor the implementation of academic and behavioral programs, practices, and supports for incoming seventh, eighth and ninth graders using the Plan-Do-Check-Act and Academic Review Team (ART) process to help monitor accountability and effectiveness.</b></p>	<p><b>2019-2020</b></p>	<p>See Year 1</p>	<p>See Year 1</p>
<p>Chronic Absenteeism M: 11%; H: 24%</p> <p>School Climate M: 70%; H: 70%</p> <p>Inclusion Rate 30%</p> <p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64%</p>	<p><b>G1.EA5.Y1,2,3 (G1.O1, 2, 3, 4) (RC3)</b></p> <p><b>Year 1: Implement academic and behavioral programs, practices, and supports for incoming seventh, eighth and ninth graders:</b></p> <p><b>Seventh Grade:</b></p> <ul style="list-style-type: none"> <li>Complex feeder school counselors submit a Transition Matrix for incoming 7th grade students on their CORE list.</li> </ul>			<p>-CORE minutes</p> <p>-SLC/Hale agenda and minutes</p> <p>-Longitudinal Data System data</p> <p>-KHIS 7th grade Transitions Survey</p> <p>-Universal screener progress monitoring data</p> <p>-Curriculum Maps</p> <p>-Tier II Progress monitoring data</p> <p>-Tier III Progress monitoring data</p>



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

<p>M: 63%; H: 65%          ELA Gap: All: 25%; M: 25%;          H: 20%          Math Gap: All: 16%; M: 24%;          H: 12%          Science Gap: All: 14%; M:          15%; H: 14%          9th grade on Track: 95%          CTE Concentrators: 55%          Graduation Rate: 86%          College-Going Rate: 52%</p> <p>There are clearly defined          quality transition supports for          incoming 6th, 7th, and 9th          grade students.</p>	<ul style="list-style-type: none"> <li>• Complex feeder school counselors and 7th counselor meet to discuss incoming 7th graders on CORE list and these students automatically put on the intermediate CORE list for seamless monitoring, supports, and interventions.</li> <li>• Provide a Summer Bridge session for incoming 7th graders identified as needing additional supports to help with a smooth and positive transition to KHIS.</li> <li>• Complex feeder schools share fall and spring Universal Screener data with KHIS RtI Team to help determine possible 7th grade Tier II interventions.</li> <li>• Provide Tier II reading and math classes for 7th grade students based on Reading and Math STAR data and progress monitoring data.</li> <li>• Complex feeder schools participate in the AVID admissions process with the KHIS AVID Site Team to help ensure that incoming 7th graders that meet the AVID criteria are given priority in the selection process.</li> <li>• Review and revise the alignment of PLC/Data Team efforts, implementation of agreed upon AVID strategies/curriculum, for the required Character Education (7th), Guidance (8th), and Advisory classes to ensure quality and alignment of Tier I instruction.</li> </ul> <p><b>Eighth Grade:</b></p> <ul style="list-style-type: none"> <li>• Provide Tier II reading and math class for 8th grade students based on Reading and Math STAR data and progress monitoring data.</li> </ul>			<ul style="list-style-type: none"> <li>-Quarterly Tier I Framework (TIF) Data (Walkthroughs/Informal Observations/Formal Observations)</li> <li>-PBIS data (Chapter 19 referral data, incentive data)</li> <li>-IEP LRE Data</li> <li>-Inclusion Rate Data</li> <li>-Quarterly failure rates</li> <li>-Attendance data</li> <li>-Academic data (PLC common assessments, report card grades, SBA, NAEP, ACT, etc..)</li> </ul>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> <li>Review and revise the alignment of PLC/Data Team efforts, implementation of AVID strategies, Character Education, and the availability of curriculum/resources for teachers and students for the required 8th grade Guidance and Advisory classes to ensure quality and alignment of Tier I instruction.</li> <li>Provide summer school for students who failed the 8th grade to help promote academic success at a critical and pivotal time in a child's academic journey.</li> </ul> <p><b>Ninth Grade:</b></p> <ul style="list-style-type: none"> <li>Implementation of a 9th grade action plan that includes parent/teacher/student survey data and the monitoring of mid-quarter/quarter failure, attendance, and behavior data via SLCs the CORE team to provide timely interventions and monitor progress.</li> <li>Review and revise the alignment of PLC/Data Team efforts, implementation of AVID strategies, Character Education, Personal Transition Plan (PTP) requirements, and the availability of curriculum/resources for teachers and students for the required 9th grade Transition to High School and Advisory classes to ensure quality and alignment of Tier I instruction.</li> </ul>			
Chronic Absenteeism M: 11%; H: 24% School Climate M: 70%; H: 70% Inclusion Rate 30%	<b>Year 2: Monitor the implementation of academic and behavioral programs, practices, and supports for incoming seventh, eighth and ninth graders using the Plan-Do-Check-Act and</b>			



