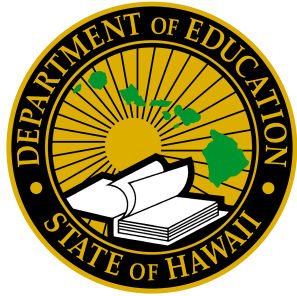


**Two-Year Academic Plan SY 2021-2022, 2022-2023**



**KMR**

**Two-Year Academic Plan  
2021-2023**

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

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, Instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<p>Need: Update WMS Mission and Vision statements with students, staff, and community.</p> <p>Need: Use of data focused by the new mission and vision statements to inform school improvement initiatives and increase student achievement and attendance.</p> <p>Need: Address the whole child</p> <ul style="list-style-type: none"> <li>● Strengthen teacher-student relationships.</li> <li>● Use student's passion and voice to raise the rigor and relevance of our curriculum, instruction and assessment practices.</li> </ul>
	<p><b>Addressing Equity: Sub-Group Identification</b></p>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>Targeted subgroups: SPED, ELL, Micronesian, Pacific Islander, and Native Hawaiian, Low SES</p> <p>Identified needs:</p> <ul style="list-style-type: none"> <li>● Increase inclusion opportunities</li> <li>● Consider innovations for implementation of inclusive practices</li> <li>● Examine data to determine effectiveness of current inclusive practices</li> <li>● Research best practices for planning</li> <li>● Seek professional development to support implementation</li> </ul>

(SW1)

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

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Michael Harano, Principal	1. Inclusion, Oversees Middle School Committee (MSC)
2. Donna Okada	2. Oversees Academic Review Team (ART)
3. Cheryl Chock	3. Oversees Curriculum Committee (CC)
4. Gail Pottenger	4. Coordinates ART and CC; ELA Department Chair
5. Brett Kumabe	5. Coordinates MSC
6. Rebecca Fardal	6. Student Activities Coordinator (SAC); MSC
7. Jolyn Lee	7. Special Programs - Advancement Via Individual Determination (AVID) Coordinator
8. Jennifer Garcia	8. CC; Math Department Co-Chair
9. Dana Nakasone	9. Special Programs - Reading Workshop, New Teacher Mentor Coordinator
10. Marcy Ibara	10. Counselor, Testing Coordinator

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

**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>Increase inclusion opportunities to meet the needs of our SPED, ELL and low SES students by:</p> <ul style="list-style-type: none"> <li>● putting into practice innovations for inclusive practices</li> <li>● examining data to determine effectiveness of current practice</li> </ul> <p>Focus on a few priority standards and assure student achievement is increasing in those areas through ongoing analysis of classroom data.</p> <p style="text-align: center;">*****</p> <p>Implement engagement and participation Curriculum-Assessment-Instruction (CAI) strategies.</p> <p style="text-align: right;">(SW1)</p>	<p>Student learning data indicates that we are not adjusting our Curriculum-Assessment-Instruction (CAI) to support the learning of our increasingly diverse high needs population. Math scores have plateaued, ELA scores have actually declined slightly, with only 69% reading at grade level, while Science results have dropped over the past three years. There is also a significant achievement gap between non-high needs and high needs students, with high needs students scoring 28 points lower. In particular, for SY 2020-2021, there are an alarming number of students receiving F grades in their class at the end of first semester.</p> <p style="text-align: center;">*****</p> <p>Perceptual data indicates students feel the classroom climate is positive, teachers respect and encourage them and are knowledgeable about their subject matter, and ensure they understand material so they are learning a lot from their teachers. However, student engagement is extremely low, as less than half of students report being asked to explain answers, feel teachers have high expectations of them, or are comfortable asking questions in class. Students are also not engaged enough with the class content, as only 24% talk about ideas outside of class, only 37% lose track of time in class, and only 59% are interested in class.</p> <p style="text-align: right;">(SW1)</p>

