
Iao Intermediate School

Three-Year Academic Plan 2017-2020

Academic Plan & Supporting Documents

2019-2020 School Year

Principal: Matt Dillon

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Plan Submitted by


Principal

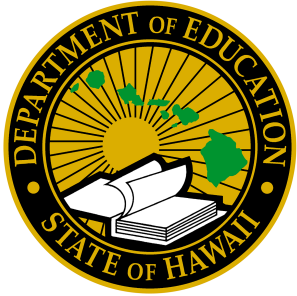


Plan Approved by


Complex Area Superintendent

5-8-19

Date



Year Three Iao School Academic Plan 2017-2020

04/24/19

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Where are we now?	
<p>Prioritize schools' needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● WASC 2019 Self Study Report 	<p>Student Learning Need #1 - Develop student skills of Self-Management. (Self-Management skills fall under the areas of social/emotional wellness, responsible decision-making, setting personal goals, and maintaining one's academic expectations.)</p> <ul style="list-style-type: none"> ● Safe, friendly and welcoming learning environment for all students ● Multi-tiered system of behavior support ● Experiences and opportunities connected to careers and the real world ● Incorporation of student voice in school wide decision making processes ● Effective communication between and among all stakeholders <p>Student Learning Need #2-Strengthen student skills in the area of Reading Comprehension.</p> <ul style="list-style-type: none"> ● Students demonstrate grade level fluency, understanding of vocabulary, use strategies to comprehend text, and persevere in reading complex text. <p>Student Learning Need #3 - Develop student skills Math Concepts and Operations.</p> <ul style="list-style-type: none"> ● Students demonstrate understanding, fluency, and application of the following concepts: Base ten systems, multiplication and division, order of operations, fractions, and word problems. <p>Student Learning Need #4 - Develop student skills in Writing.</p> <ul style="list-style-type: none"> ● Students demonstrate critical thinking in a written format with coherence and conventions. <p>Student Learning Need #5-Strengthen Academic Supports to Address needs of Identified Students</p> <p>School Staff Need #6 - Strengthen classroom instruction.</p> <ul style="list-style-type: none"> ● Vertical and horizontal alignment of curriculum, instruction, and assessments to support student attainment of standards ● Effective tier one instruction that engages students, addresses differentiated needs, and embeds disciplinary literacy practices. ● Participation in and application of professional learning. <p>School System Need # 7- Improve school processes around student discipline, budgeting and accountability</p>

	<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 subgroup(s) and their needs.</p> <p>English Language Learners-Limited English Language Development as evidenced by annual ACCESS Assessment Scores, low grades in core classes, tendency toward lower scores and growth on state assessments, higher incidences of behavioral infractions for Pacific Island boys. Activities/supports designed to create a consistent ELL program. PTT for push in support, PD for language acquisition strategies (GLAD) and differentiation. Clarification of grading procedures. Activities to engage parents and connect students to school</p> <p>Pacific Islanders-Tendency towards lower State assessment scores in reading and math, higher numbers of behavior incidents, low socioeconomic status. Activities designed toward acculturation to connect students and parents to the school and community (sense of belonging), academic supports for homework completion and skill building (RTI).</p> <p>Students receiving IDEA services-Student Growth scores lower than state averages Clarify school inclusion models, PD for differentiation, identify means to address skill sets (IEP driven) as well as grade level content (State Assessment driven).</p> <p>Retention Students: Targeted interventions for risk of academic failure, credit recovery process, chronic absenteeism</p>
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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. Social Emotional Learning-Restorative Practices, Advisory, Building Relationships- SEL Coordinator	1. SEL Coordinator, CC, Student Activities Coordinator, Counselors, Advisory Teachers,
2. Aligning Curriculum-Common Pacing, Standards Alignment, Literacy (Math, Reading, Writing) Initiatives -Curriculum Coordinator	2. Curriculum Coordinator, Department Heads, All teachers
3. Strengthening Core Instruction-Reflective Practices, Use of Strategies -Instructional Coach	3. Instructional Coach-CC, Administration, All teachers

4. Academic Interventions/RTI/Workshops-Data Coach	4. Data Coach, workshop teachers, study skills teachers, ID Teams, classroom teachers
5. Behavioral Interventions/PBIS-Vice Principal/Counseling Dpt. Head	5. Vice Principal/Counseling Dpt. Head, BIC/ISS teacher, High Risk Counselor, ID Teams, Classroom teachers
6. Services for Identified Students EL/IDEA-SCC	6. SSC-SPED Department Head, SPED Teachers, ELL Coordinator, ELL PTT, Classroom Teachers
7. School Processes/Communication - Principal	7. Administration, Leadership Team, WASC Coordinator, ART leads, all staff, Safety committee, Admin support team

