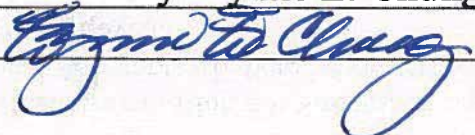


# Three-Year Academic Plan 2017-2020

## Mililani Middle School

95-1140 Lehiwa Drive  
Mililani, HI 96789  
(808) 627-9000  
[www.milmdl.k12.hi.us](http://www.milmdl.k12.hi.us)

| Submitted by Elynne E. Chung  | Date     |
|---|----------|
|  | 5/9/2019 |

| Approved by Robert Davis | Date |
|--------------------------|------|
|                          |      |

## 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:

- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability

**WASC Recommendation #1:** Implement instructional strategies beyond literacy strategies in all content areas that will more actively engage students in lessons so that student success increases. Strategies may include but are not limited to Higher Order-Deeper Thinking, Thinking Maps, think-pair-share, checking for understanding, hands-on activities, and student voice.

**WASC Recommendation #2:** The school leadership, along with the Complex Area Superintendent, needs to develop a plan to ensure a smooth transition from the multi-track school to a single track school.\*

**WASC Recommendation #3:** Strengthen support and professional development for special education teachers and Educational Assistants, so there is consistency within the department and the achievement for special education students is improved.

**WASC Recommendation #4:** The school leadership and staff need to review and strengthen internal communication so all parties are provided with the necessary information for a smooth operation of the school.

**WASC Recommendation #5:** Develop a clear understanding of Response to Intervention (RTI) and utilize its strategies to support student learning and close the achievement gap.

\*WASC Recommendation #2 will be addressed with school leadership and Complex Area Superintendent.

### 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.

**WASC Recommendation #5:** Develop a clear understanding of Response to Intervention (RTI) and utilize its strategies to support student learning and close the achievement gap.

**Disabled (SPED) Current Performance (percent proficient):** Public Data - ELA 18%; Math 9%; Science 26%  
**SY 16-17:** ELA: 6<sup>th</sup> – 22% of 46, 7<sup>th</sup> – 7% of 55, 8<sup>th</sup> – 23% of 43; Math: 6<sup>th</sup> – 13% of 46, 7<sup>th</sup> – 2% of 55, 8<sup>th</sup> – 14% of 43; Science: 26% of 43

**Disadvantaged Current Performance (percent proficient):** Public Data - ELA 52%; Math 32%; Science 53%  
**SY 16-17:** ELA: 6<sup>th</sup> – 52% of 115, 7<sup>th</sup> – 49% of 126, 8<sup>th</sup> – 53% of 99; Math: 6<sup>th</sup> – 47% of 114, 7<sup>th</sup> – 28% of 126, 8<sup>th</sup> – 31% of 99; Science: 41% of 99

**English Language Learner Current Performance (percent proficient):** Public Data not available due to count  
**SY 16-17:** ELA: 6<sup>th</sup> – 33% of 3, 7<sup>th</sup> – 0% of 5, 8<sup>th</sup> – 0% of 6; Math: 6<sup>th</sup> – 33% of 3, 7<sup>th</sup> 0% of 5, 8<sup>th</sup> – 0% of 6

