



Kaimuki-McKinley-Roosevelt Complex Two-Year Academic Plan 2021-2023

Roosevelt High School

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Submitted by	Date
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<p>Where are we now?</p> <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 ● 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 ● Other 	<p>1) Student Need: Increase student achievement with an emphasis on closing the achievement gap with our targeted groups: English Language Learners, Special Education, and Native Hawaiian.</p> <ol style="list-style-type: none"> a) Universal Screener b) Data Team c) Clear Learning Targets d) Critical Thinking Skills <p>2) Student Need: Promote and uphold a nurturing learning environment which fosters a sense of belonging.</p> <p>3) Staff Need: Improve quality of teacher collaboration to impact student achievement</p> <p>4) Staff Need: Provide professional development on strategies to improve student achievement.</p> <p>5) Staff Need: Improve the social and emotional well-being of teachers and staff</p> <p>6) Systems Need: Facilitate a collective understanding of RHS's mission to <i>Educate and Empower Students</i> and vision to promote the development of students who are <i>College Ready, Career Ready, and World Ready</i>.</p> <p>7) Systems Need: Develop a clearer decision-making process that will monitor and align all initiatives, programs, committees, and professional development.</p> <p>8) Systems Need: Systematize Tier 1 academic interventions in the classroom.</p>
<p>Addressing Equity: Sub-Group Identification</p>	

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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.

Roosevelt was identified as a TSI school for SPED in the 2018-19 school year.
 No State Assessment data available for SY 19-20 due to the COVID pandemic closure.

	SBA - ELA Proficiency (SY 18-19)	SBA - Math Proficiency (SY 18-19)	Biology EOC Proficiency (SY 18-19)	Graduation Rate (SY 18-19)	Graduation Rate (SY 19-20)
All	76%	48%	44%	89%	88%
SPED	18%	0%	8%	59%	59%
EL	17%	58%	4%	83%	91%
Native Hawaiian	59%	24%	20%	83%	83%

Data Source: -ELA, Math, & Science Proficiency: All, SPED, EL - alohahsap.org - Online Reporting System, Native Hawaiian - ARCH ADC
 -Graduation Rate: Every Student Succeeds Act Report

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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. Principal Sean Wong	<ul style="list-style-type: none"> ● Teacher Collaboration
2. Vice Principals Jason Okamoto, Lori Yoneda, Candace Aimoto	<ul style="list-style-type: none"> ● Teacher Collaboration
3. Curriculum Coordinator Kristen Sakamaki	<ul style="list-style-type: none"> ● PD on effective strategies ● Inclusion Program
4. Data Coach Jacee Yoshimura	<ul style="list-style-type: none"> ● Universal Screener implementation and training ● Data Team training and support
5. Positive School Climate Committee	<ul style="list-style-type: none"> ● Social Emotional Learning/HA
6. Formative Instruction/Data Team Committee	<ul style="list-style-type: none"> ● Data Team training and support
7. Teacher Wellness/New Teacher Support Committee	<ul style="list-style-type: none"> ● Support system for faculty and staff
8. Effective Instruction Team	<ul style="list-style-type: none"> ● Clear learning targets ● Critical Thinking/Questioning
9. RTI-A Committee (academic)	<ul style="list-style-type: none"> ● Inclusive Practices ● Systematize Tier 1 classroom interventions
10. Counselors	<ul style="list-style-type: none"> ● Social Emotional Learning/HA
11. Leadership Team	<ul style="list-style-type: none"> ● Vision and Mission

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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:

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1. Increase student achievement in reading, math, and science for all students and decrease the achievement gap.
 - a. Our two year academic goals will be to:
 - i. Increase reading SBA scores by 4 %
 - ii. Increase math SBA scores by 4 %
 - iii. Increase science EOC scores by 4 %
 - b. We will utilize the following tools to help increase student achievement:
 - i. Tier I Interventions (research based instructional strategy targeting a specific need and monitored for progress)
 - ii. Clear learning targets
 - iii. Data Teams
 - iv. Strategies that promote critical thinking
 - v. Inclusion and inclusive practices
 - c. The following will help monitor progress in student achievement:
 - i. Universal Screener used with all students to identify “at risk” students
 - ii. Universal Screener used with “at risk” students to monitor progress
2. Promote and uphold a nurturing learning environment to foster a greater sense of belonging for students.

