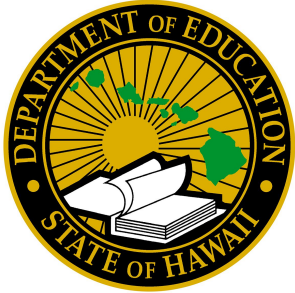


Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020



**LAHAINA
INTERMEDIATE
SCHOOL
Three-Year Academic Plan
2017-2020**

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"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● Association for Middle Level Education 16 Characteristics 	<ol style="list-style-type: none"> 1. Needs according to WASC Category B: Revised Bell Schedule to support more contact time for student academic growth and needs of the students. Highly Qualified Teachers in positions for effective teaching and learning specifically for Special Education and English Language Learner students. Collaboration time to increase grade level teams to plan interdisciplinary units and inclusion practices for modifications/interventions of RTI or high needs students. Clarification of the roles and responsibilities of ILT and Data Teams. 2. Needs according to WASC Category C: Implement differentiated instruction strategies for all learners. Continue schoolwide Close Reading and Collaborative Conversation strategies. Increase Teacher collaboration time. Integrate content-based supports and TRIBES activities. 3. Needs according to WASC Category D: Teachers create formative and summative assessments that directly address CCSS and Standards-based Grading. Refine the mechanism for school improvement to continue the cycle of planning, assessing and monitoring students progress effectively. Address the whole child through TRIBES curriculum, build a positive community and sense of belonging. Create a measure for the General Learner Outcomes as well as a comprehensive outcomes framework that speaks to academic, character, physical and social emotional well being. 4. Needs according to WASC Schoolwide Critical Areas for Follow up: Create an effective communication system that focuses on the entire LIS community. Roles, purpose and responsibilities of each role groups need to be transparent, delineated and communicated. 5. Understand the keys to educating young adolescents and what successful schools do for young adolescents by understanding and practicing the 16 Characteristics that are essential for a school educating young adolescents. <p>Addressing Equity: Sub Group Identification In order to address equity, list the targeted sub group(s) and their needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p>

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ORGANIZE: Identify your Academic Review Team Accountable Leads. Report out on 8 indicators (1, 2, 3, 6, 7, 11, 12, 14 for Middle School)	
Name and Title of ART Team Accountable Lead	Responsible for reporting
1. Anthony Griffith/Student Services Coordinator	<i>1. Academic Reflection/Review Team</i>
2. Beth Fobbe-Wills/Teacher	<i>2. Induction and Mentoring (Goal 2-Indicators 11 & 12)</i>
3. Department Heads	<i>3. Common Core State Standards (ELA, Math, Science, Social Studies Department Head's)</i>
4. U'i Kua'ana/Curriculum Coordinator	<i>4. Objective 1: Empowered</i>
5. Jay Petrakis	<i>5. Objective 2: Whole Child Indicators-Attendance, School Climate</i>
6. DH's for ELA, Math, Science, Anthony Griffith-inclusion	<i>6. Objective 3: Well Rounded -Inclusion, Academic Achievement</i>
7. Beth Fobbe-Wills	<i>7. Goal 2 Staff Success</i>
8. Robert Norton/Tech Coordinator	<i>8. Goal 3 Indicator 14 Family and Community Engagement</i>

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<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. OBJECTIVE 1: EMPOWERED - <i>All students are empowered in their learning to set and achieve their aspirations for the future.</i> 		
Percentage of teachers educated and embedding HA framework into their curriculum.	0%	90%