## 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   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Jennifer Winter</li> <li>2. Jeremy Kaku</li> <li>3. Carlos Pai</li> <li>4. Clavelina Caalim</li> <li>5. Glory Ann Kama</li> <li>6. Christopher Justo</li> <li>7. Kimberly Oh</li> <li>8. Keri Coloma</li> <li>9. Courtney Casamina</li> <li>10. Kiku Catania</li> <li>11. Kristen Kato</li> <li>12. Michelle Soriano</li> <li>13. Erin Ishikawa</li> <li>14. Lynn Yoshioka</li> <li>15. Carrie Hata</li> <li>16. Hannah Chapman</li> <li>17. Jeff Horstman</li> </ol> | <ol style="list-style-type: none"> <li>1. CCSS; Academic Review Team</li> <li>2. Formative Instruction/Data Teams; STEM</li> <li>3. Educator Effectiveness System; STEM</li> <li>4. Formative Instruction/Data Teams</li> <li>5. CCSS; Formative Instruction/Data Teams</li> <li>6. CCSS; Formative Instruction/Data Teams</li> <li>7. Induction and Mentoring; CSSS</li> <li>8. CSSS</li> <li>9. CSSS; Formative Instruction/Data Teams</li> <li>10. CSSS: Formative Instruction/Data Teams</li> <li>11. CSSS; Educator Effectiveness System</li> <li>12. CSSS</li> <li>13. Induction and Mentoring; CSSS</li> <li>14. CCSS; Educator Effectiveness System</li> <li>15. Induction and Mentoring; CSSS</li> <li>16. Formative Instruction/Data Teams; CSSS</li> <li>17. CSSS</li> </ol> |

## 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:   |
|---|--|
| <ol style="list-style-type: none"> <li>1. All teachers will use instructional practices to increase student literacy and engagement (higher order, deeper thinking) in each academic discipline. (Differentiation, Close-Reading, Academic Vocabulary, Text-Dependent Questioning, Constructing &amp; Defending Arguments, Citing Evidence) (<b>WASC Recommendation #1</b>)</li> <li>2. All teachers will increase technology opportunities and provide hands-on learning for rigorous STEM (science, technology, engineering, and mathematics), Project Based and Service Learning programs of study that expose students to potential career paths and opportunities.</li> <li>3. All students will be instructed and assessed on the Common Core State Standards for English Language Arts, Literacy, and Mathematics.</li> <li>4. School staff will provide proactive student behavior support for all students.</li> </ol> | <p>In order for students to be prepared for the challenges they will face in the 21<sup>st</sup> century, Mililani Middle School is responsible for ensuring that students feel empowered, are well-rounded, prepared and resilient in order to demonstrate independence as contributing citizenry. Mililani Middle School's mission is to develop life-long learners who respect themselves and others, value excellence and contribute positively to our world. The MMS community aims to care and support the whole-child by committing to the middle school philosophy ensuring that the 16 characteristics outlined are reflected in the curriculum, instruction, and assessment designed for guiding the continuous improvement of our middle school students.</p> |

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

| Planning  |   |  |                         | Funding  | Interim Measures of Progress  |
|---|---|--|-------------------------|--|---|
| Desired Outcome   | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>   | School Year(s) of Activity                               | ART Accountable Lead(s) | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>   | Define the relevant data used to regularly assess and monitor progress  |
| All students will be instructed and assessed on the Common Core State Standards for English Language Arts/Literacy and Mathematics.                   | <b>Well-Rounded (3a)</b><br>All teachers will utilize the various instructional materials and programs ( <i>SpringBoard, Go Math, Accelerated Reader, MangaHigh, STAR Assessments</i> ) to provide consistent and equitable curriculum, instruction, and assessment to all students.            | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | G. Kama<br>L. Yoshioka  | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Quarterly:</b> Teachers will share examples of student work in department/team meetings with evidence of their usage.<br><b>Quarterly:</b> Department meeting and team planning minutes will provide evidence of teaching/utilizing the named schoolwide programs. |
| Students will participate in technology opportunities and hands-on learning for rigorous STEM, Project Based, and Service Learning programs of study. | <b>Empowered (1a)</b><br>All teachers will increase technology opportunities and provide hands-on learning for rigorous STEM (science, technology, engineering, and mathematics) and Project Based Learning programs of study that expose students to potential career paths and opportunities. | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | J. Kaku<br>C. Pai       | <input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input type="checkbox"/> N/A | <b>Monthly:</b> Team planning minutes will indicate the integration of STEM and career concepts into the content areas through STEM units, Project Based Learning and Service Learning.   |

