



Three-Year Academic Plan 2017-2020 SY19-20 Kapaa Middle School

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Submitted by Nathan Aiwohi	Date
	4/2/19

Approved by William N. Arakaki	Date
	4/14/19

Where are we now?

A. The following needs were identified through our [Comprehensive Needs Assessment](#) process:

Student Learning Needs (CNA SY2018-19, pages 58-60)

1. Students will improve proficiency in reading, math, and science through school-wide literacy efforts, and rigorous critical thinking and problem solving opportunities.
2. The achievement gap will be reduced in reading, math and science between lower performing high needs subgroups, and non-high needs students through differentiated instruction and the Response To Intervention (RTI) tiered system of support.
3. Students will consistently display appropriate school and classroom behavior that reflects the 6 general learner outcomes and values of Compassion -Character-Confidence (Hawaiian translation Kupono-Kupaa-Kulia) through improved classroom management and character education.

B. The following recommendations are from March 2018 Mid-Cycle WASC Visiting Committee:

1. The administration and faculty will continue to build knowledge on Common Core standards based instruction in all content areas through PLCs and departmental planning days. Further redefining the data team process to include relative data collection and analyzing student work will assist in evaluating curriculum and instructional practices.
2. The administration and faculty will continue to develop and incorporate CCSS literacy curriculum through the Period 7 classes to meet the needs of all learners.
3. The school will increase student understanding of the link between academics and self awareness through the GLOs and as linked to 3Cs and 3Ks.
4. The school will continue to build the school's culture in regards to the new vision and mission while acknowledging trust and respect.

The following recommendations are from February 2015 WASC Visiting Committee:

The Visiting Committee also concurred with the school's previously identified areas of need:

1. The school reestablishes the Data Teams process by implementing the data team protocols and establishing data team roles and norms. Further, use Data Teams to analyze student work as a means to evaluate curriculum and instructional practices.
2. The administration and faculty build upon CCSS curriculum in English, Math, Science, and Social Studies through PLCs and departmental planning days with support of administration and support staff.
3. KMS will continue to address issues of school culture relating to trust, respect and professionalism by providing professional development to the entire faculty on creating a professional community.
4. The school will increase student understanding of the link between what they are learning and the GLOs by having students self-assess and create GLO goals twice per school year.

Critical Areas that Need Strengthening

5. KMS will renew its focus on discipline by revising the school-wide discipline plan and creating a character education program.
6. The school will continue to develop and incorporate CCSS literacy curriculum through the Period 7 classes.
7. Administration needs to schedule Academic Review Team meetings on a regular basis with a published schedule of times and dates to better effect operational and instructional programs.

Addressing Equity: SubGroup Identification - In order to address equity, list the targeted subgroups and their identified needs

Our SBA and HSA data shows that all of our subgroups are struggling in ELA, Math, and Science.

Table 1: HSA / SBA Proficiency by Gender and Sub-groups									
	Reading			Math			Science (8th Only)		
	2015 SBA	2016 SBA	2017 SBA	2015 SBA	2016 SBA	2017 SBA	2015 HSA	2016 HSA	2017 HSA
All Students	39.2%	46.7%	46.4%	30.7%	24.8%	22.5%	25.6%	33.3%	29.1%
Male	31.6%	38.6%	35.1%	26.5%	24%	19.9%	27.1%	32.3%	28.4%
Female	47.8%	53.4%	57.5%	35.4%	25.7%	25.2%	24%	34.8%	29.9%
American Indian/Alaskan	50%	57.1%	66.7%	0%	42.9%	66.7%	0%	100%	0%
Asian	48.5%	53.9%	53.5%	33.3%	25%	28.9%	15.4%	32.8%	34%
Black	0%	50%	50%	33%	0%	0%	0%	-	0%
Hispanic	37.1%	39.7%	41.3%	25.8%	20.6%	9.5%	38.9%	42.1%	26.9%
Multiple	44.4%	59.7%	63.2%	36.5%	29%	35.7%	30.8%	38.1%	53.1%
Pacific Islander	27.8%	33.6%	34.2%	23.4%	17.3%	11.5%	22.9%	23.2%	16.3%
White	48%	59.3%	56.6%	41.6%	38.1%	37.1%	33.3%	42.2%	36.5%
IDEA (SpEd)	3.9%	5.8%	6.8%	2.6%	1.5%	3.4%	4.4%	6.9%	9.1%
ELL	0%	11.8%	9.1%	0%	4.6%	9.1%	0%	0%	0%
Low SES (Disadvantaged)	28.7%	36.3%	36.9%	21.6%	17.2%	15.4%	21.9%	28.6%	22.4%

Source: Longitudinal Data System (LDS), Plan, Student Achievement Highlighted Cells indicate 50% and below

ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	
1. Nathan E. `Aiwohi, Principal	5. Josiah Motosue, Counselor and Eighth Grade Level Head
2. Julia Sanderl, TAVP/SAC-Coach-Core Support	6. Shannon Sardinha, Electives Department Head
3. Celina Wilson, English Language Arts Department Head	7. Rachel Taylor, Academic Coach
4. Kelsie Thomas, Math Department Head	8. Kelson Sumida, Student Services Coordinator

