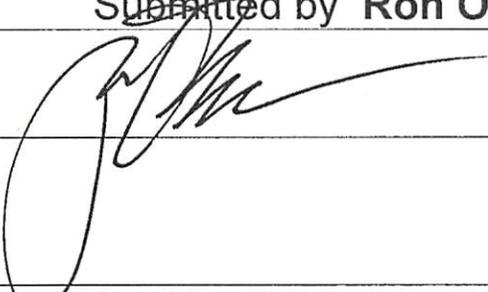


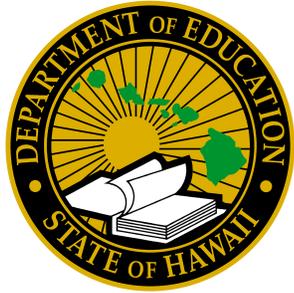
Two -Year Academic Plan 2021-2023

President William McKinley High School

1039 S King Street
Honolulu, HI. 96814
(808)594-0400

<https://www.mckinley.k12.hi.us>

Submitted by Ron Okamura , Principal	April 30, 2021
	4/30/21
Approved by Linell Dilwith , Complex Area Superintendent	
	5/17/21



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Two-Year Academic Plan SY 2021-2022, 2022-2023

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 ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: <u>Increase Student Achievement Goals</u> <ul style="list-style-type: none"> - MHS will focus on ways to improve attendance, graduation rate, college going rate, academic achievement and decrease 9th grade retention for all students. Students in the EL, IDEA, and Pacific Islander subgroups continue to achieve at lower levels on state assessments and universal screeners, have a higher rate of absenteeism and lower graduation rate when compared with their peers. MHS will develop a focused direction for the school in areas such as data collection, behavior management, assessment, and school wide initiatives to support and increase student achievement. 2. Need: <u>Strengthening of Parent/Community Network:</u> <ul style="list-style-type: none"> - MHS will work to strengthen parent and community outreach and engagement, especially with EL and Pacific Islander populations. 3. Need: <u>Continuum of Experiences</u> <ul style="list-style-type: none"> - MHS will work to provide students with a rigorous and relevant curriculum and offer opportunities to ensure college and career readiness for all students.

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Addressing Equity: Sub-Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Identified subgroups at McKinley include IDEA, EL and Pacific Islanders.

(SWI): The table below shows graduation rate and proficiency levels for ELA, math and science based on Smarter Balanced Assessments (SBA) and End of Course (EOC) Exams for SY 2018-2019.

	ELA Proficiency	Math Proficiency	Science Proficiency	Graduation Rate
All Students	67.8%	33.8%	21.6%	72%
IDEA	21%	5.2%	0%	60.5%
EL	10%	15.6%	0%	66.9%
Pacific Islanders	38%	4.5%	6.7%	51.3%

* No results for SY 19-20 due to COVID-19 and U.S. Department of Education's waiver from testing.

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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. Ron Okamura, Principal	1. School design and student voice, collaboration for school improvement
2. David Pila, Vice Principal Rickey Price, Vice Principal Kyle Hiranaga, Smaller Learning Communities (SLC) Coordinator Kristen Ono, Curriculum Coordinator	2. Targeted Support and Improvement (TSI)
3. William McGuire, Vice Principal Kristen Ono, Curriculum Coordinator	3. Hawaii Multi Tiered Systems of Support (HMTSS)
4. Candace Tonokawa, Vice Principal Lynne Hironaka-Fujimoto, Student Service Coordinator (SSC) Ching Mei Luong (SSC) Chris Nakagawa, SPED Department Chair	4. Special Education (SPED) Leadership Team
4. Kyle Hiranaga, SLC Coordinator Stacie Sakihara, CTE Coordinator Bryan Autz, CTE Department Chair	5. Freshman House, Career Academies
5. Colleen Inaba, Post High School Counselor Lisa Panquites, Counselor Department Chair Cami Yoshioka, Coordinator	6. College Readiness
6. Rickey Price, Vice Principal Dusty Santos, EL Coordinator	7. English Learners (EL) Program
7. David Pila, Vice Principal	8. Campus Safety
8. Kyle Hiranaga, SLC Coordinator Kristen Ono, Curriculum Coordinator	9. Parent Community Network Center (PCNC)
9. Kristen Ono, Curriculum Coordinator	10. New Teacher Mentoring Program (Tiger Navigator)

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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 two years,	Rationale:
<p>1. Increase achievement indicators (by 5% or more) that support student success:</p> <ul style="list-style-type: none"> - attendance - graduation rate - 9th grade retention rate - college readiness (ACT scores, college going rate, AP scores) <p>2. Earn NCAC certification for at least one academy by the end of school year 2023 and continue the development of academies to increase relevance of learning in the classroom.</p> <p>3. Improve academic performance for all students by 5% in the areas of:</p> <ul style="list-style-type: none"> - math - ELA - science <p>Targeted support will be provided to IDEA, EL and Pacific Islander subgroups to increase scores on high stakes tests (SBA Math and ELA, EOC Biology).</p> <p>4. Improve the student experience by 5% as measured by levels of student satisfaction and engagement on Panorama and SQS surveys.</p>	<p>Improving attendance, graduation rate, 9th grade retention rate, and college readiness are essential to support student success at MHS. Careful monitoring of these indicators will help to ensure that the appropriate intervention and support is provided to students in a timely manner.</p> <p>All students need access to rigorous, relevant and engaging curriculum in order to prepare them to be successful in their post-high school endeavors. The academies at MHS strive to provide experiences that expose students to their college and career interests in an informative and engaging way. MHS's academy structure allows students to explore a career pathway of their choice: Business, Health, Media, Engineering and Technology. Exposure to college and career experiences will prepare students for life beyond high school and help them make informed decisions regarding their future career and educational goals.</p> <p>Students' achievement on high stakes tests (SBA Math and ELA, EOC Biology) have been consistently low especially for students in the IDEA, EL and Pacific Islander subgroups. There is a need for additional quality support to ensure that these students can succeed in their classes. If MHS can address the underperforming populations with support in key areas such as math, language arts and science, then we will decrease the achievement gap between students.</p> <p>Increased student engagement and satisfaction contributes to overall well-being and may also have a positive impact on students' academic performance.</p>