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

<p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p> <p>Math Gap: All: 16%; M: 24%; H: 12%</p> <p>Science Gap: All: 14%; M: 15%; H: 14%</p> <p>9th grade on Track: 95%</p> <p>CTE Concentrators: 55%</p> <p>Graduation Rate: 86%</p> <p>College-Going Rate: 52%</p> <p>There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.</p>	<p><b>Academic Review Team (ART) process to help monitor accountability and effectiveness.</b></p> <ul style="list-style-type: none"> <li>• Make Tier II classes mandatory for 7th and 8th grade students identified as needing reading and math interventions to support academic success.</li> <li>• Provide Tier II reading and math for 9th grade students based on reading and math STAR data and progress monitoring data.</li> <li>• Schedule Orton Gillingham certified school personnel to provide Tier II and III instruction to identified students.</li> </ul>			
<p>Chronic Absenteeism M: 11%; H: 24%</p> <p>School Climate M: 70%; H: 70%</p> <p>Inclusion Rate 30%</p> <p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p> <p>Math Gap: All: 16%; M: 24%; H: 12%</p>	<p><b>Year 3: Continue to monitor the implementation of academic and behavioral programs, practices, and supports for incoming seventh, eighth and ninth graders using the Plan-Do-Check-Act and Academic Review Team (ART) process to help monitor accountability and effectiveness.</b></p> <ul style="list-style-type: none"> <li>• Provide Tier III reading and math classes for 7th, 8th, and 9th grade students based on reading and math STAR data.</li> <li>• Make Tier II classes mandatory for 9th grade students identified as needing reading and math interventions to support academic success.</li> </ul>			



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

<p>Science Gap: All: 14%; M: 15%; H: 14%</p> <p>9th grade on Track: 95%</p> <p>CTE Concentrators: 55%</p> <p>Graduation Rate: 86%</p> <p>College-Going Rate: 52%</p> <p>There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.</p>	<ul style="list-style-type: none"> <li>Schedule Orton Gillingham certified school personnel to provide Tier II and III instruction to identified students.</li> </ul>			
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**Goal 2: Staff Success.** Kahuku High & Intermediate School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
<p>ELA Proficiency: All: 62% M: 57%; H: 70%</p> <p>Math Proficiency: All: 48% M: 53%; H: 36%</p> <p>Science Proficiency: All: 42% M: 39%; H: 43%</p> <p>ELA Gap: All: 29%; M: 29%; H: 24%</p> <p>Math Gap: All: 20%; M: 26%; H: 15%</p> <p>Science Gap: All: 17%; M: 18%; H: 17%</p>	<p><b>G2.EA1.Y1 (O1) (RC2, WR3, WR4)</b></p> <p><b>Year 1: Review, revise, disseminate, and train all teachers on the Rtl Academic Plan reflective of the following the components:</b></p> <ul style="list-style-type: none"> <li>Tier I, II, and III Instructional Framework</li> <li>RedPrint Initiatives</li> <li>Continue to support certification process for identified school personnel in the Orton Gillingham reading methodology.</li> </ul>	<p><b>2017-2018</b></p>	<p>D. Lindsey, G. Wong, K. Brizuela, M. Jackson, Vice Principals, Grade Level Counselors</p>	<ul style="list-style-type: none"> <li>Annual Universal Screener data</li> <li>Monthly Tier I, II, and III Instructional Framework data</li> <li>Quarterly Tier II and III progress monitoring data</li> <li>Annual SPED Eligibility data</li> <li>See Desired Outcome Data from G1.EA1.Y1 above</li> <li>Review/Revise RedPrint Initiatives</li> </ul>



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

Students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.				<ul style="list-style-type: none"> <li>CNA Process</li> </ul>
<p>ELA Proficiency: All: 69% M: 65%; H: 76%</p> <p>Math Proficiency: All: 59% M: 62%; H: 49%</p> <p>Science Proficiency: All: 53% M: 51%; H: 54%</p> <p>ELA Gap: All: 27%; M: 27%; H: 22%</p> <p>Math Gap: All: 18%; M: 25%; H: 14%</p> <p>Science Gap: All: 16%; M: 17%; H: 16%</p> <p>Students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</p>	<p><b>G2.EA1.Y2 (O1) (RC2, WR3, WR4)</b></p> <p><b>Year 2: Continue to implement the Rtl Academic Plan.</b></p>	<p><b>2018-2019</b></p>	See Year 1	See Year 1
<p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p>	<p><b>G2.EA1.Y3 (O1) (RC2, WR3, WR4)</b></p> <p><b>Year 3: Utilize the Plan-Do-Check-Act and WASC mid-term visitation process to monitor the implementation of the Rtl Academic Plan.</b></p>	<p><b>2019-2020</b></p>	See Year 1	<p>See Year 1</p> <ul style="list-style-type: none"> <li>WASC Mid-Term Report</li> <li>Annual Sustainability and Innovation as indicated on the CSSS/RTI Implementation Continuum data</li> </ul>



