Three-Year Academic Plan 2017-2020

Leilehua High School

1515 California Avenue, 305-3000, http://www.leilehua.k12.hi.us/

Three-Year Academic Plan SY 2017-2018, 2018-2019, 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
 	
● International Baccalaureate (IB) Authorization
 	
● Other
	1. Need: *WASC Critical Area 1: Data analysis to improve student academic performance*
	
	2. Need: *WASC Critical Area 2: Evaluate the effectiveness of school programs*
	
	3. Need: *WASC Critical Area 3: Increase student engagement in learning activities*

	Addressing Equity: Sub Group Identification
	In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroups) and their needs.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Kerry Kawamura, Vice Principal	1. Common Core State Curriculum
2. Jennifer Okuma, Vice Principal	2. Comprehensive Student Support Services
3. Tricia Nakashima & Rudy Domingo Jr., Instructional Coaches	3. Formative Assessments/Data Teams
4. Shawn Nakata, Vice Principal	4. Teacher Evaluation/Professional Development
5. Geri Martin, Vice Principal	5. Induction/Mentoring
6. Jason Nakamoto, Principal	6. Academic Review Team/Success Systems of Support
7.	7.
8.	8.
9.	9.
10.	10.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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 three years,	**Rationale:**
all students will have the opportunity to receive guidance and direction towards their aspirations for the future. They will have access to an environment that fosters a safe, positive, and nurturing campus. They will also have access to rigorous courses designed to develop experiences to assist them in becoming well-rounded students. In addition, every student will receive transitional support services as they enter and leave Leilehua High School.	The Leilehua graduate will have every opportunity to achieve their goals and be successful in life after high school as they seem appropriate.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**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**
Identify and monitor students' ability level	1. The computer-based STAR test will be used as a universal screener for reading and math ● STAR data will be analyzed to identify interventions and enrichment needed for students ● STAR is administered to students at the beginning and end of their 9th grade year and once each following year until graduation ● STAR is administered to all incoming students *WASC Critical Area 1: Data analysis to improve student academic performance* *SW 1: Incorporate a comprehensive needs assessment* *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance*	**2017-2020**	**CIA**	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	100% of incoming students will take the STAR test as evidenced by STAR reports. 100% of all students will take the STAR test during the current school year as evidenced by STAR reports. 95% of the students will improve in their reading level by the end of the school year as evidenced by STAR reports. 100% of the students will improve in their math level by the end of the school year as evidenced by STAR Math reports.
	2. The Science department will identify or create a universal screener. ● Screener data will be analyzed to identify interventions and enrichment needed for students ● Screener will be administered to students at the beginning			☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	100% of incoming students will take the Science screener as evidenced by Science monitoring reports. 100% of all students enrolled in Science will take the Science screener during the current school year as evidenced by Science monitoring reports.

	and end of their 9th grade year and once each following year until graduation ● Screener will be administered to all incoming students *WASC Critical Area 1: Data analysis to improve student academic performance* *SW 1: Incorporate a comprehensive needs assessment* *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance*			☐ Other ☐ N/A	100% of the students will improve in their Science knowledge level by the end of the school year as evidenced by Science monitoring reports.
	3. ELA, Math, and Science departments will determine a monitoring system/tool to track student achievement. *WASC Critical Area 1: Data analysis to improve student academic performance* *WASC Critical Area 2: Evaluate the effectiveness of school programs* *SW 8: Include teachers in the decisions* *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance*			☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of students will be tracked as evidenced by the monitoring tool each department selects.
	4. Teachers will continue to meet as Learning Teams to examine student data (STAR, class assessment data, school assessment data, state assessment data) to ensure student learning ● Professional development on analyzing data will be provided ● Results from data analysis will inform instructional changes in the classroom to better support student learning			☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	All teachers will participate in Learning Teams and Data Teams as evidenced by sign in sheets and monitoring sheets Instructional changes will result in improved student outcomes as measured by class assessments Data Team minutes and reports will reflect Learning Team discussions on classroom instruction and data analysis