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

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>Increase inclusion opportunities to meet the needs of our SPED, ELL and low SES students. SPED inclusion to increase from 6 sections in SY 2020-21 to 12 sections in SY 2021-22:</p> <p>In SY 2020-21</p> <ul style="list-style-type: none"> <li>Grade 6 - all 4 Core content</li> <li>Grade 7 - ELA</li> <li>Grade 8 - Science</li> </ul> <p>In SY 2021-22</p> <ul style="list-style-type: none"> <li>Grades 6 through 8 - all 4 Core Content areas</li> </ul> <p>(SW1)</p>	<p>Inclusion class available in all core content areas for SPED on all grade levels.</p>	<p><b>SY 2021-22</b> <b>SY 2022-23</b></p>	<p><b>M. Harano</b></p>	<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	<p>Master schedule; number of SPED students included in GenEd Core classes as shown in students' schedules/IEP Students' progress reports and grades</p>
	<p>Use data to determine criteria for placement of students into SPED Inclusion classes.</p>	<p><b>SY 2021-22</b></p>	<p><b>ART</b></p>		<p>SPED Inclusion criteria documented and success of students tracked and analyzed using students' progress reports and grades.</p>
	<p>Examine data to determine effectiveness of current inclusive practices in all classrooms.</p>	<p><b>SY 2021-22</b></p>	<p><b>CC/MSC</b> <b>ART</b></p>		<p>Data review summary with analysis and suggested innovations.</p>
	<p>Implement classroom innovations for inclusive practices in all classrooms.</p> <p>(SW6i)</p>	<p><b>SY 2022-23</b></p>	<p><b>CC/MSC</b></p>		<p>Department and team reports of inclusive practices used with high needs students.</p>

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

<p>Each department and program will focus on a few priority standards, and assure student achievement is increasing to 75% meets/exceeds by SY 2022-23 in those areas through ongoing analysis of classroom data.</p>	<p>Collect student work that illustrates student achievement of essentials (Top 5 Out).</p> <p>Students are provided success criteria to support their achievement of essential(s) (Top 5 Out)</p>	<p><b>SY 2021-22</b></p> <p><b>SY 2022-23</b></p>	<p><b>CC</b></p> <p><b>CC</b></p>	<p><input type="checkbox"/> 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>Department and program essentials (Top 5 Out) documentation.</p> <p>Student reflection on use of success criteria</p> <p>Progress reports and report card grades</p>
<p>Implement engagement and participation Curriculum-Assessment-Instruction (CAI) strategies such as AVID WICOR strategies to increase student scores for “Engagement” on Panorama survey by 10% and increase student achievement on SBAC ELA and Math by 5% each year.</p>	<p>Departments and teams collaborate to develop (SY 2021-22) and implement (SY 2022-23) a plan for increasing engagement of students.</p>	<p><b>SY 2021-22</b></p> <p><b>SY 2022-23</b></p>	<p><b>CC/MSC</b></p> <p><b>ART</b></p>	<p><input type="checkbox"/> 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>Documentation of plan</p> <p>Walk-throughs documenting use of strategies</p> <p>Data from Panorama Survey “Engagement” in SY 2021-22.</p>

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

**Goal 2: Staff Success.** Washington 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 two years,	Rationale:
<p>Support the increase of inclusion opportunities to meet the needs of our SPED, ELL and Socially/Economically Disadvantaged Students by:</p> <ul style="list-style-type: none"> <li>● researching best practices for inclusive practices.</li> <li>● engaging in professional development to support implementation.</li> </ul> <p>Provide staff development and monitor implementation of engagement and participation CAI strategies.</p> <p>Focus CAI to support deeper student learning of essential knowledge and skills by:</p> <ul style="list-style-type: none"> <li>● identifying student samples of the Top 5 Essentials In-Out within departments and programs, per grade level.</li> <li>● engaging in vertical articulation within/between grade levels in departments and with feeder elementary and high school colleagues.</li> <li>● developing key success criteria to guide CAI for identified Essentials.</li> </ul>	<p>Panorama - Classroom Teacher-Student Relationships:</p> <ul style="list-style-type: none"> <li>● 86% of students feel that the teacher is respectful towards them</li> </ul> <p>Panorama - Pedagogical Effectiveness:</p> <ul style="list-style-type: none"> <li>● 94% of students feel teachers are very knowledgeable of their subject matter</li> <li>● 84% of students feel they are learning a lot from their teachers</li> <li>● 34% of students feel that the teacher does not make what is learned in class interesting</li> <li>● 31% of students do not feel that the teacher is teaching in a way they personally learn best</li> </ul> <p>Students feel we have a very competent and caring staff who teach them a lot and respect them. However, the extremely low Classroom Engagement score at 44%, is indicative that what and how we are teaching does not match with what students would like to learn and how they would like to learn it. We must be open minded rather than thinking that what and how we teach is the best and only way for students to be successful and so they must change and adjust to our way of thinking in order to be deemed successful.</p>
<p style="text-align: center;">*****</p> <p>Engage in collaborative data teams by:</p> <ul style="list-style-type: none"> <li>● identifying and tracking school level data to determine what is impacting our lack of growth in our Math, ELA, and Science State Test scores</li> <li>● focused, consistent use of data from Universal Screeners, Achieve 3000, and iReady, to increase student progress in both ELA and Math.</li> <li>● tracking and analyzing student learning results, attendance and</li> </ul>	<p style="text-align: center;">*****</p> <p>Continuous Improvement Continuums (Bernhardt) - Data Process</p> <ul style="list-style-type: none"> <li>● 21.1% of teachers feel that there is no systematic process for data collection and what information is collected is only used to problem solve and meet accountability expectations.</li> <li>● 38.6% of teachers feel that some data are tracked for student learning results, attendance, and behavior but it is not used in conjunction with future trends for planning.</li> </ul>





