

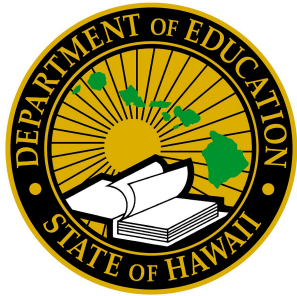
# Three-Year Academic Plan 2017-2020

## Aiea – Moanalua – Radford

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# **Three-Year Academic Plan 2017-2020**

**Aiea – Moanalua – Radford**

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## Three-Year Academic Plan 2019-2020

### 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
- Other

#### AMS Identified Critical Needs:

1. AMS needs to develop rigorous, standards-based instruction across the curriculum to improve students' skills in critical reading, coherent writing, and math applications.
  - 2019 WASC Identified Critical Need 2 (CN2): In support of the school's Academic Plan identified critical area in instruction and assessment, The Administration and Leadership team continue to work with teachers and monitor their use of standards based formative and summative assessments in **implementing effective teaching strategies and building rigor into their lessons that support the high achievement of students' progress toward specific learning targets.**
  - 2019 WASC Identified Critical Need 3 (CN3): In support of the school's identified critical area in curriculum, the Administration and Leadership Team work with Department Heads on vertically and horizontally aligning curriculum and develop common formative assessments in order to align what is taught within a department and determine how much of the lesson content is being mastered, and provide students with the same quality education in every classroom.
2. AMS needs to come to a common understanding of the middle school student and how to appropriately support their learning and development.
  - 2019 WASC Identified Critical Need 4 (CN4): In support of the school's identified Academic Plan critical area in Advisory, the Leadership Team work with the school staff to:
    - a. Build and nurture students' social-emotional strengths, values, and commitments,
    - b. Develop students' personal academic and career path,
    - c. Emphasize student voice to allow individual students to advocate for themselves,
    - d. Provide students with the relationships and opportunities they need in school,
    - e. And implement programs that address the personal and social risk factors of students.
3. AMS needs to effectively use data in their decision making processes to support student learning.
  - 2019 WASC Identified Critical Need 1 (CN1): The administration and staff find more ways to engage all stakeholders including: parents, students, and the community in analyzing data and determining school needs as a part of the self-study process.

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- 2019 WASC Identified Critical Need 2 (CN2): In support of the school's Academic Plan identified critical area in instruction and assessment, The Administration and Leadership team continue to work with teachers and monitor their **use of standards based formative and summative assessments** in implementing effective teaching strategies and building rigor into their lessons that support the high achievement of students' progress toward specific learning targets.
- 2019 WASC Identified Critical Need 5 (CN5): The Administration and Leadership revisit the structure and provision of tier 2 and tier 3 supports to address student learning needs, behavior, and credit recovery to ensure all students have the opportunity to be successful. Considerations should be made to develop:
  - a. Exit and entry criteria
  - b. Placement and instructional setting
  - c. Curriculum and supports

### 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.

1. Academic performance comparisons between grade 6 and grade 7 show a significant decrease in overall results. Besides addressing classroom instruction, students need additional developmental support as they transition from elementary to middle school.
2. Approximately 70% of AMS students are military dependents. These students need support to acclimate to Hawaii and to a new school as well as build positive relationships with fellow classmates.
3. SBA results show that a large percentage of students score in the "nearly met" proficiency range. Students need a tiered system of academic support to boost their academic achievement.
4. Approximately 10% of the student population qualify for special education services. AMS needs to continue to provide additional developmental and academic support for these students.
5. Pacific Islander and EL (English Learners) have been identified as an at risk sub-group. AMS needs to continue to provide academic supports, and progress monitor these students.