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	● Learning Teams will report on their data analysis process in Data Team meetings *WASC Critical Area 1: Data analysis to improve student academic performance* *SW 1: Incorporate a comprehensive needs assessment* *SW 4: Provide high quality and ongoing professional development* *SW 8: Include teachers in the decisions* *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance* 5. Leilehua will further monitor students' ability levels from multiple sources of data to ensure student success. ● American College Test (ACT) ● Smarter Balanced Assessment ● Teacher created assessments *WASC Critical Area 1: Data analysis to improve student academic performance*			☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	All teachers will utilize the data to ensure successful implementation of identified standards. ● By the end of the first quarter, 100% of students will have an individualized academic profile.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Successfully implement state English and Math curricula	6. ELA teachers will continue to utilize the SpringBoard curricula (with the exception of AP classes) and math teachers will continue to utilize the State-created Math curricula ● Professional development on the continued use of the new curricula will be provided ● Teachers will continue to meet in Learning Teams to monitor student progress and to analyze data to inform instruction *WASC Critical Area 1: Data analysis to improve student academic performance* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 2: Identify School-wide Reform Strategy* *SW 4: Provide high quality and ongoing professional development* *SW 8: Include teachers in the decisions*	**2017-2020**	**Kawamura**	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Classroom instruction is aligned to The new curricula as measured by weekly informal observations. ● 90% of classroom observations by the end of 1st semester ● 100% of classroom observations by the end of 2nd semester Data Team minutes and reports will reflect Learning Team discussions on student progress and data analysis. Professional development (PD) will be provided for English and Math teachers each semester during SY19-20 as evidenced by teacher sign-in sheets.
Successfully implement Science curricula	7. Science teachers will continue to implement and revise HCPSIII aligned curricula ● Teachers will continue to meet in Learning Teams to monitor student progress and to analyze data to inform instruction. ● Science teachers will begin transitioning to Next Generation Science Standards. *WASC Critical Area 1: Data analysis to improve student academic performance* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 2: Identify School-wide Reform Strategy* *SW 8: Include teachers in the decisions*	**2017-2020**	**Kawamura**	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other ☐ N/A	Professional development (PD) will be provided for Science teachers each semester during SY19-20 as evidenced by teacher sign-in sheets. Classroom instruction is aligned to HCPSIII as measured by informal observations. ● 75% of classroom observations by the end of first semester ● 100% of classroom observations by the end of the school year Data Team minutes and reports will reflect Learning Team discussions on student progress and data analysis.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Successfully implement Social Studies curricula	8. Social Studies Teachers will continue to implement and revise HCPS III aligned curricula ● Teachers will continue to meet in Learning Teams to monitor student progress and to analyze data to inform instruction ● Social Studies teachers will familiarize themselves with the C3 Framework (College, Career, and Civic Life) ● Social Studies teachers will familiarize themselves with the Inquiry process of the C3 Framework *WASC Critical Area 1: Data analysis to improve student academic performance* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 2: Identify School-wide Reform Strategy* *SW 8: Include teachers in the decisions*	**2017-2018**	**Kawamura**	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Professional Development (PD) will be provided for Social Studies teacher each semester during SY 19-20 as evidence by teacher sign-in sheets Classroom instruction is aligned to HCPS III as measured by informal observations. ● 75% of classroom observations by the end of first semester ● 100% of classroom observations by the end of the school year Data Team minutes and reports will reflect Learning Team Discussions on student progress and data analysis.
Successfully implement Fine Arts curricula	9. Fine arts Teachers will continue to implement and revise HCPS III in their various disciplines. ● Teachers will continue to participate in various competitions, festivals, and authentic performance opportunities. ● Teachers will continue to find various opportunities for students to showcase their work. *WASC Critical Area 3: Increase student engagement in learning activities*		**Kawamura**	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classroom instruction is aligned to HCPS III as measured by teachers' grades, scores, and/or ratings from the various activities each group participates ins. 100% of teachers will utilize technology in their instruction. 100% of teachers will continue to compile tangible student work of their competitions and/or prepare for upcoming performances as evidence of student learning.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Improve students' presentation skills	10. All teachers will utilize a common school wide presentation rubric ● Teachers will continue to meet in Learning Teams to monitor student progress and to analyze data to inform instruction. *WASC Critical Area 1: Data analysis to improve student academic performance* *SW 4: Provide high quality and on-going professional development* *SW 8: Include teachers in the decisions*	**2017-2020**	**CIA**	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Data from school wide presentation rubric will be collected and used to determine targeted instruction.
Provide appropriate supports for students' success	11. A systematic program will continue to be developed and implemented to deliver tiered intervention/enrichment strategies to improve student achievement. *WASC Critical Area 1: Data analysis to improve student academic performance* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance* *SW 10: Coordinate and integrate federal, state, and local services and programs*	**2017-2020**	**Okuma**	☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of students will be tracked as evidenced by the monitoring tool each department selects. Data Team minutes and reports will reflect Learning Team discussions on student progress and data analysis. Data on school programs will be collected and analyzed to determine their effectiveness in supporting student learning as evidenced by program reporting tool.
	12. Each student will have a post high school plan and meet regularly with counselors to ensure they are on track with their goals. *WASC Critical Area 1: Data analysis to improve student academic performance* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance* *SW 10: Coordinate and integrate federal, state, and local services and*			☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Counselors will monitor student progress throughout the school year ● 100% of students will be placed in the appropriate classes to ensure success as evidenced by counselors' quarterly credit check sheets. ● 85% of students will pass their classes and be promoted to the next grade level or graduate as evidenced by counselors' quarterly monitoring sheets.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	programs			
