



# Three-Year Academic Plan 2017-2020

Iao School

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## 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"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Need: Provide a tiered system of supports to address the academic, social, emotional growth of all students.               <ul style="list-style-type: none"> <li>● Integrate a school wide positive behavior intervention system</li> <li>● Teacher utilization of differentiated curriculum, instruction, and assessment to address needs of all students</li> <li>● Resources, staffing, programs for tiered instruction to support student learning and social emotional growth (SMP, Reading, Advisory, Core Instruction)</li> <li>● A variety of electives to engage students and develop the whole child</li> </ul> </li> <li>2. Need: Improve teacher practice and collaborative processes to build and sustain an environment that is caring, safe, and supportive of high quality learning for all students.               <ul style="list-style-type: none"> <li>● Instill a culture of high performance through development and implementation of a focused professional development plan that meets varied needs of teachers and students: DI, i-Ready, Acellus, PBIS, RTI, Advisory, classroom management</li> <li>● Strengthen Interdisciplinary/content area data teams to triangulate data which include common assessments and continuous analysis of data collected to drive instruction</li> <li>● Build and sustain the school mentoring and induction program to support new teachers.</li> <li>● Strengthen shared and effective leadership at all levels</li> <li>● Build school morale - find a systematic approach to improve school culture between adult/adult, student/adult and student/student</li> <li>● Improve communication between school and home</li> </ul> </li> <li>3. Need: Increase efficiency and transparency of instructional, operational, and community supports.               <ul style="list-style-type: none"> <li>● Collaborative systems of improvement and communication</li> <li>● Stakeholder input and clarification into the processes of student and school operations</li> </ul> </li> <li>4. Need: Address WASC recommendations.</li> </ol>

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	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p><b><u>English Language Learners</u></b>-Limited English Language Development as evidenced by annual ACCESS Assessment Scores, low grades in core classes, tendency toward lower scores and growth on state assessments, higher incidents of behavioral infractions for Pacific Island boys. Activities/supports designed to create a consistent ELL program. PTT for push in support, PD for language acquisition strategies (GLAD) and differentiation. Clarification of grading procedures. Activities to engage parents and connect students to school</p> <p><b><u>Pacific Islanders</u></b>-tendency towards lower State assessment scores in reading and math, higher numbers of behavior incidents Activities designed toward acculturation to connect students and parents to the school, academic supports for homework completion and skill building (RTI).</p> <p><b><u>Students receiving IDEA services</u></b>-Student Growth scores lower than state averages Clarify school inclusion models, PD for differentiation, identify means to address skill sets (IEP driven) as well as grade level content (State Assessment driven).</p> <p><b><u>Low Socio-Economic Status</u></b>- Low academic achievement and growth. Higher risk for behaviors. Access to school supplies.</p> <p><b><u>Retention Students</u></b>: Targeted interventions for risk of academic failure, credit recovery process, chronic absenteeism</p> <p><b><u>Identified High Risk Students</u></b>: Low academic achievement and growth, higher risk for behaviors and attendance (chronic absenteeism).</p>
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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. PBIS (Advisory, School-wide interventions) - grade 6 VP	1. SAC, ID Team Leaders, Counselors
2. Improving Instruction (Walkthroughs, Professional Development, Improving Instruction, Common Core Implementation) - Data Coach	2. Principal, Leadership Team, CC, all faculty

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3. Content Data Teams - CC	3. Core subject teachers, Data Coach
4. Tier 2 and 3 Behavior RTI Programs High-risk and Special Motivation Programs - grade 7 VP	4. High-risk and SMP teachers, High-risk Counselor
5. Tier 2 and 3 Academic RTI Programs and Credit Recovery - grade 8 VP	5. Data Coach, CC, Targeted Elective teachers, grade 8 VP, Registrar
6. Inclusion (SPED and ELL) - SSC	6. SPED department and ELL department teachers, all faculty
7. WASC (School Improvement and Communication Process) - Principal	7. Principal, Leadership Team
8. Mentoring/Induction-Registrar	8. Mentor and mentee Teachers
9. STEM, Integration of technology-Technology Coordinator	9. Science Department teachers, all faculty