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Planning				Funding/Amount	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>G1.1a By the end of 2022, MHS will increase on-time graduation rate from 78% to 80%.</p> <p>(SW 6)</p>	<p>G1.1a - MHS will develop a clear and consistent attendance policy with school wide expectations and consequences - Continue to provide students with a variety of credit recovery options (Keystone Credit Recovery, work study, Acellus, community service, eSchool, K12 learning solutions, Edgenuity)</p> <p>- Provide a 100% distance learning option for medically fragile students, and for students whose families are still apprehensive about in-person schooling (Edgenuity).</p> <p>- Tutoring services provided by PPTs, SPED department, and MHS National Honor society</p> <p>- Provide opportunity for frequent office hours if on a blended or virtual schedule</p>	<p>2021-2022</p>	<p>Admin Team</p> <p>Counseling Department</p> <p>HMTSS Team</p> <p>NCT Data Team</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>G1.1a</p> <ul style="list-style-type: none"> - Infinite campus grades - Attendance data and reports - Failure notices/emails - Behavior referrals/emails - Contact logs - Student meetings - Parent meeting - Parent/teacher conferences - Panorama Student Success data - NCT data team documents

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	<ul style="list-style-type: none"> - Consider implementing SEL work into Personal Transition Plan (PTP)/Advisory class - Ignition: 9th grade transition/mentoring program - Implementation of Panorama Student Success platform which allows teachers and counselors to monitor academics, behavior and social-emotional learning (SEL); provide training session to all staff to familiarize them with the program - Students who are off track will be identified and provided with intervention support 				
<p>G1.1a By the end of 2023, MHS will increase on-time graduation rate from 80% to 83%.</p> <p><i>(SW 6)</i></p>	<p>G1.1a</p> <ul style="list-style-type: none"> - Assessment and refinement of attendance policy - Assess credit recovery options provided and look into alternative options if necessary - Continue tutoring services provided by PPTs, SPED department and MHS National Honor Society - Assessment of Personal Transition Plan (PTP) curriculum in Advisory class; refine if necessary - Ignition: 9th grade transition/mentoring program - Assessment of implementation of Panorama Student Success platform; 	2022-2023	<p>Admin Team</p> <p>Counseling Department</p> <p>HMTSS Team</p> <p>NCT Data Team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G1.1a</p> <ul style="list-style-type: none"> - Infinite campus grades - Attendance data and reports - Failure notices/emails - Behavior referrals/emails - Contact logs - Student meetings - Parent meeting - Parent/teacher conferences - Panorama Student Success data - NCT data team documents

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	determine what data can be used more effectively to support students - Students who are off track will be identified and provided with intervention support				
<p>G1.1b</p> <p>By the end of 2022, MHS will decrease 9th grade retention rate from 21% to 19%.</p> <p><i>(SW 6)</i></p>	<p>G1.1b</p> <p>- Implementation of 9th Grade Academy Teams to support each cohort of freshman students</p> <p>- Ignition: 9th grade transition/mentoring program</p> <p>- Presentations given to freshmen through Study Skills/AVID to clarify graduation requirements.</p> <p>- Implementation of Panorama Student Success platform which allows teachers and counselors to monitor academics, behavior and SEL data</p> <p>- Students who are off track will be identified and provided with intervention support</p> <p>- Summer Bridge Program (9th grade transition)</p>	2021-2022	<p>K. Hiranaga</p> <p>Freshman House</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>G1.1b</p> <p>- Program participation data</p> <p>- Panorama Student Success data</p> <p>- Infinite campus grades</p> <p>- Attendance report</p> <p>- Failure notices/emails</p> <p>- Behavior referrals/emails</p> <p>- Contact logs</p> <p>- Student meetings</p> <p>- Parent meeting</p> <p>- Parent/teacher conferences</p> <p>- Student watch list / student progress</p>
<p>G1.1b</p> <p>By the end of 2023, MHS will decrease 9th grade retention rate from 19% to 15%.</p>	<p>G1.1b</p> <p>- Assessment of strategies used by 9th Grade Academy Teams to support each cohort of freshman students</p> <p>- Ignition: 9th grade transition/mentoring program</p>	2022-2023	<p>K. Hiranaga</p> <p>Freshman House</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other	<p>G1.1b</p> <p>- Program participation data</p> <p>- Panorama Student Success data</p> <p>- Infinite campus grades</p> <p>- Attendance report</p> <p>- Failure notices/emails</p> <p>- Behavior referrals/emails</p>