	13. Additional support for English Language Learners (ELL) will be provided in all content areas ● ELL classes ● ELL paraprofessional tutors ● After-school tutoring ● Professional development on differentiating instruction for ELL students will be provided as needed *WASC Critical Area 2: Evaluate the effectiveness of school programs* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 3: Provide instruction by highly qualified teachers* *SW 4: Provide high quality and on-going professional development*			☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	ELL students will increase their English language skills by 5% as measured by the WIDA access test to meet the Annual Measurable Achievement Outcome (AMAO) 1 target of 63%
	14. Comprehensive student supports will continue to be provided to meet the needs of all students ● Advisory ● Tutoring (Early Bird, TIPS, SMARTS) ● Academic programs (AP, AVID, CSAP, CTE, RtI) ● Counseling (academic, behavioral, emotional, substance abuse, peer mediation) provided by school counselors, School-Behavioral Health Specialists, School Social Worker, School Psychologist, and various outside providers such as Drug-Free Hawaii, ASACS, and Adult Friends for Youth ● Credit recovery ● Extracurricular activities ● Co-curricular activities			☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Decrease in student absences Decrease in discipline incidents Decrease in achievement gap to 35% Increase in promotion and graduation rates ● 85% of students will pass their classes and be promoted to the next grade level or graduate Increase in the number of students enrolling in a college to 60% Data on school programs will be collected and analyzed to determine their effectiveness in supporting student learning as evidenced by program reporting tool.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	WASC Critical Area 1: Data analysis to improve student academic performance *WASC Critical Area 2: Evaluate the effectiveness of school programs* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 7: Incorporate transition plan* *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance* *SW 10: Coordinate and integrate federal, state, and local services and programs*			Offer co-curricular activities to help meet the needs of students school, work, and home schedules. Evidence by number of students participating in class. Increase student participation by 10% Increase the # of classes offered by 1 every 5 years depending on the needs to the students.
	15. Various supports will be provided to help all students become college and career-ready ● College and Career Counseling and field trips ● SPED Transition Counseling ● Transition classes ● AVID ● Academic Plan SY 2017-18 ● CTE ● STEM and Computer Science classes ● ASVAB, SAT, and ACT testing ● Workshops on applying for college, ● FAFSA, NCAA requirements ● Career Day ● Naviance ● iReady (Early College Program) *WASC Critical Area 2: Evaluate the effectiveness of school programs* *SW 6: Implement strategies to increase parental involvement, such as family literacy services* *SW 7: Incorporate transition plan* *SW 10: Coordinate and integrate*		☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☒ CTE ☒ Other ☐ N/A	Increase in the number of students enrolling in a college to 60% 85% of students will pass their classes and be promoted to the next grade level or graduate as evidenced by counselors' quarterly monitoring sheets. Data on school programs will be collected and analyzed to determine their effectiveness in supporting student learning as evidenced by program reporting tool. Increase in the number of students attending workshops regarding college enrollment. Increase in the number of students attending workshops regarding career skill development and informational sessions. Increase the number of students enrolling and passing iReady courses.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	federal, state, and local services and programs				
Rigorous courses targeted on developing well-rounded students.	16. Variety of elective courses will be offered to all students to support and simulate applicable learning activities. *WASC Critical Area 2: Evaluate the effectiveness of school programs*	**2017-2020**	**Kawamura**	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☒ CTE ☐ Other ☐ N/A	100% of students will be immersed in rigorous learning activities as evidenced by course syllabi. 100% of students participating in the fine arts course curricula will have access to the necessary equipment, materials, and supplies to meet the HCPS III standards. 100% of students participating in the fine arts will have authentic performance opportunities and/or will have their work showcased during school and non-school hours.
	17. Teachers will focus on integrating the General Learner Outcomes throughout their courses. *SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided assistance*			☒ WSF ☒ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☒ CTE ☐ Other ☐ N/A	A pilot group of teachers will implement a secondary GLO progress repo_
	18. Teachers will implement a Social Emotional Learning Curriculum in advisory to improve and build students' life and workplace readiness skills. *WASC Critical Area 3: Increase student engagement in learning activities*			☒ WSF ☒ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will implement the SEL curriculum as evidenced by advisory walkthroughs.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Students will receive transitional support services	19. Transition services for students transitioning from middle school to high school and from another high school or out-of-state school to Leilehua will receive support to assist with the transition. *WASC Critical Area 1: Data analysis to improve student academic performance* *SW 7: Incorporate transition plan*	**2017-2020**	**Okuma**	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	100% of 9th grade students will be provided transitional support services as evidenced by attendance rosters of Freshman Orientation Day. 100% of incoming students will be provided transitional support services as evidenced by transition center sign in sheets.
	20. Students will develop a post high school plan and receive guidance on achieving post high school goals. *WASC Critical Area 1: Data analysis to improve student academic performance* *SW 7: Incorporate transition plan*			☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of students will develop a post high school plan with their grade level counselor as evidenced by post high school planning sheets.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 2: Staff Success. **Leilehua High School** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
all teachers will be provided with evaluation and feedback based on student growth and teaching practices. Teachers and support staff will have opportunities to participate in current professional development and trainings to better support student learning and school operations.	To provide the optimal learning environment for student achievement.

