Three-Year Academic Plan 2017-2020

Niu Valley Middle School

310 Halemaumau Street
Honolulu, Hawaii 96821
808-377-2440
http://www.nvms.org

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

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment (Title I Schools)
 	
● International Baccalaureate (IB) Authorization
 	
● WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
 	
● Other: Middle Level Education Learning
	1. Need: Revisit and refine the components of middle level education implementation
	Students' perception of the school shows a decline
	- SSIR 2015-2016 School Quality Survey Student Positive Responses (compared to 2014-2015)
	    Safety- 67.9% (-3.7%)
	    Well-Being- 69.4% (0)
	    Satisfaction- 72.7% (-4.8%)
	    Involvement/Engagement- 53.9% (-1.6%)
	- Increase in number of teachers new to the school (transfer, change in occupation/residence, retirement) indicate a need to consistently address and implement middle level education components in order to provide a safe and caring environment for learning
	
	2. Need: Address International Baccalaureate Middle Years Programme Self-Study and Re-Authorization and WASC Self Study in the areas of Curriculum, Instruction, and Assessment
	- Curriculum: build quality curriculum that is rigorous, engaging and relevant to real world application
	- Instruction: support future focused learners with tools of technology
	- Assessment: construct assessments aligned to IB objectives, Common Core Standards, HCPS to support academic success
	- Smarter Balanced Assessment data

ELA: Proficiency | Math: Proficiency

Grade	2014-15	2015-16	Grade	2014-15	2015-16
Gr 6	76%	76%	Gr 6	76%	72%
Gr 7	73%	71%	Gr 7	73%	71%
Gr 8	77%	61%	Gr 8	77%	61%

Science: Proficiency

Grade	2014-15	2015-16
Gr 8	67%	63%

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

o STRIVE HI

	2014-15	2015-16		2014-16	2015-16		2014-15	2015-16
ELA % Prof	75%	72%	Math % Prof	69%	70%	Science % Prof	67%	63%
ELA Median SGP	0.63	0.50	Math Median SGP	0.69	0.64			

3. Need: Revise and refine professional development structures to best support teacher success and effectiveness
- Revise Data Team organization into Collaborative Learning Teams as modeled by Connie Kamm, consultant
- Promote professional development and learning and support personalized learning opportunities
- Empower teachers to have autonomy in setting goals and action plans that support students to be engaged, empowered and innovative

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

• Achievement Gap: SpEd students
- SBA ELA data indicates a significant gap in not meeting targets and standards as compared to non IDEA
- SBA ELA did indicate a slight increase in SY 2015-16; however, SBA Math IDEA is significantly lower. SBA Math performance is dependent on students' ability to read and comprehend the problem.
- SY 2014-15 ACT Reading data indicate only one more IDEA student meeting proficiency as compared to SY 2013-14. There were 67 more students scoring proficient in SY 2014-15 as compared to 2013-14.
- SY 2015-16 WIDA Access Test scores indicate 11 of 33 meeting overall proficiency level and exited ELL services. Therefore, there is a greater need to address the IDEA student sub group.

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

<table>
<tr><td></td><td colspan="2">% of students proficient (levels 3 or 4)</td></tr>
<tr><td></td><td>2014-2015 SY</td><td>2015-2016 SY</td></tr>
<tr><td>SBA ELA—non IDEA</td><td>78.7%</td><td>74.5%</td></tr>
<tr><td>SBA ELA—IDEA</td><td>9.80%</td><td>12.73%</td></tr>
<tr><td>SBA Math—non IDEA</td><td>72.9%</td><td>73.3%</td></tr>
<tr><td>SBA Math—IDEA</td><td>No data</td><td>3.7%</td></tr>
</table>

ACT EXPLORE READING RESULTS:
- 1. Out of the 158 students scoring proficient (15 points or higher) in ACT EXPLORE Reading--SY 2013-2014: 2 are IDEA students
- 2. Out of the 225 students scoring proficient (15 points or higher) in ACT EXPLORE Reading-SY 2014-2015: 3 are IDEA students

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. (ART: All DHs- to be determined), Admin	1. System Organization
2. Admin, Gwen Lee (Curriculum Coordinator), Erin Williams (IB Coordinator), Corey Sumida (Innovation Technology Coord), (Counseling DH-tbd)	2. Middle Level Education
3.Erin Williams (IB Coordinator)	3. International Baccalaureate Middle Years Program IBMYP)
4.Gwen Lee (Curriculum Coordinator)	4. WASC
5. Randi Passantino (SpEd)	5. Special Education - student achievement
6. Admin, (All DHs)	6. Collaborative Learning Teams
7. Admin, Gwen Lee (Curriculum Coordinator), Erin Williams (IB Coordinator), Corey Sumida (Innovation Technology Coord), Jessie Wu (World Languages/ELL), Randi Passantino (SpEd)	7. Professional Development
8.	8.
9.	9.
10.	10.

