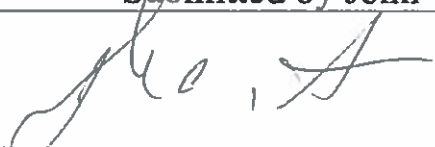



Three-Year Academic Plan 2017-2020

Wai'anae Intermediate School

85-626 Farrington Hwy, Wai'anae, HI 96792
(808) 697-7121
<http://wis.nwcomplex.org>

Submitted by John Wataoka	Date
	April 1, 2019

Approved by Complex Area Superintendent Ann Mahi	Date
	4/26/19

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

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> ▪ 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 	<ol style="list-style-type: none"> 1. Student Success- Instructional Needs: Students of WIS suffer from the same impacts as other children on the Leeward coast such as high rates of poverty, homelessness, and transiency. These community factors impact the educational needs of our students. WIS focuses its resources on improving instruction through professional development, academic coaching, and professional learning communities. During the past 2 academic school years our PLC efforts have focused on the development of our curriculum. During the 2016-2017 school year, our focus has shifted to Formative Assessments. All core departments have developed common formative assessments based on key or power standards. The focus on this coming school year will be on differentiation strategies when students are not grasping specific skills or concepts. 2. Student Success- Social-Emotional Needs: WIS students' needs also include social and emotional issues that impact learning. School staff as part of our PBIS committee participates in Diana Browning-Wright training to support the overall effort to create a more positive school environment. An emphasis has been placed on the development of positive relationships. Professional development sessions are conducted monthly with staff, and morning messages emphasize the building a positive school culture. Monthly incentives and campaigns are developed to promote positive decision making with our students. For students that are struggling with making healthy choices, an behavioral intervention class is conducted where counselors go through our SEL curriculum (Second Steps). Furthermore, a school-based community health center has expanded to include mental health support. We intend to build out this section as part of our school-based community health center next school year. 3. Staff Success Needs – Staff Morale: Based on our School Synergy report 2 years ago, staff morale was a key area that needed to be addressed. In an effort to address this area, we approached it two-fold: 1) Establish a Staff Morale Committee 2) Improve our communication system. Since teacher retention continues to be a challenge, we are still developing strategies to address our morale in an effort to improve staff stability. 4. Successful Systems of Support Needs – Community Engagement: WIS has developed several partnerships in recent years. As previously stated, we opened our school-based community health center to address our student physical health needs. Next year we intend to build out the center to include mental health services. Furthermore, we just completed our first full year of our partnership with District Family Court. These efforts have yielded positive results. Understanding the power and resources within our community, our intention is to seek out other partnerships that will help our school and students achieve higher degrees of success.

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. John Wataoka, Principal	1. Academic Review Team (School Leadership Team)
2. Reid Nonaka, Vice Principal Ryson Mauricio and Kaai Panui - Positive Behavior Intervention Support Committee	2. Positive Behavioral Intervention and Support
3. Hayley Spears, Vice Principal Dawn Homont – College and Career Ready Committee	3. College and Career Readiness
4. Kileigh Sanchez - Community and Parent Involvement Committee	4. Community and Family Engagement
5. Luane Higuchi and Kristy Wagatsuma - Staff Morale Committee	5. Staff Morale
6. Bethany Everette- Professional Development	6. Professional Development

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:
<p>Outcome 1: Suspensions will decrease by 5% during the 2018-2019 school year.</p> <p>Outcome 2: ELA & Math proficiency will increase by 5% yearly. ELA and Math proficiency will increase by 15% by 2019-20.</p> <p>Outcome 3: Classroom observations will show an increase from 60% to 85% in all 3 instructional traits (Learning Target, Higher Cognitive Demand, and Formative Assessment) by May 2020.</p> <p>Outcome 4: Reduce the school's chronic absenteeism rate of 34% to 25% in 2019-20.</p> <p>Outcome 5: Close the current achievement gap of 33% to 30%, which will halve the size of the current achievement gap in 3 years</p> <p>Outcome 6: All students will participate in an advisory period that includes: Social Emotional Learning and Career and College Readiness lessons</p>	<p>Outcome 1, 6: Student behavior continues to be a challenge on campus. Positive relationship and mentoring with students has proven to be an effective method for student success.</p> <p>Outcome 2, 3, 5: Reading and Math levels continue to be below state averages. Effective instructional practices have proven to be an effective method for student's academic success.</p> <p>Outcome 4: Attendance continues to be challenging as close to 40% of our school population in SY 2015-2016 were identified as chronically absent.</p>