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**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**
All teachers will receive evaluation and feedback on student growth and teaching practice	1. The Danielson Observation Framework will be utilized to assist teachers in improving classroom instruction to better support student learning ● Teachers who receive less than a "proficient" rating will be provided with additional support ● Professional development will be provided for all new teachers *WASC Critical Area 3: Increase student engagement in learning activities* *SW 3: Provide instruction by highly qualified teachers* *SW 4: Provide high quality and*	**2017-2020**	**Nakata**	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	All teachers will receive formative feedback and be given the opportunity to make adjustments as necessary. 95% of teachers will receive a rating of "proficient" or higher on the teacher evaluation tool.

	on-going professional development *SW 5: Implement strategies to attract high quality, highly qualified teachers* *SW 10: Coordinate and integrate federal, state, and local services and program*				
Teachers will receive professional development	2. Teachers will participate in current professional development (PD) opportunities and have access to current resources. ● School level PD ● District level PD ● State level PD ● Local Conferences and/or workshops ● National Conferences and/or workshops *WASC Critical Area 3: Increase student engagement in learning activities* *SW 2: Identify School-wide Reform Strategy* *SW 3: Provide instruction by highly qualified teachers* *SW 4: Provide high quality and on-going professional development* *SW 8: Include teachers in the decisions*	**2017-2020**	**Nakata**	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☒ CTE ☒ Other ☐ N/A	Teachers will receive current PD as evidenced by: ● Sign-in sheets ● Teacher created presentations ● Conference/workshop handouts accompanied by a reflection or implementation plan
	3. Teachers will have the opportunity to select relevant PD topics. *WASC Critical Area 3: Increase student engagement in learning activities* *SW 2: Identify School-wide Reform Strategy* *SW 3: Provide instruction by highly qualified teachers* *SW 4: Provide high quality and on-going professional development* *SW 8: Include teachers in the decisions*			☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☒ CTE ☒ Other ☐ N/A	Teachers will identify relevant PD topics as evidenced by: ● Teacher surveys ● LT and DLT minutes