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

<u>Goal 1:</u> **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:
• A safe and nurturing environment for learning, ensuring the challenge of a rigorous and rich curriculum, and working collaboratively result in full implementation of all middle level education components • A process for continuous re-examination of curriculum,instruction, and assessment in order to support student success result in being fully accredited by WASC • An assessment of current IBMYP implementation and the addressing of need areas, including unit review process, to validate the delivery of an IBMYP result in reauthorization as IBMYP school. • Student empowerment and innovation	● **Middle Level Education:** (Source: *This We Believe: Keys to Educating Young Adolescents*, the position paper of the Association for Middle Level Education.) We strive to: ➢ develop each student's capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen; ➢ offer the very best of programs and practices ; ➢ ensure our students are engaged in learning that is relevant, challenging, integrative, and exploratory; ➢ support our students as they face significant life choices and to make wise and healthy decisions; ➢ ensure our students thrive academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved; and, ➢ serve as educators who are prepared to work with this age group, who are themselves lifelong learners and committed to their own ongoing professional development and growth. ● **Western Association of Schools and Colleges (WASC):** The school continues to work on the areas of need as identified by the last WASC visiting committee and continues to prepare for the next full-self-study in SY 18-19. The four critical areas of need are: ● Develop a school-wide action plan with specific outcomes, tasks, persons

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

	responsible, means to assess improvement, and timelines, e.g. WASC Action Plan ● Implement training and administrative direction regarding protocols, processes, and procedures for data teams ● Systematize practices by establishing a school-wide leadership team to look at school-wide data and promising practices for the purpose of improving achievement for all students ● It is critical to get all stakeholders involved in the FOL process. Stakeholders must be active participants in discussions, decisions and conclusions drawn during the process. Member of the staff and community, including parents, classified staff, and students are school stakeholders. Additional recommendations after the one day mid-term visit included: ● Critical Areas #2 and #3: It would be helpful if the entire process is documented, beginning with the role of the ART and Leadership team for schoolwide data, what actions the team takes with the analyzed data, the relationship to and impact on the EES and the teachers' SLO, what information/message/expectations is provided to all teachers, then the process the school will use to gather (a) information on the extent of usage with fidelity and (b) data on both the impact on change in teachers' instructional practices and improved student achievement. ● Critical Area #4: Clarify the extent, type, and depth of feedback sought and used when the report is "shared" with stakeholders. Increase the level of student input. ● **International Baccalaureate Middle Years Programme (IBMYP):** As a school implementing IBMYP, we must follow the IBMYP Programme standards and practices that all IBMYP schools world-wide follow. The International Baccalaureate Organization (IBO) sends out members to evaluate the school's programme based on how the school implements the Programme standards and practices. In SY 17-18, we commence our required IBO Self-Study and prepare for our 2018 reauthorization visit. The IBO self-study and evaluation process measures schools' ongoing development of the MYP. The self-study is a process of formal reflection involving all stakeholders within the school community in order to enhance the implementation of the IB program. Within this process, NVMS is expected: ● to determine our assessment of the implementation of the program, according to the Programme standards and practices and program requirements ● to identify our major achievements during the period under review

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

<table>
<tr>
<td></td>
<td>

and to identify practices that need further development.

- The Self-Study is evidence based, drawing on our existing school documentation and reflecting actual practice at NVMS during the period under review (SY 2013-2018). As part of the Self-Study, we are required to include our responses to the IBO Matters to be Addressed (7) and Recommendations (40) from the 2013 evaluation report.

- To ensure that the IBMYP Matters to be Addressed and the Recommendations are addressed, these items have been included in this document.

- The school continues to work at implementing the IBMYP with fidelity, and to embrace the IB Mission.