Over the last 5 years, RHS’s average reading score on the Smarter Balanced Assessment (SBA) is 75%, exceeding the state goal of 61%. However, the achievement gap for SPED and EL students is 65% and 17% for Native Hawaiians.

Math SBA scores have decreased recently averaging 52%, slightly below the state goal of 54%. The achievement gap for SPED students is 48% and the gap for Native Hawaiian students is 24%.

Science scores have remained steady averaging 42%, well below the state goal of 64%. The achievement gap for SPED students is 36%, the gap for ELL students is 40%, and the gap for Native Hawaiian students is 24%.

It is fundamental that students feel as though they belong. Providing a caring and nurturing learning environment will help foster this sense of belonging. Research has shown that while there are many factors contributing to a student’s sense of belonging, by far [the most influential factor was teachers](#). (Allen, Kelly-Ann. Boosting School Belonging, November 7, 2019.) Teacher-student relationships have an effect size of $d=0.72$ indicating these positive relationships nearly double the effect of student learning in a given year. (Hattie, John. Visible Learning, 2009.)

In the category of School Belonging, data from the 2021-21 Panorama survey reflect a 37% favorable rating. This

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Planning					Funding/A mount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year: 2021-22	School Year: 2022-23	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

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<p>G 1.1 Increase achievement for all students</p> <p><u>Math SBA proficiency:</u></p> <ul style="list-style-type: none"> All: 48% to 52% SPED: 0% to 4% EL: 58% to 62% Native Hawaiian: 24% to 28% <p><u>ELA SBA proficiency:</u></p> <ul style="list-style-type: none"> All: 76% to 80% SPED: 18% to 22% EL: 17% to 21% Native Hawaiian: 59% to 63% <p><u>Biology EOC proficiency:</u></p> <ul style="list-style-type: none"> All: 44% to 49% SPED: 8% to 13% EL: 4% to 9% Native Hawaiian: 20% to 25% 	<p>G1.1a:</p> <p>Continue to use Universal Screener (STAR) to monitor student progress in ELA and Math with plans to expand to all students.</p>	<p>G 1.1a:</p> <ul style="list-style-type: none"> ● Refresher training for ELA and SPED teachers on use of the Universal Screener ● Train Alg 1 teachers on the use of the Universal Screener ● <u>Data:</u> Universal Screener results to be collected (fall, winter, spring) for the following: <ul style="list-style-type: none"> ● ELA 9 & 10 ○ SPED math and English ○ Algebra 1 ● Departments use results from Universal Screener to implement appropriate interventions 	<p>G1.1a:</p> <ul style="list-style-type: none"> ● Train English and Math departments on use of the Universal Screener ● <u>Data:</u> Administer Universal Screener (fall, winter, spring) and document results <ul style="list-style-type: none"> ● ELA 9-12 ● SPED math and English ● Math 9-12 ● Departments to monitor SBA and EOC results 	<p>G 1.1a:</p> <p>Data Coach</p> <p>Math and ELA teachers (including SPED)</p>	<p>x WSF</p> <p><input 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>● Cost (until Sept 2021): \$4096.34 (\$5 per student)</p> <p>● Cost (Oct 2021- Sept 22): \$-6,000 (\$5.10 per student)</p> <p>● Cost (Oct 2022- Sept 23):?</p>	<p>G1.1a:</p> <p>25% of RHS students will meet their Projected Scaled Score on the STAR Universal Screener by Spring 2023. Data will be collected three times a year (fall, winter, spring).</p> <ul style="list-style-type: none"> ● All students ● SPED ● EL ● Native Hawaiian <p>Increase SBA and EOC results by 4%.</p>
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<p>G 1.1 Increase achievement for all students (with a focus on targeted groups)</p> <p style="text-align: center;"><u>All Courses:</u> Increase % of passing grades</p>	<p>G1.1b: Continue to provide training and support on the Data Team process to effectively use formative assessment data to increase achievement.</p>	<p>G1.1b:</p> <ul style="list-style-type: none"> ● FI/DT committee to create a Data Team look-for checklist ● Collect data from observations of PLCs for analysis ● Provide Data Team PD for faculty that focuses on the needs from Look Fors ● Revise the CIA/Data team Notes Template to increase clarity and efficiency 	<p>G1.1b:</p> <ul style="list-style-type: none"> ● Continue to collect data from observations of PLCs for analysis ● Continue to use Look Fors ● Collect feedback and revise the CIA Notes Template to increase clarity and efficiency (if needed) ● Continue to provide Data Team PD for faculty that focuses on the use of more frequent data teams to impact teaching and learning 	<p>G1.1b: FI/DT Committee Data Coach Department Heads</p>	<p><u>Data Team Tracker:</u> 100% of teachers will complete an entire cycle that includes pre/post data at least once a quarter.</p> <p>100% of data teams will differentiate strategies for each band of students.</p> <p>Increase % of passing grades: <u>Grade Tracker:</u> 4% increase of students passing all semester/year classes by the end of school year 2023.</p>
<p>G 1.1 Increase achievement for all students (with a focus on targeted groups)</p>	<p>G1.1c: Facilitate the development of clearer learning targets.</p>	<p>G1.1c:</p> <ul style="list-style-type: none"> ● Provide PD on increasing Teacher Clarity through developing clear learning targets ● Develop a peer observation checklist to measure 	<p>G1.1c: Monitor progress and modify as needed</p>	<p>G 1.1c: Effective Instruction Team</p>	<p>G1.1c: Increase the percent of students who can accurately identify the learning targets by 5% as observed in peer walkthroughs conducted each semester.</p>