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Teachers will receive mentoring support	4. Induction and mentoring support will be provided for all beginning teachers to ensure all teachers will attain Highly Qualified Teacher (HQT) status and a "proficient" rating on the teacher evaluation tool. *WASC Critical Area 2: Evaluate the effectiveness of school programs* *SW 3: Provide instruction by highly qualified teachers* *SW 5: Implement strategies to attract high quality, highly qualified teachers* *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Martin**	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	100% of beginning teachers will be assigned a mentor and will receive appropriate support and services as evidenced by mentor logs. 100% of beginning teachers will attain HQT status as evidenced by HQT reports. Teacher retention rate will increase.
	5. Mentoring support will be provided for Non-Highly Qualified Teachers (NHQT) and less than "proficient" teachers. *WASC Critical Area 2: Evaluate the effectiveness of school programs* *SW 3: Provide instruction by highly qualified teachers* *SW 4: Provide high quality and on-going professional development* *SW 10: Coordinate and integrate federal, state, and local services and programs*			☒ WSF ☐ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	100% of teachers with NHQT status will receive the supports necessary to become HQT as evidenced by school logs. 100% of teachers rated less than "proficient" will receive the supports necessary to be "proficient" as evidenced by teacher support logs. Teacher retention rate will increase.
	6. Mentoring/coaching support will be provided for all teachers to ensure emotional well-being. *WASC Critical Area 2: Evaluate the effectiveness of school programs* *SW 4: Provide high quality and on-going professional development* *SW 5: Implement strategies to attract high quality, highly qualified teachers* *SW 10: Coordinate and integrate federal, state, and local services and programs*			☒ WSF ☐ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	Teachers will receive emotional support as evidenced by: ● Sign-in sheets ● Teacher support logs ● Pictures of activities ● DLT/LT Minutes ● Living Above the Line journal

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

All support staff members will receive evaluation and feedback about job performance	7. The Performance Appraisal System (PAS) will be used for evaluating and providing feedback to all classified staff members to ensure continuous improvement. *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Nakata**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☒ N/A	The PAS will be consistently implemented as evidenced by PAS checklists.
Support staff members will receive training	8. Classified staff members will have the opportunity to participate in training. ● School level training ● District level training ● State level training ● Local Conferences and/or workshops ● National Conferences and/or workshops *SW 2: Identify School-wide Reform Strategy* *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Nakata**	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	Classified staff members will receive current training as evidenced by: ● Sign-in sheets ● Staff created presentations ● Conference/workshop handouts accompanied by a reflection or implementation plan
	9. Classified staff members will have the opportunity to select relevant trainings and/or workshops. *SW 2: Identify School-wide Reform Strategy* *SW 10: Coordinate and integrate federal, state, and local services and program*			☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	Classified staff members will identify relevant trainings and/or workshops as evidenced by: ● Staff surveys ● Meeting minutes