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<p>(SW 6)</p>	<ul style="list-style-type: none"> - Continue presentations given to freshmen through Study Skills/AVID to clarify graduation requirements. - Assessment of implementation of Panorama Student Success platform; determine what data can be used more effectively to support students - Continue to offer summer Bridge Program (9th grade transition) 			<input type="checkbox"/> N/A	<ul style="list-style-type: none"> - Contact logs - Student meetings - Parent meeting - Parent/teacher conferences - Student watch list / student progress
<p>G1.1c By the end of 2022, MHS will increase college and career readiness indicators for all students.</p> <p>College going rate: 63% to 66%</p> <p>Number of students taking AP exams: 125 to 133</p> <p>AP scores of 3+: 20% to 25%</p> <p>Post high school remedial course enrollment: 26% to 23%</p>	<p>G1.1c</p> <ul style="list-style-type: none"> - College & Career Website: provides comprehensive information of post high school options, apprenticeship programs, guest speakers, planning, events, financial aid and more - Dual credit programs: Early College and Running Start - Professional/Industry certification programs (ex. Med assist, pharm tech program) - Presentations by colleges and universities - Field trips to college fairs - Presentations to juniors and seniors - All students will complete a comprehensive post-high school plan through advisory class (20/20 period) 	<p>2021-2022</p>	<p>Counseling Department</p> <p>C. Yoshioka</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>G1.1c</p> <ul style="list-style-type: none"> - Sign in sheets/emails for college/career events and programs - Number of students participating in the early college program - Number of students successfully earning credit through early college program - Number of students earning an industry certification before graduation - Submission of advisory assignments to advisory Google Classroom - Students will complete 80% of all advisory work to earn PTP credit required for graduation

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<p>Dual credit participation: 4% to 7%</p> <p><i>(SW 5)</i> <i>(SW 6)</i></p>					
<p>G1.1c By the end of 2023, MHS will increase college and career readiness indicators for all students.</p> <p>College going rate: 66% to 70%</p> <p>Number of students taking AP exams: 133 to 140</p> <p>AP scores of 3+: 25% to 30%</p> <p>Post high school remedial course enrollment: 23% to 20%</p> <p>Dual credit participation: 7% to 10%</p> <p><i>(SW 5, SW 6)</i></p>	<p>1.1c - Continued refinement of College & Career Website - Work to increase student enrollment in dual credit and professional/industry certification programs - Continue to provide students with an opportunity to attend college and university field trips and presentations - Assessment of comprehensive post-high school plan curriculum offered during advisory class (20/20 period)</p>	<p>2022-2023</p>	<p>Counseling Department C. Yoshioka</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G1.1c - Sign in sheets/emails for college/career events and programs - Number of students participating in the early college program - Number of students successfully earning credit through early college program - Number of students earning an industry certification before graduation - Submission of advisory assignments to advisory Google Classroom - Students will complete 80% of all advisory work to earn PTP credit required for graduation</p>

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<p>G1.2 By the end of 2022, MHS will develop a continuum of college and career experiences for all students within their Academies at each grade level to offer opportunities that increase relevance and provide them with a broad range of knowledge. MHS will work to achieve NCAC certification for at least one academy.</p> <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<p>G1.2 - Create and align CTE comprehensive course pathways to increase career readiness through certifications, internships, and partnerships - Use of the Youscience platform in 9th Grade Study Skills and AVID classes to help students better understand their strengths and which academies might be good choices for them - Take steps to pursue NCAC accreditation for all academies. Process will start with a baseline analysis for each academy, followed by a full academy review -Develop school wide continuum of college/career experiences that all students will participate in</p> <ul style="list-style-type: none"> ● Focus on Gr. 9/10; Gr. 9 College/Career Research / Campus Visit(s), Guest Speakers; Gr. 10 College/Career Research, Guest Speakers, & College Fair <p>- KCC pharm technology program for Health Academy students</p>	<p>2021-2022</p>	<p>K. Hiranaga S. Sakihara B. Autz</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G1.2 - Increased number of CTE concentrators - Number of students visiting a college/career site (by grade level) - Number of students attending a college/career fair (by grade level) - Number of students completing a job shadow/internship experience - Number of seniors completing a CTE Honors/Capstone project - Academy progress on baseline analysis and/or full academy review - Number of students completing their pharm tech certifica</p>
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<p>G1.2 By the end of 2023, MHS will expand the continuum of college and career experiences for all students within their Academies at each grade level to offer opportunities that increase relevance and provide them with a broad range of knowledge. MHS will achieve NCAC certification for at least one academy.</p> <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<p>G1.2 - Use of the Youscience platform in 9th Grade Study Skills and AVID classes to help students better understand their strengths and which academies might be good choices for them - Pursue NCAC accreditation for all academies. Academy review for all academies. -Develop school wide continuum of college/career experiences that all students will participate in</p> <ul style="list-style-type: none"> • Focus on Gr. 11/12; Gr. 11 College Campus Visit(s), Dual Enrollment, Job Shadowing Experience, Scholarship Research, Guest Speakers; Gr. 12 College Application, Scholarship Research, Dual Enrollment, Work Based Learning Experience, Capstone, Guest Speakers <p>- KCC pharm technology program for Health Academy students; Other professional certification programs</p>	<p>2022-2023</p>	<p>K. Hiranaga S. Sakihara B. Autz</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G1.2 - Increased number of CTE concentrators - Number of students visiting a college/career site (by grade level) - Number of students attending a college/career fair (by grade level) - Number of students completing a job shadow/internship experience - Number of seniors completing a CTE Honors/Capstone project - Academy progress on baseline analysis and/or full academy review - Number of students completing their pharm tech certification</p>
<p>G1.3a By the end of 2022, MHS will increase achievement in ELA (from 67% to 69%), math (from 33% to</p>	<p>G1.3a - MHS will provide levels of intervention and support to increase academic achievement and learning competencies for all students</p>	<p>2021-2022</p>	<p>TSI Team Data Team Leaders</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE</p>	<p>G1.3a - Reading Plus data and assessments, weekly monitoring by ELA and 20/20 teachers - Ascend Math data and assessments, monitoring by math teacher</p>