  The IB mission statement:

  The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

  To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

  These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

- The vision of NVMS is to prepare our students with the mind and character to be self-reliant, reflective, and compassionate young adults in a global community. Our mission is to strive to provide a rigorous, relevant, holistic education where all students practice international-mindedness as stewards of our world and its people.
</td>
</tr>
</table>

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Implementation of the middle level education components to address and support success for the whole child	Strengthen teaming and interdisciplinary teaching and learning to support students' learning Revisit and refine advisory including addressing GLOs, IB Learner Profile, Hā, and goal setting to address the social and emotional well-being of students	**2017-2018**	Gwen Lee, Corey Sumida, Erin Williams, Marlyn Hutton, Andrew Szkotak, Derrick Tsuruda (Counseling dept DH) Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	75% of students will engage in interdisciplinary learning units as evidenced by summative task evidence and results collected and reviewed on a quarterly basis during the 2017-18 school year 80% of students in each team will have a positive sense of belonging as indicated by survey at the end of the 2017-18 school year 95% of students in each grade level will achieve academic success and transition to the next grade level at the end of the 2017-18 school year School Quality Survey (SQS) will show a 10% positive student response increase from the 2016-17 SQS results in all areas at the end of the 2017-18

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

Quality Curriculum	Revise units of study to be challenging and rigorous in order to support student engagement and achievement through the process of IBMYP Building Quality Curriculum		Erin Williams Erin Williams	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	school year All content area teachers will submit IBMYP units of study for collegial review evidenced by documentation by the end of each quarter of the 2017-18 school year One unit of study per department will be submitted for review to IB by October 25, 2017 IB reviewed units with have documented evidence of teacher reflections based on feedback received and documented reflections after implementation of unit at the end of the 2017-18 school year
Proficiency increase in the area of reading comprehension for SpEd students	Implement instructional practices, including supplemental programs, to increase reading comprehension skills		Randi Passantino	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	75% of students with disabilities will monitored quarterly and demonstrate a growth trend of 10% in their base STAR scores by the end of the 2017-18 school year
Positive learning culture and engaged student learning	Integrate technology in the curriculum and use Google's		Corey Sumida	☐ WSF ☐ Title I ☐ Title II ☐ Title III	75% of students will access and use technology for learning (questionnaire; usage survey; completion of tasks assigned

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

with the integration of technology	G-Suite for Education			☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	via Google Classroom monitored quarterly) at the end of the 2017-18 school year
Implementation of the middle level education components to address and support success for the whole child	Assess areas to further strengthen in order to improve and provide best support student achievement	**2018-2019**	Gwen Lee, Corey Sumida, Erin Williams Marlyn Hutton, Andrew Szkotak, Derrick Tsuruda (Counseling dept DH) Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	80% of students will engage in interdisciplinary learning units as evidenced by summative task evidence and results collected and reviewed on a quarterly basis during the 2018-19 school year 85% of students in each team will have a positive sense of belonging as indicated by survey at the end of the 2018-19 school year 95% of students in each grade level will achieve academic success and transition to the next grade level at the end of the 2018-19 school year School Quality Survey (SQS) will show a 10% positive student response increase from the 2017-18 SQS results in all areas at the end of the 2018-19 school year

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

Proficiency increase in the area of reading comprehension for SpEd students	Continue implementation of instructional practices, including supplemental programs, to increase reading comprehension skills		Randi Passantino		75% of students with disabilities will demonstrate a growth trend of 10% in their base STAR scores
Positive learning culture and engaged student learning with the integration of technology	Continue integration technology in the curriculum and use Google's G-Suite for Education		Corey Sumida		80% of students will access and use technology for learning (questionnaire; usage survey; completion of tasks assigned via Google Classroom monitored quarterly) at the end of the 2018-19 school year
Full implementation of the middle level education components to address and support success for the whole child	Sustain implementation of a positive learning culture for focused future learners Empower and engage students to have a voice in contributing to the advisory program	**2019-2020**	Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	School Quality Survey (SQS) will show a 5% positive student response increase from the 2018-19 SQS results in all areas at the end of the 2019-20 school year
Positive learning culture and engaged student learning with the integration of technology	Continue integration technology in the curriculum and use Google's G-Suite for Education		Corey Sumida	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	85% of students will access and use technology for learning (questionnaire; usage survey; completion of tasks assigned via Google Classroom monitored quarterly) at the end of the 2019-20 school year

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

Goal 2: Staff Success. <mark>[Niu Valley Middle School]</mark> 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:

School –wide Professional Development Plan:
 	
• A redesigned Data Team process to a Collaborative Learning Team model in order to focus on working collaboratively in order to examine student data and inform instructional practices for student academic success.
 	