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:
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<p>1.Students will have developed Self-Management skills and improved academic skills in the areas of reading, math and writing.</p> <ul style="list-style-type: none"> • Safe, friendly and welcoming learning environment for all students • Multi-tiered system of behavior and academic support • Experiences and opportunities connected to careers and the real world • Incorporation of student voice in school wide decision making processes • Effective communication between and among all stakeholders • Students demonstrate grade level fluency, understanding of vocabulary, use strategies to comprehend text, and persevere in reading complex text. • Students demonstrate understanding, fluency, and application of the following concepts: Base ten systems, multiplication and division, order of operations, fractions, and word problems. • Students demonstrate critical thinking in a written format with coherence and conventions. <p>2.Strengthen Academic supports to address needs of identified students</p>	<p>Current assessment scores are below state averages, and have been trending downward for ELA and Math for the past three years.</p> <p>2019 WASC Self Study pgs. 7-8, 41, 45-46, 48, 53, 67, 70, 133, 135-139, 143, 155</p>
Targets	
<p>Core Instruction (want to see an annual increase of at least 10%) 2015/2016 SBA proficiency scores ELA-36% , Math-26% , Science- 31% 2016/2017 SBA proficiency scores: ELA-37%, Math-28%, Science-24% 2017/18 SBA proficiency scores: ELA-42%, Math-26%, Science-29%</p> <p>Identified Services (want to see an increase of at least 10%) 2015/2016 Inclusion Rate 36% 2016/2017 Inclusion Rate 33% 2017/2018 Inclusion Rate 23%</p>	<p>RTI (want to see an annual decrease of gap by at least 10%, an annual increase of MGP by 10% and a decrease of absenteeism by 5%) 2015/2016 ELA Gap 56 % , Math Gap Rate-64%, Science Gap-19% 2016/2017 ELA Gap-26 points, Math Gap-21 points 2017/2018 ELA Gap-34 points, Math Gap-28 points 2015/2016 MGP ELA-34, MGP Math-33 2016/2017 MGP ELA-41 MGP Math-40 2017/2018 MGP-ELA-45 MGP Math-38 2015/2016 Chronic Absenteeism -17% 2016/2017 Chronic Absenteeism-14% 2017/2018 Chronic Absenteeism-18%</p>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p>1. Integrate a multi-tiered system of behavior supports.</p> <p>2019 WASC Self Study pgs. 7-8, 45-46, 48, 53, 67, 70, 133, 137-139, 143</p>	<p>A. Teachers identify and consistently maintain common classroom rituals and routines (e.g. use of student planners, agendas/targets posted, Do nows, academic conversations, collaborative work, call to order, end of class procedures, etc.)</p> <p>B. Identify and implement school-wide proactive behavior management classroom strategies. (Examples: Greet at the Door, Smile, Offer Student Choice, Circles, Teacher Circulation, and Clear Expectations & Follow-through.)</p> <p>C. Teachers with support from the SEL Coordinator/counselors will provide social emotional learning instruction during the Advisory block to help students manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p> <p>D. Integrate restorative practices (nonviolent communication, circle training) in grade 6 Study Skills, Advisory, and Health classes to support transition of grade six students and build respectful communication practices.</p> <p>E. Implement ongoing system of rewards, recognitions, and celebrations with clear criteria and promotion.</p> <p>F. Explore alternate bell schedule to better meet student needs.</p>	A.-G Ongoing	<p>A. Administration Instructional Coach,</p> <p>B. VP with support from CC</p> <p>C. SEL Cord with support from CC</p> <p>D. SEL Cord with support from CC, teachers</p> <p>E. VP with support of PBIS committee,</p> <p>F. Principal</p>	<p>WSF-Posters</p> <p>Title I SEL Curriculum (e.g. Second Step for Middle schools \$3000, Project Wisdom \$300)</p> <p>Supplies for student activities \$5,000</p> <p>WSF-Tiger tags, misc. awards, certificates i-Learn curriculum</p>	<p>A-B. Document instructional sessions, team agreements. Strategies evident in 80% of classes observed. 10% or higher decrease in referrals/suspension noted per quarter.</p> <p>A-D. Aggregate student attendance maintains an average of 95% or higher. Increase Tripod survey scores for classroom management, increase in positive responses on SQS for safety and satisfaction for teachers and students. Documentation of advisory activities.</p> <p>E. Increase percentages of students qualifying for motivational rewards. Decreasing referral reports to administration and counselors</p> <p>F. Identify and integrate a schedule that meets student needs</p>