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<p>35%), and science (from 22% to 25%) as measured by scores on high stakes tests (SBA Math and ELA, EOC Biology) for all students.</p> <p>(SW 3) (SW 5) (SW 6)</p>	<ul style="list-style-type: none"> ● 20/20 Period: Continue to use time block to support literacy through researched based instructional strategies and computer-based skill practice ● Reading Plus: ELA teachers will administer the Reading Plus Assessment 3x/year to identify students in need of literacy intervention support; based on scores, literacy support and interventions will be provided during ELA classes and 20/20 ● STAR Math Assessment: Assessment 2-3x/year to identify students in need of math intervention support ● Ascend Math: Online individualized instructional resource which identifies skill gaps, prescribes targeted instruction and motivates students to succeed will be provided to students in need of additional support through the math department ● Miscellaneous Technology, Equipment, Programs & Licenses to support instruction: Renaissance, Library Periodical Circulation, Reading Plus, ELA Teacher Classroom Book Sets for 			<input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> - Math STAR test scores - SBA and EOC scores - Individual program progress and assessment - Course pass rate - Graduation rate - 9th grade retention rate - Data team analysis and reports
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	<p>reading supports, Quia, Padlet and Pear Deck to create interactive lessons, Grade Transferer to help teachers effectively monitor student progress, EBSCO Database for biography reference center, Infobase Database for Career Guidance, Science Online, Learn 360, and Classroom on Demand, Overdrive and Dora for ebooks, ABC-CLIO Databases for American History and World History</p> <p>- Use the data team process to identify specific areas of knowledge and skill gaps to address student needs</p>				
<p>G1.3a By the end of 2023, MHS will increase achievement in ELA (from 69% to 72%), math (from 35% to 38%), and science (from 25% to 27%) as measured by scores on high stakes tests (SBA Math and ELA, EOC Biology) for all students. (SW 3)</p>	<p>G1.3a - Continue to provide levels of intervention and support to increase academic achievement and learning competencies for all students</p> <ul style="list-style-type: none"> ● 20/20 Period: Assess Reading Plus 20/20 data for all students and TSI group; determine if changes in expectations are needed ● Reading Plus: Monitor individual and school wide literacy progress of all students ● Ascend Math: Assessment of data to determine if more 	<p>2022-2023</p>	<p>TSI Team Data Team Leaders</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G1.3a - Reading Plus data and assessments, weekly monitoring by ELA and 20/20 teachers - Ascend Math data and assessments, monitoring by math teacher - Math STAR test scores - SBA and EOC scores - Individual program progress and assessment - Course pass rate - Graduation rate - 9th grade retention rate - Data team analysis and reports</p>

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<p>(SW 5) (SW 6)</p>	<p>Ascend Math licenses should be purchased</p> <ul style="list-style-type: none"> Assessment of technology equipment, programs and licenses to determine if upgrades and renewals are necessary <p>- Assessment of data team process to determine progress and impact of process on student achievement and instructional practice</p>				
<p>G1.3b</p> <p>By the end of 2022, MHS will improve student performance across the disciplines for students in targeted subgroups (IDEA, EL and Pacific Islander) as measured by scores on high stakes tests (SBA Math and ELA, EOC Biology).</p> <p>ELA IDEA: 21% to 23% EL: 10% to 12% PI: 38% to 40%</p>	<p>G1.3b</p> <ul style="list-style-type: none"> All teachers will be provided with a list of students in targeted subgroups Use of dedicated class period (20/20) with trained teachers to provide Reading Plus literacy support and additional targeted instruction to students with low reading proficiency Ascend Math: Intervention program to support students with low math proficiency PPTs to assist in both ESOL elective classes and other classes with high EL populations. PPTs will provide instructional support to boost academic performance of EL students Student IEP/BSPs shared with general education teachers 	<p>2021-2022</p>	<p>TSI Team</p> <p>SPED Leadership Team</p> <p>EL Team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G1.3b</p> <ul style="list-style-type: none"> TSI student list provided to teachers Records from TSI intervention teachers 20/20 Reading Plus logs Ascend Math data Student documents/records from SPED and EL teachers