GOAL 1 STUDENT SUCCESS		
State Goals and Objectives:	Goal 1 Measurable Desired Outcomes:	Rationale:
<p>Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.</p> <ul style="list-style-type: none"> • 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. 	<p>By the end of three years...</p> <ol style="list-style-type: none"> 1. Students demonstrating overall ELA proficiency on the State Assessment (SBA) will increase from 47% in SY15-16 to 74% in SY19-20. 2. Our ELA Gap rate will decrease from 28% in SY15-16 to 14% in SY19-20. 3. Students demonstrating overall Math proficiency on the State Assessment (SBA) will increase from 26% in SY15-16 to 63% in SY19-20. 4. Our Math Gap rate will decrease from 21% in SY15-16 to 10% in SY19-20. 5. 8th grade students demonstrating overall Science proficiency on the Hawaii State Assessment (HSA) will increase from 34% in SY15-16 to 67% in SY18-19. (NGSS assessment is planned for SY19-20. 6. Our Science Gap rate will decrease from 18% in SY15-16 to 9% in SY19-20. 7. Students receiving final report card grades of D and F in the core subject areas of Language Arts, Social Studies, Math, and Science will decrease from 14.8% in SY15-16 to 5.0% in SY19-20. 8. Chronic Absenteeism will decrease from 20% in SY15-16 to 10% in SY19-20 as indicated in our StriveHI score. 9. School Climate will increase from 62% in SY15-16 to 81% in SY19-20 as indicated in our StriveHI score. 10. Our Inclusion Rate (LRE) will increase from 31% in SY15-16 to 37% in SY19-20 as indicated in our StriveHI score. 	<p>Empowered</p> <ul style="list-style-type: none"> • Engagement, empowerment, student voice, and relevant and rigorous learning: • Abilities, habits, and knowledge to set and achieve their aspirations through GLOs: • High-quality career and college counseling, mentorships: <p>Whole Child</p> <ul style="list-style-type: none"> • Caring, safe, and supportive learning environment: • Students' physical, mental, and social-emotional health through school programs and partnerships: • Attendance is valued, encouraged, and supported: <p>Well Rounded</p> <ul style="list-style-type: none"> • Challenging and quality standards-based education in all subject areas. • Learning is personalized, informed by high quality data, and advances toward readiness for success in career, college, and community: <p>Prepared and Resilient</p> <ul style="list-style-type: none"> • Identify and address student strengths and challenges early so students may transition into early elementary grades: • Transition in adolescence (grades 5-10): • Innovative learning options to earn a high school diploma: (i.e. inform students of various CTE career pathways and electives available at middle and high schools?) • Transitioning between grade levels or transferring to a new school: • Identified next step after high school aligned with their future aspirations <p>(1C/3B) East Complex Elem/Mid schools will build their K-12 educational experiences so that students will be able to learn and explore future educational options. Outcomes include:</p> <ul style="list-style-type: none"> • AVID strategies in elective class • Identify and Relevance in each lesson • AVID and select Honors students participating in college visits • Literacy/Reading Outcomes • Instruction/RTI Outcomes • Student Engagement Outcomes

Goal 1 Planning			Funding	Interim Measures of Progress Key: CFA=Common Formative Assessment EA=Embedded Assessments SS=Social Studies SCI=Science																				
1.	Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring																				
	<p>Literacy KMS will implement a focused and integrated literacy program.</p> <p>SWA 1,2,3,7,8,9 WASC 1,2,6</p>	<p>a) Implement the CCSS Literacy Standards in SS, SCI, & Electives. (YR1-3, Lead-CORE)</p> <p>b) Utilize Catapult Learning consultants to assist in creating literacy instruction activities in SCI, SS, and Elective classes that meet the needs of all students. (YR 1-3, Leads-Coach and DHs)</p> <p>c) Create a KMS Literacy Plan that identifies goals for all departments with areas of focus that support reading and and writing skill development connected to content texts.</p> <p>d) Select a standards-based Period 7 literacy curriculum that integrates the multiple disciplines across the campus.</p>	<p>☑ WSF 42106 A1-2769 48 subs (1 per teacher per quarter) for pacing guide adjustments and assessment scoring (48 subs x \$178.42)= \$8,564</p> <p>A1-2769 24 subs for teacher PD/training (24 x 178.42)= \$4,282</p> <p>☑ WSF 42112 B-7104/10 Kukui IT \$24,996 (\$2,083 x 12 months)</p>	<p>Leading Data:</p> <p>a) 100% of SS and SCI pacing guides will integrate CCSS Literacy Standards with NGSS and C3 units and standards. (YR 1-3)</p> <p>b1) 100% of pacing guides/unit maps will be adjusted as appropriate on a quarterly basis based on results from quarterly EA and CFA's. (SY 1-3)</p> <p>b2) The average percentage of grade 6-8 students demonstrating overall proficiency on the ELA State Assessment (SBA) will increase as stated in the table below from 47% in SY15-16 to, to 56% in SY17-18, to 65% in SY18-19, and to 74% in SY19-20.</p> <p>b3) The average percentage of students demonstrating proficiency on the Reading Claim of the state assessment (SBA) will increase per the table below:</p> <table border="1"> <tr> <th>Grades</th><th>SY15-16</th><th>SY17-18</th><th>SY18-19</th><th>SY19-20</th></tr> <tr> <td>6-8</td><td>25%</td><td>34%</td><td>43%</td><td>51%</td></tr> </table> <p>b4) The percentage of students demonstrating proficiency on the Writing Claim of the state assessment (SBA) will increase per the table below:</p> <table border="1"> <tr> <th>Grades</th><th>SY15-16</th><th>SY17-18</th><th>SY18-19</th><th>SY19-20</th></tr> <tr> <td>6-8</td><td>20%</td><td>29%</td><td>38%</td><td>47%</td></tr> </table> <p>d) 50% of teachers use the literacy curriculum in SY2017; 80% of teachers use the literacy curriculum in SY2018 & SY2019.</p>	Grades	SY15-16	SY17-18	SY18-19	SY19-20	6-8	25%	34%	43%	51%	Grades	SY15-16	SY17-18	SY18-19	SY19-20	6-8	20%	29%	38%	47%
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2.	Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring										
	<p>Reading</p> <p>KMS students will develop a consistent reading practice for fiction and nonfiction.</p> <p>SWA 1,2,3,7 WASC 1,2,3,4,6</p>	<p>a) Use an independent reading program that combines reading practice and software-based assessments for a focused intervention program developing the skills of students who are reading below grade level. (YR 1-3, Lead-CORE)</p> <p>b) Develop a KMS Reading Incentive Program that has quarterly incentives and events that promote reading. (YR 1-3, Lead-SAC/DHs)</p>		<p>a1) 60% of students will demonstrate proficiency on the RI and RL standards on the Evaluate assessment based on an average of Feb/Mar assessments.</p> <p>a2) The average percentage of students demonstrating proficiency on the Reading Claim of the state assessment (SBA) will increase per the table below:</p> <table border="1"> <tr> <th>Grades</th><th>SY15-16</th><th>SY17-18</th><th>SY18-19</th><th>SY19-20</th></tr> <tr> <td>6-8</td><td>25%</td><td>34%</td><td>43%</td><td>51%</td></tr> </table> <p>b1) KMS Reading Incentive Program will be completed and piloted in year one. 30% of KMS students will participate in the pilot year 1.</p> <p>b2) Student participation in the KMS Reading Incentive Program will increase by 15% in years 2 and 3.</p>	Grades	SY15-16	SY17-18	SY18-19	SY19-20	6-8	25%	34%	43%	51%
Grades	SY15-16	SY17-18	SY18-19	SY19-20										
6-8	25%	34%	43%	51%										
3.	Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring										
	<p>Curriculum</p> <p>KMS teachers will implement standards-based curriculum to meet student learning goals.</p> <p>SWA 1,2,3,7,8,9 WASC 1,2,4,6,7</p>	<p>a) Teachers will pace and deliver a challenging and quality standards-based education in all subject areas. (YR 1-3, Coach, Admin, DHs)</p> <p>b) Implement the CCSS ELA Standards through the use of the SpringBoard curriculum and other learning supplies with a focus on the four SBA claims from Smarter Balance Assessment (YR 1-3)</p> <p>c) Implement the CCSS Math Standards through the use of the GoMath curriculum and other learning supplies with a focus on the four SBA claims from the Smarter Balanced Assessment.</p> <p>d) SCI and SS departments successfully transition to the Next Generation SCI Standards (NGSS) and the</p>	<p>☑ WSF 42101 B-3006 SpringBoard curriculum and other learning supplies - \$19,000 for 650 consumable books</p> <p>B-3006 Go Math curriculum and other learning supplies - \$29,026</p> <p>☑ WSF 42106 A1-2769 80 subs (1 per teacher per quarter) for pacing guide adjustment and assessment scoring (80 subs x \$178.42)= \$14,274</p> <p>☑ WSF</p>	<p>Leading Data:</p> <p>a1) Content standards will be documented in 100% of course scope and sequence documents for each quarter. (YR 1-3)</p> <p>a2) Quarterly walkthrough data and Learning Snapshots will document 80% of classrooms with clear learning objectives that are standards based. (YR 1-3)</p> <p>b1) 100% of pacing guides/unit maps will have 2 or more EAs from SpringBoard. (SY 1-3)</p> <p>c1) 100% of pacing guides/unit maps will have multiple GoMath unit formative and summative assessments. (SY 1-3)</p> <p>c2) The percentage of students demonstrating proficiency on the Math Concepts and Procedures Claim on the State Assessment (SBA) will increase per the table below.</p> <table border="1"> <tr> <th>Grades</th><th>SY15-16</th><th>SY17-18</th><th>SY18-19</th><th>SY19-20</th></tr> <tr> <td>6-8</td><td>12%</td><td>22%</td><td>32%</td><td>42%</td></tr> </table> <p>d1) The percentage of 8th grade students demonstrating overall SCI proficiency on the Hawaii State Assessment (HSA) will increase from 33% in SY15-16, to 43% in SY17-18, to 53% in SY18-19, and to 63% in SY19-20</p> <p>e) Quarterly documentation of parent/guardian communication will be</p>	Grades	SY15-16	SY17-18	SY18-19	SY19-20	6-8	12%	22%	32%	42%
Grades	SY15-16	SY17-18	SY18-19	SY19-20										
6-8	12%	22%	32%	42%										