<p>2. Provide experiences and opportunities to connect students to real world application of knowledge</p> <p>2019 WASC Self Study pgs. 47, 95, 105, 108, 09, 110</p>	<p>A. Integrate project-based service learning into courses.</p> <p>B. Hold annual showcase activity to highlight student performances and work.</p> <p>C. Student participation in activities/field trips to support career and college pathways and connection to community.</p>	<p>A/C: Ongoing</p> <p>B. December</p>	<p>A-C: CC with support from teachers</p>	<p>Title I</p> <p>Cameras, instruments and sound equipment, \$5,000</p> <p>art/craft supplies, implements for Hawaiiana Class \$5,000,</p> <p>instructional materials/supplies \$5,000</p> <p>Transportation for field trips \$10,000</p>	<p>A-C. Pacing guide review documents projects embedded in curriculum, development of projects/performances evident in classroom observations and school activities.</p>
<p>3. Incorporation of student voice in school wide decision making processes</p> <p>WASC 2019 Self Study pg. 15, 151, 154</p>	<p>A. Conduct student focus group meetings to gather data for consideration in development of the school comprehensive needs assessment.</p> <p>B. Use student feedback, such as the Tripod Survey, to reflect and adjust teaching and school practices.</p>	<p>Ongoing</p>	<p>A. SAC with support from student government,</p> <p>B. Administration with support from leadership</p>	<p>WSF-Refreshments</p>	<p>A. Minutes from focus groups</p> <p>B. Minutes from leadership meetings, Increasing student satisfaction scores (SQS) over three year.</p>
<p>4. Effective communication between and among all stakeholders</p> <p>WASC Self Study pg. 8, 46, 13</p>	<p>A. Teachers and students will participate in nonviolent communication and conflict resolution training to support respectful communication. (contracted services-NVCNG).</p> <p>B. Continue to integrate Peer Mediation and circle processes as a communication tool.</p> <p>C. Provide and review expectations around effective communication with school staff.</p>	<p>A-C. Ongoing</p>	<p>A-B. SEL Coordinator with support from CC, counselors, Administration, grade 6 study skills teachers, health teachers</p> <p>C. Principal</p>	<p>Title I</p> <p>Contracted services for PD/student instruction NVCNG \$20,000</p> <p>Subs for peer mediation training (4 teachers X3 days) 12 x 178.42 = 2141.04 + 191 fringe = \$2332.04</p>	<p>A. Document training, Decreasing numbers of referrals/suspensions (10%), increase in positive responses on SQS for safety and satisfaction for teachers and students.</p> <p>B. 10% increase in mediation events.</p> <p>C. Increase in positive responses from teachers, students, and parents on SQS.</p>

5. Strengthen student skills in the areas of reading comprehension 2019 WASC Self Study pgs. 32, 33-38, 48, 121-123	<p>A.ELA Department members will integrate place based, culturally relevant reading materials into the existing curriculum to increase student participation in lessons/activities designed to strengthen reading and writing skills.</p> <p>B. Science and Social Studies Teachers will integrate instruction for literacy skills and practices (e.g. inquiry, argument writing, academic discourse) in lessons aligned to NGSS and HCSSS.</p> <p>C. Grade level Social Studies teachers will utilize close reading strategies/direct instruction with one Achieve3000 article per week to support differentiated disciplinary literacy.</p> <p>D. Close Reading strategy to be incorporated across the core content areas.</p> <p>E. All teachers will utilize strategies to teach academic and content specific vocabulary</p> <p>F. Utilize reading workshop classes to ensure grade level fluency, vocabulary, comprehension strategies, and perseverance in reading complex text is addressed.</p>	A-F. Ongoing	<p>A-E: CC with support from Department Chairs, State and District Resource Personnel, Instructional Coach</p> <p>F: Data Coach with support from Instructional Coach, workshop teachers</p>	<p>X WSF Springboard, i-Ready curriculum Title I funds •Place based literature \$5000</p> <p>•Achieve3000 \$30,000 •Online Reading supports \$16,200 •Supplemental reading materials \$2,000</p>	<p>A-F. i-Ready scores (screener and standards mastery) indicate adequate progress to SY one grade-level growth (Tier 1) and greater than one grade-level (Tier 2), 10% increase in SBA Reading and Science HSA scores</p> <p>B-E. Literacy skills instruction, Achieve3000 direct instruction, close reading evident in pacing guides.</p>
6. Develop student skills in the area of Math Concepts and Operations. Self Study pgs. 32, 33-38, 48, 121-123	<p>A. Math department will routinely implement math tasks in collaborative groupings as part of instruction to support student academic discourse and critical thinking.</p> <p>B. Utilize math workshop classes to ensure understanding of base ten systems, multiplication and division, order of operations, fractions, and word problems.</p>	A-B: Ongoing	<p>A. CC with support from Math Department head, math teachers</p> <p>B. Data Coach with support from math workshop teachers</p>	<p>Title I Math Instructional materials/Teacher Toolbox \$4,690</p>	<p>A-B. i-Ready scores (screener and standards mastery) indicate adequate progress to SY one grade-level growth (Tier 1) and greater than one grade-level (Tier 2), 10% increase in SBA Math scores</p>
7. Develop student skills in Writing. WASC Self Study pgs. 32, 48, 121	<p>A. Integrate CER (claim, evidence, reasoning) writing structure across all content areas and analyze student work samples each quarter as part of a school wide data team process.</p>	A. Ongoing	A. CC with support of Instructional Coach, Teachers	WSF Posters	A. Meet proficiency on 4 of 8 writing targets on ELA SBA across all grade levels.