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<p><u>MATH</u> IDEA: 5% to 7% EL: 16% to 18% PI: 5% to 7%</p> <p><u>Science</u> IDEA: 0% to 3% EL: 0% to 3% PI: 7% to 9%</p> <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<ul style="list-style-type: none"> - Monitoring of students in EL and SPED populations by IEP and EL coordinators - EL Parent Night 				
<p>G1.3b</p> <p>By the end of 2023, MHS will improve student performance across the disciplines for students in targeted subgroups (IDEA, EL and Pacific Islander) as measured by scores on high stakes tests (SBA Math and ELA, EOC Biology).</p> <p><u>ELA</u> IDEA: 23% to 26% EL: 12% to 15% PI: 40% to 42%</p>	<p>G1.3b</p> <ul style="list-style-type: none"> - Review of list of TSI students to determine if any students have shown progression - Review data to determine the effectiveness of literacy intervention (Reading Plus) during 20/20 period and the Ascend Math program to determine if adjustments are necessary - Continued use of PPTs to support EL students - Student IEP/BSPs shared with general education teachers - Continue to monitor students in EL and SPED populations by IEP and EL coordinators and assess if goals have been met are level of progress being made 	<p>2022-2023</p>	<p>TSI Team</p> <p>SPED Leadership Team</p> <p>EL Team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G1.3b</p> <ul style="list-style-type: none"> - TSI student list provided to teachers - Records from TSI intervention teachers - 20/20 Reading Plus logs - Ascend Math data - Student documents/records from SPED and EL teachers

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<p>MATH IDEA: 7% to 10% EL: 18% to 21% PI: 7% to 10%</p> <p>Science IDEA: 3% to 5% EL: 3% to 5% PI: 9% to 12%</p> <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<p>- EL Parent Night</p>				
<p>G1.4a By the end of 2022, MHS will increase student voice and satisfaction as indicated on student Panorama surveys and parent SQS surveys.</p> <p><u>Panorama Student Surveys</u> Classroom Climate: 71% to 73% Pedagogical Effectiveness: 69% to 71%</p>	<p>G1.4a - Provide levels of intervention and support to increase academic achievement and learning competencies for all students through a variety of programs, instructional tools and professional development provided by KMR district, Judy Keeney, David Shepard (Middle Matters), Pacific Resources for Education and Learning (PREL), Panorama and Hawaii Educational Resources Experts (HERE) - Implementation of the Panorama Student Success Platform; provide training sessions for all teachers - Administer and analysis data from Panorama student surveys</p>	<p>2021-2022</p>	<p>HMTSS Team K. Ono</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G1.4a - SQS Results - Panorama Survey Results - Panorama Student Success data</p>

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<p>Classroom Expectations: 64% to 66%</p> <p>Teacher-Student Relationships: 58% to 60%</p> <p>Classroom Engagement: 36% to 38%</p> <p>School Belonging: 33% to 35%</p> <p><i>(SW 4)</i></p>	<p>- Refine HMTSS team; establish school-wide PBIS program</p>				
<p>G1.4a By the end of 2023, MHS will increase student voice and satisfaction as indicated on student Panorama surveys and parent SQS surveys.</p> <p><u>Panorama Student Surveys</u> Classroom Climate: 73% to 76%</p>	<p>G1.4a - Review data and effectiveness of PD offered and instructional tools and programs purchased - Use Panorama Student Success Platform data to determine needs of students and school - Analyze trends of Panorama student surveys and determine how areas of need have been or will be addressed - Implementation of school-wide PBIS program by HMTSS team</p>	<p>2022-2023</p>	<p>HMTSS Team K. Ono</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G1.4a - SQS Results - Panorama Survey Results - Panorama Student Success data</p>

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<p>Pedagogical Effectiveness: 71% to 74%</p> <p>Classroom Expectations: 66% to 69%</p> <p>Teacher-Student Relationships: 60% to 63%</p> <p>Classroom Engagement: 38% to 41%</p> <p>School Belonging: 35% to 38%</p> <p><i>(SW 4)</i></p>					
<p>G1.4b By the end of 2022, MHS will utilize resources to proactively monitor the needs of the whole child (academic, behavioral, social-emotional) to improve the percentage of positive responses on student Panorama</p>	<p>G1.4b - HMTSS team will identify school-wide PBIS program that will be implemented - Establishment of Panorama Student Success platform which will allow teachers and counselors to monitor academics, behavior and SEL data; PD training sessions will be provided to teachers - Being to embed SEL practices into school routines - Revisit and refine school wide PRIDE expectations (Personal</p>	<p>2021-2022</p>	<p>W. McGuire K. Ono HMTSS Team</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G1.4b - Attendance data - Academic data - Behavior data - HMTSS documents - Panorama Student Success data - Panorama Survey results</p>

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<p>surveys by 2% or more.</p> <p><i>(SW 6)</i></p>	<p>responsibility, Respect, Integrity, Determination, Excellence)</p> <ul style="list-style-type: none"> - Continue use of PPTs to support the physical and academic domain of multi-tiered systems of support - Use of Panorama Surveys to: a) Increase students' perception of care by teachers and staff and improve sense of belonging b) Teachers will reflect on the Panorama survey and develop goals and strategies for improvement 				
<p>G1.4b</p> <p>By the end of 2023, MHS will utilize resources to proactively monitor the needs of the whole child (academic, behavioral, social-emotional) to improve the percentage of positive responses on student Panorama surveys by 3% or more.</p> <p><i>(SW 6)</i></p>	<p>G1.4b</p> <ul style="list-style-type: none"> - HMTSS team will refine school-wide PBIS program and PRIDE expectations - Continue to utilize the Panorama Student Success platform; reflect on data from SY 2021-2022 and work to implement changes - Assessment of SEL practices embedded during SY 2021-2022; continue to embed SEL practices school wide - Review and assess Panorama survey data patterns; come up with strategies to assess needs 	<p>2022-2023</p>	<p>W. McGuire</p> <p>K. Ono</p> <p>HMTSS Team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G1.4b</p> <ul style="list-style-type: none"> - Attendance data - Academic data - Behavior data - HMTSS documents - Panorama Student Success data - Panorama Survey results

