KMR
One-year Academic Plan
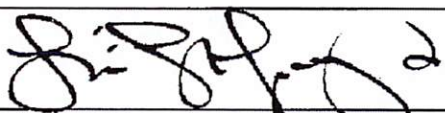# SY 2023-2024

Stevenson Middle School

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Submitted by	**Laurie Luczak**, Principal	Date
		4.10.2023

Approved by Linell Dilwith, Complex Area Superintendent	Date
	4/14/23

One-Year Academic Plan SY 2023-2024

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study 　▪ 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	**BASED ON THE NEEDS IDENTIFIED IN THE CNA** 1. Consistent use of Standards-based unit and lesson planning, consistent tier 1 instructional strategies to support the needs of all learners (WASC Critical Areas #5 & 6). 2. Strengthen students' sense of belonging, self-management, & social awareness. 3. Engage and build connections with community, families, and stakeholders. 4. Increase shared responsibility of leadership with all stakeholders (WASC Critical Area #1) ## Addressing Equity: Sub-Group Identification **Targeted Subgroups:** 1. **EL** - All teachers will incorporate ELD practices/methods. Learning walks will be conducted in all classrooms as we continue to collect data and refine our practices. 2. **SpEd** - All teachers will participate with in-service on inclusive practices. A choice board of practices will be provided. Teachers will be asked to select at least 3 to implement. Learning walks will be conducted in all classrooms as we continue to collect data and refine practices. 3. **Disadvantaged**- Continue to monitor progress of disadvantaged students (academic and SEL), provide after school tutoring and ELO in the summer. **Needs for all 3 subgroups:** 1. Academic support 2. School belonging 3. Attendance support 4. Develop grit, resilience, and self-regulation 5. Read and write for a variety of purposes 6. Use collaborative communication skills (listen to understand, share information, problem solve) 7. Use metacognitive strategies 8. 21st century skills: social skills, self-management, computer literacy, computer science

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	SY21-22 SBA Reading Proficiency	SY 22-23 Winter iReady Reading Proficiency	SY21-22 SBA Math Proficiency	SY 22-23 Winter iReady Math Proficiency	SY 21-22 HSA Science Proficiency	SY 22-23 Attendance (as of 4/3/23)	SY 22-23 % of Population
All Students	56%	51%	35%	45%	38.7%	93.93%	100%
EL	8%	7%	11%	10%	8.33%	86.84%	13.08%
SpEd	3%	0%	0%	0%	0%	90.12%	9.21%
High Needs	22%	31%	29%	28%	30.7%	91.79%	48.99%
Disadvantaged	41%	34%	23%	31%	30.6%	92.26%	42.54%

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 (Kuleana)
1. **Administration:** Laurie Luczak	FAPE. Oversight of all initiatives. Responsible for vision and to ensure that the mission is achieved through intentional decision making, focused on student growth and achievement.
2. **Curriculum Coordinators:** Alisha Horikami, Naomi Oshiro	2. Title I, Uplink. 21st Century, REACH, core curriculum, instruction, and assessment, iReady, Distance Learning, Ho'onui, school plans (CNA, Academic Plan, WASC self-study), schoolwide data support including planning of learning walks and data analysis/data talks, coordinating training and meetings, coordination and maintenance of shared drives.

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3. **EL Coordinator:** Saki Kashimura	3. EL Comprehensive plan, AITS grant for EL students, KMR EL Success Plan (POC for RLSMS), EL in-service
4. **Student Services (Success) Coordinator:** Blaine Awana	4. Ensures LRE for all students advocating for opportunities as needed; Inclusive practices; equity.
5. **Counselors:** Tricia Araki, Christopher Heaton	5. Student well-being, services and to support a healthy social and emotional environment, and to monitor psychological safety of students. They also coordinate SBA/HSA testing.
6. **Department Heads:** Adelle Talaeai, Melissa Reeder, Holly Hoffman, Lesego Butindaro, Wendy Okamoto, Ronald Matsushige	6. Responsible for oversight of pacing guides, curriculum maps, Standards-based instruction and assessment, meeting exit targets, and continuous monitor vertical and horizontal alignment. Coaching and mentoring of teachers as needed.
7. **Team Leads/Alaka'i hui:** Makani Uperesa, Christian Ellis, Jonathan Shiraki, Nicole Amano, Monette Ines, Blaine Awana	7. **Focus is on building and nurturing a relationship with the students in the AA**. The AA teacher will track academic progress and SEL/Panorama growth and the preparation of SLCs. The focus of the TEAM/Hui will be about the well being of the students in their AA period and being the ONE adult on campus for them. 1. Kamahele - Traveler 2. Ho'okele wa'a - Steersman 3. Kapena - Captain 4. Kilo hoku - Star gazer 5. Hoe wa'a - Paddler 6. Hoku pa'a - North Star (Christian Ellis)
8. **CTE Coordinator:** TBD	8. Oversight and implementation of CTE program including community connections and learning experiences, Personal Transition Plan, and students transitioning to RHS and selecting an appropriate CTE Pathway.