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

|  |   |  |                            |  |   |
|--|---|--|----------------------------|--|---|
| School staff will provide proactive student behavior supports for all students.  | <b>Whole Child (2c)</b><br>All teachers will use strategies and programs (Character Counts, Middle School Philosophy Characteristics, 7 Habits of Highly Effective Teens, Mind Up) to nurture the social-emotional health of every student.   | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | J. Horstman<br>C. Casamina | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Monthly:</b> Team planning minutes will indicate lessons, programs, strategies being utilized and efforts being made around supporting student behavior.   |
| School staff will provide proactive student behavior support for all students.   | <b>Whole Child (2c)</b><br>Counselors will monitor the Longitudinal Data System (LDS) for students who are chronically absent. Truant students will participate in the monthly Saturday School Attendance Program (SSAP) with the complex high school, Family Court and Honolulu Police Department. | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | C. Hata<br>E. Ishikawa     | <input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input type="checkbox"/> N/A | <b>Weekly:</b> Counselors will monitor students identified as chronically absent by LDS.<br><b>Quarterly:</b> Counselors will monitor participation, attendance records, and success rates for students attending the SSAP.   |
| All teachers will use instructional practices to increase student literacy and engagement (higher order, deeper thinking) in each academic discipline. | <b>Well-Rounded (3b)</b><br>All teachers will use instructional strategies to increase student achievement and engagement for all students, which include the population of disabled, gifted and talented, and English Learners. <b>(WASC Recommendation #1)</b>                                    | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | K. Coloma<br>M. Soriano    | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Monthly:</b> Team planning and department meeting minutes will indicate discussion of formative assessment and instructional strategies, accommodations, interventions, and modifications that are implemented to ensure achievement of the specific populations of disabled, gifted and talented, and English learners. |

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

|  |  |  |                         |   |  |
|--|--|--|-------------------------|---|--|
| All students will be instructed and assessed on the Common Core State Standards for English Language Arts, Literacy, and Mathematics.                          | <b>Well-Rounded (3b)</b><br>English Learners (EL) will be provided with individualized intervention plans (study skills, afterschool, etc.) to ensure progress and achievement in attaining English proficiency.<br><b>(WASC Recommendation #5)</b>  | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | K. Coloma<br>K. Catania | <input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input type="checkbox"/> N/A        | <b>Quarterly:</b> EL students will be monitored quarterly through team planning minutes to ensure that they are being provided appropriate interventions and assistance.<br><b>Quarterly:</b> The EL teacher will document quarterly progress of the EL students in attaining proficiency with the English language. |
| Students will participate in technology opportunities and hands-on learning for rigorous STEM, Project Based Learning, and Service Learning programs of study. | <b>Empowered (1a)</b><br>Teachers will increase opportunities and provide hands-on learning for rigorous Project Based Learning and Service Learning programs.   | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | C. Justo<br>J. Winter   | <input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input type="checkbox"/> N/A        | <b>Quarterly:</b> Team planning minutes will indicate the integration of Project Based Learning and Service Learning.  |
| School staff will provide proactive student behavior support for all students.   | <b>Prepared and Resilient (4d)</b><br>Provide opportunities for students to experience and engage in their next grade-level. Coordinate opportunities for students to transition smoothly from elementary to middle school, from sixth to seventh to eighth, and from middle to high school. | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | J. Horstman<br>K. Oh    | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other (PTSO)<br><input type="checkbox"/> N/A | <b>Quarterly:</b> Counselors will monitor participation, attendance records, and success rates for students attending.   |

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

**Goal 2: Staff Success.** Mililani 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 three years.  | Rationale:  |
|--|---|
| <ol style="list-style-type: none"> <li>1. All teachers will utilize all components of the Educator Effectiveness System to reflect and improve upon their individual practice.</li> <li>2. All new and beginning teachers will receive school-level mentoring by trained school-level mentors.</li> <li>3. All Special Education Teachers and Educational Assistants will receive school-level professional development and support. <b>(WASC Recommendation #3)</b></li> <li>4. All teachers will receive school-level professional development and support for Standards-Based Grading.</li> </ol> | <p>The Mililani Middle School Multi-Track calendar provides the faculty and staff with opportunities for professional development to meet the needs of the teachers and ultimately impact student achievement. Professional development focuses on targeted areas of curriculum, instruction and assessment, RTI, as well as district/state initiatives, such as Standards Based Grading and Reporting. For classified staff, particularly Educational Assistants in the special needs classes, there is continued professional development in the following areas: Discrete Trial Training, Pivotal Response Training, Registered Behavior Technician training. Special Education teachers will be given opportunities for professional development to establish consistency within the department and the achievement for special education students.</p> |