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Goal 2: Staff Success. McKinley High 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 two years,	Rationale:
<p>1. Develop a focused direction for the school by creating effective systems for data collection, behavior management, assessment and school wide initiatives.</p> <ul style="list-style-type: none"> - Refine school wide data teams and CFA process - Implementation of Panorama Student Success Platform - Create yearly Department and Program Action Plans <p>2. Increase the number of PD opportunities offered to teachers in order to provide knowledge and tools to improve instruction and engagement strategies especially for English language (EL) learners and Pacific Islander students</p> <p>3. Establish Tiger Navigator, an induction and mentoring program for teachers new to MHS and/or the teaching profession with the goal of improving professional practice and easing the transition into MHS.</p>	<p>An increased culture of transparency and collaboration in the areas of data collection, behavior management, assessment and school wide initiatives is needed to promote student success. In order to support student achievement, faculty also need the training, support, and time to collaborate with one another. Professional development to provide the tools, resources and instructional strategies necessary to assist students in the EL, IDEA, and Pacific Islander subgroups is essential in order to ensure all MHS students have the opportunity to succeed.</p> <p>MHS will continue to use multi-tiered systems of support to identify students at risk and provide relevant support. The data teams process and creation of common formative assessments, under the guidance of Darrel Galera, will be refined in order to improve instructional practice. Results from formative assessments will help to inform teachers of student progress and enable them to make necessary adjustments and provide additional support if needed.</p> <p>An induction and mentoring program for new teachers at McKinley will provide a space for teachers to learn about policies and procedures at the school, discuss concerns and issues that may arise, and participate in collegial conversations to help improve their pedagogical practice.</p>

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Planning				Funding/Amount	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>G2.1a By the end of 2022, MHS will develop a focused direction by implementing effective systems for data collection, behavior management, assessment and school wide initiatives.</p> <ul style="list-style-type: none"> - Refine school wide data teams and CFA process - Implement Panorama Student Success Platform - Create yearly Department and Program Action Plans <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<p>G2.1a</p> <ul style="list-style-type: none"> - All courses have curriculum maps aligned to standards - Continue to use online behavioral and attendance referral system developed by counseling department - Continue work with D. Galera to improve school wide data team process - Train teachers and implement the Panorama Student Success Platform to consolidate academic, behavior and SEL data in one location - Departments and programs will create action plans to outline and track yearly goals and progress - Refine and improve freshman and career academies 	2021-2022	<p>Admin Team</p> <p>Department Chairs</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>G2.1a</p> <ul style="list-style-type: none"> - Curriculum maps and pacing guides - Behavioral and attendance referral system records - Resources (PPTs, documents, updates, etc.) provided by D. Galera - Panorama Student Success Platform data - Department and program academic plans - Minutes from freshman and career academy meetings

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<p>G2.1a By the end of 2023, MHS will assess the effectiveness of systems for data collection, behavior management, assessment and school wide initiatives.</p> <ul style="list-style-type: none"> - Assess and refine school wide data teams and CFA process - Assess implementation of Panorama Student Success Platform - Revisit, revise and reflect upon yearly Department and Program Action Plans <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<p>G2.1a</p> <ul style="list-style-type: none"> - Ensure that all teachers have submitted curriculum maps aligned to standards and that documents are accessible in one location - Continued use of the Panorama Student Success Platform school wide to monitor students - Use strategies from D. Galera to implement data teams process more independently - Revisit Department and Program Action Plans; determine what goals were met; revise and set new goals for upcoming school year - Assessment and refinement if needed of freshman and career academies 	<p>2022-2023</p>	<p>Admin Team</p> <p>Department Chairs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G2.1a</p> <ul style="list-style-type: none"> - Curriculum maps and pacing guides - Behavioral and attendance referral system records - Resources (PPTs, documents, updates, etc.) provided by D. Galera - Panorama Student Success Platform data - Department and program academic plans - Minutes from freshman and career academy meetings
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<p>G2.1b By the end of 2022, MHS will restructure the data teams process to effectively use common formative assessment data to improve instructional practice. (SW 5) (SW 6)</p>	<p>G2.1b - PD provided by D. Galera will improve the data team process by: a) providing faculty the disposition, skills and condition to implement data team b) providing leadership team members with the tools and processes to lead, implement and monitor data teams - Continue to provide time and support for teachers to meet with data teams, create common formative assessment, analyze student work, and implement changes to instructional practice</p>	<p>2021-2022</p>	<p>Admin Team K. Hiranaga K. Ono</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G2.1b - CFAs - Data team trackers - Data team evaluations - Summary reports provided by D. Galera - Feedback from teacher reflection/surveys - Student academic data</p>
<p>G2.1b By the end of 2023, MHS will use the data teams process to effectively implement common formative assessment strategies to improve instructional practice. (SW 5) (SW 6)</p>	<p>G2.1b - Continue data team work as directed by D. Galera; move towards more independent functioning of data teams without strong reliance on consultant - Assess time provided to teachers for data team work throughout the year; make adjustments if necessary</p>	<p>2022-2023</p>	<p>Admin Team K. Hiranaga K. Ono</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G2.1b - CFAs - Data team trackers - Data team evaluations - Summary reports provided by D. Galera - Feedback from teacher reflection/surveys - Student academic data</p>