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale(why selected outcome?) Current School Data Baseline ??:		
Have the HA framework integrated into our school culture and climate by 2020 through the use of TRIBES and GLO activities.		Bi-annual staff perception surveys and SQS data will be used to monitor the school's strategic plan in addressing the whole child through TRIBES curriculum.		
Enabling Activities(activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress (what are the data points or sources we will use to measure progress?) List target for each year
SY 2017-2018	INTRODUCTION 100% of staff will be introduced to the HA framework as we incorporate it into the GLO's.	Mark Gilmore	Funding for presenters & classroom posters needed.	Survey
SY 2018-2019	INTEGRATION Students create a presentation using TRIBES agreements during Laulima period: How to incorporate HA into your life as a student at LIS.	Mark Gilmore	N/A	Students project and presentations will be done in Laulima during 2nd semester. Lessons will be in the folder.
SY 2019-2020	IMPLEMENTATION Embed the HA framework into curriculum	Mark Gilmore	N/A	Students project and presentations will be done in Laulima during 2nd semester (activity to be updated from

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

0				previous year to incorporate implementation). Lessons will be in the folder. Survey
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. OBJECTIVE 2: WHOLE CHILD - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities. 		
<ul style="list-style-type: none"> Indicator 1: Chronic Absenteeism - Percentage of students who are absent for 15 or more days during the school year. 	2016 BASELINE 13%	2020 TARGET 9%

Desired Outcome: By the end of 2020, LIS would like to accomplish,		Rationale(why selected outcome?) Current School Data 13%:	
LIS would like to accomplish a 9% target for students who are absent for 15 or more days during the school year.		Create an effective communication system that focuses on the entire LIS community. Address the whole child through TRIBES curriculum, build a positive community and sense of belonging.	
Enabling Activities (activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds
Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress (what are the data points or sources we will use to measure progress?) List target for each year			
SY 2017-2018	<ol style="list-style-type: none"> Survey students for what electives they would want to have. Survey would be distributed, collected, and analyzed by end of the 1st semester. Build Perfect attendance award. Details of how award works, what prizes, and how often we distribute awards will be organized by the Attendance committee. Award plan will be completed by the end of the 3rd quarter and implemented the following year. 	<ol style="list-style-type: none"> Steve Royer Kama Ka'aikaula Darryl Munetake Kekai Keahi Shane Cunanan 	Using relevant data from Infinite Campus which is our attendance and grading operating system to monitor our improvement on a semester basis. Our goal after year one is 12%

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	3. Add 4 tribes/intramural events. We will host one event per quarter. To participate in events students can not have 3 or more absences per quarter. End of the quarter the absences reset.			
SY 2018 -201 9	<ol style="list-style-type: none"> 1. Implement attendance award once per quarter. 2. Implement a free dress Friday if we see a whole school percentage drop. 	Steve Royer Kama Ka'aikaula Darryl Munetake Kekai Keahi Shane Cunanan Kanoe Steward Patrick Whalen Duane Ignacio		Using relevant data from Infinite Campus which is our attendance and grading operating system to monitor our improvement on a semester basis. Our goal after year one is 11%
SY 2019 -202 0	<ol style="list-style-type: none"> 1. Assess and Adjust (Attendance Committee) 2. Continue with Perfect Attendance Award and Tribes Events (Attendance Committee) 	Steve Royer Kama Ka'aikaula Darryl Munetake Kekai Keahi Shane Cunanan		Using relevant data from Infinite Campus which is our attendance and grading operating system to monitor our improvement on a semester basis. Our goal after year one is 9%

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<ul style="list-style-type: none"> • GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. • OBJECTIVE 2: WHOLE CHILD - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities. 		
<ul style="list-style-type: none"> • Indicator 2: School Climate - Percentage of students reporting positive school climate as measured by certain questions from the Tripod Survey. 	2016 BASELINE 62%	2020 TARGET 79%

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale (why selected outcome?) Current School Data 62%:	
The percentage of students reporting positive school climate at LIS will be at 79% as measured by the Tripod survey.		#5, Page 2 “Understand the keys to educating young adolescents and what successful schools do for young adolescents by understanding and practicing the 16 Characteristics that are essential for a school educating young adolescents.”	
Enabling Activities(activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds
<ul style="list-style-type: none"> • Use Tribes activities to ensure all school rules are understood at the beginning of the year. • School wide variety of fun activities like “Lunch on the Lawn” to build positive relationships with staff and students • Quarterly surveys for teachers to find out what percentage are using Tribes 			Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year. Quarterly “temperature checks” with teachers to see if tribes is being implemented...every teacher will implement at least four Tribes activities each quarter (Climate team will create survey). SQS Data: Positive Rating in Safety Dimension Spring 2016 62% Spring 2017 60.6%
SY 2017-2018			