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

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
OUTCOME 1: Suspensions will decrease by 5% during the 2019-20 school year.	1. Develop and Deliver Professional Development: DBW's 17 proactive strategies, Second Steps SEL curriculum, Review of School-Wide expectations and behavior matrix	2017-2020	PBIS Committee	<input checked="" type="checkbox"/> WSF - Conferences including: PBIS, AMLE, etc. <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" 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	Office Suspensions SY 2017-18 target: 35% (LDS-28%) SY 2018-19 target: 23% SY 2019-20 target: <ul style="list-style-type: none"> • Office Behavior Log • Longitudinal Data System • SRT Tracker developed by Counselors and Data Coach • BEISY survey
	2. Analyze school discipline data for patterns of infractions and need for additional support with administration and counselors.		Admin.		
	3. Re-introduce, implement and monitor behavior matrix and 3 student expectation characteristics.		Dean of Students		
	4. Continue to implement "Hale Nowelo": A non-punitive, cool off room for students to reflect on their negative behaviors in the classroom and track progress		Counselors		
	5. Create a monthly behavioral pass to reward positive student behavior on campus (i.e. Fast-pass for lunch, Snack Pass, Free Dress)				
	6. Twilight program will be implemented for students that continue to demonstrate repeated disruptive behavior, that include academic and behavioral support.				
	7. Continue implementation of the school-wide discipline policy.				
	8. Behavioral Intervention (conducted by grade level counselors) class will be held twice a week to support "High Flier" students in making positive choices during advisory.				

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

	<p>9. PBIS Committee will display messages of model behavior traits, quotes, recognition from both students and staff. Examples connected to three school-wide expectations.</p>					
	<p>10. PBIS Committee will encourage teachers to choose a Model Citizen of the Semester.</p> <p>a. Star/write-up in library</p> <p>b. Principal recognition letter</p> <p>c. End of the semester luncheon</p>					
	<p>11. Team bonding week at the start of the school year.</p>					
	<p>12. HERO Program</p>					
	<p>13. Restorative Justice panel</p>					
<p>OUTCOME 2: ELA, Math and Science proficiency will increase by 5% yearly.</p>	<p>1. Provide professional development for new teachers on the implementation of current curriculum.</p>	<p>2017-2020</p>	<p>Academic Coaches</p>	<p><input type="checkbox"/> WSF <input checked="" 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 checked="" type="checkbox"/> Other - complex area funding to support consultants; NM Consulting <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Smarter Balanced Assessment • Common Formative Assessments <p>SY 2017-18 target: ELA: 7th grade: 25% 8th grade: 25% (24%) Math: 7th grade: 25% (15%) 8th grade: 25% (16%) Science 25%</p> <p>SY 2018-19 target: ELA/Math 30% Science 30%</p> <p>SY 2019-20 target: ELA/Math 35% Science 35%</p>	
<p>2. 100% of core courses will follow their PLC developed common curriculum map/pacing guide with common formative assessments.</p>						
<p>3. To support classroom teachers, academic coaches to work with all teachers in the school-wide program to improve their effectiveness and student success. Teacher positions are purchased to replace those skilled, experienced teachers that become Academic Coaches. As a school-wide Title I program, all students will benefit from coach supports to teachers, therefore Title I funds will go to purchase classroom teachers.</p>						

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

OUTCOME 3: Classroom observations will show an increase in 10% in each of the 3 instructional traits (Learning Target, Cognitive Demand, and Formative Assessment) by May 2020.	1. Peer and Classroom Observations will be conducted by school administration and Academic Coaches	2017-2020	Academic Coaches	<input type="checkbox"/> WSF <input checked="" 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	Observational Data collected weekly SY 2017-18 target for each trait: 70% Learning Target: 58% Cognitive Demand: 27% Formative Assessment: 53% SY 2018-19 target: 80% SY 2019-20 target: 85%	
	2. Provide professional development (PD) for teachers on incorporating higher order cognitive demand, formative assessment and learning targets.		Admin.			Professional Development Committee
OUTCOME 4: Reduce the school's chronic absenteeism rate of 34% to 25%.	1. Implement ASCA model school-wide	2017-2020	PBIS Committee	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Track daily attendance using Infinite Campus and the LDS system. • Family Court - truancy court pilot project SY 2017-18 target: 30% Chronic absenteeism rate 36% SY 2018-19 target: 27% SY 2019-20 target: 25%	
	2. Continue implementation of school-wide attendance policy.		Counselors			
	3. In-service teachers on the policy at the beginning of the school year.		Admin.			
	4. Participate in monthly truancy court – Family Court Partnership					
OUTCOME 5: Close the current achievement gap to 10 points.	1. Develop and implement a systematic program providing a variety of academic interventions, support, and enrichment to address individual needs and improve student achievement.	2017-2020	Academic Coaches	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I – NM Consulting <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other- complex area funding to support consultants; NM	<ul style="list-style-type: none"> • Longitudinal Data System • MyOn SY 2017-18 target: 10 points Achievement gap rate: Math: 12 points ELA: 14 points SY 2018-19 target: SY 2019-20 target:	
	2. Provide tech support to help teachers implement technology in the classroom.		Admin.			Tech Coordinators
	3. Provide PD on higher order thinking, AVID strategies and formative assessment to increase student engagement and achievement.					Professional Development