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<p>G2.2 By the end of 2022, MHS will increase the number of PD opportunities offered to teachers in order to provide knowledge and tools to improve instruction and engagement strategies especially for English language (EL) learners and Pacific Islander students.</p> <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<p>G2.2 - Professional development opportunities provided by KMR district and outside consultants Judy Keeney, David Shepard (Middle Matters), Pacific Resources for Education and Learning (PREL), Panorama and Hawaii Educational Resources Experts (HERE) to help teachers: a) Understand best practices for all students and specific needs to support students in EL, IDEA, and SPED subgroups b) Advance understanding and use of multiple technology platforms and programs to deliver and enhance instruction c) implement SEL practices - Substitute teachers to provide classroom teachers time for professional development days and content work sessions</p>	<p>2021-2022</p>	<p>TSI Team</p> <p>EL Team</p> <p>SPED Leadership Team</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G2.2 - Attendance logs to professional development sessions - Meeting powerpoint and notes - Teacher reflection/feedback - Increase in number of teachers rated effective on EES - Panorama survey results - SQS staff surveys - Student grades on Infinite Campus - Students scores on SBA and EOC exam</p>
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<p>G2.2 By the end of 2023, MHS will continue to increase the number of PD opportunities offered to teachers in order to provide knowledge and tools to improve instruction and engagement strategies especially for English language (EL) learners and Pacific Islander students.</p> <p><i>(SW 5)</i> <i>(SW 6)</i></p>	<p>G2.2</p> <ul style="list-style-type: none"> - Assess current needs of school and provide professional development as needed with consultants - Additional PD from Panorama to enable teachers to use the Student Success platform more effectively - Review of SEL practices currently in place and determine effectiveness - Substitute teachers to provide classroom teachers time for professional development days and content work sessions 	<p>2022-2023</p>	<p>TSI Team</p> <p>EL Team</p> <p>SPED Leadership Team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G2.2</p> <ul style="list-style-type: none"> - Attendance logs to professional development sessions - Meeting powerpoint and notes - Teacher reflection/feedback - Increase in number of teachers rated effective on EES - Panorama survey results - SQS staff surveys - Student grades on Infinite Campus - Students scores on SBA and EOC exam
<p>G2.3 By the end of 2022, MHS will develop and implement Tiger Navigator, an induction and mentoring program for new teachers.</p> <p><i>(SW 6)</i></p>	<p>G2.3</p> <ul style="list-style-type: none"> - Establish Tiger Navigator, an induction and mentoring program to provide new teachers instructional guidance and a supportive peer and mentor network with the goal of improving teaching practice and easing the transition into MHS 	<p>2021-2022</p>	<p>K. Ono</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G2.3</p> <ul style="list-style-type: none"> - Participation logs - Agendas - Meeting powerpoints, notes, and handouts - New teacher reflection/feedback

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<p>G2.3 By the end of 2023, MHS will refine implementation of Tiger Navigator, an induction and mentoring program for new teachers.</p> <p><i>(SW 6)</i></p>	<p>G2.4 - Evaluate effectiveness of the first year of Tiger Navigator program - Review feedback from new teachers and mentor teachers and make adjustments to the program to better meet the needs of new teachers</p>	<p>2022-2023</p>	<p>K. Ono</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G2.3 - Participation logs - Agendas - Meeting powerpoints, notes, and handouts - New teacher reflection/feedback</p>
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Goal 3: Successful Systems of Support. The system and culture of McKinley High School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of two years,	Rationale:
<ol style="list-style-type: none"> McKinley High School will establish a Parent Community Network Center (PCNC) I to increase communication and number of contacts made with parents, families and the community. MHS will implement the Panorama Student Success Platform, Department and Program Action Plans and other school wide systems to increase collaboration among staff and improve dissemination and transparency of information. MHS will increase the number of student/family outreach events offered throughout the school year. 	<p>It is important to connect with parents and the community in order to provide the necessary support to help close the achievement gap for students especially in the IDEA, EL and Pacific Islander subgroups. Positive relationships with students, teachers, parents, and members of the community can contribute to the overall success of our students. MHS will continue to assess the effectiveness of current protocols in place and work to find ways to communicate with families and encourage community involvement.</p> <p>Communication, especially in a virtual or blended educational environment, is essential to ensure that key information is effectively disseminated to staff, students, and parents. MHS will continue to work on improving communication protocols by ensuring that all staff members are properly trained on the effective use of technology, clarifying communication pathways and identifying the roles and responsibilities of staff members.</p>