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**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

Name of ART Team Accountable Lead	Title of ART Team Accountable Lead
1. Cherie Teraoka	1.Common Core State Standards (Student Success)
2. Billie Takahashi	2. Comprehensive Student Support
3. Daralyn Hadden	3. Formative Instruction and Data Teams
4. Cherie Teraoka	4. Induction and Mentoring
5. Cherie Teraoka	5. Academic Review Team

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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 through 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 engaged in a rigorous, well rounded education to ensure they 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 three years,	Rationale:
<p>AMS anticipates:</p> <ul style="list-style-type: none"> <li>• ELA and Math teachers will use STAR Reading and STAR Math reports (respectively) to provide differentiated instructional strategies to address student needs. (CN1; 2019 CN2, Needs 1,3)</li> <li>• An Advisory Program will provide lessons intended to address positive self-direction and decision-making (character education, advocacy, interest area exploration in relation to college and career, etc.). (CN2,3; 2019 CN4, Need2)</li> <li>• Multiple teachers teaching the same course will implement the same curriculum (horizontal alignment). (CN6; 2019 CN3, Need1)</li> <li>• There will be a logical and systematic flow from grade 7 to grade 8 in ELA, Social Studies, and Science based on priority CCSS literacy standards (vertical alignment). (CN6; 2019 CN3, Need1)</li> <li>• All students will practice using the Step Up to Writing protocols in organizing their thinking and writing. (CN6; Need1)</li> <li>• All teachers will receive training and implement agreed upon school wide instructional strategies to enhance student learning and increase student achievement. (CN6; 2019 CN2, Need 1)</li> <li>• Students will be supported in their transition from elementary to middle school and from middle to high school through varied and multiple actions. (CN7; 2019 CN4, Need2)</li> <li>• ELA teachers will integrate the use of technology in the teaching and learning</li> </ul>	<p>SBA data from 2016 show that 45% of AMS students were proficient on the ELA portion of the assessment and 33% were proficient in Math; AMS fell below the state targets in both areas (ELA 53% and Math 46%). AMS is committed to increasing student learning through supporting the development of the whole child (Need 2) and improving the instruction in the classroom (Need 1).</p> <p>WASC Critical Need (CN) Areas for follow up, tasks the school to evaluate and take action to:</p> <ul style="list-style-type: none"> <li>• systematize the use of data analysis and ongoing relevant feedback to impact instruction and student learning (CN1,4; 2019 CN2; Need 3)</li> <li>• evaluate and improve the structure and delivery of lessons through Advisory (CN2,3; 2019 CN4; Need 2)</li> <li>• develop the rigor and cohesiveness of classroom instruction and expectations (CN6; 2019 CN2; Need 1)</li> <li>• build and use a common understanding of what it means to <i>educate the whole child</i> (CN7; 2019 CN4; Need 2)</li> </ul> <p>Baseline data and priority actions were identified through Leadership and stakeholder reviews of school data, faculty discussions, and initial classroom walkthroughs.</p> <p><i>(Supporting documents: AMS WASC Mid-Cycle Progress Report, 2017; AMS Strive HI data, 2016-2017; AMS 2019 WASC VC Report)</i></p>

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process. (AMS Vision & Mission; Need2)

Planning				Funding	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
1. Teachers will use assessment data to modify/ differentiate instruction and monitor students' growth in reading, math, and skills applications. (CN1, 2019 CN2)	A. STAR universal screener will be administered according to prescribed timeline. B. Use STAR data as part of progress monitoring over time. C. Data Teams will utilize common assessments, implement research-based instructional strategies, and monitor student outcomes of implemented practices.	A, B 2017-2018, 2018-2019 2019-2020 C 2019-2020	C. Teraoka		Universal Screener - % of students showing growth of at least 10% of difference between baseline and current results: Mid-term growth (winter) 2017-2018: 50% 2018-2019: 55% 2019-2020: 60% EOY growth (spring) 2017-2018: 70% 2018-2019: 75% 2019-2020: 80%  2019-2020: Data Team notes,