**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:**

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<p>1. Iao School will provide a tiered system of supports to align curriculum, instruction, assessments, and school activities to increase proficiency standards for all students as measured by core curriculum assessments, SBA targets, Science HSA, and student growth scores.</p> <p>Targets:</p> <p><b>Core Instruction</b>          ELA proficiency-from 36% to 61% proficiency          Math proficiency-from 26% to 54% proficiency          Science proficiency-from 31% to 64% proficiency</p> <p><b>RTI</b>          Decrease ELA Gap Rate from 30% to 15%          Decrease Math Gap Rate from 26% to 13%          Decrease Science Gap rate from 19% to 10%          Chronic Absenteeism from 17% down to 9%</p> <p><b>Identified Services</b>          Increase Inclusion Rate from 36% to 51%</p>	<p>1. Current assessment scores are below state averages, and have been trending downward for ELA and Math for the past three years. <b>Critical Area #1:</b> <i>Administration and staff need to continue refining the process for creating an articulated and consistent advisory setting that can reach out, support all students, and help them connect to the school, as well as ensure that consistent standards and practices are used for advisory across and among grade levels. (WASC Report 03/11/16).</i></p> <p><b>Critical Area #3-</b><i>Administration and staff need implement the refinement of RTI with appropriate PD and support with curriculum, instruction, and assessment. (WASC Report 03/11/16)</i></p>
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Planning				Funding	Interim Measures of Progress
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>