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	<ul style="list-style-type: none"> • Train new teachers in Tribes. • Review and revise D offenses as a staff • Create survey for students to anonymously figure out where and when bullying is happening on campus (Climate team will create) • Renaissance Program 		awards.	
SY 2018-2019	<ul style="list-style-type: none"> • Train willing TRIBES trainers. • Use SEL programs such as TRIBES, Minds Up and Second Step to build positive student to student and student to staff relationships. (C.Strength.4)(C.Growth.4)(E.Strengths.2) • Implement Island Gents and Ladies program • Continue our effective Renaissance Program, which celebrates rigorous student achievement. (E.Strengths.4)(A.Strength.4) 		WSF \$10,000	<p>Survey Teachers to determine who might be willing to become a TRIBES Trainer</p> <p>(72% 17-18 Strive HI report) Develop a survey to determine if TRIBES is being implemented. Need to develop and do a survey about the TRIBES effect on students-teacher relationship (Category A-5)</p> <p>Students who make GPA requirements and contribute 4 hours of community service a quarter will be rewarded</p> <p>Monitor with the number of academic qualifiers every quarter.</p>

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

<p>SY 2019-2020</p>	<ul style="list-style-type: none"> ● Continue our effective Renaissance Program, which celebrates rigorous student achievement. ● Train TRIBES trainers ● Use SEL programs such as TRIBES, Minds Up and Second Step to build positive student to student and student to staff relationships. (C.Strength.4)(C.Growth.4)(E.Strengths.2) ● Continue and grow our Island Gents and Ladies program to each semester ● Continue our Grow Some Good Gardening Program 		<p>WSF \$10,000</p> <p>\$WSF \$8,000</p> <p>Title I \$12,000 Title I \$13,113</p>	<p>Students who make GPA requirements and contribute 4 hours of community service a quarter will be rewarded with quarterly activities.</p> <p>Monitor with the number of academic qualifiers every quarter.</p> <p>(79%)measurement goal for STRIVE HI school climate.</p> <p style="color: blue;">While addressing the Whole Child through the TRIBES curriculum and Building a Positive Community- A Sense of Belonging, create a measure for the General Learner Outcomes as well as, a comprehensive outcomes framework that speaks to academic, character, physical and social emotional well being. (C.D.G3)</p>
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- **GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.**
- **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.

- **Indicator 3: Inclusion Rate** - Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day.

2016 BASELINE
24%

2020 TARGET
51%

Desired Outcome: By the end of 2020, LIS would like to accomplish:

Rationale (why selected outcome?) Current School Data 24%:

Our desired outcome is to achieve the state student success indicator of a 51% inclusion rate by the end of 2019/2020 school year.

The Hawaii DOE has set a higher target rate for inclusion as research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes.

Enabling Activities(activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.
SY 2017-2018	Semester 1-Define inclusion; Research best practices for inclusion and report out Semester 2-Decide on a plan that LIS will implement as a staff			Agenda/Minutes/sign in sheets Attend State Training for Inclusion Share Plan
SY 2018-2019	Continue to train staff on Stetson Inclusion model.	Anthony Griffith	Title I	Agenda/Minutes sign in sheets Articulation Agenda/Minutes & Attendance sheets

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SY 2019 -202 0	Continue inclusion model and co teacher monthly collaborate (General Ed and SpEd)	Anthony Griffith	Title I \$36,921	Agenda/Minutes sign in sheets 12 general Ed teachers and 7 SpEd Teachers) Articulation Agenda/Minutes & Attendance sheets
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- **GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.**
- **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.*

- **Indicator 6: Academic Achievement** - *Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science.*

