



# Three-Year Academic Plan 2017-2020

## Wai'anae Intermediate School

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Submitted by John Wataoka	Date
	May 1, 2018

Approved by Complex Area Superintendent Ann Mahi	Date
	May 11, 2018

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

<p><b>Where are we now?</b></p>	<p><b>1. Student Success- Instructional Needs:</b> 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.</p> <p><b>2. Student Success- Social-Emotional Needs:</b> 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.</p> <p><b>3. Staff Success Needs – Staff Morale:</b> 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.</p> <p><b>4. Successful Systems of Support Needs – Community Engagement:</b> 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.</p>
<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> <li>• International Baccalaureate (IB) Authorization</li> <li>• Other</li> </ul>	<p><b>Addressing Equity: Sub Group Identification</b></p> <p>Due o the economic challenges within our community, many of the strategies and support systems that are already in place support the student population as a whole. However, in recent years we have observed a slight increase in our ELL population. In an effort to address this unique population of students we have created an ELL support room. This room will serve as their English class and tutoring support for the other content areas. Our ELL support team monitors their progress via Jupiter (student on-line grading system) and works with team teachers to support the success of our students.</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. 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. Kari Kaneshiro, Vice Principal  Adele Champlin and Bethany Chavarria – College and Career Ready Committee	3. Academic and Instructional Professional Development
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

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**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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p><b>Outcome 1:</b> Referrals will decrease by 5% during the 2018-2019 school year. Referrals will decrease by 15% by EOY 2019-20.</p> <p><b>Outcome 2:</b> Positive relationships and classroom culture will increase by 5% yearly. Positive relationships as measured in the student and teacher SQS will increase by 15% by EOY 2019-20.</p> <p><b>Outcome 3:</b> ELA &amp; Math proficiency will increase by 5% yearly. ELA and Math proficiency will increase by 15% by 2019-20.</p> <p><b>Outcome 4:</b> 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><b>Outcome 5:</b> Reduce the school's chronic absenteeism rate of 34% to 25% in 2019-20.</p> <p><b>Outcome 6:</b> Close the current achievement gap of 33% to 30%, which will halve the size of the current achievement gap in 3 years</p> <p><b>Outcome 7:</b> All students will participate in an advisory period that includes: Social Emotional Learning and Career and College Readiness lessons</p>	<p><b>Outcome 1, 2, 7:</b> 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><b>Outcome 3, 6:</b> 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><b>Outcome 5:</b> Attendance continues to be challenging as close to 40% of our school population in SY 2015-2016 were identified as chronically absent.</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>OUTCOME 1: Referrals will decrease by 5% during the 2018-2019 school year.</p>	<p>1. Deliver the DBW 17 proactive strategies to teachers for Professional Development during committee meetings.</p> <p>2. Analyze school discipline data for patterns of infractions and need for additional support with administration and counselors.</p> <p>3. Re-introduce, implement and monitor behavior matrix and 3 student expectation characteristics.</p> <p>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</p> <p>5. PBIS Committee will create and monitor a recognition box for students to recognize the positive behaviors of other students.</p> <p>6. Teachers will choose a Model Citizen of the Semester and the student will be recognized at a school assembly.</p> <p>7. Create a monthly behavioral pass to reward positive student behavior on campus (i.e. Fast-pass for lunch, Snack Pass, Free Dress)</p>	<p>2017-2020</p>	<p>PBIS Committee</p> <p>Admin</p> <p>Dean of Students</p> <p>Counselors</p>	<p><input checked="" type="checkbox"/> WSF - Conferences including: PBIS, AMLE, etc.</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" 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>Office Referrals</p> <p>SY 2017-18 target: SY 2018-19 target: SY 2019-20 target:</p> <ul style="list-style-type: none"> <li>Office Behavior Log</li> <li>WIS database on Twilight, student referrals</li> <li>Counselor developed system to track student progress</li> </ul>