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<p>G 1.1 Increase achievement for all students (with a focus on targeted groups)</p>	<p>G1.1d: All classes will provide opportunities to address schoolwide Student Learner Needs (Critical Thinking with an emphasis on questioning).</p>	<p>G1.1d: ● Provide PD on Critical Thinking (higher level questioning) strategies ● Create a schoolwide peer observation form for the purpose of collecting data to monitor implementation of Critical Thinking strategies (schoolwide SLN)</p>	<p>G1.1d: ● Provide PD on Critical Thinking (higher level questioning) strategies ● Continue to collect peer walkthrough data</p>	<p>G 1.1d: Effective Instruction Team</p>			<p>Increase the percent of students using critical thinking skills (higher level questioning) by 5% as observed in peer walkthroughs conducted each semester.</p>
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<p>G 1.1 Increase achievement for all students (with a focus on targeted groups)</p> <p><u>Increase Math</u></p> <p><u>SBA proficiency:</u></p> <ul style="list-style-type: none"> • SPED: 0% to 4% • EL: 58% to 62% <p><u>Increase ELA</u></p> <p><u>SBA proficiency:</u></p> <ul style="list-style-type: none"> • SPED: 18% to 22% • EL: 17% to 21% <p><u>Increase Biology</u></p> <p><u>EOC proficiency:</u></p> <ul style="list-style-type: none"> • SPED: 8% to 13% • EL: 4% to 9% 	<p>G1.1e Strengthen the inclusion program and inclusive practices to support the needs of the SPED and EL populations.</p>	<p>G1.1e</p> <ul style="list-style-type: none"> • Summer 2021: PD for inclusion teachers (General Education, SPED, and EL teachers). <ul style="list-style-type: none"> ○ Inclusion models ○ Inclusion instructional strategies • Continued PD and support for inclusion teams • Fall & Spring 2021: PD with faculty on effective inclusive practices to support <u>all</u> students 	<p>G1.1e</p> <ul style="list-style-type: none"> • Continue to provide PD and support for inclusion teams • Continue to implement inclusive practices in the classroom 	<p>Curriculum Coordinator RTI-A Committee</p>	<p>x WSF</p> <ul style="list-style-type: none"> <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>G 1.1e Increase % of passing grades: <u>Grade Tracker</u>: 4% increase of students passing inclusion classes by the end of school year 2023.</p>
<p>G1.2 Promote a nurturing learning environment which fosters a sense of belonging</p> <p>Panorama survey 2020-21:</p> <ul style="list-style-type: none"> • School belonging 37% to 42% • Classroom teacher-student relationships: 63% to 68% 	<p>G1.2a: Implement an evidence based approach to a schoolwide SEL/HA program.</p>	<p>G1.2a:</p> <ul style="list-style-type: none"> • Research, recommend, and conduct ongoing PD for SEL/HA implementation • Visit other schools with successful SEL implementation • Build an evaluation tool (school wide survey) to determine the effectiveness of schoolwide SEL 	<p>G1.2a:</p> <ul style="list-style-type: none"> • Implement Advisory lessons • Develop strategies and activities that promote SEL/HA components schoolwide • Expand programs that engage students 	<p>Positive School Climate Committee Counselors</p>	<p>x WSF</p> <ul style="list-style-type: none"> <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 x N/A 	<p><u>Student Wellness Survey</u> (sample)</p> <p>Increase positivity rate (4-5) by 5% by the SY2022-23. Administer the Student Wellness survey at least three times a year (August, December, May).</p>