	<p>C3 Framework</p> <p>e) Teachers will communicate with families multiple times throughout the SY regarding student learning and progress toward standards</p>	<p>42106 A1-2769 4 subs (1 per quarter) for proficiency checklists and communication (4 subs x \$178.42)= \$714</p>	<p>provided by teachers</p>
4. Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring
<p>Instruction</p> <p>KMS teachers will use instructional planning and the data team process to meet student learning goals.</p> <p>SWA 1,2,3 WASC 6,7</p>	<p>a) Utilize Data Teams process for collaborative analysis of student learning data to review the effectiveness of strategies within the cycle of instruction. (YR 1-3, Leads-Coach, Admin, DHs)</p> <p>b) Use AVID strategies to meet classroom student learning goals and data team proficiency goals. (YR 1-3, Leads-Coach, Admin, DHs)</p> <p>c) Provide support for parent involvement through meetings and activities</p>	<p>☑ Title I 18902 B-3502 Catapult Evaluate (\$6,190)/year school + (\$18 x 633 students)= \$17,584</p> <p>B-7104/04 Catapult Consultant @ (\$2604/day x 44 days) = \$114,576</p> <p>☑ Title I 18935 B-3301 Refreshments for 6 parent Involvement meetings/ workshops \$1,500</p> <p>B-3006 Supplies for parent involvement meetings/workshops (paper products, copy paper) \$354 (18935: 18-19 % \$137 + 19-20 \$217)</p> <p>☑ WSF 42106 A1-2769 80 subs for data</p>	<p>Leading Data:</p> <p>a1) Teachers proctor one or more CFAs each quarter in one or more content classes. (YR 1)</p> <p>a2) Teachers proctor pre and post CFA each quarter in main content class. (YR 2-3)</p> <p>a3) 70% of students score proficient on CFA skills at the end of the year..</p> <p>b1) Quarterly walkthrough data and KMS Learning Snapshots document 60% of classrooms using two or more AVID Strategies. (YR 2-3)</p> <p>b2) AVID strategies are identified in 100% of data team quarterly plans. (YR 1-3)</p> <p>c1) Parent attendance at school activities will show a 10% growth from the previous year</p>