	2016 BASELINE	2020 TARGET
ELA	40%	61%
Math	26%	54%
Science	24%	64%

Desired Outcome: By the end of 2020, LIS would like to accomplish:	Rationale(why selected outcome?) Current School Data (see above):		
<i>Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science will match the state targets.</i>	We need our students to be proficient in English Language Arts/Literacy, Mathematics, and Science in order to be college, career and citizenship ready.		
Enabling Activities (activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each

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

				year.
SY 2017- 2018	<ul style="list-style-type: none"> ● Teachers will use literacy/mathematical practice strategies that will support reading comprehension in order to increase school-wide literacy (ILT) ● All teachers will be trained how to create Interdisciplinary Units and trial second semester ● All teachers will use common formative and summative assessments that address CCSS ● Teachers will be trained to administer the SBA ELA Interim Assessment ● Math SBA Interim Assessment will be administered at least once a semester 	Baagoe, Dunn,		<p>Common formative Assessments (IE STAR360, SBA Interim, Grade level common assessments)</p> <p>Common Summative Assessments (Star)</p> <p>Evidence: Pre and Post Performance Tasks for IDU</p>
SY 2018- 2019	<ul style="list-style-type: none"> ● Train on Standards Based Grading ● Teachers utilize common formative assessments ● Use Laulima class to address MTSS for students through both SEL and Academic supports. ● Implement iReady program used for universal screener ● Teachers are utilizing technology resources to enhance learning. Such as Science curriculum Legends of Learning and Imagine Learning English to support english language learners (C.Strength.3) 		WSF-	<p style="color: blue;">Category D Strengths 1&3</p> <ul style="list-style-type: none"> ● Standards Based Training PD ● Use of Second Step and MindUp ● Implementing iReady Diagnostic 3 times a year ● Achieve 3000 usage and proficiency reports ● Teachers common formative assessment with Data Coach & Curriculum Coach ● Learning Lab student sign-in sheets ● Continue schoolwide literacy/mathematical practice strategies that will support reading comprehension in order to increase school-wide literacy.(C.Growth.2)

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	<ul style="list-style-type: none"> English, Science and Social Studies classes utilize Achieve 3000 to increase students' Lexile Level. (C.Strength.2) Implement Learning Lab for before and after school intervention and support Teachers will use literacy/mathematical practice strategies that will support reading comprehension in order to increase school-wide literacy. (Close reading & Collaborative conversations) (C.Strength.1)Critical Area 			
<p>SY 2019-2020</p>	<ul style="list-style-type: none"> Implement CCSS- essential standards are identified by quarters for each department. (Critical Area) Continue to use iReady program for universal screener Continue English, Science and Social Studies classes utilization of Achieve 3000 to increase students' Lexile Level. (C.Strength.2) Continue Learning Lab for before and after school intervention and support Train teachers on how to creating common formative assessments. STEM AS (After School) program - offer students a variety of interdisciplinary activities that challenge them to solve open-ended real world problems in the area of robotics, coding, digital media and mathematics. 		<p>Title I \$29,765+\$2,500 for supplies</p> <p>Title I \$7,1412 +\$3,400 for supplies</p>	<p>Data Teams</p> <p>Attendance and completion/presentation of projects</p>

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

- **Indicator 7: Achievement Gap** - Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers. (Data determined by straight subtractions-go by points according to Complex ART lead-Liane)

	2016 BASELINE	2020 TARGET
ELA	(30%) 32 pts	20 pts
Math	(24%) 29 pts	20 pts
Science	(18%) 28 pts	N/A

Desired Outcome: By the end of 2020, LIS would like to accomplish:

Create an effective Response to Intervention program to close the Achievement Gap

Rationale(why selected outcome?) Current School Data (see above):

Our achievement gap is growing because we don't have the infrastructure in place to effectively respond to our high needs students.