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<p>1. Integrate a school wide positive behavior intervention system</p> <p>WASC Critical Areas #1, 8, 9</p> <p>CNA/WASC pgs. 20, 37, 38, 42, 51</p>	<p>A. Establish staff understanding and commitment and identify members of the PBIS Team</p> <p>B. Establish school-wide behavior expectations:</p> <ul style="list-style-type: none"> <li>-update behavior matrix</li> <li>-administration establish and publish discipline policies and procedures at the beginning of and throughout the year</li> <li>-provide training to teachers to ensure clear expectations, clarify roles and responsibilities of all staff members, strong classroom management, and use of common strategies aligned to school wide expectations</li> <li>-utilize Advisory to instruct students on behavioral expectations including student modeling, “Discipline Around the Block”, advisory lessons, media broadcasts, etc.</li> <li>-establish, publish, follow, analyze data, and reflect on continuum of consequences and interventions to address behavioral needs.</li> </ul> <p>C. Establish ongoing system of rewards, recognitions, and celebrations (E Hana i Ka Pono, Tigers of the quarter, etc.).</p> <p>D. Develop/Implement a Peer Mediation process.</p> <p>E. Input and analyze behavioral data to monitor progress and make adjustments</p>	<p>17/18</p>	<p>A. Lead-Grade 6 VP</p> <p>B. Lead-Grade 6 VP</p> <p>C. Lead-SAC</p> <p>D. Lead-Grade 6 VP</p> <p>E. Lead-Grade 6 VP</p>	<p>X WSF X Title I Project Wisdom \$350</p> <p><input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>A. Minutes from PBIS team meetings</p> <p>B. Classroom observations indicate use of common classroom management practices. “Discipline Around the Block” broadcast twice a month documented. 10% or higher decrease in referrals/suspension noted per quarter. Aggregate student attendance maintains an average of 95% or higher.</p> <p>C. Increase in student participation in school wide activities. Increase in motivational rewards. Decreasing referral reports to administration and counselors</p> <p>D. Peer Mediation plan and log of mediation events.</p> <p>E. Decreasing numbers of referrals/suspensions</p>
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<p>2. Strengthen core instruction through teacher utilization of differentiated curriculum, instruction, and assessment to address needs of all students</p> <p>WASC Critical Areas #2, 3, 4</p> <p>CNA/WASC pgs. 31, 32, 33, 34, 42, 46, 47, 50</p>	<p>A. Re-establish data coach position and content area data teams to utilize common assessments, revisit grading practices, analyze student work, identify effective instructional strategies, and evaluate/adjust instructional practice.</p> <p>B. Provide focused Professional Development (including classroom observations, modeling, and coaching) in the areas of coherent instruction, disciplinary literacy, differentiation, growth mindset, i-Ready usage, student engagement, and use of online programs. Teachers to apply learning in classroom instruction.</p> <p>C. Grade Level <b>ELA</b> teachers will:</p> <ul style="list-style-type: none"> <li>•utilize data team process to refine/adjust pacing of Springboard curriculum to meet differentiated needs of students.</li> <li>•Analyze one embedded assessment per quarter utilizing SpringBoard embedded rubrics to build/develop inter-rater reliability among teachers.</li> <li>•Identify and teach selected Springboard strategies for students to use consistently across the content areas.</li> <li>•Utilize supplemental materials (i-Ready Common Core) to address tier 2 instruction.</li> </ul> <p>D. <b>Math</b> department members will:</p> <ul style="list-style-type: none"> <li>•Utilize i-Ready data to integrate i-Ready Math Common Core in small group instruction to address tier 1 and 2 instruction.</li> <li>•Integrate small group instruction</li> <li>•Grade level math teachers administer</li> </ul>	<p>17/18</p> <ul style="list-style-type: none"> <li>•1 cycle per quarter for content areas</li> </ul> <p>17/18</p> <ul style="list-style-type: none"> <li>•observation protocols</li> <li>•coherent instruction</li> <li>•differentiated on-flexible grouping</li> <li>•Formative assessments</li> </ul> <p>17/18</p> <ul style="list-style-type: none"> <li>•Analyze EAs</li> <li>•Identify common strategies and use in ELA</li> <li>•Crosswalk Springboard and i-Ready Reading</li> <li>•Utilize i-Ready resources to integrate flexible</li> </ul>	<p>A. Lead-Data Coach</p> <p>B. Lead-CC</p> <p>C. Lead-Data Coach/CC</p> <p>D. Lead-Data Coach/CC</p>	<p>X WSF Springboard curriculum student workbooks Springboard Supplemental materials i-Ready Common Core Reading-\$17,000 i-Ready Common Core Math-\$17,000</p> <p>X Title I Substitute teachers \$12,929 (70 sub days for lesson studies, observations, articulation, etc.) Achieve3000 \$32,000 Discovery ED \$3,000 BrainPop \$1,800 Curriculum Associates-\$3,000 PD for usage support</p> <p><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</p>	<p>Data Team minutes</p> <p>A. Sampling of common assessments, student work analysis, strategies and reflections shared in plcs/department and staff meetings</p> <p>B. PD plan, agendas, lesson plans, revised pacing guides, and classroom observations indicate application of PD learning. Observations indicate increasing student engagement. i-Ready scores indicate adequate progress to SY one grade-level growth (Tier 1) and greater than one grade-level (Tier 2, 3). Lexile scores reflect increasing percentage points per month.</p> <p>C. Pacing guide reviews specify differentiated strategies, Springboard strategies, alignment of Springboard with i-Ready Common Core. Minutes from analysis of embedded assessments utilizing Springboard rubrics. Strategies evident in classroom walkthroughs. Student achievement demonstrate adequate monthly progress to SY one grade-level growth (Tier 1) and greater than one grade-level (Tier 2, 3)</p> <p>D. Evidence of small group instruction evident in classroom observations. Student achievement demonstrate adequate monthly progress to SY one grade-level growth (Tier 1) and greater than one grade-level (Tier 2, 3). Analysis of common core performance tasks.</p>