			teams pull out days (80 x \$178.42)= \$14,274 A1-2769 40 subs to cover 3 days of classroom visits per semester for Learning Snapshots (40 x \$178.42)= \$7,137	
5.	Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring
	<u>RTI/Universal Screener</u> KMS teachers will use math and reading data to adjust instruction to accommodate the learning needs of students. SWA 1,2,3,7,8 WASC 6,7	a) Use Evaluate, STAR Reading/Math, WIDA, SBA, and classroom data to design differentiated lessons and units. (YR 1-3, Leads-CORE, DHs) b) Teachers will embed Tier 1 intervention strategies in the classroom for students and student groups based on data. (YR 2-3, Leads-CORE, DHs) c) Teachers will use adaptive technology programs to offer focused reading and math remediation in the zone of proximal development. (Programs: STAR Math, Accelerated Math 2.0, STAR Reading, Accelerated Reader, Achieve3000, and Prodigy) (YR 1-3, Leads-CORE, DHs) d) Regular ed teachers and SPED teachers will meet Quarterly, for half a day, for a collaborative inclusion planning day. Catapult Learning consultants will provide support for SPED	☒ WSF 42101 A1-2744 Math/Rdg PTTs - \$22.43/hr x 30 hrs/wk x 24 weeks (720 hrs) \$16,150 B-3501 AVID- additional fees \$2,500 B-3502 STAR \$17,900 B-3502 Achieve 3000 \$16,927 ☒ Title I 18902 C-7708 Laptops (82 laptops x \$452.60/ea) \$37,113 (18-19 % \$15,119 + 19-20 \$26,200) C-7708 Mobile Carts (3 carts x \$1,402) \$4,206 ☒ WSF	Leading Data: a1) SpEd and ELL students will progress 3-5% every other month on the Evaluate assessments for ELA and math. (Monthly Evaluate assessments alternately assess standards). (SY 1-3) a2) 80% of math and ELA teachers will use data from monthly Evaluate testing in reading and math to design Tier 1 interventions.(SY 1-3) a3) a4/b1) Quarterly walkthrough data documents intervention strategies in 25% of visited classrooms in SY 1&2 and 50% in SY 3. c1) Quarterly usage and participation data for purchased programs averages above 80% in quarters 1-3 (SY 1-3) c2) 80% of Period 7 Math and English Workshop students will grow one grade level or more based on STAR data from December and May. (SY 1-3) Lagging Data a-d) The percentage of Low SES (disadvantaged) students demonstrating overall proficiency on the ELA State Assessment (SBA) will increase from 20% in SY15-16 to 25% in SY17-18 to 30% in SY18-19, and to 35% in SY19-20. a-d) The combined percentage of SpEd and ELL students demonstrating overall proficiency on the ELA State Assessment (SBA) will increase from 9% in SY15-16 to 12% in SY17-18, 15% in SY18-19, and to 18% in SY19-20. a-d) The percentage of Low SES (disadvantaged) students demonstrating overall proficiency on the Math State Assessment (SBA) will increase from 18% in SY15-16 to to 23% in SY17-18, 28% in SY18-19, and to 33% in SY19-20.

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	Teachers.	<p>42102 A1-2769 12 subs for ELL x \$178.42 \$2,141</p> <p>A1-2744 Interpreter for 9 NEP students (\$22.43 x 4 hrs per student) = 36 hrs \$807</p> <p>☒ WSF 42112 A1-2744 PTT for KMS Stream Team (or appropriate service learning team- \$22.43/hr x 4 hrs/wk x 40 weeks)= \$3,589</p> <p>☒ IDEA 17929 A1-2769/2702 Inclusion planning day. 8 reg ed teachers, 4 sped teachers, 6 subs- once a month for a half day swap. (60 subs x \$178.42)= \$10,705 + fringe at 8.91% = \$954</p> <p>☒ IDEA 17929 B-7104/04 Special Ed Catapult Consultant @ (\$2604/day x 9 days) \$23,436 (Qtr-1)</p> <p>☒ WSF 42101 B-7104/04 Catapult Consultant</p>	<p>a-d) The combined percentage of SpEd and ELL students demonstrating overall proficiency on the Math State Assessment (SBA) will increase from 5% in SY15-16 to 8% in SY17-18, to 11% in SY18-19, and to 14% in SY19-20.</p>
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			@ (\$2604/day x 4 days) = \$10,416	
6.	Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring

<p><u>Student Engagement</u> KMS students will engage in the learning process through academic projects that connect the school with the local, regional, and global community.</p> <p>SWA 3,4,7,9 WASC 3,4,5,6</p>	<p>a) Increase student engagement and empowerment through relevant, rigorous learning opportunities. Catapult Learning consultants assist with designing project-based learning and STEAM activities (YR 1, Leads-Coach, CORE)</p> <p>b) Create an extrinsic motivation calendar that includes quarterly extra-curricular activities that require student success for participation. (YR 1-3, Leads-Counselors, SAC, Principal)</p> <p>c) Increase student engagement through student voice/choice of elective classes and expanding student-driven activities (Elementary and High School Transition Field Trips/School Job/ AVID/Student Council/ Alaka'ina Leadership Class/Approved Parent Volunteers) to provide opportunities for critical thinking. (ie: STEMworks, STEAM, PBS-Hiki NO, STN, Weight Training, Aerobic Exercise, May Day, Community Garden, Book Club, AVID, Heritage, YouScience, Band Wagon) (YR 1-3, Leads- SAC, Coach)</p>	<p>☑ WSF 42101 A1-2721 AVID Tutors (\$13.88/hr x 9hrs/week x 30 weeks)= \$3,748</p> <p>42106 A1-2769 AVID 2 subs (college field trip- 2 subs x \$178.42)= \$357</p> <p>☑ WSF 42101 B-7203 \$5,000 (STN, Alakaina, Heritage Registration, Activities, Conference Fees)</p> <p>B-4804 \$3,500 (STN, Alakaina, Heritage Airfare & Ground Transportation)</p> <p>A1-2769 \$2,855 Substitutes for STN, Heritage, Alakaina, and other elective activities (\$178.42 x 16)</p> <p>☑ WSF 42112 A1-2744 PTT for Bandwagon (or appropriate service learning team- \$22.43/hr x 4 hrs/wk x 40 weeks)= \$3,589</p>	<p>Leading Data:</p> <p>a1) 25% of grade level teachers implement project-based learning units in Qtrs. 2-4.</p> <p>a2) KMS Tripod Survey results for Classroom Management increases from 44% to 50% in SY2018.</p> <p>a3) Quarterly student engagement snapshots by peers/coaches/admin document 75% of students engaged in lesson activities during class visits. 50% of students can state the learning target.</p> <p>b) Participation numbers for extrinsic motivation activities increase by 10% each quarter during Qtrs. 2-4.</p> <p>b-c) Proctor a biannual student engagement survey through advisory and increase student responses on questions of engagement and empowerment by 5% for each survey.</p>
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			<div>☒ WSF 42101 B-4801 Transportation (\$175/bus x2 buses Middle School Transition) = \$350</div>	
7.	Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring
	<div>Student Wellbeing KMS will develop a positive behavior (PBIS) plan that complements the literacy/academic plan and encourages growth mindset, GLOs, and character development. SWA 1,2,3,4,5,7</div>	<div>a) Create Student Support Mentors (School Job) in each grade level who team up with students new to our campus. (Student Council and/or Alaka’ina Class will train and assist Student Support Mentors.) (YR 1-3,Lead-SAC) b) Develop a</div>	<div><div>☒ WSF 42106 A1-2769 4 subs for GT@ \$178.42 \$714</div><div>☒ WSF 42104 B-3301 Refreshments/ Food/Supplies for</div></div>	<div>b) KMS discipline data reveals a measurable decrease (>10%) in referrals and student misbehavior in SY2018. (Goals will be set based on SY2017 data.) a-d) Tripod results will increase by 5% in SY2018 to 63%, to 68% in SY2019, and to 73% in SY2020. a-d) The lowest teacher, parent, and student SQS indicators in SY2017 will increase by .5 points in SY2018. d) PCNC survey data will reveal positive increases in areas identified at the beginning of each school year.</div>