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<p>G1.2 Promote a nurturing learning environment which fosters a sense of belonging</p>		<p>implementation (SLN)</p> <ul style="list-style-type: none"> ● Develop advisory lessons that promote SEL/HA competencies ● Continue to engage students through programs such as Kaliopeku and Polynesian Music 	<p>G1.2b:</p> <ul style="list-style-type: none"> ● Monitor progress and modify as needed ● Implement strategies to develop and maintain positive student-teacher relationships 	<p>Positive School Climate Committee</p>		
	<p>G1.2b: Foster positive student-teacher relationships.</p>	<p>G1.2b</p> <ul style="list-style-type: none"> ● Research strategies to develop and maintain positive student-teacher relationships ● Create questions for a schoolwide wellness survey 	<p>G1.2b:</p> <ul style="list-style-type: none"> ● Monitor progress and modify as needed ● Implement strategies to develop and maintain positive student-teacher relationships 			<p>Increase student teacher relationship rating (4-5) by 5% by the SY2022-23. Administer the Student Wellness survey at least three times a year (August, December, May).</p>

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Goal 2: Staff Success. Roosevelt 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,

- G2.1: Improve the quality of teacher collaboration to build collective teacher efficacy and impact student achievement.
1. In CIA time: work on all components of curriculum mapping, instruction/lesson planning, creating assessments, and conducting data teams
 2. Conduct efficient outcome-driven meetings (adaptive training)
 3. Continue collaboration through committees

G 2.2: Provide professional development on research based instructional strategies to improve student achievement.

G2.3: Improve the social and emotional well-being of teachers and staff

Rationale:

According to Hattie (2009), collective teacher efficacy is the number one factor influencing student achievement, having an effect size of 1.57, which almost quadruples the rate of learning in one school year. The belief that all teachers can positively influence the most challenging or disengaged students is the underlying premise of collective teacher efficacy which can be achieved through supporting teachers to improve the quality of collaboration to support teachers

Due to the Covid-19 pandemic and school closures during the 4th quarter of the 2019-20 school year, the educational learning environment changed dramatically. Schedules were modified to adhere to health and safety concerns. Direct instruction was limited to 90 minutes a week with additional asynchronous work being provided. As a result, teachers observed disengagement and learning loss.

Considering the limited time with students along with learning loss, the need to realign curriculum maps horizontally (so all course alike teachers address the same priority standards) and vertically (so the subsequent teachers are aware of the priority standards being addressed) became apparent. Continuing to focus on formative assessments to allow for adjustments in the curriculum to better address the needs of all students was also needed. Finally, the necessity of making sure all teachers are aware of tier 1 interventions was realized.