• Professional Learning Communities in order to best support needs of teachers, by providing both whole staff and individual choice sessions, based on goals of the school and personal needs. This includes attending conferences addressing Middle Level Education, IBMYP, Technology.
 	
• Teacher empowerment and learning to support future forward learners
	WASC Critical Areas of Need:
	
	    ● Implement training and administrative direction regarding protocols, processes, and procedures for data teams
	
	Middle Level Education:
	
	    ● Serve as educators who are prepared to work with this age group, who are themselves lifelong learners and committed to their own ongoing professional development and growth.

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Positive culture for learning	Coordinate and implement Professional development session with Connie Kamm: Building a Positive Culture for Learning; joint collaborative session with Kaiser High School	**2017-2018**	Admin, Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Teacher reflection at the end of the session during the 2017-18 school year
Collaborative Learning teams to increase student achievement	Coordinate and implement Professional development session with Connie Kamm: Collaborative Learning teams		Admin, Gwen Lee, DHs		Teacher reflection at the end of the session during the 2017-18 school year
	Establish and implement Collaborative Learning teams to examine student work and determine instructional implications to increase student success (grade level content area partners)				100% of teachers will document quarterly learning evidence and instructional implications to support student success during the 2017-18 school year

Students will demonstrate proficiency
SBA ELA:
2017-18 → 80% meet
SBA Math:
2017-18→ 75% meet
HCPS Science:
2017-18→ 61% |

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

				100% of students will be monitored quarterly and demonstrate a growth trend of their base Reading and Math STAR scores by the end of the 2017-18 school year 100% of grade 6 and grade 7 students will be monitored quarterly and demonstrate a growth trend of their base Reading TeenBiz Lexile scores by the end of the 2017-18 school year
Continuous professional development to support teachers in curriculum, instruction, and assessment for future forward learning	Provide professional development opportunities for teachers to attend conferences, workshops, or training sessions in the areas of Common Core Standards implementation, Middle Level Education, Problem-Solution learning, Formative Learning, technology innovation Provide professional development opportunities on site, whole staff and individual choices, that enhance teachers' understanding, knowledge, and instructional practices in order to support diverse learners. Such	Gwen Lee, Corey Sumida, Erin Williams, Jessie Wu (ELL DH), Randi Passantino (SpEd DH)	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will maintain an ongoing Exploration log documenting professional development learning during the 2017-18 school year 10% increase of teachers meeting ELL requirements by the end of the 2017-18 school year 100% of teachers will share a selected professional development practice with students and receive feedback (student survey, student reflections) upon implementation during the

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

	professional development opportunities include in service trainings on school PD days, ELL and SpEd workshops sponsored by HIDOE ELL , SpEd district office, NVMS staff				2018-2020 school years
Collaborative Learning teams to increase student achievement	Continue Collaborative Learning teams to examine student work and determine instructional implications to increase student success (grade level content area partners)	2018-2020	Admin, Gwen Lee, Corey Sumida, Erin Williams, Jessie Wu (ELL DH), Randi Passantino (SpEd DH)	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Students will demonstrate proficiency: SBA ELA: 2018-19→ 83% meet 2019-2020→ 85% meet SBA Math: 2018-19→ 76% meet 2019-2029→ 77% meet HCPS/Next Gen-Science*: 2018-19→ *to be determined 2019-2020→*to be determined 100% of students will be monitored quarterly and demonstrate a growth trend of their base Reading and Math STAR scores by the end of the 2018-20 school years 100% of grade 6 and grade 7 students will be monitored quarterly and demonstrate a growth trend of their base Reading TeenBiz Lexile scores by the end of the 2018-20 school years

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

Continuous professional development to support teachers in curriculum, instruction, and assessment for future forward learning	Continue professional development opportunities for teachers to attend conferences, workshops, or training sessions in the areas of Common Core Standards implementation, Middle Level Education, Problem-Solution learning, Formative Learning, technology innovation Continue professional development opportunities that enhance teachers' understanding, knowledge, and instructional practices in order to support diverse learners. Such professional development opportunities include in service trainings on school PD days, ELL and SpEd workshops sponsored by HIDOE ELL , SpEd district office, NVMS staff and students		Gwen Lee, Corey Sumida, Erin Williams, Jessie Wu (ELL DH), Randi Passantino (SpEd DH)	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will maintain an ongoing Exploration log documenting professional development learning during the 2018-2020 school years 10% increase in number of teachers meeting ELL requirements by the end of the 2018-19 school year; 10% increase in number of teachers meeting ELL requirements by the end of the 2019-20 school year 100% of teachers will share a selected professional development practice with students and receive feedback (student survey, student reflections) upon implementation during the 2018-20 school years