<p>8. Strengthen Academic Supports to Address needs of All Students</p> <p>2019 WASC Self Study pg. 118, 121-123, 140, 144, 154</p>	<p>A. Triangulated assessment data (i-Ready universal screener administered 3x per year, SBA, HSA Science, report card grades) analyzed to identify tiered groupings for reading and math and provided to ID teams, Math, ELA and workshop teachers for determination/ implementation of differentiated supports.</p> <p>B. Counselors and SSC will utilize Peer Review Process and ID Team PLCs to analyze academic and behavioral data and develop, implement and monitor Tier 2 and 3 behavior/academic interventions (e.g. behavior modification instruction, social skill development, academic assistance, and attendance support).</p> <p>C. Utilize online program (Acellus) to support credit recovery/alternative placement for students.</p> <p>D. Offer accelerated core courses in math in all grade levels.</p> <p>E. Purchase additional technology (computers, tablets, chromebooks, charging stations, etc.) and online programs to ensure student access to online remediation, retention, enrichment programs</p>	Ongoing	<p>A.Data Coach</p> <p>B. SSC with support from grade level counselors, ID team teachers</p> <p>C. Lead-Registrar with support of Acellus teacher</p> <p>D. Lead-Registrar with support of course teachers</p> <p>E. Administrator with support from Technology Coordinator</p>	<p>X Title I Curriculum Associates online -i-Ready screener/ & instructional program \$24,450,</p> <p>Title 1-Acellus program \$12,000</p> <p>Chromebooks, Charging carts \$70,000</p> <p>Software management license for chromebooks \$6500</p>	<p>A-E. Aggregate student growth in reading/math minimum one grade level growth (Tier 1) and greater than one grade level growth (Tier 2, Increasing numbers of students in proficient range (SBA, iReady, Lexile level set in Achieve3000), decreasing number of failures for core classes</p> <p>B. 10% annual decrease in referrals, decrease in number of failures, Increasing proficiency scores noted for identified students on SBA, i-Ready, ACCESS assessments.</p> <p>C. Increasing numbers of students completing credit recovery courses during the school year.</p> <p>D. Attainment of level four SBA reading and Math scores for 100% of honors students.</p> <p>E. Increased usage of online programs</p>
<p>9. Strengthen Academic Supports to Address needs of IDEA and EL identified students</p> <p>2019 WASC Self Study pgs. 24, 38, 47, 102, 103, 122, 142-143, 148</p>	<p>A. Utilize state support (Hui Pu) to implement strong tier one supports and effective school inclusion models in classrooms.</p> <p>B. SPED teachers to utilize Goalbook online program to strengthen differentiated Tier 1 instruction</p> <p>C. Teachers of ELs will review ELP proficiency levels of students (per ACCESS) and provide differentiated support aligned to language acquisition goals.</p> <p>D. EL Coordinator/CC will review existing curricular materials and update as needed to</p>	A-D: Ongoing	<p>A-B. SCC with support from CC, Sped Dpt. Head, Sped teachers, Administration</p> <p>C-D. SCC with support of EL Coord., CC and Instructional Coach.</p>	<p>WSF 1 PTT ELL 3 EA-inclusion support</p> <p>Complex funded Goalbook \$7,140</p>	<p>A-B. UDL strategies observed in 75% or more of classrooms observed. Differentiation evident for targeted students in 50% of classrooms observed. Increase SBA reading/math proficiency for IDEA students by 3%</p> <p>C-D. Decreasing number of EL students failing Core courses. Increase SBA Reading/Math by 3% for ELL students.. 50% or more EL Students average .5 growth on</p>