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					common lesson plans
2. Advisory lessons will support the Middle School Model. (CN2,3; 2019 CN4)	<p>A. Implement Advisory Curriculum Plan that includes Naviance, character education and advocacy units, grade level specific transition lessons, and study skills. Teachers will implement the Advisory program to provide personalized support for students that will enable them to advance toward success in career, college, and community.</p> <p>B. Review and revise Advisory Curriculum based on student and teacher input and observation data.</p>	<p>A. 2017-2018</p> <p>B. 2018-2019 2019-2020</p>	B. Takahashi		<p>2017-2018, 2018-2019, 2019-2020: Annual surveys to monitor degree and fidelity of implementation -Student survey -Teacher survey</p> <p>Focused walkthroughs with emphasis on teacher/student engagement</p>
3. Curriculum will be horizontally and vertically aligned to provide students with cohesive, rigorous, and coherent instruction. (CN1,6; 2019 CN3)	<p>A. Revisit and revise pacing guide and scope and sequence for each course. Teachers will develop and implement a variety of standards-based curriculum embedded assessments to demonstrate student achievement of academic standards and GLOs.</p> <p>B. Develop and implement common formative assessments for each course.</p>	<p>A. 2017-2018</p> <p>B. 2018-2019</p> <p>C, D, E 2019-2020</p>	C. Teraoka, D. Hadden	<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 X N/A	<ul style="list-style-type: none"> <li>• Department Pacing Guides/ Scope and Sequence, inclusive of schedule of administration of common assessments</li> <li>• Common Summative Assessment data for each department, inclusive of targeted performance goals</li> <li>• AMS Data Team Cycle Minutes, inclusive of Common Formative Assessments, common lesson</li> </ul>



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	<p>C. Teachers will continue to review and revise curriculum to ensure the identification of high impact learning targets and development of the depth of learning across all classes. Review pacing guides, scope and sequence, and common assessments within a department to ensure vertical alignment of standards/ learning targets.</p> <p>D. Revisit, review, and revise common formative and summative assessments to ensure alignment with standards.</p> <p>E. Revisit, review, and revise common formative and summative assessments within a department to ensure cohesion and progression.</p>				plan, and targeted performance goals (For all core departments)
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<p>5. AMS will have a multi-faceted transition plan for entering 7th graders and exiting 8th graders.</p> <p>(CN7, 2019 CN4)</p>	<p>A. Continue to coordinate orientation sessions with feeder elementary schools and receiving high school.</p> <p>B. Review and revise transition planning and programs.</p>	<p>A, 2019-2020</p> <p>B. 2019-2020</p>	<p>A.Hetrick</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  X N/A</p>	<ul style="list-style-type: none"> <li>● Decrease in counseling referrals (social/ behavioral concerns)</li> <li>● Decrease in discipline referrals</li> <li>● Increase in percent of students earning at least a C-average (2.0) on year end report card</li> <li>● Increase in percentage of students submitting registration forms on time</li> <li>● Decrease the amount of students receiving F's</li> </ul>
<p>6, AMS will provide appropriate academic and developmental support for identified high needs students (Tier 2, Tier 3).</p> <p>(CN6,7; 2019 CN5)</p>	<p>A. AMS will identify appropriate Tier 2 and Tier 3 support programs: define target population(s), determine entry and exit criteria, determine appropriate curricula/program components, and identify appropriate student progress measures.</p> <p>B. Administration and staff will monitor program effectiveness and student growth through identified student progress measures.</p>	<p>A. 2019-2020</p> <p>B. 2019-2020</p>	<p>C. Teraoka A. Hetrick</p>	<p>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</p>	<p>Flow Chart with Tiered Supports:</p> <ul style="list-style-type: none"> <li>● Exit and entry criteria</li> <li>● Placement and instructional setting</li> <li>● Curriculum and supports</li> </ul> <p>Student growth data per program requirements</p>