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	Enabling Activities(activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.
SY 2017-2018	<ul style="list-style-type: none"> ● Develop a system for Early Parental Conferencing for At Risk students. (Mid Second Quarter, and January Beginning of Third Quarter Promptly) ● Identify what our RTI process will look like at LIS ● Identify the quarterly essential standards by content area 	Dunn Baagoe		Agenda/minutes and the actual RTI plan shared with all stakeholders All departments will share the essential standards by quarter with all stakeholders
SY 2018-2019	<ul style="list-style-type: none"> ● Identify essential standards to develop guaranteed and viable grade-level curriculum to build foundation for RTI (E.Growth.2) ● Train on creating Common Formative Assessment (Course level CFAs, SBA Interim) and looking at Student Work Protocols aligned to essential standards ● Cycle of planning, assessing and monitoring student progress effectively. (Need Data Teams both grade-level and departments)Critical Area (Cat-D.Growth 2) ● Establish a common understanding of 	Dunn Baagoe Griffith		Essential Standards by Course Chart Monitor data on essential standards to inform instruction (Course level CFAs, SBA Interim) Agenda/minutes and a written plan of what Differentiation looks like at LIS

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	Differentiated Instruction (Stetson, AMLE and Solution Tree) Teachers will implement DI strategies in classroom instruction.			House minutes will reflect discussion of impact of DI on student achievement; Student work samples reflect DI; Monitoring of DI
SY 2019-2020	<ul style="list-style-type: none"> ● Implement the staff created RTI process at LIS ● Implement data cycle ● Teachers will implement DI strategies in classroom instruction. ● Articulation and Collaboration for department teams to plan and discuss student needs and effective strategies (2 days per quarter) 		Title 1 \$60,627	Agenda and minutes

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<ul style="list-style-type: none"> • GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. • OBJECTIVE 4: PREPARED and RESILIENT -All students transition successfully throughout their educational experiences. 		

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale(why selected outcome?) Current School Data: ??	
Enabling Activities(activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.
SY 2017-2018			
SY 2018-2019			

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SY 2019 -202 0				
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

- **GOAL 2 STAFF SUCCESS**
Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.
- **OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT-** *Develop and grow employees to support student success and continuous improvement.*
- **OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT-** *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- **OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE** – Expand well-qualified applicant pools for all Hawai‘i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

• Indicator 11: Teacher Positions Filled - <i>Percentage filled as of August 1 each year.</i>	2016 BASELINE 96%	2020 TARGET 98%
• Indicator 12: Teacher Retention - <i>Percentage of teachers retained after five years.</i>	2016 BASELINE 52%	2020 TARGET 60%

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale(why selected outcome?) Current School Data: ??	
Retain at least 66% of teaching staff from year to year.		Retaining at least 66% will help with defining the culture and norms of our PLCs.	
Enabling Activities (activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.

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SY 2017 -201 8	<p>1. Enhance the support system for all teachers new to LIS.</p> <ol style="list-style-type: none"> a. All beginning teachers (BT) will be offered I&M support. b. All 1st and 2nd year teachers will be paired with a trained mentor teacher (MT)(3rd year supported as needed). c. BT/MT visit other classroom/school for learning walks/observations/reflections/collaborations. d. Create digital FAQ reference of LIS systems and processes to support teachers transitioning into the LIS community. <p>2. Create Teaching & Learning committee to help maximize the effectiveness of our PLC.</p> <ol style="list-style-type: none"> a. Develop a PD team utilizing Teacher Leaders on staff. b. Improve current (or create new systems) to support teacher growth and development. 	Nzinga		<p>PDE3 enrollment, email, BT/MT conversations, reflections sheets</p> <p>PDE3 information, reflections, emails, BT/MT collaboration</p> <p>Log all BT/MT communication on PDE3 Mentor forum/training/reflection/feedback NTC survey</p> <p>Utilize surveys and self assessments to gather data on PD needs.</p> <p>Mid-year survey to follow-up on the “climate” of each PLC team.</p>
SY 2018 -201 9	<p>Create Teaching & Learning committee to help maximize the effectiveness of our PLC.</p> <p>Develop a PD team utilizing Teacher Leaders on staff.</p> <p>Improve current (or create new systems) to support teacher growth and development.</p> <p>Increase the number of mentors as needed.</p>			<p>Surveys</p> <ul style="list-style-type: none"> • Collaboration and implementation of Curriculum/Assessments during Wednesday meetings (House&Depts) • What is the status of ELL and SPED teacher qualifications and retention?