	support language acquisition.				ACCESS
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Goal 2: Staff Success. Iao 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:
3.Engaging instruction tiered to meet the diverse learning needs of all students will be evident in all classrooms <ul style="list-style-type: none"> Vertical and horizontal alignment of curriculum, instruction, and assessments to support student attainment of standards Effective tier one instruction that engages students, addresses differentiated needs, and embeds disciplinary literacy practices. Participation in and application of professional learning. 	Current assessment scores are below state averages. High staff turnover indicates need for strong mentoring and teacher support.

Planning				Funding	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)	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>1. Vertical and horizontal alignment of curriculum, instruction, and assessments to support student attainment of standards</p> <p>2019 WASC Self Study pg. 47, 79, 80, 85, 87-91, 105</p>	<p>A.Core Department members will meet quarterly with the Curriculum Coordinator to vertically and horizontally align curriculum, instructional strategies, and assessments to support student attainment of standards.</p> <ul style="list-style-type: none"> •Science/Social Studies will align pacing to NGSS/HCSSS, review curriculum and choose standards aligned materials to support rigorous and relevant instruction. •ELA/MATH review and consider use of SBAC interim assessments. <p>B. Faculty will collaborate to define and implement best practices around standards based grading including development of a common grading scale and clarification of success criteria across grade level content areas.</p> <p>C. Core Department members will vertically align progression criteria for anchor literacy skills and practices.</p> <p>D.Health/Study Skills Teachers will meet each semester to update and align pacing guides.</p>	<p>A-D. Ongoing</p>	<p>A-D. CC with support from Department heads, Teachers</p>	<p>X Title I</p> <ul style="list-style-type: none"> •Substitute teachers \$28,759 (148 sub days for curriculum alignment,, observation, articulation, PD, etc.) 148 26406.16 +2353 fringe <p>WSF</p> <ul style="list-style-type: none"> •NGSS aligned instructional materials \$30,000 HCSSS aligned supplemental instructional materials \$20,000 	<p>A-D:Aggregate student growth in reading/math minimum one grade level growth (Tier 1) and greater than one grade level growth (Tier 2, 3). Increasing numbers of students in proficient range (SBA, iReady, Lexile level set in Achieve3000, HSA Science),, Common pacing guides posted in Team Drives, common assessments analyzed in department data teams.</p>
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<p>2. Provide professional development and follow up to strengthen tier one instruction that engages students, addresses differentiated needs, and embeds disciplinary literacy practices.</p> <p>2019 WASC Self Study pgs. 40, 47, 68, 69, 90-92, 103, 113</p>	<p>A. Provide school wide PD on instructional habits aligned to how the brain learns and utilize learning walks (STAR protocols -BERC Group), professional development, modeling, coaching, executive planning, and additional follow up to instill a culture of high performance through self reflection on practice of the four habits.</p> <p>B. Math teachers will participate in complex led PD on Five practices for productive math instruction (Purchase recommended professional reading materials).</p> <p>C. Pilot in school Project Based Learning Cohort and provide PD and instructional support to integrate real world application of knowledge.</p> <p>D. Utilize state support (Stetson) to provide PD on strategies that strengthen tier one instruction and builds inclusion practices that ensure students with disabilities are provided supports to successfully access grade level curriculum in the least restrictive environment.</p> <p>E. Special Education Teachers to meet quarterly for training on Goalbook, effective accommodations, strengthening co-teaching practices, IDEA processes, etc.</p> <p>F. Utilize school level instructional coach to support and follow up on integration of PD into instructional practice.</p>	<p>A-F: Ongoing all years</p>	<p>A. Lead-Instructional Coach with support from CC, Admin,</p> <p>B. Lead CC/ Math Dpt. Head</p> <p>C. CC with support from Admin, teachers</p> <p>D. Lead-CC with support from SSC, SPED Dpt. Head</p> <p>E. Lead-SSC with support from CC, Sped Dpt. Head</p> <p>F. Instructional Coach</p>	<p>Title I BERC Group-\$40,000 for STAR protocol PD 49 Sub days for learning Walks, executive planning and instruction, state pd-49 X \$178.42= 8742.58 + \$779 fringe = \$9522</p> <p>8 Sub days for PBL training and planning 8X 178.42 =1427.36 + 127 fringe = \$1554</p> <p>Title I 40 Sub days for SPED teachers-40 x 178.42 = 7136.80 + 636 fringe = \$7772.80</p>	<p>A-F: Aggregate student growth in i-ready reading/math scores minimum one grade level growth (Tier 1) and greater than one grade level growth (Tier 2, 3). Increasing numbers of students in proficient range for SBA Math and Reading and HSA Science.</p> <p>A. 100% of core content teachers will participate in learning walks. instructional goals.</p> <p>B. Academic discourse evident in math classrooms in 50% of walkthroughs. Observation of math tasks evident in 100% of math classrooms.</p> <p>C. Report/share out on PBL project presented in staff meeting one time per quarter. Increasing student satisfaction scores on Tripod survey, SQS.</p> <p>D-E. Use of differentiated strategies to meet accommodations for targeted students evident in classroom walkthroughs.</p> <p>F. PD practices evident in 75% of classroom walkthroughs</p>
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3.Ensure teachers have necessary equipment, supplies and instructional resources to provide strong tier one instruction. WASC 2019 Self Study pg.40	A. Purchase additional technology/online programs to support engaging instruction- Apple TV, HDMI cables, Projectors, Brainpop, as well as customer support services for set-up and training.) B. Replace teacher laptops (20 per year)	A-B: Ongoing	A-B. Technology Coord.	WSF: •\$25,000 per year for teacher laptops • Title 1: •BrainPop \$1,867	A-B. Aggregate student growth in reading/math minimum one grade level growth (Tier 1) and greater than one grade level growth (Tier 2, 3). Increasing numbers of students in proficient range for SBA and HSA Science. Increasing positive teacher satisfaction scores on SQS.