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	<p>and analyze minimum of one common performance task per quarter that incorporates real world application of math concepts.</p> <ul style="list-style-type: none"> <li>•Dpt. will conduct three lesson studies facilitated by district/Curriculum Coordinator per year incorporating the language of math.</li> </ul> <p>E. Grade level <b>Social Studies</b> teachers will:</p> <ul style="list-style-type: none"> <li>•Incorporate Achieve3000 articles/lesson plans minimum 1X per week into pacing guides to support differentiated disciplinary literacy.</li> <li>•Utilize Achieve3000 data and work samples in data team process. •Develop an understanding of the C3 Framework standards and begin to crosswalk Pacing Guide/HCPS III with C3.</li> </ul> <p>F. Grade level <b>Science</b> teachers will:</p> <ul style="list-style-type: none"> <li>•Review and Unpack NGSS</li> <li>•Crosswalk current pacing guides/HCPS III with NGSS</li> <li>•integrate NGSS into instruction</li> <li>•Engage in data team process to integrate disciplinary literacy instruction with content aligned to NGSS</li> <li>•Integrate Discovery Ed resources into pacing guides and analyze usage of Discovery Ed in PLCs to determine benefits for engaging students</li> <li>•Utilize Lesson study format to strengthen instruction 1 per semester</li> </ul>	<p>grouping in classrooms</p> <ul style="list-style-type: none"> <li>• Develop common Performance tasks by grade level</li> </ul> <p>17/18</p> <ul style="list-style-type: none"> <li>•incorporate Achieve 3000 articles into pacing guides</li> </ul> <ul style="list-style-type: none"> <li>•Crosswalk C3 Framework and HCPS III</li> </ul> <p>17/18</p> <ul style="list-style-type: none"> <li>•Crosswalk NGSS and HCPS III</li> </ul>	<p>E. Lead-Data Coach/CC</p> <p>F. Lead-Data Coach/CC</p>	<p><input type="checkbox"/> N/A</p>	<p>Lesson study minutes and reflections,</p> <p>E. Pacing guides indicate usage of Achieve3000 articles aligned to curriculum, lesson plan reviews, Achieve data indicates increasing lexile levels Pacing Guides reflect integration of C3 Framework Standards</p> <p>F. Integration of NGSS evident in pacing guides. Pacing guide reviews, PLC minutes indicate Discovery Ed usage.</p>
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<p>3. Utilize resources, staffing, and programs for tiered instruction to support student learning and social emotional growth (SMP, High Risk Reading, Advisory, Core Instruction, Honors)</p> <p>WASC Critical Area #1, 3</p> <p>CNA/WASC pgs. 18, 20</p>	<p>A. Use student input and desired outcomes (connect students and staff, communicate expectations, build collaborative team processes) to plan Advisory activities.</p> <p>B. i-Ready universal screener administered 3x per year to identify tiered groupings in reading and math.</p> <p>C. Establish RTI team for routine review of student data for determination of supports</p> <p>D. Provide RTI tier 2 and 3 academic supports as needed (possibly amend bell schedule, utilize i-Ready online resources-Toolbox, ensure accessibility to computer/technology, focused PD to train all staff in RTI practices).</p> <p>E. Counselors, registrar, SSC, SMP teacher, High Risk Counselor, High Risk reading group teacher, will develop and implement a Tier 2 and Tier 3 behavioral support program to include behavior modification instruction, social skill development, academic assistance, and attendance support. Team will analyze student data to monitor and adjust program.</p> <p>F. Clarify roles of SMP teacher, High Risk Counselor, High Risk teacher, Study Skills teachers, workshop teacher, and “extra” ELA/Math teachers as well as criteria for placement into classes.</p> <p>G. Utilize online program (Acellus) to support credit recovery for retained students.</p> <p>H. Offer rigorous, student criteria-based</p>	<p>17/18</p> <p>17/18</p> <p>17/18</p> <p>•Establish RTI Team members, clarify processes, identify program needs and mode of efficiently delivering student supports</p>	<p>A. Lead-SAC</p> <p>B. Lead-Data Coach</p> <p>C. Lead-Grade 7 &amp; 8 VPs, Support-SSC, Data Coach, Teachers from each grade level, Counselors, Admin</p> <p>D. Lead-Grade 8 VP, Support-SSC, SBBH, Data Coach, CC, Counselors,</p> <p>E. Lead-Grade 7 VP, Support-SSC, Counselors, SMP Teacher, High Risk Teacher, High Risk Counselor,</p> <p>F. Lead-Grade 7/8 VPs Support-SSC, Administration, Designated Teachers</p> <p>G. Lead-Grade 7 &amp; 8 VPs Support-SMP/Credit recovery Teacher</p>	<p>X <b>WSF</b> i-Learn curriculum Smartboards-\$40,000</p> <p>X <b>Title I</b> Curriculum Associates online -i-Ready screener/ &amp; instructional program \$25,000, i-Ready Teacher Toolbox \$11,000 Acellus \$5,200 Chromebooks &amp; Charging carts \$80,000</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>A. Advisory calendar, minutes of student govt. mtgs., documents of advisory learning objectives, lesson plans, memos, etc, tracking of and student reflection on activities.</p> <p>B. i-Ready data indicates increasing numbers of students in proficient range over time</p> <p>C. Minutes of RTI team mtgs.,</p> <p>D. Increasing number of students in proficient range on universal screener. Aggregate student growth in reading to SY minimum one grade level growth (Tier 1) and greater than one grade level growth (Tier 2, 3).</p> <p>E/F. Decrease in incident reports and failures for students identified as “High risk”.</p> <p>G. Data will indicate a decrease in number of students failing core subjects/retained.</p> <p>H. Master schedule/ Syllabus-SBAC/i-Ready data</p>
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	<p>core Honors courses.            I. Provide additional student support through Uplink Program -an afterschool/summer program            J. Purchase additional technology (computers, tablets, chromebooks, charging stations) to ensure student access to online remediation, retention, and enrichment programs            K. Purchase additional technology to support engaging instruction (Smart boards Apple TV, HDMI cables, Projectors, as well as customer support services for set-up and training.</p>		<p>H. Registrar            I. Lead-SCC            J. Lead-Technology Coordinator            K. Lead-technology coordinator</p>		<p>indicates increasing proficiency/growth in reading and math for students placed in honors classes.            I. Teacher feedback, quarterly grades for students participating in program will indicate increase in homework completion and consistent grades of C or higher.            J. Usage data for Achieve3000 and i-ready will indicate adequate usage per program guidelines for 50% of the students at Iao School (Achieve-2 articles per week, i-Ready-45 minimum of 45 minutes per week in either reading or math program).            K. Walkthrough data indicates usage of technology in 25% of observations (1 in 4 visits to each classroom)</p>
<p>4. Utilize interdisciplinary data teams to drive use of team wide instructional strategies             WASC Critical Area #5</p>	<p>A. Provide time for ID teams to meet minimum of 1X per month to analyze student data ( i-Ready data, classwork samples, Springboard embedded assessments, behavioral data, etc.).            B. Team members will identify focus skillsets and instructional strategies to integrate across the content.</p>		<p>A. Lead-Data Coach            B. Lead-CC</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>A-B. ID team minutes indicate an academic focus for each team with student work sample analysis evident at least once per quarter.</p>