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<p>7. Students will show growth in learning from the implementation of coordinated school wide AVID instructional strategies.</p> <p>(DoDEA/Complex, 2019 CN2)</p> <p>-</p>	<p>A. Continue to monitor the AVID Site Team Plan and the 4 components from CCI (routine use).</p> <p>B. Continue with Site Team to collaborate and plan for rigorous college preparatory classes.</p> <p>C. Teachers will continue efforts to improve instructional strategies that challenge and support thinking, problem solving, and application of knowledge and skills. Monitor the implementation of one school wide AVID instructional strategy through focused walkthroughs.</p> <p>D. Expand school wide AVID instructional strategies monitored through focused walkthroughs</p>	<p>A. 2019-2020</p> <p>B. 2019-2020</p> <p>C. 2019-2020</p> <p>D. 2019-2020</p>	<p>D. Hadden</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>X N/A</p>	<ul style="list-style-type: none"> <li>● AVID Site Team meetings</li> <li>● 2019-2020 CCI (Coaching and Certification Instrument) maintain proficiency</li> <li>● Students - annual improvement in SBA performance <ul style="list-style-type: none"> <li>- 2019-2020 proficiency:</li> <li>- ELA 61%,</li> <li>- Math 54%</li> </ul> </li> <li>● Walkthrough data showing the use of AVID strategies being used in more than 50% of classrooms.</li> </ul>

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<p>8. All AMS ELA teachers will use technology tools in the teaching and learning process.</p> <p>(DoDEA grant)</p> <p>-</p>	<p>A. Support ELA teachers in the exploration of the use of technology resources in instruction.</p> <p>B. ELA teachers use basic technology tools in the teaching/learning process.</p> <p>C. ELA teachers provide opportunities for students to use a variety of technology tools to complete class assignments or self-directed projects.</p>	<p>A. 2019-2020</p> <p>B. 2019-2020</p> <p>C. 2019-2020</p>	<p>C. Teraoka</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>	<ul style="list-style-type: none"> <li>● PD agendas, teacher sign-ins</li> <li>● Progression on Technology matrix</li> <li>● Lesson plan description/ notes</li> <li>● Student samples of student use of technology</li> <li>● Students - annual improvement in SBA performance</li> </ul> <p>- 2019-2020 proficiency:</p> <p>- ELA 61%,</p>
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**Goal 2: Staff Success.** Aliamanu Middle 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 three years,	Rationale:
<p>AMS anticipates implementation of professional development opportunities in multiple formats to improve classroom instruction and develop greater understanding of the middle school student. Professional development sessions will focus on:</p> <ul style="list-style-type: none"><li>• Connecting evaluation/feedback to student growth and teaching practices (CN1,4; 2019 CN2; Need1,3)</li><li>• Development and practice of instructional strategies to improve student learning (CN6; 2019 CN2; Need1)</li><li>• Collegial sharing and training to build capacity among the professional staff (CN6; 2019 CN2, 3; Need1)</li><li>• Expanding professional learning beyond the school level (CN6; Need1)</li><li>• Support and development of teachers new to the profession and/or AMS (CN6; Needs 1,2; 2019 CN4)</li><li>• Integration of technology in the teaching and learning process (AMS Vision &amp; Mission; Need2)</li></ul>	<p>AMS student performance data on the 2016 SBA showed proficiency rates of 46% on the ELA portion and 33% in Math. Also, there was a 16% gap in ELA and a 15% gap in Math performance between the high needs and non-high needs students. WASC also identified Critical Needs in the areas of rigorous, coherent, and consistent instruction and expectations (CN6, 2019 CN2) and the use of formative instruction and assessment to improve student learning (CN1,4; 2019 CN2).</p> <p>AMS is committed to providing a high quality learning experience for ALL of its students by increasing the knowledge base and deliberate, strategic implementation of instruction by its professional staff.</p> <p><i>(Supporting documents: AMS WASC Mid-Cycle Progress Report, 2017; AMS Strive HI data, 2016-2017, 2019 WASC VC Report)</i></p>