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	<p>Look into different styles of mentoring for four distinct groups of new teachers to LIS</p> <ul style="list-style-type: none"> ● brand new out of college ● new to school with less than 3 years teaching experience ● new to Hawaii more than 3 years experience ● new to school, not hawaii, more than three years experience 			
<p>SY 2019 -202 0</p>	<ul style="list-style-type: none"> ● Focus on community building (annual) events catered to teachers and staff. ● AMLE revisit 16 characteristic of educating young adolescents. ● PD on STAR protocol how to observe and reflect on teacher habits 		<p>Title I \$10,000 Title I \$16,000</p>	<p>Surveys</p> <p>Agenda, Sign in sheets, minutes, and resources</p> <p>Agenda, Sign in sheets, minutes and data from BERC group</p>

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- **GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT**

The system and culture of public education works to effectively organize financial, human, and community resources in support of student success.

- **OBJECTIVE 1: INNOVATION** - *Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.*
- **OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES** – *Secure adequate resources to support school and community-based plans for student success.*

- **Indicator 14: Family & Community Engagement** - *Indicator added as an amendment during discussion at the BOE's Dec. 6, 2016 General Business Meeting (GBM). Metric to be determined with discussion at the BOE's Student Achievement Committee (SAC)..*

2016 BASELINE
TBD

2020 TARGET
TBD

Desired Outcome: By the end of 2020, LIS would like to accomplish:

Rationale(why selected outcome?) Current School Data: ??

An agreed upon bell schedule that meets priorities identified by stakeholders.

The most recent WASC report identified several concerns that dealt with the amount of time and frequency students spent with teachers as well as the lack of teacher collaboration time.

WASC CNA Critical Areas-communication system, plan

Roles, purpose, responsibility for each group

Common planning and collaboration time

Data Teams

Enabling Activities(activities we will undertake each year to reach the desired outcome)

**Lead(s)
responsible for
reporting**

**Source of
Funds**

**Interim Measures of Progress:
Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.**

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

SY 2017 -2018	<p>1. Bell Schedule Committee - Registrar needs to be a part of this. Revise bell schedule to support more contact time for student academic growth.</p>	<p>Tom Norton Todd Hayase Diane Campbell Rhonda Comet Kainoa Hopfe</p>	N/A	<ul style="list-style-type: none"> ● Bell Schedule Committee formed and holds initial meeting by September 1st. ● Develop list of potential priorities to be addressed in schedule by August 16. ● Prioritizing bell schedule focus by September 1st. ● Have a draft of proposed bell schedule by Dec. 1 ● Begin consensus process by Dec. 1. ● Staff consensus or vote on approval of schedule. ● Submitting schedule to the SCC for approval. ● Submitting schedule to CAS for approval.
SY 2018 -2019	<ul style="list-style-type: none"> ● Teacher collaboration time will be used to develop essential standards, unit plans, and common formative assessments (C.Growth.3) ● Encourage parent and community engagement by utilizing Grow Some Good program on campus ● Clear communication by Monthly PCNC Newsletter, weekly enews blast, school messenger for daily attendance, Monthly/Quarterly Renaissance Program, Monthly Parent communication, Open House 			<p>Articulation days allowed for teachers</p> <ul style="list-style-type: none"> -twice a quarter for Content Teachers -once a month for Inclusion Teachers substitutes - House Team collaboration during team meetings <p>Attendance sheets, pictures, garden produce, newsletters, communications</p>
SY 2019 -2020	<ul style="list-style-type: none"> ● Teachers utilize technology resources to enhance learning. 			

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