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9. **HMTSS Leads:**
 	
    Nicole Amano - Administrative planning and training
    Dani Hitt - PBIS
    Wendy Okamoto - Panorama
	9. HMTSS: Nicole Amano (HMTSS), Dani Hitt (PBIS), Wendy Okamoto (Panorama)
	
	HMTSS blueprint development, monitoring, revision; school-wide training, school-wide data analysis (Panorama), development of PBIS activities and incentives and monitoring of success

10. **Student Activities Coordinator:** Wendy Okamoto	10. Student Government, organize, plan, oversee, and monitor student activities including but not limited to:
	  ● BUC TV
	  ● Students Activities during the school day
	  ● Orientations/Open Houses
	  ● Assemblies
	  ● Special Events (promotion day for 8th graders)
	  ● After school clubs and activities (including rosters, schedules)
	  ● Special guests

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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.*

Goal 1: Student Success. At Stevenson Middle School all students will achieve and grow academically. socially, and emotionally through challenging, standards-based units of study. Student achievement and growth will be monitored regularly throughout the year and instruction will be adjusted accordingly. Student efficacy and empowerment will be outcomes of effective student-teacher relationships.

Outcome: By the end of the school year, we will	**Rationale:**
1. **SS1:** Increase schoolwide student learning and growth in math, reading, and science (*WASC CAN #6, HIDOE Strategies #2 & #4*) • ELA Spring iReady from 54% to 58% (4 percentage points per year) • Math Spring iReady from 46% to 50% (4 percentage points per year) • Science HSA from 38.7% to 42.7% (4 percentage points per year) 2. **SS2:** The achievement gap will decrease by 4 percentage points between our high needs, EL, SpEd students and our non-high needs students in reading, math and science as measured by SBA & HSA scores. (*WASC CAN #2, HIDOE Strategy #2*) 3. **SS3:** Increase English Language Proficiency for English Learners to 48.5% (*WASC CAN #5, HIDOE Strategy #4*) 4. **SS4:** Student sense of belonging will increase by 8 percentage points on the Panorama Survey. (*WASC CAN #4, HIDOE Strategy #1*) 5. **SS5:** Students will increase their grit and self-efficacy scores by 8 percentage points on the Panorama survey through in school and extended learning opportunities. (*WASC CAN #6*)	**Goal 1 Theory of Action:** If all students are provided consistent standards based Tier 1 instruction, if all teachers engage in professional collaborative discussions identifying gaps of learning which are then addressed through a Tier 2 lens and inclusionary methods and strategies, then all students will achieve and grow academically and transition to the next level smoothly.

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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

SS1: Increase schoolwide student learning and growth in math, reading, and science:
 	
• ELA Spring iReady from 54% to 58% (4 percentage points per year)
• Math Spring iReady from 46% to 50% (4 percentage points per year)
• Science HSA from 38.7% to 42.7% (4 percentage points per year)
 	
WASC CAN #6
HIDOE Strategy #2
HIDOE Strategy #4
	1) All teachers will provide effective Tier 1 instruction.
	2) All teachers will provide standards based instruction and assessments connected to the standard. (This is opposed to activity based instruction.)
	  a) ELA and Math teachers will use Common Core State Standards
	  b) Science teachers will use all 3 dimensions of the NGSS
	  c) Social Studies teachers will use HCSSS/C3 standards/ framework
	  d) Elective teachers will use either State Standards/HCPSS III or National Standards (if State Standards are not available)
	3) All AA teachers will have data meetings with their AA students to track:
	  a) Academic growth and progress (midterm reports, report cards)
	  b) iReady progress in reading and math
		CCs and DHs	☑ WSF
			☑ Title I
			☐ Title II
			☐ Title III
			☑ IDEA
			☐ Homeless
			☑ CTE
			☑ Other
			☐ N/A
				Data Sources
				• iReady data - 4 times year
				• WIDA/Access data - annually
				• Student products - monthly
				• Anecdotal data (observations and conversations) - monthly
				• Panorama data - at least quarterly
				• SBA/HSA data - annually
				• Walk through/Learning walks data - monthly
				• Working agreements and classroom norms
				