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

<p>Math Gap: All: 16%; M: 24%; H: 12%</p> <p>Science Gap: All: 14%; M: 15%; H: 14%</p> <p>Students, including high needs and those in targeted groups, will increase their outcomes as detailed above, and will demonstrate college and career readiness.</p> <p>By end of SY 2019-2020, the school's field assessment reflects Sustainability and Innovation as indicated on the CSSS/RTI Implementation Continuum.</p>				
<p>ELA Proficiency: All: 62% M: 57%; H: 70%</p> <p>Math Proficiency: All: 48% M: 53%; H: 36%</p> <p>Science Proficiency: All: 42% M: 39%; H: 43%</p> <p>ELA Gap: All: 29%; M: 29%; H: 24%</p> <p>Math Gap: All: 20%; M: 26%; H: 15%</p> <p>Science Gap: All: 17%; M: 18%; H: 17%</p> <p>Chronic Absenteeism: 14%</p> <p>School Climate: 68%</p> <p>Inclusion Rate: 23%</p> <p>9th grade on Track: 94%</p>	<p><b>G2.EA2.Y1 (O1) (RC3)</b></p> <p><b>Year 1: Provide training and collaboration opportunities for intermediate teachers, counselors, and administrators in the area of the Middle School Concept.</b></p> <ul style="list-style-type: none"> <li>Develop a Middle School Concept Plan</li> </ul>	<p><b>2017-2018</b></p>	<p>P. Macadangdan, K. Brizuela</p>	<ul style="list-style-type: none"> <li>Quarterly Middle School Team meeting agendas, minutes, and evaluations</li> <li>The Middle School Concept Plan</li> <li>See Desired Outcome Data from G1.EA.Y1</li> </ul>



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

There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.				
<p>ELA Proficiency: All: 69% M: 65%; H: 76%</p> <p>Math Proficiency: All: 59% M: 62%; H: 49%</p> <p>Science Proficiency: All: 53% M: 51%; H: 54%</p> <p>ELA Gap: All: 27%; M: 27%; H: 22%</p> <p>Math Gap: All: 18%; M: 25%; H: 14%</p> <p>Science Gap: All: 16%; M: 17%; H: 16%</p> <p>Chronic Absenteeism: 13%</p> <p>School Climate: 69%</p> <p>Inclusion Rate: 26%</p> <p>9th grade on Track: 94%</p> <p>There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students and career readiness.</p>	<p><b>G2.EA2.Y2 (O1) (RC3)</b></p> <p><b>Year 2: Continue to provide collaboration opportunities for intermediate staff and training for all high school staff in the area of the Middle School Concept.</b></p> <ul style="list-style-type: none"> <li>Implement Middle School Concept Plan</li> </ul>	<b>2018-2019</b>	See Year 1	<p>See Year 1</p> <ul style="list-style-type: none"> <li>Increased student satisfaction on SQS Safety Dimension</li> <li>Decrease in discipline referrals for intermediate students.</li> </ul>
<p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: All: 25%; M: 25%; H: 20%</p> <p>Math Gap: All: 16%; M: 24%; H:</p>	<p><b>G2.EA2.Y3 (O1) (RC3)</b></p> <p><b>Year 3: Utilize the Plan-Do-Check-Act and Academic Review Team (ART) process to help monitor accountability and effectiveness of the KHIS Middle School Plan.</b></p>	<b>2019-2020</b>	See Year 1	See Year 1 and Year 2



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

12% Science Gap: All: 14%; M: 15%; H: 14% Chronic Absenteeism: 11% School Climate: 70% Inclusion Rate: 30% 9th grade on Track: 95%  There are clearly defined quality transition supports for incoming 6th, 7th, and 9th grade students.				
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

**Goal 3: Successful Systems of Support.** The system and culture of Kahuku High & Intermediate School works to effectively organize financial, human, and community resources in support of student success.