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

Outcome: By the end of three years,	**Rationale:**
financial records will reflect accurate and appropriate allocation of funds. All personnel will be utilized to maximize student support services to increase student achievement.	The focus and alignment of all resources will have a positive impact on student growth.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**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**
Accurately track and monitor all funds	1. Finance Team will track and monitor all funds at the school. ● Weighted-Student Formula ● Student Activities Fund ● Title I ● Additional State and Federal Funds ● Grants and Donations ● Fundraisers *WASC Critical Area 2: Evaluate the effectiveness of school programs* *SW 2: Identify School-wide Reform Strategy* *SW 8: Include teachers in the decisions* *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Nakamoto**	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Finance Team will monitor all funds at the school as evidenced by: ● Finance Meeting Minutes ● WSF spreadsheet ● SAF spreadsheet ● Fiscal Reporting Form (Title I) ● Donations Log ● Fundraising Log ● Carl Perkins Grant Report ● CTE Federal and State Reports/Logs ● Learning Center Reports/Logs ● OIA Expenditure Log
	2. Departments, Program Managers, and Coordinators will create detailed Academic and Financial Plans (AFP) aligned to the School's AFP. *WASC Critical Area 2: Evaluate the effectiveness of school programs* *SW 2: Identify School-wide Reform Strategy* *SW 8: Include teachers in the decisions* *SW 10: Coordinate and integrate federal, state, and local services and program*			☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☒ N/A	All individuals responsible for requesting/spending funds will submit annual detailed records as evidenced by: ● AFPs ● Budget Requests ● Expenditure Plans

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Accurately track and monitor all technological devices/tools	3. Technology Coordinators (TCs) will track, monitor, and maintain all technological equipment and tools at the school. ● School Website and App ● Computers & Printers ● Projectors & TVs ● Walkie-talkies ● Alarm system and Security Cameras ● Phones ● Xerox Machines ● Laminators ● Independent Distribution Facilities ● and all related items *SW 8: Include teachers in the decisions* *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Nakamoto**	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☒ CTE ☒ Other ☐ N/A	TCs will oversee all technological equipment and tools at the school as evidenced by: ● Inventory Logs ● Maintenance Logs ● Service Requests
Improve communication between all stakeholders	4. School will maximize personnel to inform all stakeholders of information related to student success. ● All Faculty and Staff *WASC Critical Area 2: Evaluate the effectiveness of school programs* *WASC Critical Area 3: Increase student engagement in learning activities* *SW 6: Implement strategies to increase parental involvement, such as family literacy services* *SW 8: Include teachers in the decisions* *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Nakamoto**	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☒ CTE ☒ Other ☐ N/A	Information will be shared with all stakeholders as evidenced by: ● Various school websites and School Info App ● Flyers ● Sign-in sheets ● Marquee ● Digital Signage ● Newsletters ● Daily Bulletin ● Meeting Agendas and Minutes ● Presentations ● Social Media

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Improve physical environment	5. School will maximize resources to improve physical environment of the campus. ● Improvements to facilities and strive to become a future ready campus. ● Improvements to health, safety, and security of campus. ● Improvements to groundskeeping. *SW 5: Implement strategies to attract high quality, highly qualified teachers* *SW 6: Implement strategies to increase parental involvement, such as family literacy services* *SW 8: Include teachers in the decisions* *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Nakamoto**	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☒ CTE ☒ Other ☐ N/A	Student and Parent satisfaction ratings will improve as evidenced by the School Quality Survey. Improve physical environment of the campus as evidenced by surveys and pictures.
Ensure faculty and staff members have the tools to be successful	6. School will maximize resources to ensure all faculty and staff members have the tools they need to be successful. ● Proper equipment and protection. ● Current materials and devices. ● Current equipment and tools. *SW 5: Implement strategies to attract high quality, highly qualified teachers* *SW 8: Include teachers in the decisions* *SW 10: Coordinate and integrate federal, state, and local services and program*	**2017-2020**	**Nakamoto**	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☒ CTE ☒ Other ☐ N/A	Faculty and staff members will have access to appropriate and current tools, materials, and equipment to improve performance.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

| *Improve school culture and environment* | 7. School will maximize resources to improve the culture and environment of campus.

 • instill pride and ownership of school, community, and self in all individuals
 • continue to improve on developing and sustaining a positive learning and working environment
 • school, district, state level training, local and/or national conferences and/or workshops
 • wellness day
 • faculty and staff social events | **2017-2020** | **Nakamoto** | ☒ WSF
 ☒ Title I
 ☐ Title II
 ☐ Title III
 ☐ IDEA
 ☐ Homeless
 ☐ CTE
 ☒ Other
 ☐ N/A | Improve cultural and environment of the campus as evidenced by surveys and pictures. |