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	8. Twilight program will be implemented, for students that continue to demonstrate repeated disruptive behaviors, that includes academic and behavioral support.				
	9. Continue implementation of the school-wide discipline policy.				
	10. Behavioral Intervention (conducted by grade level counselors) class will be held twice a week to support “High Flier” students in making positive choices.				
OUTCOME 2: Positive relationships and classroom culture will increase by 5% yearly.	1. Provide professional development on classroom management. PD sessions to take place monthly during our Wednesday Team Meeting time.	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"> <li>• Student behavioral referrals and discipline data</li> <li>• Short-Term measurable objectives:             <ul style="list-style-type: none"> <li>• Student responses to survey</li> <li>• Teacher responses to survey</li> </ul> </li> <li>• Long-Term measurable objectives:             <ul style="list-style-type: none"> <li>• Student responses to second survey</li> <li>• Teacher responses to second survey</li> </ul> </li> </ul>
	2. Provide data to teachers, coaches, and admin from survey results to inform improvements in individual teacher’s classroom culture.				
	3. Revisit the Middle School Philosophy and Practices on building relationships with students. PD and discussions to take place during Wednesday Team Meeting days.				
OUTCOME 3: ELA & Math proficiency will increase by 5% yearly.	1. Provide professional development for new teachers on the implementation of Spring Board curricula by August.	2017-2020	Academic Coaches	<input 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;	<ul style="list-style-type: none"> <li>• Smarter Balanced Assessment</li> <li>• Common Formative Assessments</li> </ul> <p>SY 2017-18 target:            ELA proficiency rate            Math Proficiency rate</p> <p>SY 2018-19 target:            ELA proficiency rate            Math Proficiency rate</p>
	2. 100% of core courses will follow their PLC developed common curriculum map/pacing guide with common formative assessments.				

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				NM Consulting <input type="checkbox"/> N/A	SY 2019-20 target: ELA proficiency rate Math Proficiency rate
<p><b>OUTCOME 4:</b> Classroom observations will show an increase from 60% to 85% in all 3 instructional traits (Learning Target, Cognitive Demand, and Formative Assessment) by May 2020.</p>	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: 70% Classroom Observation rate  SY 2018-19 target: 80% Classroom Observation rate  SY 2019-20 target: 85% Classroom Observation rate
	2. Provide professional development (PD) for teachers on incorporating higher order cognitive demand, formative assessment and learning targets.		Administration		
<p><b>OUTCOME 5:</b> Reduce the school's chronic absenteeism rate of 34% to 25%.</p>	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"> <li>Track daily attendance using Infinite Campus and the LDS system.</li> </ul> SY 2017-18 target: <span style="background-color: #90EE90;">30%</span> (Met) Chronic absenteeism rate  SY 2018-19 target: 27% Chronic absenteeism rate  SY 2019-20 target: 25% Chronic absenteeism rate  <ul style="list-style-type: none"> <li>Family Court - truancy court pilot project</li> </ul>
	2. Continue implementation of school-wide attendance policy.		Counselors		
	3. In-service teachers on the policy at the beginning of the school year.		Administration		
	4. Participate in monthly truancy court – Family Court Partnership				
<p><b>OUTCOME 6:</b> Close the current achievement gap of 33% to 29%, which will</p>	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  Admin	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I – NM Consulting <input type="checkbox"/> Title II	<ul style="list-style-type: none"> <li>LDS system</li> <li>MyOn</li> </ul>

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halve the size of the current achievement gap in 4 years.	2. Provide tech support to help teachers implement technology in the classroom.		Tech Coordinators	<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	SY 2017-18 target: Achievement gap rate  SY 2018-19 target: Achievement gap rate  SY 2019-20 target: Achievement gap rate
	3. Provide PD on higher order thinking, AVID strategies and formative assessment to increase student engagement and achievement.				
	4. Increase use of AVID strategies to 50% of all classrooms				
	5. Provide SPED support (SPED Consultant – NM Consulting)				
	6. Plan parent sessions on college readiness and generate involvement in various school events through PCNC				
<b>OUTCOME 7:</b> All students will participate in an advisory period that includes: Social Emotional Learning (SEL) and Career and College Readiness lessons	1. Provide professional development to the staff on implementing Second Steps Curriculum. 2. All students will participate in 2 SEL per week.	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"> <li>• Tripod Survey</li> </ul>

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**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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p><b>Outcome 1:</b> Increase the level of staff retention from 75% to 90% by school year 2019-2010.</p> <p><b>Outcome 2:</b> 75% of teachers will attain a rating of "effective" on their summative evaluation by school year 2019-2020.</p> <p><b>Outcome 3:</b> Increase students learning outcomes by 5% annually through providing teachers with support in Differentiation and Technology Integration.</p>	<p><b>Outcome 1:</b> 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><b>Outcome 2, 3:</b> 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>

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<b>OUTCOME 1:</b> 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"> <li>Staff response to surveys</li> <li>Teacher retention rate</li> </ul> SY 2017-18: Staff retention rate 83%  SY 2018-19 target: Staff retention rate 87%  SY 2019-20 target: Staff retention rate 90%
	2. Facilitate Staff Recognition during monthly faculty meetings				
	3. Facilitate activities at the beginning or at the end of each faculty meeting.				
<b>OUTCOME 2:</b> 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"> <li>Teacher feedback, provided by Administration and Academic Coaches, based on formal and informal classroom observations.</li> </ul>
	2. Provide training for all teachers by Aug. to ensure understanding of the requirements involved in the EES process.				
	3. 100% of classroom teachers will be observed weekly by admin/coaches to help improve classroom instruction to better support student learning.				