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Planning		Interim Measures of Progress			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year 2021-22	School Year 2022-23	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
G2.1: Improve the quality of teacher collaboration to impact student achievement.	G2.1a: Provide the time and support for teachers to: <ul style="list-style-type: none"> ● Identify priority standards ● Adjust pacing of curriculum maps ● Create formative assessments ● Analyze student work ● Decide on curriculum strategies to best meet the needs of students ● Continue using Impact Team protocols ● Create learning intentions and success criteria 	G2.1a: <ul style="list-style-type: none"> ● Maintain a calendar of dedicated meeting times for PLCs ● Provide guidance and additional training as needed for CIA meetings ● Create a form to request time/funding for collaboration and training ● Complete model teams training for Impact Teams 	G2.1a <ul style="list-style-type: none"> ● Continue to provide the time and support ● Model Impact Team will train other teachers on protocols 	Admin DH Curriculum Coordinator	x 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	100% of teachers will post CIA/DATA meeting minutes on the faculty portal.

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<p>G2.1: Improve the quality of teacher collaboration to impact student achievement.</p>	<p>G2.1b Provide training for teachers leaders on outcome-based agendas for meetings</p>	<p>G2.1b</p> <ul style="list-style-type: none"> ● Collect feedback from teachers as to the efficiency of their various PLCs. ● Train teachers on need areas for efficient meetings (adaptive leadership, cooperative learning) 	<p>G2.1b Continue to collect feedback and provide training as needed</p>	<p style="text-align: center;">Admin</p>	<p>Increase positive teacher responses regarding their PLCs by 5% as indicated in a teacher survey.</p>
<p>G2.1: Improve the quality of teacher collaboration to impact student achievement.</p>	<p>G2.1c Continue to provide time for committees to collaborate on school wide initiatives</p>	<p>G2.1c:</p> <ul style="list-style-type: none"> ● Collect feedback on efficacy of committees ● Train teachers on alignment of committees to school-wide goals ● Committees will create clear goals for year one ● Continuously collect feedback from committees and provide support as needed 	<p>G2.1c: Continue to monitor and support as needed</p>	<p style="text-align: center;">Admin</p>	<p>Increase positive teacher responses regarding their committees by 5% as indicated in a teacher survey.</p>

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<p>G 2.2: Provide professional development on strategies to improve student achievement.</p>	<p>G2.2: Continue to provide PD on effective research based strategies to improve student achievement.</p>	<p>G2.2:</p> <ul style="list-style-type: none"> ● Research effective instructional strategies. ● Calendar PD sessions during the 2021-22 SY. ● Provide PD. ● Continue to implement a cycle of professional learning and monitoring to support schoolwide instructional strategies. 	<p>G2.2: Monitor progress and modify as needed.</p>	<p>Curriculum Coordinator</p>	<p>Increase teacher usage of research based strategies by 5% as evidence through surveys and peer walkthrough observations.</p>
<p>G2.3: Improve the social and emotional well-being of teachers and staff</p>	<p>G2.3: Create a support system for colleagues.</p>	<p>G2.3:</p> <ul style="list-style-type: none"> ● Administer a wellness survey to determine the needs of the faculty and staff. ● Organize and host one school wide activity for faculty and staff. ● Facilitate inclusion/warm up activities at faculty meetings. ● Develop a support system for faculty and staff. 	<p>G2.3: Monitor progress and modify as needed.</p>	<p>Teacher Wellness Committee</p>	<p>Increase teacher positive responses regarding their emotional well-being by 5% as indicated in a teacher survey.</p>

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Goal 3: Successful Systems of Support. The system and culture of Roosevelt 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">1. Align school programs and curriculum with RHS' s mission to <i>Educate and Empower Students</i> and vision and ensure a balance of <i>College Ready, Career Ready, and World Ready</i> opportunities.	<p>Roosevelt's current vision and mission was created in 2013 and has not been formally reviewed by all stakeholders since its introduction. A teacher survey conducted in 2019 indicated that 88.5% of our current faculty knows the school's vision and mission. Roosevelt also recognizes the need to include all stakeholders in an annual review of how the school's instruction, curriculum, and extra-curricular offerings align with our vision and mission to ensure we are providing a well-balanced program for all learners.</p>
<ol style="list-style-type: none">2. Develop a clearer decision-making process that will monitor and align all initiatives, programs, committees, and professional development.	<p>A decision making process was developed by previous administrations. With the arrival of Roosevelt's current principal in SY 2015-16, the school's decision-making process shifted to a more collaborative model. However, a clear process has not been formalized and shared.</p>
<ol style="list-style-type: none">3. Systematize Tier 1 academic interventions in the classroom.	<p>According to the school's 2021 Self Study Report, scaffolded instruction and differentiation are used to help students at different levels. Rider Time is also built into the schedule. Tier 1 academic interventions are used to some degree by some teachers, but are not systematically implemented by the faculty.</p>