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

Outcome: By the end of three years,	Rationale:
4. Improve school processes around student discipline, budgeting and accountability	Ensure common understanding and follow through of school processes and procedures is in place to guide actions of all stakeholders to fulfil the school vision. Ensure resources are allocated effectively

Planning	Funding	Interim Measures of Progress
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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)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
1.Continue to systematize school policies/procedures with clear expectations, follow through and analysis of data for impact on student learning. 2019 WASC Self Study pgs. 61, 69, 71	<p>A.Communicate and follow a clear budgeting process that optimizes resources and personnel.</p> <p>B.Strengthen internal communication through (1) ongoing review of faculty handbook, school master calendar, quarterly school wide goals and objectives; (2) clarification of expectations; and (3) provision of follow up support as needed to ensure expectations are met.</p> <p>C. Utilize the ART team to monitor school improvement process, completion of enabling activities, and impact on student learning.</p>	Ongoing	A-C. Lead-Principal with support from Vice Principals, all leadership groups,	X Title I substitutes for leadership training 9 teachers for 4 days $36 \times 178.42 = \$6423.12 + \$572 \text{ fringe} = \mathbf{\$6995}$	<p>A-B.Mtg. minutes, decision making, Dpt plans and budgets. linked to school vision/mission and CNA, Increasing satisfaction scores in all areas of SQS/Tripod survey, decreasing turnover of staff</p> <p>C. ART memos, meeting of minutes</p>
2.Discipline processes are clarified, communicated, and consistently followed. 2019 WASC Self Study pgs. 8, 13-14, 61, 66-69	<p>A. Review classroom management and discipline policies and procedures with staff and students at the start of each quarter.</p> <p>B. Administration will consider behavioral data and faculty input to adjust behavior guidelines, referral processes, follow-up procedures, and general consequences as needed and ensure revisions are communicated to all stakeholders.</p> <p>C. Administration will set clear expectations for all staff members regarding classroom management, use of common proactive</p>	A-C: Ongoing	A-C. Lead: Principal with support from VPs.		<p>A-C. Decrease staff turnover, SQS -Increasing satisfactory scores for school climate over the next three years for all stakeholders</p> <p>Increase Tripod survey scores for classroom management</p> <p>Decrease in number of referrals, incidents and suspensions.</p>