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<p>5. Provide for inclusion in classrooms that is balanced with specialized supports. (504, SPED and ELL)</p>	<p>A. Review 504, IEP, and ELL Plans annually at the start of school.          B. Incorporate Universal Design for Learning strategies in classroom instruction.          C. SPED teachers to utilize Goalbook online program to strengthen differentiated Tier 1 instruction          D. Clarify and publish school wide policies around homework and grading policies.          E. Define school inclusion model and expectations including roles of gen. ed and sped teachers.          F. Sped department to meet monthly with district, SCC, or admin to review processes, compliance, due dates, etc.</p>	<p>Lead-SCC</p>	<p>A. Lead-SCC          B. Lead-SCC          C. Lead-SCC          D. Lead-Principal          E. Lead-SCC          F. Lead-SCC</p>	<p><input type="checkbox"/> WSF Goalbook \$5,000 Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>A. Master calendar scheduling of reviews, agendas and meeting minutes, ELL plan posted in Google Docs          B. Classroom observations indicate usage of UDL strategies.          C. Differentiated instruction evident in classroom walkthroughs          D. Policies published in teacher syllabi, planners.          E. Documents clarifying inclusion model included in faculty handbook          F. Minutes of monthly meetings, timelines met,</p>
<p>6. Provide a variety of electives to engage students and develop the whole child.</p>	<p>Integrate a variety of electives as identified by students as relevant/of interest that can support building of school culture: Ukulele, Japanese, Polynesian Studies, Media, Leadership, Technology, Band, Art, PE, Health, BPA, etc.</p>		<p>Lead-Registrar</p>	<p>X WSF          X Title I \$5,000 for ukuleles  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Master schedule, student work/performances showcased</p>