				In order for progress to be monitored, data collected via learning experiences will need to be monitored monthly. This allows us to collect enough data to make informed analysis.

	4) All teachers will provide the standard, learning target, essential question, how students will demonstrate their learning, the criteria, and how the evidence of learning will be assessed (rubric). https://docs.google.com/document/d/1rOk4-hMLn56PhgFaG2-4uoAp9qrbzJnncbdYhv1XZ0M/edit?usp=sharing a) Displayed throughout the lesson 5) Math teachers will utilize PRIME strategies and Ready Math curricular tools providing consistency in math instruction. 6) ELA teachers will utilize Springboard curricular tools providing consistency in ELA instruction. 7) All EAs, parapros, PTTs, and PPTs will be familiar with the learning targets, goals of the learning plan, and mission of the program in which they serve. SW6: (i), (ii), (iii)			

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SS2: The achievement gap will decrease by 4 percentage points between our high needs, EL, SpEd students and our non-high needs students in reading, math and science as measured by SBA & HSA scores. *WASC CAN #2* *HIDOE Strategy #2*	1) All teachers will utilize inclusive practices in order to address the needs of all learners. 2) All teachers will engage in professional conversations regarding student data and evidence-based instructional strategies to support student engagement, learning, and resilience at least once a quarter using data teams protocols. 3) All teachers will start to implement interim assessment items prior to testing season through the Alohahsap.org Interim Assessment Item Portal. SW6: (ii)	DHs	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☑ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Data Sources ● iReady data - 4 times year ● WIDA/Access data - annually ● Student products - monthly ● Anecdotal data (observations and conversations) - monthly ● Panorama data - at least quarterly ● SBA/HSA data - quarterly/annually ● Walk through/Learning walks data - monthly In order for progress to be monitored, data collected via learning experiences will need to be monitored monthly. This allows us to collect enough data to make informed analysis.
SS3: Increase English Language Proficiency for English Learners to 48.5% *WASC CAN #5* *HIDOE Strategy #4*	As a KMR school, Stevenson aligns to KMR's Theory of Action for EL success including adopting KMR's Vision for ELs, Language Development Approach, and Principles for Effective English Language instruction in all classrooms. 1) All teachers will use identified ELD strategies/methods. ● Word walls (vocabulary) ● Formulaic expressions ● Anticipatory guide ● Questioning (DOK) 2) All teachers will utilize and refer to the EL Success plan	EL Coord.	☑ WSF ☑ Title I ☐ Title II ☑ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Data Sources ● WIDA/Access data - annually ● Student products - monthly ● Anecdotal data (observations and conversations) - monthly ● Walk through/Learning walks data - monthly In order for progress to be monitored, data collected via learning experiences will need to be monitored monthly. This allows us to collect enough data to make informed analysis.

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	toolkit, including being familiar with data points. SW6: (i)			

SS4: Student sense of belonging will increase by 8 percentage points on the Panorama Survey.
 	
WASC CAN #4
HIDOE Strategy #1
	Provide and sustain a safe, welcoming, supportive learning environment in which all students feel connected and understood.
	
	1) All faculty and staff will utilize middle school methods and strategies to nurture the school culture and regulate the climate in their classrooms. This includes welcoming students at the classroom door.
	2) All AA teachers will track academic progress, SEL/Panorama growth, and coach students in the preparation of the SLCs.
	3) All teachers will utilize identified inclusionary practices and adopt the mindset of All means All.
	  a) Know your Learners
	  b) Design each classroom to increase student engagement.
	  c) Use a standardized Daily Agenda.
	