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

	4. Increase use of AVID strategies to 50% of all classrooms		Committee College and Career Readiness Committee	Consulting, 6-16 Grant <input type="checkbox"/> N/A	
	5. Provide SPED support (SPED Consultant – NM Consulting)				
	6. Plan parent sessions on college readiness and generate involvement in various school events through PCNC				
OUTCOME 7: All students will participate in an advisory period that includes: Social Emotional Learning (SEL)	1. Provide professional development to the staff on implementing Second Steps Curriculum.	2017-2020	Counselors	<input checked="" type="checkbox"/> WSF – Second Steps Curriculum <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	<ul style="list-style-type: none"> • BEISY Survey
	2. All students will participate in 2 SEL lessons per week.				

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

Goal 2: Staff Success. Waianae Intermediate 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:
<p>Outcome 1: Increase the level of staff retention from 75% to 90% by school year 2019-2010.</p> <p>Outcome 2: 75% of teachers will attain a rating of "effective" on their summative evaluation by school year 2019-2020.</p> <p>Outcome 3: Increase students learning outcomes by 5% annually through providing teachers with support in Differentiation and Technology Integration.</p>	<p>Outcome 1: Teacher retention has historically been close to 75%. In order to increase our teacher retention levels we will continue to address our staff morale and improve staff communication.</p> <p>Outcome 2, 3: Reading and Math levels continue to be below state averages. Effective instructional practices have proven to be an effective method for student's academic success.</p>

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

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
OUTCOME 1: Increase the level of staff retention from 75% to 90% by school year 2019-2020.	1. Administer staff surveys once a quarter to get a feel of the level of morale our staff is feeling; compile data to report back to staff/admin	2017-2020	Staff Morale Committee	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Staff response to surveys • Teacher retention rate <p>SY 2017-18 target: 75% Staff retention rate 83%</p> <p>SY 2018-19 target: 84% Staff retention rate 83%</p> <p>SY 2019-20 target: 90% Staff retention rate</p>
	2. Facilitate Staff Recognition during monthly faculty meetings				
	3. Facilitate activities at the beginning or at the end of each faculty meeting.				
OUTCOME 2: 75% of teachers will attain a rating of "effective" on their summative evaluation.	1. Teachers will participate in monthly peer observations during Wednesday Team meetings. Academic Coaches will facilitate reflective conversations during each peer observation	2017-2020	Admin. Academic Coaches	<input type="checkbox"/> WSF <input checked="" 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	<ul style="list-style-type: none"> • Teacher feedback, provided by Administration and Academic Coaches, based on formal and informal classroom observations. <p>SY 2017-18 target: 85% Number of teachers with "effective": 100%</p> <p>SY 2018-19 target:</p> <p>SY 2019-20 target:</p>
	2. Provide training for all teachers by Aug. to ensure understanding of the requirements involved in the EES process.				

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

<p>OUTCOME 3: Increase students learning outcomes through providing teachers with support in Differentiation and Technology Integration.</p>	<p>1. Provide professional development on differentiation and student engagement:</p> <ul style="list-style-type: none"> a. MyON b. OnLine Springboard c. STAR AR d. Google Classroom e. SAMR f. AVID g. Design Thinking 	<p>2017-2020</p>	<p>Academic Coaches</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" 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 	<ul style="list-style-type: none"> • STAR scores • SBA scores
	<p>2. Departments will be allotted student-free planning days to review curriculum maps, common formative assessments, student learning targets, and strategies on differentiation.</p>				

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

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

Outcome: By the end of three years.	Rationale:
<p>Outcome 1: Decrease the chronically absenteeism rate from 38% to 25% by school year 2019-2020.</p> <p>Outcome 2: Increase the amount of student participation by 5% annually in the After School All Stars Program.</p> <p>Outcome 3: Increase number of partnerships that support classroom instruction. Developing a system for documenting partnerships.</p> <p>Outcome 4: Provide parent/family involvement opportunities that support student success.</p> <p>OUTCOME 5: Provide our students with college and career readiness.</p>	<p>Outcome 1: Attendance continues to be challenging as close to 40% of our school population in SY 2015-2016 were identified as chronically absent.</p> <p>Outcome 2: Research has proven that students that are engaged in a positive after-school activity perform better both academically and socially.</p> <p>Outcome 3, 4: Research has proven that parent and community involvement has positive effect on student outcomes.</p> <p>Outcome 5: Research has proven that students that complete at least 3 college credits prior to high school graduation are more likely to apply and attend college.</p>