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
<p>Chronic Absenteeism M: 14%; H: 27%  School Climate M: 68%; H: 68%  Inclusion Rate 23%  ELA Proficiency: All: 62% M: 57%; H: 70%  Math Proficiency: All: 48% M: 53%; H: 36%  Science Proficiency: All: 42% M: 39%; H: 43%  ELA Gap: All: 29%; M: 29%; H: 24%  Math Gap: All: 20%; M: 26%; H: 15%  Science Gap: All: 17%; M: 18%; H: 17%  9th grade on Track: 94%  CTE Concentrators: 53%  Graduation Rate: 84%  College-Going Rate: 50%</p> <p>Schoolwide improvement in areas of communication, professionalism, consistency, academic values, and stakeholder equity.</p>	<p><b>G3.EA1.Y1 (O1, 2, 3) (RC1, WR1, WR2)</b>  <b>Year 1: Establish and implement clearly defined internal and external schoolwide communication systems/protocols to improve transparency, family engagement, school culture, consistency in practices, and student voice/success via the following:</b></p> <ul style="list-style-type: none"> <li>• KHIS School/School Meetings and Communications Protocols</li> <li>• School/Home and Home/School Communication Matrices and Platforms (i.e., school website, school bulletin, Facebook, mass messaging, etc.).</li> <li>• School/School Communication and Platforms (KFAQs, Google Drive, Ops Follow-Up, Home Group Digest, etc.)</li> </ul>	<p><b>2017-2018</b></p>	<p>D. Lindsey, M. Jackson</p> <p>I. Bishop</p>	<ul style="list-style-type: none"> <li>• Quarterly Tech Request data</li> <li>• Monthly Steering/Home Group Digests minutes and responses</li> <li>• Bi-weekly Ops Follow Up Responses</li> <li>• Quarterly After Action Forms</li> <li>• Quarterly family engagement data (sign-in sheets, announcements, agendas, evaluations, newsletters, daily bulletins, school website viewing numbers, surveys, Infinite Campus)</li> <li>• Annual SQS/Perceptual data</li> <li>• Quarterly SBG survey data</li> <li>• Sixth Grade to Seventh Grade Transition Survey data</li> <li>• Roll-in attendance data</li> </ul>
<p>Chronic Absenteeism M: 13%; H: 26%  School Climate M: 69%; H: 69%  Inclusion Rate 26%  ELA Proficiency: All: 69% M: 65%; H: 76%  Math Proficiency: All: 59% M: 62%; H:</p>	<p><b>G3.EA1.Y2 (O1, 2, 3) (RC1, WR1, WR2)</b>  <b>Year 2: Utilize the Plan-Do-Check-Act and WASC mid-year visitation process to monitor the identified internal and</b></p>	<p><b>2018-2019</b></p>	<p>See Year 1</p>	<p>See Year 1</p> <ul style="list-style-type: none"> <li>• WASC mid-year report</li> </ul>



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

<p>49%</p> <p>Science Proficiency: All: 53% M: 51%; H: 54%</p> <p>ELA Gap: All: 27%; M: 27%; H: 22%</p> <p>Math Gap: All: 18%; M: 25%; H: 14%</p> <p>Science Gap: All: 16%; M: 17%; H: 16%</p> <p>9th grade on Track: 94%</p> <p>CTE Concentrators: 54%</p> <p>Graduation Rate: 85%</p> <p>College-Going Rate: 51%</p> <p>Schoolwide improvement in areas of communication, professionalism, consistency, academic values, and stakeholder equity.</p>	<p><b>external schoolwide communication systems/protocols in Year 1.</b></p>			
<p>Chronic Absenteeism M: 11%; H: 24%</p> <p>School Climate M: 70%; H: 70%</p> <p>Inclusion Rate 30%</p> <p>ELA Proficiency: All: 77% M: 75%; H: 82%</p> <p>Math Proficiency: All: 69% M: 72%; H: 62%</p> <p>Science Proficiency: All: 64% M: 63%; H: 65%</p> <p>ELA Gap: 25%; M: 25%; H: 20%</p> <p>Math Gap: 16%; M: 24%; H: 12%</p> <p>Science Gap: 14%; M: 15%; H: 14%</p> <p>9th grade on Track: 95%</p> <p>CTE Concentrators: 55%</p> <p>Graduation Rate: 86%</p> <p>College-Going Rate: 52%</p> <p>Schoolwide improvement in areas of communication, professionalism, consistency, academic values, and stakeholder equity.</p>	<p><b>G3.EA1.Y3 (O1, 2, 3) (RC1, WR1, WR2)</b></p> <p><b>Year 3: Contract an external evaluator to assess and provide commendations/ recommendations regarding the internal and external schoolwide systems/ protocols identified and monitored Year 1 and Year 2.</b></p>	<p><b>2019-2020</b></p>	<p>See Year 1</p>	<p>See Year 1 and Year 2</p> <ul style="list-style-type: none"> <li>• External evaluator report</li> </ul>