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WASC 3,4,5,7	<p>comprehensive counseling plan that addresses students' physical, mental, and social-emotional health. Plan will connect school programs to partnerships with families, community organizations and agencies that support students' well-being. (i.e. YouScience, Phone-calls home) (YR 1-3, Counselors)</p> <p>c) Implement the Habits of Mind program during Advisory and annual programs to address campus needs through assemblies and events with clear outcomes and goals. (YR 1-3, Counselors)</p>	<p>Parent/ Community meetings/ trainings \$1,000</p> <p>B-3401 PCNC Supplies \$500</p>	d) Open house survey data will reveal positive increases in areas identified at the beginning of each school year.
8. Measurable Desired Outcome	Enabling Activity	Funds	Measurable Data Monitoring
<p>GLOs</p> <p>The school will increase student understanding and personal application of the GLOs/3Cs/3Ks to ensure students have the abilities, habits, and knowledge to set and achieve their aspirations.</p> <p>SWA 1,3,6,7 WASC 3,4,5</p>	<p>a) All classrooms and school settings will implement GLO and 3Cs/3Ks concepts and will incorporate GLOs in lesson plans.(YR 1-3, CORE)</p> <p>b) Advisory lessons and activities will integrate 6 GLOs and 3Cs/3Ks with the Habits of Mind curriculum and YouScience Aptitude and Interests platform. (YR 1-3, Couns)</p>	<p>☑ WSF 42101 B-4801 Transportation (\$175/bus x4 buses/grade x 3 grades x 2 field trips/YR)= \$4,200</p> <p>☑ WSF 42101 B-3006 Supplies/ Incentives \$500/semester = \$1,000</p>	<p>a) GLOs will be evident in 50% of lessons and classrooms in SY2017 and 90% of lessons and classrooms in SY2018 and SY2019</p> <p>b) Counselors will compile quarterly data on the quality of the advisory lessons and activities and assist teachers with improving student learning. Data will be shared with ART and goals will be set.</p> <p>d) Report card will be developed with teacher and stakeholder feedback in YR 1; report card will be piloted in YR 2.</p>

	<p>c) GLOs will be integrated into the KMS Positive Behavior Plan through Pono Points, prizes, GLO celebrations, and incentivized classroom behavior competitions</p> <p>d) Develop an improved report card format focusing on standards and GLOs to represent the learning and dev. of the whole student.</p>		
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GOAL 2 STAFF SUCCESS

State Goals and Objectives:	Goal 2 Outcomes:	Rationale:
<p>Goal 2: Staff Success. KMS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.</p> <ul style="list-style-type: none"> <i>Objective 1: Focused PD - Develop and grow employees to support student success and continuous improvement.</i> 	<p>1. Teacher SQS data will improve for all indicators by .5 points by SY2019.</p> <p>2. Tripod Survey results for Classroom Management will increase from 44% in SY2016 to 66% in SY2020.</p>	<ul style="list-style-type: none"> Realign PD resources to support student success: Prioritize PD that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods including special education students and English learners. Increase consistency of all students having a caring teacher who provides quality instruction that meets their needs. Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders):

Goal 2 Planning for Staff Success				Funding	Interim Measures of Progress Key: PD=Professional Development SW=School Wide
1.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

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<p><u>Literacy</u> KMS will develop and implement a focused and integrated literacy program through staff input, teacher training, and curriculum planning.</p> <p>SWA 2,6,7,8 WASC 2,3,6</p>	<p>a) KMS will support content area literacy with efforts to include family and community involvement.</p> <p>b) Develop a KMS Literacy Plan that integrates PD, coaching, and goals for SY2018-2020</p> <p>c) KMS Literacy Plan and include a yearly review by teachers to provide feedback and adjustments to the plan.</p> <p>d) Identify a support personnel who will fulfill the role of a Literacy “coach” to support teachers in literacy instruction and cross-curriculum planning.</p>	Admin/ART/ DH's/Coach	<p>☑ WSF 42106 A1-2769 40 subs for collaborative discussion on literacy (40 x \$178.42)= \$7,137</p>	<p>a) KMS literacy vision statement is created and approved by all stakeholders.</p> <p>b) KMS Literacy Plan completed and approved</p> <p>b) SY2018 PD calendar completed by the end of August 2017 (subsequent calendars are completed by August of the school year)</p> <p>c) KMS Literacy Plan is completed and approved by all stakeholders in Qtr. 1 of SY2018.</p>
2. Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
<p><u>Teacher Development/Support</u> Develop and implement a yearly calendar for staff development and support that combines EES and mentoring components/outcomes.</p> <p>SWA 1,3,7,9 WASC 2,3,6</p>	<p>a) Schedule and provide support for all EES components. (SY1-3, Admin)</p> <p>b) Provide support from consultants and KMS mentors (i.e. Rachel Taylor) to all teachers, especially new teachers, through scheduled training sessions and classroom visits/co-teaching. SY 1-3, CORE/KMS Mentors)</p> <p>c) Topics from character education, adolescent brain research, and middle age education will be presented each quarter along with short professional readings. (SY 1-3, CORE/Counselors)</p>	Admin/ Coach/ Mentor	<p>☑ WSF 42106 A1-2769 80 subs (40 x 2 x \$178.42) \$14,274</p> <p>☑ WSF 42108 A1-2769 New Teacher Induction (20 x \$178.42) \$3,568</p>	<p>a) EES support calendar created and shared with teachers (SY 1-3)</p> <p>b) New teacher support calendar created and shared with teachers (SY 1-3)</p> <p>b) Teacher/new teacher training sessions and classroom visits are scheduled the the first week of each quarter. Visits are documented and classroom visit debriefs are completed by the end of each quarter.</p> <p>a/b) Post-workshop survey data will reveal positive satisfaction percentages after each workshop (SY 1-3)</p>
3. Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