	SW6: (iii - I)
		Alaka'i	☑ WSF
			☑ Title I
			☐ Title II
			☐ Title III
			☐ IDEA
			☐ Homeless
			☐ CTE
			☑ Other
			☐ N/A
				Data Sources
				● Student products - monthly
				● Anecdotal data (observations and conversations) - monthly
				● Student forums (every 6 weeks)
				● Panorama data - at least quarterly
				● Walk through/Learning walks data - monthly
				● Working agreements and classroom norms
				● IC - Behavior data
				
				In order for progress to be monitored, data collected via learning experiences will need to be monitored monthly. This allows us to collect enough data to make informed analysis.
				
				Focus on building and nurturing a relationship with students in AA.

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SS5: Students will increase their grit and self-efficacy scores by 8 percentage points on the Panorama survey through in school and extended learning opportunities. *WASC CAN #6*	1) All 6th grade students will complete their computer science elective. 2) Computer science teachers will follow the scope and sequence for computer science instruction 3) Extended learning opportunities including but not limited to in-state robotics competitions, National History Day, Science Fair, eSports, etc., and out-of-state competitions as well. 4) Extended learning will also include cultural based lessons throughout the State of Hawaii. SW 6: (i), (ii)	Admin.	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Data Sources ● Student products - monthly ● Anecdotal data (observations and conversations) - monthly ● Infinite Campus - report card grades ● Student Schedules ● Panorama data - at least quarterly ● IC - Behavior data

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<u>**Goal 2:**</u> **Staff Success**. Stevenson Middle 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 the school year,	Rationale:
1. **StS 1:** Teachers will implement middle school concepts learned from a schoolwide book study of *The Successful Middle School This We Believe*. 2. **StS 2:** Teachers will utilize research-based methods and strategies including differentiated instruction and inclusionary practices to respond to student needs. 3. **StS 3:** Teachers will implement standards based instruction and determine grades linked to the standard as demonstrated through summative assessments. (CCSS, NGSS, C3, HCPSS 3 for electives, Hawaii State Standards for the Arts, National Standards for other electives that do not have State-mandate standards) 4. **StS 4:** All core content (ELA, Math, Science, Social Studies) curriculum maps will be standards-based. 5. **StS 5:** All teachers will successfully implement EL strategies to support the WIDA standards and Language Objectives in their classroom. *(EL Success Initiative Strategic Goal 3)*	**Goal 2 Theory of Action:** If all instructional staff (Teachers, EAs, parapros, PTTs, and PPTs) participate in in-service, professional development, PC Days, and Waiver Days learning activities, Staff will then be more efficacious in their instructional decision making and respond to student needs effectively.

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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
StS 1: Teachers will implement middle school concepts learned from a schoolwide book study of *The Successful Middle School This We Believe*.	All teachers will participate in the schoolwide book study of *The Successful Middle School This We Believe*. SW6: (iii-IV)	Principal	☑ WSF ☑ Title I ☑ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Data sources: ● Training attendance sheets (each session) ● Exit tickets (monthly) ● IPDP reflections (annually) ● Panorama Data (four times a year) ● Learning Walks (four times a year) ● Working agreements and classroom norms ● IC - Behavior data This desired outcome must be primarily measured by teacher and staff data. We will also review Panorama data - student input - as they are the recipients of effective training.

StS 2: Teachers will utilize research-based methods and strategies including differentiated instruction and inclusionary practices to respond to student needs.	1) Teachers will participate in ongoing professional development and coaching on school and district initiatives to support learning of all students.
	  a) PC Days
	  b) Waiver Days
	  c) Faculty Meetings
	  d) In-service
	  e) State and National Conferences
	2) Train teachers in the HMTSS purpose, process, and framework and provide ongoing training and coaching for teachers to differentiate instruction for all learners.
	SW 6: (iii-III)
	SW 6: (i)
		CCs
		
		HMTSS lead
			☑ WSF
			☑ Title I
			☑ Title II
			☐ Title III
			☑ IDEA
			☐ Homeless
			☐ CTE
			☑ Other
			☐ N/A
				Data Sources
				● iReady data - 4 times year
				● Student products - monthly
				● Collections of summative rubrics and success criteria
				● Student formative and summative assessments (every 6 weeks)
				● Current curriculum maps and pacing guides (beginning of each semester)
				● Syllabus which states exit targets
				● Anecdotal data (observations and conversations) - monthly
				● SBA/HSA data - annually
				● Walk through/Learning walks data - monthly
				● IC - Behavior data