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

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
OUTCOME 1: Decrease the chronically absenteeism rate from 38% to 25%.	1. Through an existing partnership with District Family court, we will support students by: <ul style="list-style-type: none"> a. Implementing complex area policy on student attendance b. Designating school staff to monitor student attendance c. Coordinating weekly meetings with Family court officers d. Holding quarterly meetings with Family Court personnel e. Developing a data system that better monitors the effectiveness of our results 	2017-2020	Admin.	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	SY 2017-18 target: 30% Chronic absenteeism rate 36% SY 2018-19 target: 27% SY 2019-20 target: 25%
	2. Continue partnership with the Wai'anae Coast Comprehensive Health Center to address student health issues by: <ul style="list-style-type: none"> a. Holding quarterly meetings with WCCHC staff b. Continuing to operate School-Based Student Health Center on campus during school hours c. Continuing to advertise to families Health center through school communication systems d. Building out a Mental Health support section through partnership with WCHCC and YMCA 				

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

<p>OUTCOME 2: Increase the amount of student participation by 5% in the After School All Stars Program.</p>	<p>1. ASAS staff will run daily lunch recess activities in order to build positive mentoring relationships and promote healthy activities after school hours.</p> <hr/> <p>2. Increase Program offering based on student interests.</p>	<p>2017-2020</p>	<p>After School All Stars</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 checked="" type="checkbox"/> Other - 21st Century Funds for ASAS contract <input type="checkbox"/> N/A</p>	<p>SY 2017-18 target: 35% All Stars Program rate: 39%</p> <p>SY 2018-19 target: 40% All Stars Program rate:</p> <p>SY 2019-20 target: 45% All Stars Program rate:</p>
<p>OUTCOME 3: Increase number of partnerships that support classroom instruction. Developing a system for documenting partnerships.</p>	<p>1. Science courses bring in experts for community project-based learning</p> <ol style="list-style-type: none"> a. InPeace partnerships for garden cultivation b. Oahu Army Natural Resources Program (OANRP) c. NOAA <hr/> <p>2. State Foundation on Culture and the Arts</p> <ol style="list-style-type: none"> a. Artists in the Schools: Create murals on campus with students and experts b. Artist in the Residency: Create a sculpture with students and experts 	<p>2017-2020</p>	<p>Admin Community and Family Engagement</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 checked="" type="checkbox"/> Other - Community Partnerships <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Reflection on partnerships through class discussions and/or written form from students
<p>OUTCOME 4: Provide parent/family involvement opportunities that support student success.</p>	<p>1. Collect data of parent/community questions/concerns about student's success by passing out surveys via parent newsletters and/or Facebook polls</p> <ol style="list-style-type: none"> a. Use data to create events/opportunities that meet parents' needs or concerns b. Plan parent and family events that engage families with the school community (Choir/Band Concerts, Winterfest, Springfest, May Day, Awards Night) 	<p>2017-2020</p>	<p>Admin Community and Family Engagement</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Parent surveys passed out through homerooms • Exit tickets after events held

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

<p>OUTCOME 5: Community involvement May Day</p>	<p>1. Annual student performance to showcase Polynesian cultures through the art of dance.</p>	<p>2017-2020</p>	<p>Community and Family Engagement</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Reflection survey given to students and faculty
<p>OUTCOME 6: Provide our students with college and career readiness.</p>	<p>1. Through Advisory Period a. WICOR Wednesdays b. Future Fridays (My Future Hawaii) c. Provide teachers with PD for student lessons d. College reps from National College Fair will visit WIS</p>	<p>2017-2020</p>	<p>College and Career Readiness Committee</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 checked="" type="checkbox"/> Other- Grants <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • All students will create an account in My Future Hawaii • RIASEC survey • Participation rate for UHWO site visits • Post survey from UHWO visit • Career Day student/teacher reflection
	<p>2. 6-16 Grant a. UHWO Campus Tours, 7th grade b. Site Visit to other 6-16 schools to see their college/career readiness programs, provide for substitutes c. UHWO Campus Tours, 8th grade d. Academic Tutoring for 8th grade students with a C or D in Math at the end of Quarter 2 e. Community College visits f. Summer Academy transition to 9th grade</p>				
	<p>3. College Week and Career Day</p>				