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Planning				Funding	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>1. Teachers will participate in school-level professional development sessions to enhance and improve instruction and student learning. (WASC CN 1,4,6; 2019 CN2,3)</p> <p>Students – annual improvement in SBA performance</p> <ul style="list-style-type: none"> <li>- 2017-2018 proficiency: ELA 51%, Math 40%</li> <li>- 2018-2019 proficiency: ELA 56%, Math 47%</li> <li>- 2019-2020 proficiency: ELA 61%, Math 54%</li> </ul>	<p>A. Provide professional development opportunities that focus on:</p> <ul style="list-style-type: none"> <li>● Formative instruction strategies</li> <li>● AVID best practices,</li> <li>● Integration of technology in the teaching/learning process</li> <li>● Foundational Reading skills and differentiation</li> <li>● Implementation of school wide systems.</li> </ul> <p>B. Continue to offer professional development based on school initiatives and teacher needs.</p>	<p>A 2017-2018</p> <p>B. 2018-2019 2019-2020</p>	<p>A. Hetrick D. Hadden C. Teraoka</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>Teachers – annually (2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>● 100% teacher participation at required PD sessions</li> <li>● PD evaluation and or teacher surveys</li> </ul>

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<p>2. AMS will offer professional development opportunities provided by staff members based on teacher interests and school needs. (WASC CN 6, R2; 2019 CN2)</p> <p>Students – SBA performance</p> <ul style="list-style-type: none"> <li>- 2017-2018 proficiency: ELA 51%, Math 40%</li> <li>- 2018-2019 proficiency: ELA 56%, Math 47%</li> <li>- 2019-2020 proficiency: ELA 61%, Math 54%</li> </ul>	<p>A. Provide additional time for faculty training and professional sharing through scheduled RISE sessions.</p> <p>B. Review and revise program to further improve and enhance sessions.</p>	<p>A 2017-2018</p> <p>B. 2018-2019 2019-2020</p>	<p>D. Hadden C. Teraoka</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>	<ul style="list-style-type: none"> <li>● All teachers will attend at least two RISE sessions and present during at least one RISE session</li> </ul>
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<p>3. Teachers participate in professional development opportunities beyond the school level. (WASC CN 7, R2; 2019 CN4)</p>	<p>A. Provide opportunities for teachers to participate in professional development activities that are aligned to the school's Academic Plan and/or the Department's action plan.</p>	<p>A. 2017-2018 2018-2019 2019-2020</p>	<p>A. Hetrick</p>	<p>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</p>	<p>Teachers (2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>• Requests to the principal include a brief summary of the connection to the AMS Academic Plan and/or Dept's action plan and expected student outcome(s)</li> <li>• Teacher surveys</li> </ul>
<p>4. All teachers who are non-tenured and/or are new to AMS will be provided with support through the Aliamanu Induction and Mentoring (AIM) Program as they acclimate to teaching or to AMS. (WASC CN 6, R2,3; 2019 CN2,4)</p>	<p>A. Provide tiered support for teachers new to AMS.</p> <p>B. Coordinate professional and collegial support with departments.</p> <p>C. Support and monitor instructional practice using focused walkthroughs.</p> <p>D. Review and revise as necessary.</p>	<p>A, B, C 2017-2018 2018-2019 2019-2020</p> <p>D. 2018-2019 2019-2020</p>	<p>A. Hetrick</p>	<p>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</p>	<p>Teachers (2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>• New teacher survey - mentoring and support</li> <li>• 100% of <i>AIM Program</i> teachers will pass their evaluation.</li> <li>• 100% of <i>AIM Program</i> teachers will progress toward tenure and HQT designation.</li> </ul>