**Goal 2: Staff Success.** Iao 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:**

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<p>2. Iao School will improve teacher practice and collaborative processes to build and sustain an environment that is caring, safe, and supportive of high quality learning.</p> <ul style="list-style-type: none"> <li>● Develop and implement a focused professional development plan that meets varied needs of teachers and students: DI, i-Ready, Acellus, PBIS, RTI, Advisory, classroom management</li> <li>● Strengthen Interdisciplinary/content area data teams to triangulate data which include common assessments and continuous analysis of data collected to drive instruction</li> <li>● Build and sustain the school mentoring and induction program to support new teachers.</li> <li>● Strengthen shared and effective leadership at all levels</li> <li>● Build school morale - find a systematic approach to improve school culture between adult/adult, student/adult and student/student</li> <li>● Improve communication between school and home</li> </ul>	<p>2. Current assessment scores are below state averages, and have been trending downward for ELA and Math for the past three years. High staff turnover indicates need for strong mentoring and teacher support. <b>Critical Area #2-Administration and staff need to further prioritize and limit the number of professional development activities to better focus on those activities that best impact student achievement at Iao School. (WASC Report 03/11/16)</b> <b>Critical Area #4-Administration and staff need implement data team process that includes common assessments and continuous analysis of data collected to drive instruction. (WASC Report 03/11/16).</b> <b>Critical Area #5- The Administration to form interdisciplinary data teams and working PLCs with clear purpose and focused professional development opportunities provided to all staff on how to analyze student work and data in a systematic way towards driving instruction and assessment practices. (WASC Report 03/11/16)</b></p>
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Planning				Funding	Interim Measures of Progress
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>

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

<p>1. Instill a culture of high performance through development and implementation of a focused professional development plan that meets varied needs of teachers and students (DI, Effective PLCs, observation protocols, i-Ready, Acellus, PBIS, RTI, Advisory, classroom management).</p> <p>WASC Critical Areas #2, 4, 5</p>	<p>A.Utilize teacher surveys, classroom observations, and school data to identify and narrow the PD focus.          B.Identify needed resources (trainers, substitutes, materials, planning time, modeling, coaching, follow up, etc.) and timelines to develop/carry out a school wide PD plan.          C.Instill a culture of learning and high performance through effective Professional Learning Communities, data teams, use of walkthrough protocols, modeling, coaching and reflection.          D.Utilize PLC/Data team time to analyze effectiveness of PD on student learning, reflect on practice, and determine next steps to ensure integration and continuity of learning in the classrooms.</p>	<p>Ongoing all years</p>	<p>Lead-CC           B.Lead-CC           C. Lead-CC/Data Coach           D. Lead - CC/Data Coach</p>	<p>X WSF Substitutes  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>A/B. Professional Development plan posted in Google docs.          C.Walkthroughs indicate application of learning from PLCS/PD, data team minutes, Aggregate student growth in reading/math to SY one grade level growth (Tier 1) and greater than one grade level growth (Tier 2, 3).          D. Teacher reflection on instructional practice, data team minutes</p>
<p>2. Strengthen all Interdisciplinary/content area data teams to triangulate and continuously analyze data (including common assessments) to drive instruction</p> <p>WASC Critical Areas #4, 5</p>	<p>A.RTI team reviews universal screener/SBAC data to initially identify school wide focus standards prior to analysis of student work samples.          B. Grade level content teachers participate in data team process minimum of 4xs per month to review pacing guides for identification and alignment of focus standards, define success criteria, share/develop common assessments aligned topically/taxonomically to standard, analyze student work, integrate common strategies, reflect on practice.          C.ID /content area teams recommend</p>		<p>A. Lead-Data Coach           B. Lead-Data Coach           C. Lead-Data Coach/CC</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>A.RTI team minutes identify focus standards          B.100% teachers will complete success criteria forms for focus standards quarterly and submit to CC/ART. 100% of teachers will submit assessment samples that demonstrate topical/taxonomical alignment to standard. Student work samples will demonstrate aggregate growth towards meeting specified standards as documented by student work over time and data analysis forms.          C.100% of core teachers will</p>