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<p>Increase proficiency scores on state tests by 5% per year, by providing staff development for, and monitor implementation of, engagement and participation CAI strategies such as WICOR (Writing, Inquiry, Collaboration, Organization, Reading).</p>	<p>Determine engagement and participation research-based practices that will support students' engagement.</p> <p>Participate in professional development to plan and implement practices that support students' engagement.</p> <p>(SW6ii, SW6iii)</p>	<p><b>SY 2021-22</b></p> <p><b>SY 2021-22</b> <b>SY 2022-23</b></p>	<p><b>CC/MSC ART</b></p> <p><b>CC/MSC ART</b></p>	<p><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</p>	<p>Professional development plan that includes research-based engagement and participation CAI strategies such as WICOR.</p> <p>Monitor student scores for "Engagement" on annual Panorama for increase over previous years.</p> <p>Documentation of participation in professional development.</p> <p>Walk-throughs documenting use of strategies</p>
<p>Focus CAI to support deeper student learning of essential knowledge and skills, in each department and program, to increase student achievement on the state tests by 5% each year.</p>	<p>Collect student samples of the Top 5 Essentials In-Out within departments and programs, per grade level.</p> <p>AND</p> <p>Engage in vertical articulation within/between grade levels in departments and with feeder elementary and high school colleagues.</p> <p>Develop key success criteria to guide CAI for identified Essentials.</p> <p>(SW6ii)</p>	<p><b>2020 Spring</b> <b>SY 2021-22</b> <b>SY 2022-23</b></p> <p><b>SY 2021-22</b> <b>SY 2022-23</b></p> <p><b>SY 2021-22</b> <b>SY 2022-23</b></p>	<p><b>CC</b></p> <p><b>C. Chock</b></p> <p><b>CC</b></p>	<p><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</p>	<p>Documentation of participation in complex vertical articulation.</p> <p>Documentation of 6-7-8 articulation in Department and Program Curriculum binders (to include success criteria for Essentials as well as student work samples).</p> <p>Documentation of success criteria for at least two Essentials (Top 5 Out) in Dept and Program Curriculum Binders.</p> <p>Walk-throughs documenting use of strategies</p>

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

<p>Engage in collaborative data teams to monitor for positive growth on Universal screeners in order to increase state test scores by 5% each year.</p>	<p>Identify and track school level data to determine what is impacting our lack of growth in our Math, ELA, and Science State Test scores.</p> <p>Implement a process for focused, consistent use of data from Universal Screeners, Achieve 3000, and iReady, to increase student progress in both ELA and Math.</p> <p>(SW6ii)</p>	<p><b>SY 2021-22</b> <b>SY 2022-23</b></p> <p><b>SY 2021-22</b> <b>SY 2022-23</b></p>	<p><b>ART</b></p> <p><b>ART, CC</b></p>	<p><input type="checkbox"/> 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>Analysis of data tracking student progress on Universal screeners to document student achievement progress.</p> <p>Data wall (Slides) piloted beginning SY 2020-21.</p> <p>Quarterly monitoring student progress on Achieve3000 and iReady Math.</p>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