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

Outcome: By the end of three years,	Rationale:
<p>AMS anticipates:</p> <ul style="list-style-type: none"><li>• The review and revision (if necessary) of the school's vision and mission will be an annual practice (CN7; R2,3; Need2; 2019 CN1)</li><li>• The Core Team structure will be established to support students' learning and development (CN7; R3; Need2; 2019 CN4)</li><li>• RTI system will identify students and provide tiered support in reading and math (CN1; Needs 1,3; 2019 CN5)</li><li>• The school will implement multiple means to teach and reinforce school wide student behavioral expectations (CN7; R3; Need 2; 2019 CN4)</li><li>• Students will be the driving force for the implementation of Transition Center activities/lessons (CN8; R2; Need2; 2019 CN4)</li><li>• Data Team processes will be fully implemented to support student learning (CN1,4; Need1; 2019 CN2,3)</li><li>• All departments will develop and monitor annual action plans that are aligned to the school's Academic Plan (R1,2; Need 3; 2019 CN2,3)</li><li>• With data collected from multiple sources, the ART will monitor progress on the Academic Plan and communicate findings with all stakeholders (CN5,7; R2; Need 3; 2019 CN1)</li><li>• Parent and community members will have multiple means by</li></ul>	<p>AMS school climate results from the School Quality Survey (SQS) show that there is significant room for improvement. The school climate indicator is based on the positive student responses regarding safety and satisfaction; AMS 2016 rating is 50%. Teachers rate of response was 46% with a school climate rating of 43%. Parents showed the highest rating of 62%; however, their response rate was only 12%.</p> <p>WASC recommendations focused on collaborative efforts to:</p> <ul style="list-style-type: none"><li>• Monitor the school's progress on the Critical Needs (R1),</li><li>• Improve communication among stakeholders so that all are responsible and accountable for progress (R2), and</li><li>• Revisit, analyze, and revise the school's vision and mission to ensure common understanding of the middle school student and how to support their learning and development (R3, 2019 CN1).</li></ul> <p>AMS believes that collaboration in the establishment and implementation of schoolwide systems and improved internal and external communication will facilitate transparency and encourage positive participation.</p> <p><i>(Supporting documents: AMS WASC Mid-Cycle Progress Report, 2017; School Quality Survey, Spring 2016; 2019 WASC VC Report)</i></p>

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which they can connect to AMS in support of student learning and development (CN8, R2; Need 3; 2019 CN1)

Planning				Funding	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
1. The school's vision and mission reflect the school's passion to educate the "whole child." (WASC CN 7, R2, 3, 2019 CN1)	<p>A. Revisit the alignment of educating the whole child with essential middle school concepts.</p> <p>B. Review the school's vision and mission for relevance and appropriateness.</p>	<p>A. 2017-2018 2018-2019 2019-2020</p> <p>B. 2017-2018 2018-2019 2019-2020</p>	A. Hetrick	<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 X N/A	<p>(2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>Meeting notes - documentation of discussions</li> <li>Data examination (SQS results, Strive HI report, STAR data, number of SPED RFEs, Chapter 19/discipline referrals, etc.)</li> </ul>

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<p>2. AMS will be organized around a core team structure in order to provide smaller learning communities for students that enable teachers to more closely and collaboratively monitor student progress. (WASC CN 7; R 3; 2019 CN4)</p>	<p>A. Establish and provide ongoing training for a pilot (2 core subjects) team to implement a coordinated instructional approach, monitor student academic progress, and provide developmental support.</p> <p>B. Incrementally expand implementation of core team (4 core subjects) structure with established training, supports, and expectations.</p>	<p>A. 2017-2018</p> <p>B. 2018-2019 2019-2020</p>	<p>K. Keefer</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>(2017-2018, 2018-2019)</p> <p>Comparison data between core and non-core students:</p> <ul style="list-style-type: none"> <li>● SBA proficiency rates for ELA and Math</li> <li>● Office/Chapter 19 referral percentages</li> <li>● Chronic absenteeism percentages</li> <li>● Failure rate</li> </ul> <p>(2019-2020)</p> <p>Comparison data between core teams within grade levels:</p> <ul style="list-style-type: none"> <li>● SBA proficiency rates for ELA and Math</li> <li>● Office/Chapter 19 referral percentages</li> <li>● Chronic absenteeism percentages</li> <li>● Failure rate</li> </ul>
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### Three-Year Academic Plan 2019-2020