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<p><b>OUTCOME 3:</b> 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"> <li>• MyON</li> <li>• OnLine Springboard</li> <li>• iReady</li> <li>• STAR AR</li> <li>• Google Classroom</li> <li>• SAMR</li> <li>• AVID</li> <li>• Design Thinking</li> <li>• Etc.</li> </ul>	<p>2017-2020</p>	<p>Academic Coaches</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Math &amp; Reading Scores</li> <li>• STAR scores</li> <li>• SBA scores</li> </ul>
	<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>				

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**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><b>Outcome 1:</b> Decrease the chronically absenteeism rate from 38% to 25% by school year 2019-2020.</p> <p><b>Outcome 2:</b> Increase the amount of student participation by 5% annually in the After School All Stars Program.</p>	<p><b>Outcome 1:</b> Attendance continues to be challenging as close to 40% of our school population in SY 2015-2016 were identified as chronically absent.</p> <p><b>Outcome 2:</b> Research has proven that students that are engaged in a positive after-school activity perform better both academically and socially.</p>

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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
<b>OUTCOME 1:</b> 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"> <li>- Implementing complex area policy on student attendance</li> <li>- Designating school staff to monitor student attendance</li> <li>- Coordinating weekly meetings with Family court officers</li> <li>- Holding quarterly meetings with Family Court personnel</li> <li>- Developing a data system that better monitors the effectiveness of our results</li> </ul>	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	<ul style="list-style-type: none"> <li>• Chronic absenteeism rate through LDS</li> <li>• Progress data on pre-court versus post court intervention</li> <li>• Number of students accessing School-Based Health Center</li> </ul>
	2. Continue partnership with the Wai'anae Coast Comprehensive Health Center to address student health issues by: <ul style="list-style-type: none"> <li>- Holding quarterly meetings with WCCHC staff</li> <li>- Continuing to operate School-Based Student Health Center on campus during school hours</li> <li>- Continuing to advertise to families Health center through school communication systems</li> <li>- Building out a Mental Health support section through partnership with WCHCC and YMCA</li> </ul>				

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<p><b>OUTCOME 2:</b> 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>	<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 – 21<sup>st</sup> Century Funds for ASAS contract <input type="checkbox"/> N/A</p>	<p>After School All Star participation data</p>
<p>2. Increase Program offering based on student interests.</p>					
<p><b>OUTCOME 3:</b> Increase number of partnerships that support classroom instruction. Developing a system for documenting partnerships.</p>	<p><b>Honoring Kupuna (Elders) Day(s):</b> Reach out to Kupunas to talk to students during <b>Intervention + Lunch</b> (90min) <b>Purpose:</b> Community &amp; Culture based connection, learning from the experiences of elders. <b>Location:</b> Library w/Pizza. <b>Activity:</b> Integrate a Q&amp;A, Kupuna’s talk about their careers, their expertise, talk story about their lived experiences.</p> <p>Each school team will reach out to build a relationship with their own Kupuna. Then work with committee to designate who is available for the activity.</p>	<p>2017-2020</p>	<p>Admin</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"> <li>• Universal Data Log Sheet: Contact form to log what conversations have been had with potential partners. This log sheet will be used to organize what connections have been made with each partnership/group/organization.</li> <li>• Short student survey and Kupuna survey to improve and learn from experience.</li> </ul>
<p><b>OUTCOME 4:</b> Provide parent/family involvement opportunities that support student success.</p>	<p>-Collect data of parent/community questions/concerns about student’s success by passing out survey -Use data to create events/opportunities that meet parents’ needs or concerns -Plan parent and family events that engage families with the school community (Valentine’s Day event and 8th Grade Graduation)</p>	<p>2017-2020</p>	<p>Admin</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"> <li>• Parent surveys passed out through homerooms</li> <li>• Exit tickets after events held</li> </ul>