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

Outcome: By the end of two years,	Rationale:
<p>Data is available and should be used to plan for change.</p> <ul style="list-style-type: none"> <li>● We need a systemic process to make decisions using data at the classroom and school level.</li> <li>● We need to use analysis and track results for improvement to build a comprehensive information system to see positive trends.</li> <li>● Collaboration for implementation of best practices and common assessments to assess student learning standards should be in place.</li> </ul> <p style="text-align: center;">*****</p> <p>Develop a common, systemic focus on implementing student learning standards, effective instruction and common assessments by:</p> <ul style="list-style-type: none"> <li>● researching best practices and creating a school-wide professional development plan addressing effective instruction and assessment strategies to increase student learning.</li> <li>● providing professional development on the use of student feedback and the analysis of achievement and classroom data to improve instructional practices and increase student learning.</li> </ul> <p style="text-align: center;">*****</p> <p>Develop a schoolwide plan that includes evaluation and a structure for continuous improvement that aligns with the vision, mission, and values and beliefs.</p>	<p>Continuous Improvement Continuums (Bernhardt) - Information and Analysis</p> <ul style="list-style-type: none"> <li>● 21.1% of teachers feel that there is no systematic process for data collection and what information is collected is only used to problem solve and meet accountability expectations.</li> <li>● 38.6% of teachers feel that some data are tracked for student learning results, attendance, and behavior but it is not used in conjunction with future trends for planning.</li> <li>● 31.6% of teachers feel that little data are available about student performance, behavior, and satisfaction and that change is limited to some areas of the school and dependent upon individual teachers and their efforts</li> </ul> <p style="text-align: center;">*****</p> <p>Continuous Improvement Continuums (Bernhardt) - Student Achievement</p> <ul style="list-style-type: none"> <li>● 43.9% of teachers feel we need to increase teacher commitment to effective instruction and assessment strategies to increase student learning.</li> <li>● 40.4% of teachers feel we need to increase use of student feedback and analysis of achievement data through teacher collaboration in departments.</li> <li>● 48.2% of teachers feel there is much effort but minimal, observable results in improving student achievement.</li> </ul> <p style="text-align: center;">*****</p> <p>Continuous Improvement Continuums (Bernhardt) - Quality Planning</p> <ul style="list-style-type: none"> <li>● One-third of the teachers feel that the current plan focuses on solving problems and closing gaps or that no quality plan or process exists.</li> </ul>

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<p style="text-align: center;">*****</p> <p>Develop a year-round quality professional learning plan to include:</p> <ul style="list-style-type: none"><li>● staff inservice on instructional, assessment, and leadership strategies.</li><li>● shared decision making, team building concepts, effective communication protocols and data analysis at the classroom and school level.</li></ul>	<ul style="list-style-type: none"><li>● Only 19.3% of teachers feel that they are committed to implementing the plan aligned to the vision, mission, and values and beliefs.</li><li>● 43.8% of teachers feel that the current improvements are neither systematic nor integrated schoolwide and feel that a continuum of learning for students is absent.</li></ul> <p style="text-align: center;">*****</p> <p>Continuous Improvement Continuums (Bernhardt) - Professional Learning</p> <ul style="list-style-type: none"><li>● A somewhat “cafeteria” approach to professional learning is used.</li><li>● 47.4% of teachers feel that professional learning opportunities are sporadic and unfocused, lacking an approach for implementing new procedures and processes.</li><li>● 35.1% of teachers feel the effectiveness of professional learning is not known or analyzed.</li></ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>Develop a schoolwide plan that includes evaluation and a structure for continuous improvement that aligns with the vision, mission, and values and beliefs.</p> <p>SY 2021-22</p> <ul style="list-style-type: none"> <li>• Develop Mission, Vision, Values &amp; Beliefs by Dec 2021.</li> <li>• Initial implementation from Jan-May 2022 with effectiveness assessment by EOY 2021-22 with effectiveness assessment by EOY 2021-22.</li> </ul> <p>SY 2022-23</p> <ul style="list-style-type: none"> <li>• Continued implementation with revisions based on 2021-22 assessment.</li> </ul>	<p>Use Bernhardt process to develop Mission, Vision, Values &amp; Beliefs and provide process and structure for continuous school improvement.</p>	<p><b>SY 2021-22</b></p>	<p><b>ART, CC, MSC, Admin.</b></p>	<p><input type="checkbox"/> 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>Written schoolwide continuous improvement process plan, including leadership structures, roles and responsibilities and communication protocols.</p> <p>Team/department minutes documenting discussion around continuous improvement</p> <p>(SW2, SW3)</p>
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