<p>3. RTI supports are appropriate to student needs and enable them to make academic progress in reading. (WASC CN 1; 2019 CN5)</p>	<p>A. Revisit and revise RTI reading program</p> <p>B. Revisit and revise all RTI components for Data-based Decision Making, Progress monitoring and Multi-Level Prevention System</p>	<p>A. 2017-2018 2018-2019 2019-2020</p> <p>B. 2018-2019 2019-2020</p>	<p>C. Teraoka</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>Universal Screener –</p> <ul style="list-style-type: none"> <li>Percent of students showing growth of at least 10% of difference between baseline and current results.</li> <li>Mid-term growth (winter) <ul style="list-style-type: none"> <li>2017-2018: 50%</li> <li>2018-2019: 55%</li> <li>2019-2020: 60%</li> </ul> </li> <li>EOY growth (spring) <ul style="list-style-type: none"> <li>2017-2018: 70%</li> <li>2018-2019: 75%</li> <li>2019-2010: 80%</li> </ul> </li> </ul> <p>(2018-2019, 2019-2020)</p> <ul style="list-style-type: none"> <li>RTI Flow chart updated</li> </ul>
<p>4. Schoolwide student behavioral expectations are taught, reinforced, and celebrated. (WASC CN 7, R3; 2019 CN4)</p>	<p>A. Revisit and refine common understandings among faculty and staff of core values and how they are exhibited.</p> <p>B. Provide relevant lessons through Advisory (character education).</p> <p>C. Develop and implement appropriate and positive student-centered</p>	<p>A, B, C 2017-2018 2018-2019 2019-2020</p>	<p>K. Keefer</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>(2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>SQS student survey - positive climate</li> <li>Decrease in discipline/behavioral concern referrals</li> <li>Decrease in discipline referrals or “repeat offender” rate</li> </ul>

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	activities.  D. Monitor and revise Advisory lessons based on collected data and teacher feedback	D. 2018-2019 2019-2020			
5. The AMS Transition Center will provide adult-supervised, collaboratively designed student-to-student interactive lessons for mid-year transfers into the school. (WASC CN 8, R2; 2019 CN4)	A. Determine modifications for expansion of services, specific engaging lessons, and delivery of lessons by students.  B. Review implementation of Transition Center services.  C. Monitor and revise services based on collected data	A, B, 2018-2019       C. 2019-2020	A. Hetrick	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	(2017-2018, 2018-2019, 19-2020): Student surveys: <ul style="list-style-type: none"> <li>• Transition Center users</li> <li>• Transition Center student aides</li> </ul>

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<p>6. Data Teams will meet regularly to collaborate on the use of formative assessment data to improve instruction and learning. (WASC CN 1, 4; 2019 CN2)</p>	<p>A. Refocus on the data team process and its benefits</p> <p>B. Utilize streamlined Data Team reporting forms.</p> <p>C. Monitor and revise as necessary.</p>	<p>A, B 2017-2018 2018-2019 2019-2020</p> <p>C. 2018-2019 2019-2020</p>	<p>D. Hadden</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 X N/A</p>	<p>Teachers (2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>Completed Data Team reports submitted to ART each semester</li> </ul> <p>Students (2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>Attainment of SMART goals delineated by Data Team</li> </ul>
<p>7. Department action plans and related data are used to support efforts to improve student achievement. (WASC R1, 2; 2019 CN2,3)</p>	<p>A. Provide focus for Department planning through the review of key elements of the school's Academic Plan.</p> <p>B. Collaborate within the Department to develop an action plan and identify measures to monitor progress.</p> <p>C. Regularly review and revise Department plan.</p>	<p>A, B, C 2017-2018 2018-2019 2019-2020</p>	<p>D. Hadden C. Teraoka</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 X N/A</p>	<p>(2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>Annual Department action plan</li> <li>Departmental monitoring/review report (template to be provided)</li> </ul>