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

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

Outcome: By the end of three years,	Rationale:
• An established system to engage all stakeholders in the continual progress of the school • A protocol to examine learning progress and implications for action • A process to empower teachers to develop a plan of action in response to the school's Academic Plan focused on student success	WASC Critical Areas of Need: - Develop a school-wide action plan with specific outcomes, tasks, persons responsible, means to assess improvement, and timelines, e.g. WASC Action Plan - Systematize practices by establishing a school-wide leadership team to look at school-wide data and promising practices for the purpose of improving achievement for all students - It is critical to get all stakeholders involved in the FOL process. Stakeholders must be active participants in discussions, decisions and conclusions drawn during the process. Member of the staff and community, including parents, classified staff, and students are school stakeholders

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Aligned WASC and IB Action plan	Develop an action plan aligning WASC focus on learning components and IB Evaluation components for self-study	2017-2018	Admin, Gwen Lee, Erin Williams,	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of school community role groups will provide feedback by the end of the 2017-18 school year
	Implementation of WASC and IB action plan	2018-2019 2019-2020	Admin, Gwen Lee, Erin Williams		10% positive yearly increase in the School Quality Survey by all role groups by the end of the 2018-2019 and 2019-2020 school years
School culture for innovation	Implement Google classroom and use of G-Suite for Education and innovation	2017-2020	Admin, Corey Sumida, Gwen Lee	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Yearly proficiency increase in SBA Reading and Math; HCPS Science for the 2017-2020 school years
	Redesign the library for innovation and learning Support innovative proposals that empower students to have voice and ownership of learning	2017-2020	Corey Sumida		10% positive increase compared to previous year in the School Quality Survey by students during the 2017-2020 school years

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

System organization	Develop and use a protocol to continually assess the progress of the school's goals using data in order to make revisions as needed and to address areas of need		ART		Document quarterly review of the school's progress during the 2017-2020 school years
	Develop and implement department and team action plans in response to Academic Plan's desired outcomes and enabling activities and to monitor progress and student success		Admin, ART		Documentation of department and team action plans with progress monitoring by the end of each quarter during the 2017-2020 school years
Complex Transition Plan for student success	Develop and implement Kaiser Complex Schools' Transition plan		Admin		Documentation of Transition plan execution during the 2017-2020 school years
	Continue monthly complex meetings: principals and coordinators; counselors		Admin, DHs		Documentation of SY 2017-18 monthly agenda and minutes
	Develop a plan for students transitioning to Kaiser High School		Admin, DHs		SY 2017-2018 documentation of high school Transition plan
	Implement a 2018-2019 transition plan for students transitioning to Kaiser High School				SY 2018-2019- Quarter 1: 75% of Grade 8 students transitioning to high school College and Career ready and receive grades of C or higher
	Develop a plan for students				SY 2017-2018 documentation

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

transitioning from elementary feeder schools			of Elementary feeder schools Transition plan
Implement a 2018-2019 transition plan for students transitioning from elementary feeders school	Admin, ELA and Math DHs		SY 2018-2019- Quarter 1: 85% of Grade 6 students, transitioning from elementary feeder schools, receive grades of C or higher
Continue Math and ELA articulation and collaboration with Grade 5 feeder schools	Admin, Erin Williams, DHs		Agenda and minutes submitted twice a year for SY 2017-2018
Continue articulation and collaboration with all Kaiser High School's IBMYP staff	Admin, Erin Williams		Agenda and minutes submitted from each department twice a year for SY 2017-2018
Continue articulation with Kaiser High School's IBMYP Coordinator and expand as an IBMYP Collaborative Learning team with all Kaiser Complex Schools	Admin, Erin Williams		SY 2017-18 Monthly agenda and minutes; Collaborative Learning Team log
Plan and engage in a Kaiser Complex Schools' WASC Collaborative Learning Team	Admin, Gwen Lee		Quarterly Agenda and minutes; Collaborative Learning Team log

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