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StS 3: Teachers will implement standards based instruction and determine grades linked to the standard as demonstrated through summative assessments.	1) Professional Development and coaching on the purpose and implementation of Standards based instruction and grading with Tracy Monroe. SW 6 (iii-IV) 2) Professional development and ongoing coaching on deconstructing standards to understand what knowledge, reasoning proficiencies, skills, and/or products underpin student success. SW 6: (iii - IV) 3) Professional development and ongoing support on use of Infinite Campus as a tool that can be used in the implementation of standards based grading. SW 6: (ii)	DHs CCs	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☑ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Data Sources ● iReady data - 4 times year ● Student products - monthly ● Collections of summative rubrics and success criteria ● Student formative and summative assessments (every 6 weeks) ● Anecdotal data (observations and conversations) - monthly ● SBA/HSA data - annually ● Walk through/Learning walks data - monthly
StS 4: All core content (ELA, Math, Science, Social Studies) curriculum maps will be standards-based.	1) All teachers will participate with department meetings, stipend and planning days in order to update curriculum maps, pacing guides, and revise formative and summative assessments. 2) Math, English, and science teachers will participate in curriculum training for consistent tier 1 instruction. SW6: (ii)	Admin. CCs	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Data Sources ● Student products - monthly ● Collections of summative rubrics and success criteria ● Student formative and summative assessments (every 6 weeks) ● Department and Program agenda and minutes ● Curriculum Maps and pacing guides

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StS 5: All teachers will successfully implement EL strategies to support the WIDA standards and Language Objectives in their classroom
 	
EL Success Initiative Strategic Goal 3
	1) Teachers will actively participate with professional development, coaching, and in-service on the implementation of WIDA standards and Language Development Approach components.
	2) Teachers will utilize WIDA Standards to create language objectives to support receptive and productive language functions in every classroom to ensure student voice and learning.
	3) All teachers will have the opportunity to participate in optional training twice a month. So that they can use identified ELD strategies/methods.
	  ● Word walls (vocabulary)
	  ● Formulaic expressions
	  ● Anticipatory guide
	  ● Questioning (DOK)
	
	SW 6: (i)
		EL Coord	☑ WSF
			☑ Title I
			☑ Title II
			☑ Title III
			☐ IDEA
			☐ Homeless
			☐ CTE
			☑ Other
			☐ N/A
				Data Sources
				● Student products - monthly
				● Collections of summative rubrics and success criteria
				● Student formative and summative assessments (every 6 weeks)
				● Department and Program agenda and minutes
				● Curriculum Maps and pacing guides
				● PDE3 enrollment documents
				● SIQ enrollment
				● Sign in sheets
				● Learning walks data

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<u>Goal 3:</u> **Successful Systems of Support.** The system and culture of Stevenson Middle School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of the school year,	**Rationale:**

1. **SSS 1:** Establish collaborative teams that provide opportunities to support student success and well-being.
    ○ Each AA teacher will be able to report the progress their AA student made during the year.
    ○ All teachers will actively engage in Adaptive Schools Training and will share what they implemented and the impact on student learning.
2. **SSS 2:** All teachers and staff will contribute to, review, and be familiar with all of the school plans: Financial plan, Master Schedule, Comprehensive Needs Assessment, and Academic Plan.
3. **SSS 3:** All teachers will take on leadership roles in some capacity - in their department, Team/Wa'a, or after school/special programs. This action will strengthen shared responsibility and leadership with all stakeholders and support the culture of collaboration needed for ongoing improvement. (*WASC CAN #1*)
4. **SSS 4:** The PET will be used to evaluate the CTE, *Ho'onui ike*, and Advisory curricular programs as part of the Continuous School Improvement Process. *(WASC CAN #2)*
5. **SSS 5:** Parents/Families will know where their child is on their educational journey including academic and SEL standing by:
    ○ Actively participating in Student Led Conferences;
    ○ Knowing how to navigate Infinite Campus platform and school website;
    ○ Receiving a copy of their child's Panorama survey results;
    ○ Participating in specific events connected to programs (i.e. EL, CTE, band, Ho'o nui ike, etc.);
    ○ Receiving timely responses from their child's teacher, Counselor, and Administrator(s); and
    ○ Continuing to receive general school-parent communications through monthly parent newsletters, School Messenger, Infinite Campus messages, and whenever possible, BSHAs will translate school documents for the school's demographics.
	Goal 3 Theory of Action: If we each welcome and support all students academically, socially, and emotionally through consistent implementation of our systems, processes, protocols and have shared routines, then all students will be self-efficacious, have a stronger sense of belonging, and grow their social awareness capacity.