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

| Planning   |  |  |                         | Funding  | Interim Measures of Progress  |
|--|--|--|-------------------------|--|---|
| Desired Outcome  | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>  | School Year(s) of Activity                               | ART Accountable Lead(s) | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>   | Define the relevant data used to regularly assess and monitor progress  |
| All teachers will receive school-level professional development and support for Standards-Based Grading.                             | <b>Focused Professional Development (1b)</b><br>All grade 7 teachers participating in the state pilot program will receive professional development focusing on standards-based assessment/grading and will subsequently incorporate the strategies and concepts learned into their curriculum, instruction, and assessment. | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | H. Chapman<br>J. Kaku   | <input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> N/A                                   | <b>Monthly:</b> Team planning minutes will indicate the implementation of formative instruction and standards-based assessment and grading practices. |
| All teachers will utilize all components of the Educator Effectiveness System to reflect and improve upon their individual practice. | <b>Focused Professional Development (1a)</b><br>All teachers will develop Individual Professional Development Plans (IPDP) based upon individually determined areas of professional growth.  | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | K. Kato<br>L. Yoshioka  | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Semester:</b> Documentation of teacher participation with his/her evaluator in IPDP conferences will be entered into PDE3.                         |

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

|  |  |  |                          |  |  |
|--|--|--|--------------------------|--|--|
| All teachers will utilize all components of the Educator Effectiveness System to reflect and improve upon their individual practice. | <b>Focused Professional Development (1a)</b><br>Teachers on the evaluation cycle will be provided with feedback from their evaluator after formal classroom observations. Teachers will also be provided feedback from informal walkthroughs. Teachers will use feedback to reflect upon their teaching practices and make adjustments as necessary. | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | K. Kato<br>C. Pai        | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Semester:</b> Documentation of teacher participation with his/her evaluator in observations pre- and post-conferences will be entered in PDE3.<br><br><b>Semester:</b> Teacher reflections will be monitored to document the feedback being utilized. |
| All new and beginning teachers will receive school-level mentoring by trained school-level mentors.                                  | <b>Focused Professional Development (1d)</b><br>All new and beginning teachers will be provided with school-level mentoring and opportunities to observe teachers in order to reflect upon their practice.   | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | K. Kato<br>K. Oh         | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Quarterly:</b> Mentor logs will document the support being provided to all new and beginning teachers.  |
| All Special Education teachers and Educational Assistants will receive school-level professional development and support.            | <b>Focused Professional Development (1c)</b><br>All Special Education and Educational Assistants will be provided with school-level PD to enhance teaching skills and knowledge of special education timelines and responsibilities.<br><b>(WASC Recommendation #3)</b>  | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | M. Soriano<br>H. Chapman | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Semester:</b> Agendas of all trainings and professional development provided to Special Education Department Head will serve as documentation.  |

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

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

| Outcome: By the end of three years,  | Rationale:  |
|--|---|
| <ol style="list-style-type: none"><li>1. All teachers will analyze data collaboratively through the Data Team Process and utilize RTI in order to improve upon instructional practices to support student success and engagement and to close the achievement gap. <b>(WASC Recommendation #1 &amp; #5)</b></li><li>2. All faculty and staff will have effective communication protocols to support the operation of the school. <b>(WASC Recommendation #4)</b></li></ol> | <p>Teacher teams utilize a variety of formative assessment strategies, accompanied by descriptive feedback that provides students with the opportunity to improve. Teachers review assessment data and continuously make modifications to their instructional practices. They engage in the data teams process to collectively and analyze data and set SMARTe goals that result in improving instruction and student engagement.</p> <p>All stakeholders must have clear communication protocols to ensure the smooth operation of a multi-track school.</p> |