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	reading, writing, and math strategies for schoolwide usage, identify teachers to model/teach strategies, and document usage of strategies through walkthroughs and student work samples.				submit student work samples evidencing use of selected strategies. Aggregate student growth in reading to SY one grade level growth (Tier 1) and greater than one grade level growth (Tier 2, 3).
3. Build and sustain the school mentoring and induction program to support new teachers.  WASC Critica Area #8  WASC Recommendation 4	A. Identify and recruit one member from each department to participate in district mentoring and induction program. B. Assign a mentor to all new teachers and allocate time for monthly meetings to address identified needs of new teachers. C. Substitutes will be provided for mentors/mentees to do classroom observations and debriefing sessions once a quarter. D. Update and publish faculty handbook to ensure all staff members have access to descriptions of key policies and procedures	17/18 Recruit mentors and allocate time for monthly mentor meetings	A-D. Lead-Registrar	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II Substitutes <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>A. 100% of mentors participate in district mentor training/forums.</p> <p>B. 100% of new teachers assigned mentors, collaborative logs, meeting times documented</p> <p>C. Observation schedule, teacher reflections</p> <p>D. Handbook posted online</p>
4. Strengthen shared and effective leadership at all levels WASC Recommendation 5	A. Clarify/publish roles and responsibilities for leadership (ART team, Leadership team, RTI Team, PBIS team) B. Ensure planning and collaboration time is built into the master schedule/ calendar		Lead-Principal	<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>A. Documents posted in Google Docs</p> <p>B. Master schedule, Meeting minutes</p>

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<p>5. Build school morale - find a systematic approach to improve school culture between adult/adult, student/adult and student/student WSC Critical Area #1, 8</p>	<p>A. Reestablish “Aloha” club to plan out school social events. B. Incorporate team building activities into school meetings. C. Ensure a collaborative and transparent school improvement process is in place (review of school data to develop Comprehensive Needs Assessment, academic plan development, routine ART meetings, budgeting, communication, etc.). D. Utilize student government to access student “voice” and input into Advisory planning. E. Engage in team building, culture building, celebratory activities with students.</p>		<p>A-C. Lead-Principal  D. Lead-SAC  E. Lead-Principal</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$10,000 supplies for team activities, culture building, advisory materials <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>A-E. Decrease staff turnover, SQS -Increasing satisfactory scores for school climate over the next three years</p>
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**Goal 3: Successful Systems of Support.** The system and culture of **Iao School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>3. Iao School will increase efficiency and transparency of instructional, operational, and community supports.</p> <ul style="list-style-type: none"> <li>• Collaborative systems of improvement and communication</li> <li>• Stakeholder input and clarification into the processes of student and school operations</li> </ul> <p>4. Need: Address WASC recommendations.</p>	<p>To find balance that gives equal access for student learning and growth.</p>