<p><u>Teacher Leadership</u> KMS will empower teacher leaders to guide the school toward academic and student-centered goals.</p> <p>SWA 3,7,9 WASC 3,7</p>	<p>a) Build diverse leadership teams through a “Leader Learner Assessment Tool” chosen by KMS. (SY 1, CORE/Admin)</p> <p>b) Develop KMS Leadership Team through trainings and professional workshops/conferences. (SY 2-3, CORE/Admin)</p>	Admin	<p>☑ WSF 42106 A1-2769 For leadership team (40 days x \$178) \$7,137</p>	<p>a) Identify “Leader Learner Assessment Tool” in semester one (SY 1)</p> <p>b) Use tool in semester two to develop diverse team (SY 1)</p>
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GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT

State Goals and Objectives:	Goal 3 Outcomes	Rationale:
<p>Goal 3: Successful Systems of Support. The system and culture of KMS works to effectively organize financial, human, and community resources in support of student success.</p> <ul style="list-style-type: none"> • 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. • Objective 3: Efficient and Transparent Supports - Increase efficiency and transparency of instructional and operational supports to promote student learning while stewarding public education resources. 		<ul style="list-style-type: none"> • Identify and scale “Bright Spots”. • Foster a culture of innovation to support Student Success and to improve operations. (e.g. through collaboration, time, resources, flexibility, safe space for risk taking, recognition.) • Work with stakeholders to secure and maximize state resources for public education (ie. state funding, capital improvements, and repair and maintenance of facilities, partnerships with state agencies) • Partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g. through SCC’s, grants and gifts, family education, partnerships, etc.). • Maximize allocation of resources toward strategic

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		<p>uses to advance equity and excellence. (e.g. through review of base funding in WSF, charter schools PPF)</p> <ul style="list-style-type: none"> • Enhance support for development, implementation, and reporting of schools Academic and Financial plans and expenditures. • Provide timely and user-friendly data to support strategic decision-making and accountability for Student Success. • Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability. • Strengthen culture of continuous improvement to provide efficient transactions and operations. • Continue to improve communication to promote understanding and engagement of stakeholders.
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Goal 3 Successful Systems of Support				Funding	Interim Measures of Progress
1.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p><u>Literacy</u> KMS departments, coaches, and complex staff collaborate to implement KMS Literacy Plan.</p> <p>SWA 1,2,3,5,6,7 WASC 2,3,6,7</p>	a) CORE and ART supports and monitors the coordination of resources, staff, and outside providers to meet the goals in the KMS Literacy Plan.	Admin/CORE/ Departments/ Complex Staff/ Providers		a) STAR Reading scores for all students will improve by 1 grade level based on August to May data in SY2018. Scores will improve by 1.5 grade levels in SY2020.
2.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

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ART ART will conduct regular, focused meetings that monitor and evaluate school data from quarterly measures. SWA 1,2,3,4,8,9 WASC 1,2,4,6,7	a) ART will monitor SW initiatives and decisions to meet the needs of all students.	ART/ Admin		a) ART completes quarterly data review and identifies action steps and adjustments to meet EOY outcomes.
3. Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
Classroom Environment KMS classrooms will display evidence of a school-wide commitment to daily learning outcomes. SWA 6,7 WASC 3,4	a) Focus Walls are for the current unit of study and include resources, rubrics and evidence of student learning. b) SW communication is consistent across all classrooms. <ul style="list-style-type: none"> o Vision/Mission Statements posted o Classroom Behavior Chart posted o 3Cs/Ks c) KMS Discipline Plan is enacted consistently across all departments, grade levels and classrooms.	Admin/ART/ CORE		a-c) KMS Tripod Survey results for Classroom Management increases from 44% to 50% in SY2018. a-c) KMS discipline data reveals a measureable decrease (>10%) in referrals and student misbehavior in SY2018. (Goals will be set based on SY2017 data.) c) Teacher survey/feedback regarding the effectiveness of the discipline plan and how/if it supports classroom instruction. (End of semester 1, SY17-18)
4. Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
Attendance KMS students will meet quarterly and yearly attendance goals through the success of attendance initiatives. SWA 1,2,3	a) Align attendance goals with enabling activities in the Student Engagement MDO above. b) Registrar, SSC, Counselors and Admin monitor monthly student attendance data and share data with ART.	SAC/Registrar /Admin/ART		a) ART completes quarterly data review and identifies action steps and adjustments to meet EOY outcomes. b1) Registrar's office monitors student attendance biweekly b2) SSC documents preventative absence measures (meetings, letters, phone calls), attendance alerts, and court meeting dates
5. Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

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<u>School Culture and Climate</u> We will celebrate our school culture through quarterly staff meetings and events as measured by survey data. SWA 3,7 WASC 3	a) Continue expansion of school cultural practices relating to trust, respect, and professionalism <ul style="list-style-type: none"> ○ Student Culture Leadership ○ Staff Aloha Committee ○ Teacher/Staff recognition awards ○ Semester Pa'ina 	Admin		a) Meeting time reserved for school cultural practices
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Color Legend:

Title 1 Funds \$173,479 (18902); \$1,854 (18935)

WSF Funds \$251,626

IDEA Funds TBA \$35,095

- ☐ WSF
- ☐ Title I
- ☐ Title II
- ☐ Title III
- ☐ IDEA
- ☐ Homeless
- ☐ CTE
- ☐ Other
- ☐ N/A

Title I Addendum-9 Assurances Title I School Wide Assurances (SWA) Measurable Desired Outcome (MDO)			
Schoolwide Components	Covered in the Academic Plan/ School Plan? If so, where?		Accountable School Lead
The plan must...	(location in Academic Plan/School Wide Plan, Goal, MDO, Enabling Activity, page #, section)		

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<p>SWA1: 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.</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 2, EA A, Pg. 6 Goal 1, MDO 3, EA A,B, Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 1, MDO 5, EA A,B,C, Pg. 8 Goal 1, MDO 7, EA A,B, Pg. 10 Goal 1, MDO 8, EA A, Pg. 11 Goal 2, MDO 2, EA B, Pg. 13 Goal 3, MDO 1, EA A Pg. 15 Goal 3, MDO 2, EA A, Pg. 15 Goal 3, MDO 4, EA A, Pg. 16</p>		<p>CORE</p>
<p>SWA2: 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.</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 2, EA A, Pg. 6 Goal 1, MDO 3, EA A,B Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 1, MDO 5, EA A,B,C, Pg. 8 Goal 1, MDO 7, EA B, Pg. 10 Goal 2, MDO 1, EA A, Pg. 12 Goal 3, MDO 1, EA A, Pg. 15 Goal 3, MDO 2, EA A, Pg. 15 Goal 3, MDO 4, EA A, Pg. 16</p>		<p>CORE</p>
<p>SWA3: 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.</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 2, EA A,B, Pg. 6 Goal 1, MDO 3, EA A,B, Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 1, MDO 5, EA A,B, Pg. 8 Goal 1, MDO 6, EA B,C, Pg. 9 Goal 1, MDO 7, EA A,B, Pg. 10 Goal 1, MDO 8, EA A,B,C,D, Pg. 11 Goal 2, MDO 2, EA A,B, Pg. 13 Goal 2, MDO 3, EA A, Pg. 13 Goal 3, MDO 1, EA A, Pg. 15</p>		<p>Principal</p>

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	Goal 3, MDO 2, EA A, Pg. 15 Goal 3, MDO 4, EA A, Pg. 16 Goal 3, MDO 5, EA A, Pg. 16		
SWA4: 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.	Goal 1, MDO 6, EA B, Pg. 9 Goal 1, MDO 7, EA C, Pg. 10 Goal 3, MDO 2, EA A, Pg. 15 Goal 3, MDO 5, EA A, Pg. 16		EES VP
SWA5: 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.	Goal 1, MDO 7, EA B, Pg. 10 Goal 3, MDO 1, EA A, Pg. 15		Principal
SWA6: "The school's Academic Plan is available to the Department of Education, parents, and the public."	Goal 2, MDO 1, EA I, Pg. 14 Goal 3, MDO 1, EA A, Pg. 12 Goal 3, MDO 3, EA A,B, Pg. 15		SSC

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<p>SWA7: 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 regularly monitored and revised as necessary based on monitoring and evaluation.</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 2, EA A,B, Pg. 6 Goal 1, MDO 3, EA A,C, Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 1, MDO 5, EA A,B,C, Pg. 8 Goal 1, MDO 6, EA A,B,C, Pg. 9 Goal 1, MDO 7, EA A,B, Pg. 10 Goal 2, MDO 1, EA D, Pg. 13 Goal 2, MDO 2, EA A,B, Pg. 13 Goal 2, MDO 3, EA A, Pg. 13 Goal 3, MDO 1, EA A, Pg. 15 Goal 3, MDO 3, EA A,B, Pg. 15 Goal 3, MDO 5, EA A, Pg. 16</p>		<p>SSC</p>
<p>SWA8: "The school's Academic Plan will be annually 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."</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 3, EA A, Pg. 6 Goal 1, MDO 4, EA A,Pg. 7 Goal 1, MDO 5, EA A, Pg. 8 Goal 2, MDO 1, EA D, Pg. 12 Goal 3, MDO 2, EA A, Pg. 15</p>		<p>CORE</p>
<p>SWA9: A description of expenditure item(s) to support the school's Academic Plan strategies and enabling activities are documented in the Title I Handbook housed at the school. The Title I Handbook describes how the school's Academic Plan Title I expenditure addresses the contributing/root cause(s) and supports the Academic Plan's strategies and enabling activities.</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 3, EA A, Pg. 6 Goal 1, MDO 5, EA A,B, Pg. 8 Goal 2, MDO 2, EA A,B, Pg. 13 Goal 2, MDO 3, EA A, Pg. 13 Goal 3, MDO 2, EA A, Pg. 15</p>		<p>SSC/CORE</p>

2015 WASC (Western Association of Schools and Colleges) Report on Critical Areas for Follow-up & Strengthening

Schoolwide Critical Areas for Follow-up (WASC 1-4)

The Visiting Committee concurs with the school's identified areas that are outlined in the Academic and Financial Plan. These are summarized below:

Three-Year Academic Plan SY 2017-20

<p>1. The school reestablishes the Data Teams process by implementing the data team's protocols and establishing data team roles and norms. Further, use Data Teams to analyze student work as a means to evaluate curriculum and instructional practices.</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 2, EA A, Pg. 6 Goal 1, MDO 3, EA A, Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 1, MDO 5, EA A, Pg. 8 Goal 3, MDO 2, EA A, Pg. 15</p>
<p>2. The administration and faculty build upon CCSS curriculum in English, Math, Science, and Social Studies through PLCs and departmental planning days with support of administration and support staff.</p>	<p>Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 2, EA A, Pg. 6 Goal 1, MDO 3, EA A, B, C, D Pg. 6 Goal 1, MDO 5, EA A, Pg. 8 Goal 2, MDO 1, EA D, Pg. 12 Goal 2, MDO 2, EA B, Pg. 13 Goal 3, MDO 1, EA A, Pg. 15 Goal 3, MDO 2, EA A, Pg. 15</p>
<p>3. KMS will continue to address issues of school culture relating to trust, respect and professionalism by providing professional development to the entire faculty on creating a professional community.</p>	<p>Goal 1, MDO 2, EA B, Pg. 6 Goal 1, MDO 3, EA A,C, Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 1, MDO 5, EA B,C,D, Pg. 8 Goal 1, MDO 6, EA B,C, Pg.9 Goal 1, MDO 7, EA A,B,C, Pg. 10 Goal 1, MDO 8, EA A,B,C,D, Pg.11 Goal 2, MDO 1, EA D, Pg. 12 Goal 2, MDO 2, EA B, Pg. 13 Goal 2, MDO 3, EA A, Pg. 13 Goal 3, MDO 3, EA A,B, Pg. 15 Goal 3, MDO 5, EA A, Pg. 16</p>
<p>4. The school will increase student understanding of the link between what they are learning and the GLOs by having students self-assess and create GLO goals twice per school year.</p>	<p>Goal 1, MDO 2, EA A,B, Pg. 6 Goal 1, MDO 3, EA C, Pg. 6 Goal 1, MDO 5, EA C,D, Pg. 8 Goal 1, MDO 6, EA B, Pg. 9 Goal 1, MDO 7, EA A,B,C, Pg. 10 Goal 3, MDO 2, EA A, Pg. 15 Goal 3, MDO 3, EA A,B, Pg. 15</p>

Critical areas that need Strengthening (WASC 5-7) In addition, the Visiting Committee has identified key areas that need to be strengthened:	
5. KMS will renew its focus on discipline by revising the school-wide discipline plan and creating a character education program.	Goal 1, MDO 6, EA A, B, Pg. 9 Goal 1, MDO 7, EA A,B,C, Pg.10 Goal 3, MDO 5, EA A, Pg. 16
6. The school will continue to develop and incorporate CCSS literacy curriculum through the Period 7 classes.	Goal 1, MDO 1, EA B, Pg. 5 Goal 1, MDO 2, EA A,B, Pg. 6 Goal 1, MDO 3, EA A, Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 1, MDO 5, EA A, Pg. 8 Goal 2, MDO 1, EA A, B, C, D, Pg. 12 Goal 3, MDO 1, EA A, Pg.15 Goal 3, MDO 2, EA A, Pg. 15
7. Administration needs to schedule Academic Review Team meetings on a regular basis with a published schedule of times and dates to better effect operational and instructional programs.	Goal 1, MDO 3, EA B,C, Pg. 6 Goal 1, MDO 4, EA A, Pg. 7 Goal 2, MDO 3, EA A, Pg. 13 Goal 3, MDO 1, EA A, Pg. 15 Goal 3, MDO 2, EA A, pg. 15

Overview- Correlation between Goals, Strategies, Enabling Activities with the Title 1 SWA and WASC Critical Areas

<p><u>GOAL 1- STUDENT SUCCESS</u></p> <p>Goal 1, MDO 1, EA B, Pg. 5</p> <p>Goal 1, MDO 2, EA A,B, Pg. 6</p> <p>Goal 1, MDO 3, EA A,B, Pg. 6</p> <p>Goal 1, MDO 4, EA A, Pg. 7</p> <p>Goal 1, MDO 5, EA A,B,C, Pg. 8</p> <p>Goal 1, MDO 6, EA B,C,Pg. 9</p> <p>Goal 1, MDO 7, EA A,B,C, Pg. 10</p> <p>Goal 1, MDO 8, EA A,B,C,D, Pg. 11</p> <p>Goal 2, MDO 2, EA B, Pg. 13</p> <p>Goal 3, MDO 1, EA A, Pg. 15</p> <p>Goal 3, MDO 2, EA A, Pg. 15</p> <p>Goal 3, MDO 3, EA A,B, Pg. 15</p> <p>Goal 3, MDO 4, EA A, Pg. 16</p> <p>Goal 3, MDO 5, EA A, Pg. 16</p>	<p>SWA 1,2,3,4,5,6,7,8,9</p> <p>WASC 1,2,3,4,5,6,7</p>	<p><u>GOAL 2- STAFF SUCCESS</u></p> <p>Goal 1, MDO 1, EA B, Pg. 5</p> <p>Goal 1, MDO 3, EA A,B, Pg. 6</p> <p>Goal 1, MDO 4, EA A, Pg. 7</p> <p>Goal 1, MDO 6, EA C, Pg. 9</p> <p>Goal 1, MDO 7, EA B Pg. 11</p> <p>Goal 2, MDO 1, EA A, Pg. 12</p> <p>Goal 2, MDO 2, EA A,B, Pg. 13</p> <p>Goal 2, MDO 3, EA A, Pg. 13</p> <p>Goal 3, MDO 5, EA A, Pg. 16</p> <p><u>GOAL 3- SUCCESSFUL SYSTEMS OF SUPPORT</u></p> <p>Goal 1, MDO 1, EA A, Pg. 5</p> <p>Goal 1, MDO 2, EA B, Pg. 6</p> <p>Goal 1, MDO 3, EA A,B, Pg. 6</p> <p>Goal 1, MDO 4, EA A, Pg. 7</p> <p>Goal 1, MDO 5, EA A,B,C, Pg. 8</p> <p>Goal 1, MDO 6, EA B,C, Pg. 9</p> <p>Goal 1, MDO 7, EA B, Pg. 10</p> <p>Goal 1, MDO 8, EA A,B,C,D, Pg. 11</p> <p>Goal 2, MDO 2, EA B, Pg. 13</p> <p>Goal 2, MDO 3, EA A, Pg. 13</p> <p>Goal 3, MDO 1, EA A, Pg. 15</p> <p>Goal 3, MDO 3, EA A,B, Pg. 15</p> <p>Goal 3, MDO 5, EA, A Pg. 16</p>	<p>SWA 1,2,3,7,8,9</p> <p>WASC 1,2,3,4,5,6,7</p> <p>SWA 1,2,3,4,5,6,7,8,9</p> <p>WASC 1,2,3,4,5,6,7</p>
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