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Planning		Interim Measures of Progress				
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year: 2021-22	School Year: 2022-23	ART Accountable Lead(s)	Funding/A mount Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Interim Measures of Progress
G3.1 Align school programs and curriculum with RHS's mission to <i>Educate and Empower Students</i> and vision.	G3.1.a: Develop a collective understanding of Roosevelt High School vision and mission among all role groups: <ul style="list-style-type: none"> ● Faculty ● Staff ● Students ● Parents 	G3.1a Fall 2021 <ul style="list-style-type: none"> ● Depts, staff, student group, and parent group define each component of the vision and mission ● Compile the definitions of vision and mission into one document to be shared repeatedly at various events 	G3.1a: Fall 2022 <ul style="list-style-type: none"> ● Revisit the vision and mission to clarify and/or modify their definitions with all role groups ● Continue to share the school's vision and mission to be shared repeatedly at various events 	Admin LT	<input 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	Define the relevant data used to regularly assess and monitor progress Increase faculty, staff, student, and parent understanding of the school's vision and mission by 5% as indicated in a survey.

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<p>G3.1 Align school programs and curriculum with RHS's mission to <i>Educate and Empower Students</i> and vision.</p>	<p>G3.1b: Analyze school programs and curriculum to check for alignment of the school's vision and mission.</p>	<p>G3.1b:</p> <ul style="list-style-type: none"> ● Departments to identify ways to increase career and world readiness ● Committee goals aligned to the school's vision and mission 	<p>G3.1b: Continue to identify ways to increase career and world readiness</p>	<p>Admin LT</p>	<p>Increase faculty, staff, student, and parent awareness of the school's activities/programs that promote college, career, and world readiness by 5% as indicated in a survey.</p>
<p>G3.1 Align school programs and curriculum with RHS's mission to <i>Educate and Empower Students</i> and vision.</p>	<p>G3.1c: Revise School Design document to reflect definition of vision and mission.</p>	<p>G3.1c:</p> <ul style="list-style-type: none"> ● Determine main ideas from vision/mission definition to update school design document ● Determine events to distribute school design document 	<p>G3.1c: Revise and update as necessary</p>	<p>Admin LT</p>	<p>Increase faculty, staff, students, and parents awareness of school activities/programs that promote college, career, and world readiness by 5% as indicated in a survey.</p>
<p>G3.2: Systematize a decision making process</p>	<p>G3.2: Revisit and revise the decision making process.</p>	<p>G3.2:</p> <ul style="list-style-type: none"> ● Chart person(s) roles and responsibilities of leadership roles ● Identify and categorize different types of schoolwide decisions and chart person(s) 	<p>G3.2:</p> <ul style="list-style-type: none"> ● Continue to modify and implement decision making model ● Share the decision making flowchart with all role groups 	<p>Admin LT</p>	<p>Increase faculty, staff, students, and parents awareness of the school's decision making process by 5% as indicated in a survey.</p>

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<p>G3.3: Systematize Tier 1 classroom interventions.</p>	<p>G3.3: Develop a flowchart and referral system for tiered supports</p>	<p>responsible for the decisions</p> <ul style="list-style-type: none"> ● Create a decision making flowchart that includes a reflection of the school's vision and mission ● Share the decision making process with all role groups 	<p>G3.3</p> <ul style="list-style-type: none"> ● Draft a flowchart of tiered supports. ● Create and implement a referral form for Tier 2 and Tier 3 supports. ● Monitor Tier 1 classroom interventions. 	<p>RTI-A Committee Admin</p>	<p>Grade Tracker: 4% increase of students passing all classes by the end of school year 2023.</p>
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