	management strategies and follow up to ensure practices are consistent.				
3. Strengthen systems of communication with families 2019 WASC Self Study pg. 66, 67, 127, 128, 130, 132, 138, 139,	A. Improve systems of communication between school and home through school wide use of student planners, routine update of grades in Infinite Campus, and expanding use of Google Classroom. B. Hold parent education activities to inform/educate parents on how they can support their child's learning	A-B: Ongoing	A. Principal with support from leadership B. Vice Principal	X Title I Student Planners \$11,900 Refreshments for parent involvement activities \$1300 (18935) Supplies for parent activities \$750 (18935),	A. Increasing satisfactory scores on SQS in all areas. Use of planners evident in all 80% of classrooms (walkthroughs, teacher survey). B. Parent night flyers, sign in sheets, evaluations
4. Maintain/upgrade school facilities WASC 2019 Self Study pg.73 Safety committee meeting minutes	A. Purchase furniture to address increasing student population, flexible seating. B. Upgrade copying machines C. Air Conditioning for high temperature classrooms D. Upgrade school security cameras and system E. Refurbish old kitchen	A-B. July 2019 C-E. Based on availability of state funding	A-E. Principal with support from SASA, Head Custodian, ASA	□ WSF \$200,000 to upgrade security cameras (cost spread over three years) Furniture Copy machines	A-E: Items purchased, work completed. increasing satisfaction scores in SQS

MEASURING PROGRAMS, PROCESSES, INTERVENTIONS FOR TSI-CU SCHOOLS – IAO SCHOOL

PROGRAM / PROCESS / INTERVENTION: EL – LANGUAGE ACQUISITION PROGRAM – DIRECT INSTRUCTION

PURPOSE		PARTICIPANTS		IMPLEMENTATION				RESULTS
<i>What is the purpose of the program, process, or intervention?</i>	<i>How will you know the purpose is being met? (What are the outcomes?)</i>	<i>Who is the program/ process/ intervention intended to serve?</i>	<i>Who is being served? Who is not being served?</i>	<i>What will it look like when the program/ process/ intervention is fully implemented?</i>	<i>How is the implementation being measured in relation to student achievement? (What is your progress monitoring system? To be done monthly) (i.e. STAR, iReady, DIBELS, etc.)</i>	<i>To what degree is the program/ process/ intervention being implemented currently?</i>	<i>What revisions need to be made to what is being used currently?</i>	<i>What are the results? What is your baseline data? What is your SMART goal?</i>
To develop the EL students' literacy skills in reading, writing, listening, and speaking. Stetson strategies are also impacting the EL students	Gain in ACCESS scores; SBA proficiency scores; iReady growth scores; Imagine Learning Math scores	Students identified as English Learners category NEP	EL students scoring 1-3 on the WIDA assessment receive direct services, students scoring 4-5 are getting minimal push-in support	Direct Reading instruction aligned to identified needs presented to all students who need it, All staff members differentiating student work. Students engaged in academic conversations and vocabulary	ACCESS annually, SBA annually, and iReady growth three times a year, report cards quarterly, mid quarter progress reports for EL students	Direct instruction is consistent in the pull-out setting but is not always differentiated to each student's individual needs. Push-in support is inconsistent.	<ul style="list-style-type: none"> •Provide additional supports for students 4/5; •Continue using Stetson strategies with EL students; •Provide PD for staff around EL proficiency standards to get a better understanding of the standards. •Identify effective, 	WIDA Data 2017/2019 Grade 6 (16) 3 + gains 12 – gains 1 did not test Grade 7 (16) 9 + gains 7 – gains Grade 8 (12) 10 + gains 1 – gain 1 did not test. 22/44 50% made gains 2018/2019 Grade 6 (16) 3 + gains 12 – gains 2 did not test

				building for EL students			engaging online program to differentiate reading instruction, •Review grade 6 transition	Grade 7 (27) 17 + gains 5– gains 2-same 3 did not test Grade 8 (15) 10 + gains 3 – gain 2 did not test. 30/58 51% made gains SMART GOAL- 75% of students make gains on the WIDA assessments
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Next Steps:

- Ensure all ELL students complete three rounds of the i-Ready diagnostic to gather sufficient base line data.
- Reevaluate the ELL teacher line to consider additional supports for grade 6 students.
- Consider adding additional EAs and or PTTs for push in support
- Add in an online reading program (Reading Plus) along with direct instruction in the language acquisition class to support differentiated instruction
- Strengthen tier 1 instruction through PD with Stetson
- Provide PD on use of close reading strategies to all teachers to allow opportunities in content areas to scaffold reading assignments.
- Review EL proficiency standards and student individual scores with team teachers at start of the year.
- Adjust EL plan to incorporate items in the addendum.