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<p>8. ART will meet regularly to assess the school's progress on the Academic Plan. (WASC CN 5, 7, R 1, 2; 2019 CN1)</p>	<p>A. Review the school's plan with the faculty and provide assistance to Department Heads to develop Department action plans.</p> <p>B. Review &amp; evaluate school's academic plan on the AMR Implementation Continuum to monitor progress.</p> <p>C. Collect and analyze relevant data to monitor progress on the Academic Plan.</p> <p>D. Provide progress report to the faculty</p>	<p>A, B, C, D 2017-2018 2018-2019 2019-2020</p>	<p>C. Teraoka</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 X N/A</p>	<p>(2017-2018, 2018-2019, 2019-2020):</p> <ul style="list-style-type: none"> <li>Quarterly ART meeting notes - progress review of Academic Plan</li> <li>Faculty meeting notes - Each semester share ART's findings relative to progress on Academic Plan</li> </ul>
<p>9. AMS provides multiple and varied means for parent, students and community involvement in the self-study and school improvement process. (WASC CN 1; 2019 CN1)</p>	<p>A. Work with PTSO, SCC, faculty, and students to identify and implement different venues to make connections with parents and community.</p> <p>B. Review outcomes of different activities and revise options.</p> <p>C. Continue to evaluate</p>	<p>A 2017-2018 2018-2019 2019-2020</p> <p>B, C 2018-2019 2019-2020</p>	<p>A. Hetrick</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 X N/A</p>	<ul style="list-style-type: none"> <li>Participation counts</li> <li>Surveys (SQS satisfaction survey, event specific survey)</li> </ul>

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	effectiveness of external communications tools (newsletter, website, other media).				
10. AMS will have a clearly defined process for the dissemination, exchange, and discussion of ideas in the effort to maintain the practice of transparency in decision-making. (WASC CN 1; 2019 CN1)	<p>A. Clearly define the role and responsibilities of specific stakeholders in the communication process to ensure the end result is communication within the entire school community.</p> <p>B. Regularly monitor and review the effectiveness of communication practices within the school community and the transparency of the decision-making process.</p>	A, B 2017-2018 2018-2019 2019-2020	A. Hetrick	<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 X N/A	<p>2017-2018, 2018-2019, 2019-2020:</p> <ul style="list-style-type: none"> <li>● SQS - Students, Teachers, Parents: Positive climate</li> <li>● Meeting minutes: Leadership, Faculty/Department, SCC, PTSO, Student government, FOL Groups, Parent Coffee Hours, 6th Grade Parent Group meetings (with feeder elementary schools), etc.</li> </ul>
11. AMS will initiate a multi-year technology plan to enhance student learning and build 21st century skills of collaboration, communication, and creativity.	<p>A. Determine a working definition of “technology” for AMS and develop a multi-year technology plan based on the school’s vision and mission., including:</p> <ul style="list-style-type: none"> <li>● projected budget,</li> <li>● projected distribution schedule of acquired</li> </ul>	A. 2017-2018	A. Hetrick C. Teraoka	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	<p>2017-2018: AMS Technology Plan (with necessary revisions in subsequent years)</p> <p>2017-2018, 2018-2019, 2019-2020: Technology Matrix Progression</p> <p>2018-2019, 2019-2020: Teacher surveys-usage</p>



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	<p>hardware and/or implementation of programs,</p> <ul style="list-style-type: none"><li>• professional development needs and possible modes of delivery.</li></ul> <p>B. Review and revise plan as necessary.</p>	<p>B. 2018-2019 2019-2020</p>			<p>2019-2020: Student surveys-usage</p>
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