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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
SSS 1: Establish collaborative teams that provide opportunities to support student success and well-being.	1) TEAM members will have collegial partners who can be their thought partner and/or work together to collaborate on AA experiences (field trips, quarterly social events for students, competitions, parent engagement events, service learning). 2) The AA teacher will be able to report their AA students' academic progress, SEL/Panorama growth, and preparation for SLCs. 3) Teams will establish working agreements and classroom norms to ensure a safe and orderly campus/classroom. SW 6: (iii-I)	Alaka'i	☑ WSF ☐ Title I ☑ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Data Sources ● iReady data - 4 times year ● WIDA/Access data - annually ● Student products (SLC) ● Anecdotal data (observations and conversations) - monthly ● Panorama data - at least quarterly ● SBA/HSA data - annually ● Walk through/Learning walks data - monthly ● Working agreements and classroom ● IC - Behavior data In order for progress to be monitored, data collected via learning experiences will need to be monitored monthly. This allows us to collect enough data to make informed analysis.

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SSS 2: All teachers and staff will contribute to, review, and be familiar with all of the school plans: Financial plan, Master Schedule, Comprehensive Needs Assessment, and Academic Plan.	1) Participation and feedback given during faculty meetings. SW 2 SW 3	Admin	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☑ N/A	Data Sources: ● Faculty meeting agenda and minutes ● Sign in sheets ● School documents ● Anecdotal data (teacher products, observations, conversations) ● WASC Mid-term report
SSS 3: All teachers will take on leadership roles in some capacity - in their department, Team/Wa'a, or after school/special programs. This action will strengthen shared responsibility and leadership with all stakeholders and support the culture of collaboration needed for ongoing improvement. *WASC CAN #1*	1) Provide leadership avenues for teachers to pursue. 2) When applicable, leadership opportunities will be advertised to all staff with instructions regarding how to apply or express interest. 3) Adaptive Schools days 3 & 4 w/Tammie Henry 4) Teachers as Facilitators workshops 5) All teachers and support staff will attend the AMLE Hawaii Middle Grades Summit. SW 6: (iii-IV)	Admin	☑ WSF ☑ Title I ☑ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Data Sources: ● Teacher reflections ● IPDP ● Leadership meeting agenda and minutes ● Master Schedule ● Teacher preference sheets ● Seniority Lists ● School documents ● Anecdotal data (teacher products, observations, conversations) ● WASC Mid-term reports ● Working agreements and classroom norms ● IC - Behavior data

One-Year Academic Plan SY 2023-2024

SSS 4: The PET will be used to evaluate the CTE, *Ho'onui ike*, and Advisory curricular programs as part of the Continuous School Improvement Process. *WASC CAN #2*	a. All staff will engage in intentional data analysis using the continuous school improvement cycle. b. All staff will use the Program Evaluation Tool (PET) and Aggregated Implications to define improvement needs. SW 6: (ii)	CCs	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☑ N/A	Data Sources: ● iReady data ● LEI Kulia data regarding on track students ● Completed PETs ● Faculty, Department, and Team Minutes ● Panorama Survey results
SSS 5: Parents/Families will know where their child is on their educational journey including academic and SEL standing.	a. Actively participating in Student Led Conferences; b. Know how to navigate Infinite Campus platform and school website; c. Parents will receive a copy of their child's Panorama survey. d. Parents will receive timely responses from their child's teacher, Counselor, and Administrator(s). e. Continue school-parent communications through monthly parent newsletters, School Messenger, Infinite Campus messages, and whenever possible, BSHAs will translate school documents for the school's demographics. SW 2	CCs (a) Registrar (b,e) SAC (c) Admin (d) EL Coord (e)	☑ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Data Sources ● iReady data - 4 times year ● WIDA/Access data - annually ● Student products - monthly ● Anecdotal data (observations and conversations) - monthly ● Panorama data - at least quarterly ● SBA/HSA data - annually ● Walk through/Learning walks data - monthly In order for progress to be monitored, data collected via learning experiences will need to be monitored monthly. This allows us to collect enough data to make informed analysis.