MEASURING PROGRAMS, PROCESSES, INTERVENTIONS FOR TSI-CU SCHOOLS – IAO SCHOOL

PROGRAM / PROCESS / INTERVENTION: STETSON - INCLUSION

PURPOSE		PARTICIPANTS		IMPLEMENTATION				RESULTS
<i>What is the purpose of the program, process, or intervention?</i>	<i>How will you know the purpose is being met? (What are the outcomes?)</i>	<i>Who is the program/ process/ intervention intended to serve?</i>	<i>Who is being served? Who is not being served?</i>	<i>What will it look like when the program/ process/ intervention is fully implemented?</i>	<i>How is the implementation being measured in relation to student achievement? (What is your progress monitoring system? To be done monthly) (i.e. STAR, iReady, DIBELS, etc.)</i>	<i>To what degree is the program/ process/ intervention being implemented currently?</i>	<i>What revisions need to be made to what is being used currently?</i>	<i>What are the results? What is your baseline data? What is your SMART goal?</i>
To improve learning in inclusion classrooms. SPED students will have the opportunity and support to be successful in the least restrictive environment. SPED students will be receiving grade level instruction. Better	Increase in SBA proficiency and iReady growth scores. Also increase in the GRADE assessment. Report card grades	SPED students and a stronger Tier 1 service for all students.	SPED students, general ed. and general ed students, school officials. All staff have received training for inclusive strategies.	All students will be placed in the appropriate setting with the appropriate supports. Resources will be allocated in the most efficient manner. A full range of inclusive models will be utilized in the inclusion setting.	iReady tri-annually; GRADE annually; SBA annually; Report card grades quarterly	We have co-teaching models in place; using Forms 1 and 2 to determine resource allocation; started training on school-wide engagement/ literacy strategies	On going PD with staff on inclusive strategies; SPED teachers ongoing PD on strengthening co-teaching models; possible additional planning time for co-teachers; clustering students; apply Stetson strategies for	MGP ELA 17/18-27 16/17-37 MGP Math 17/18-32 16/17-42 CAbsent 17/18-37% 16/17-21% SBA ELA Prof. 17/18-5% 16/17-5% SBA Math Prof. 17/18-2% 16/17-1% See a 3% or more gain in the reading and math SBA

allocate resources across the range of SPED placements.							resource allocation. Examine direct instruction practices for math and reading fluency and adjust as needed	scores or identified students.
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Next Steps:

- Ensure all IDEA students complete three rounds of the i-Ready diagnostic to gather sufficient base line data.
- Reevaluate the SPED teaching lines to consider additional supports for behavioral interventions, additional supports in Science and Social Studies general education classrooms
- Consider adding additional EAs for push in support
- Strengthen tier 1 instruction through PD with Stetson
- Provide PD on use of close reading strategies to all teachers to allow opportunities in content areas to scaffold reading assignments.
- Utilize Stetson to evaluate current co-teaching/inclusion and scheduling practices to ensure resources are used effectively.

TITLE I ADDENDUM FOR THREE-YEAR ACADEMIC PLAN SY 2017-18, SY 2018-19, SY 2019-20

ASSURANCES FOR THE TITLE I SCHOOLWIDE PROGRAM TO BE COMPLETED BY THE SCHOOL

The principal assures the following and will provide evidence upon request:

Check all.

<input checked="" type="checkbox"/>	The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.
<input checked="" type="checkbox"/>	The school's Academic Plan provides opportunities and addresses the needs of all children, including each of the subgroups, particularly those at risk, to meet the challenging State academic standards.
<input checked="" type="checkbox"/>	The school's Academic Plan uses methods and instructional strategies that strengthen the academic program, increases learning time, and provides an enriched and accelerated curriculum to provide a well-rounded education.
<input checked="" type="checkbox"/>	The school's Academic Plan includes Title I funded activities, which are considered to be the Title I Schoolwide Program. The Schoolwide Program is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
<input checked="" type="checkbox"/>	The school's Academic Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.
<input checked="" type="checkbox"/>	The school's Academic Plan is available to the Department of Education, parents, and the public.
<input checked="" type="checkbox"/>	The school's Academic Plan remains in effect for school years 2017-18, 2018-19 and 2019-20, except that the plan and its implementation shall be <u>regularly</u> monitored and revised as necessary based on monitoring and evaluation.
<input checked="" type="checkbox"/>	The school's Academic Plan will be <u>annually</u> evaluated by the school using data from the STRIVE HI indicators, other student performance data and perception data to determine if the school's Academic Plan has been effective in addressing the contributing/root causes and, in turn, increasing student achievement, particularly for the lowest-achieving students.
<input checked="" type="checkbox"/>	A description of expenditure item(s) to support the school's Academic Plan strategies and enabling activities are documented in the Title I Handbook and/or housed at the school. The Title I Handbook describes how the school's Academic Plan Title I expenditures address the contributing/root cause(s) and support the Academic Plan's strategies and enabling activities.