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Planning				Funding/Amount	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>G3.1 By the end of 2022, MHS will establish a Parent Community Network Center (PCNC) to improve communication and number of contacts made with parents, families and the community.</p> <p><i>(SW 2)</i> <i>(SW 4)</i> <i>(SW 6)</i> <i>(SW 7)</i></p>	<p>G3.1</p> <ul style="list-style-type: none"> - Create a user friendly PCNC website accessible via MHS home page - Create a monthly parent newsletter - Hire PPE with knowledge and connections to Pacific Islander community - Establish baseline of level of parent involvement (contacts made, number of parents participating in activities, visits to PCNC website, etc.) 	2021-2023	<p>K. Hiranaga</p> <p>K. Ono</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>G3.1</p> <ul style="list-style-type: none"> - PCNC meeting minutes - SQS Parent Satisfaction data - Updated website - Annual evaluation of PCNC effectiveness - Participation logs - Agendas - Powerpoints, notes and handouts provided to parents
<p>G3.1 By the end of 2023, MHS's Parent Community Network Center (PCNC) will continue to improve</p>	<p>G3.1</p> <ul style="list-style-type: none"> - Offer workshops for parents and students - Work to establish a parent walk-in center 	2022-2023	<p>K. Hiranaga</p> <p>K. Ono</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless	<p>G3.1</p> <ul style="list-style-type: none"> - PCNC meeting minutes - SQS Parent Satisfaction data - Updated website

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<p>and expand ways to communicate with parents, families and the community.</p> <p><i>(SW 2)</i> <i>(SW 4)</i> <i>(SW 6)</i> <i>(SW 7)</i></p>	<p>- Increase number of contacts made with parents and families</p>			<p><input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>- Annual evaluation of PCNC effectiveness - Participation logs - Agendas - Powerpoints, notes and handouts provided to parents</p>
<p>G3.2 By the end of 2022, MHS will implement the Panorama Student Success Platform, create yearly Department and Program Action Plans and utilize other systems to increase collaboration among staff and improve dissemination and transparency of information.</p> <p><i>(SW 2)</i> <i>(SW 6)</i></p>	<p>G3.2 - Implementation of Panorama Student Success Platform which will allow teachers, counselors and administrators to access academic, behavior, and SEL student information on one platform - Department Action Plans: Each department and program at MHS will create their own action plan which will be revised yearly. Department members will assess and self monitor their progress throughout the year. Plans for departments and programs will be viewable by all MHS faculty in an effort to encourage collaboration and transparency.</p>	<p>2021-2022</p>	<p>Admin Team Department Chairs K. Ono</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>G3.2 - Panorama Student Success Platform data - SQS Staff Survey Data - Department and Program Academic Plans - APC Minutes - Feedback from WASC visit</p>

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	<ul style="list-style-type: none"> - Association Policy Committee (APC) meetings - Creation of updated faculty and staff directory - Identify role and responsibilities for programs leads, NCTs/support staff 				
<p>G3.2</p> <p>By the end of 2023, MHS will refine implementation of the Panorama Student Success Platform, revisit, and revise yearly Department and Program Action Plans and utilize other systems to increase collaboration among staff and improve dissemination and transparency of information.</p> <p><i>(SW 2)</i> <i>(SW 6)</i></p>	<p>G3.2</p> <ul style="list-style-type: none"> - PD to provide teachers the knowledge to effectively use the Panorama Student Success Platform to monitor and support students - Find ways to use Department and Program Action Plans to promote teacher collaboration - Continue to hold APC meetings - Update faculty and staff directory 	2022-2023	<p>Admin Team</p> <p>Department Chairs</p> <p>K. Ono</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>G3.2</p> <ul style="list-style-type: none"> - Panorama Student Success Platform data - SQS Staff Survey Data - Department and Program Academic Plans - APC Minutes - Feedback from WASC visit

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<p>G3.3 By the end 2022, MHS will increase the number of student/family outreach events offered throughout the school year.</p> <p><i>(SW 4)</i> <i>(SW 6)</i> <i>(SW 7)</i></p>	<p>G3.3 -Collect participation data to get a baseline level of parent/family involvement - Establishment of MHS Parent Community Network Center (PCNC) - Open House: sharing of Academic programs of MHS - Freshman Parent Orientation: provide information for transition supports and academic programs at MHS - Summer Bridge: transition/parent engagement - Academy Showcases: student demonstration of learning to parents - Funds for miscellaneous supplies for parent mailing, communication and events: mailing supplies, postage, light refreshments, water, mini-bentos, snack food, etc.</p>	<p>2022-2022</p>	<p>K. Hiranaga K. Ono</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other: GEAR UP <input type="checkbox"/> N/A</p>	<p>G3.3 - PCNC meeting minutes - SQS Parent Satisfaction data - Participation logs/number of parents attending events</p>
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Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>G3.3 By the end 2023, MHS will continue to increase the number of student/family outreach events offered throughout the school year.</p> <p><i>(SW 4)</i> <i>(SW 6)</i> <i>(SW 7)</i></p>	<p>G3.3</p> <ul style="list-style-type: none"> - Review and assessment of MHS PCNC - Assess ways to increase student and parent attendance for Open House, Freshman Parent Orientation, Summer Bride, and Academy Showcases - Funds for miscellaneous supplies for parent mailing, communication and events: mailing supplies, postage, light refreshments, water, mini-bentos, snack food, etc. 	<p>2022-2023</p>	<p>K. Hiranaga</p> <p>K. Ono</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other: GEAR UP <input type="checkbox"/> N/A 	<p>G3.3</p> <ul style="list-style-type: none"> - PCNC meeting minutes - SQS Parent Satisfaction data - Participation logs/number of parents attending events
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