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

| Planning  |   |                                     |                         | Funding  | Interim Measures of Progress  |
|---|---|-------------------------------------|-------------------------|--|---|
| Desired Outcome   | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>   | School Year(s) of Activity          | ART Accountable Lead(s) | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>   | Define the relevant data used to regularly assess and monitor progress  |
| All teachers will analyze data collaboratively through the Data Team Process and utilize RTI in order to improve upon instructional practices to support student success and engagement and to close the achievement gap.   | <b>Efficient and Transparent Supports (3b)</b><br>Instructional Teams will utilize the Longitudinal Data System to identify the High-Needs students. Data Teams will develop a plan to provide students not meeting proficiency with additional supports to increase their achievement. (WASC Recommendation #1 & #5) | 2017-2018<br>2018-2019<br>2019-2020 | C. Caalim<br>G. Kama    | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Quarterly:</b> Data team minutes will reflect plans on how support is being provided to High Needs students who are not meeting proficiency.                           |
| All teachers will analyze data collaboratively through the Data Team Process and utilize RTI strategies to improve upon instructional practices to support student success and engagement and to close the achievement gap. | <b>Efficient and Transparent Supports (3b)</b><br>All teachers will utilize the Data Team Process to develop and implement quarterly team SMARTe goals, modify instruction, and develop educational supports for all students in all academic disciplines. (WASC Recommendation #1 & #5)                              | 2017-2018<br>2018-2019<br>2019-2020 | C. Caalim<br>C. Justo   | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A | <b>Quarterly:</b> Team planning minutes will indicate SMARTe goals and the school-wide strategies being used to increase student achievement in all academic disciplines. |

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

|  |  |  |                           |   |   |
|--|--|--|---------------------------|---|---|
| All teachers will analyze data collaboratively through the Data Team Process and utilize RTI strategies to support student success and engagement and close the achievement gap. | <b>Innovation (1b)</b><br>All teachers will analyze school data reports from the Smarter Balanced Assessment in English Language Arts/Literacy and Mathematics, and the Hawaii State Assessment in Science. Teams will develop SMARTe goals for instructional practices. (WASC Recommendation #1 & #5) | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | K. Catania<br>C. Casamina | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input checked="" type="checkbox"/> N/A                | <b>Monthly:</b> Department meeting minutes will indicate the analysis/articulation of school data reports using the Data Team Process.<br><b>Monthly:</b> Team planning minutes will indicate the analysis/articulation of school data reports using the Data Team Process. |
| All faculty and staff will have effective communication protocols to support the operation of the school.  | <b>Innovation (1b)</b><br>Data Team Leads will participate in all Guided Visits, Data Team Lead meetings, and Academic Review Team/Instructional Leadership Team meetings. (WASC Recommendation #4)  | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | J. Winter<br>E. Ishikawa  | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other District Funds<br><input type="checkbox"/> N/A | <b>Monthly:</b> Attendance and meeting minutes will document the participation of all Academic Review Team and Instructional Leadership Team members.   |
| All faculty and staff will have effective communication protocols to support the operation of the school.  | <b>Innovation (1b)</b><br>Faculty and staff will review protocols and develop school wide procedures to strengthen communication. Upon development, all stakeholders will implement procedures. (WASC Recommendation #4)   | <b>2017-2018</b><br><b>2018-2019</b><br><b>2019-2020</b> | C. Hata<br>L. Yoshioka    | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other District Funds<br><input checked="" type="checkbox"/> N/A | <b>Monthly:</b> Department/Instructional Leadership Team meeting minutes will indicate the communication of school-wide initiatives.<br><b>Monthly:</b> Team planning minutes will indicate the communication of school-wide initiatives.                                   |