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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>1. Collaborative systems of planning and improvement with stakeholder input.</p> <p>WASC Critical Areas #6, 7</p> <p>WASC Recommendation #2 3, 5, 6</p>	<p>A. Administration and staff review, clarify, internalize and communicate school's mission and vision to all stakeholders; linking decision making systems back to its mission and vision.</p> <p>B. Administration and staff integrate the WASC cycle of improvement, including all stakeholders' involvement, into the school's academic planning and improvement process.</p> <ul style="list-style-type: none"> <li>• Utilize district resource personnel to train ART members.</li> <li>• Develop school master calendar to schedule quarterly goals and objectives, tentative meeting topics, and professional development activities aligned with completion of enabling activities.</li> <li>• Provide time and resources for all stakeholders to view/analyze data to develop Comprehensive Needs Assessment and drive decisions that affect the academic plan.</li> </ul> <p>C. Utilize ART routines to complete quarterly memos and make recommendations for action</p>		Lead-Principal	<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>A. Decision making linked to school vision/mission, CNA</p> <p>B. Staff/ SCC Meeting minutes indicate collaborative data review and planning</p> <p>C. ART minutes reviewed quarterly by leadership team</p>



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	to leadership/staff (Plan, Do, Check, Act).				
<p>2. Internal systems of communication</p> <p>WASC Recommendation #6</p>	<p>A. Ongoing development and implementation of Communication Plan (expectations, workflow, Google apps, and collaborative planning)</p> <p>B. Update Teacher Handbook</p> <p>C. Upgrade broadcast equipment</p>		<p>A-B. Lead-Principal</p> <p>C. Tech Coord.</p>	<input type="checkbox"/> WSF Video equipment \$10,000 <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>A. Opening/Admin Days agendas, Google documents, Increasing satisfactory scores on SQS in areas of satisfaction</p> <p>B. Teacher Handbook published and reviewed annually with teachers (Electronic/paper)</p> <p>C. Daily school broadcast occurring</p>
<p>3. Stakeholder input and clarification into the processes of student and school operations through improved systems of communication between school, home and community.</p> <p>WASC Critical Area #8</p> <p>WASC Recommendation #5, 6</p>	<p>A. Establish school wide commitment to planner usage policy/strategies in the classrooms</p> <p>B. Purchase planners for each student to encourage communication with parents in curriculum, behavior, and activities.</p> <p>C. Incorporate into the Advisory block usage of resources located in planners.</p> <p>D. Establish “Communication Folders” to disseminate school information through advisories.</p> <p>E. Hold Parent involvement activities to inform/educate parents on how they can support their child’s learning (Possible topics Springboard information meeting, GO Math, SBAC, Anti-bullying, Drug Abuse Prevention Science Fair, Internet Safety, SCC Community mts, Open House,</p>		<p>A/B. Lead-Principal</p> <p>C-F. Lead-SAC</p> <p>G. Lead-Principal</p> <p>H. Lead-SAC</p>	<input type="checkbox"/> WSF X Title I Student Planners/Folders \$8,000 Refreshments for parent nights \$1,800 Supplies for parent activities-\$859 <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>A-C. Planners passed out first week of school to all students. Routine planner checks by teachers indicate student use occurring. Planner resources utilized during advisory as documented in Advisory lessons.</p> <p>D. Pass out weekly. Remind parents through school voicemail system.</p> <p>E. Events calendared. Sign in sheets collected indicate increasing attendance over time. Parent evaluations collected.</p> <p>F. School newsletter samples</p> <p>G. SCC meeting minutes posted on school website</p> <p>H. SLC data, parent surveys</p>

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	<p>End-of-Year Showcase, Poetry Slam, SLC, etc.)</p> <p>F. Communicate routinely with parents through school newsletter and website. Explore use of social media to expand connection with families.</p> <p>G. Strengthen the role of the School Community Council to facilitate school and community collaboration (elections, published meeting notice, published minutes).</p> <p>H. Hold Student Led Conferences 1 per semester</p>				
<p>4. Address WASC recommendations.</p>	<p>A. Incorporate WASC critical areas and recommendations into academic plan.</p> <p>B. Utilize complex/district support and training to ensure school personnel understand and utilize WASC process for school improvement</p>		<p>A/B. Lead-Principal</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>A. Alignment of WASC critical areas/recommendations with Academic Plan, Addressed in ART memos, Leadership mtg. minutes</p> <p>B. Minutes, agendas of trainings</p>