



Three-Year Academic Plan 2017-2020

Aiea - Moanalua - Radford

***Revised for SY 2018-2019**

Aiea High School

Address: 98-1276 Ulune Street, Aiea HI 96701

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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"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● Other 	<p>Our school is working towards implementing effective systems around (CNA):</p> <ol style="list-style-type: none"> 1. Decreasing student gap rates and increasing student achievement scores in ELA, Math, and Science 2. Increase college and career readiness for students (Academy structure) 3. Increase parent engagement 4. Increase our SPED and ELL services to students 5. Increase engagement with technology usage on campus
	<p>WASC Recommendations:</p> <ol style="list-style-type: none"> 1. Continue to move forward with those rituals and routines established to ensure school-wide application and success. (2015) 2. Continue to develop the Academic Guidance Program, including implementation of awarding guidance credits through PTP homerooms. (2012) 3. Continue articulation within the complex regarding professional development and instructional strategies. (2012) 4. Data teams and administration need to continue to work together on establishing a system for collecting, disaggregating, analyzing, and reporting student performance data to students, parents, and other stakeholders. (2012) 5. Continue to encourage parent involvement in all aspects of students' high school experience. (2012)
	<p>Addressing Equity: Subgroup Identification</p> <p>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.</p> <p>Our disadvantaged population has slowly increased over the past few years with SPED currently at 13.3% and our ELL population at 4.8%. Our academic performance has not increased with significant gains in academic gap performance in the areas of Math, Reading, and Science.</p>

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	Title of ART Team Accountable Lead
1. Susan Gonsalves, Alicia Nakamitsu	1. Common Core State Standards
2. Denise Villaflor and Ronnette Miyashiro	2. Comprehensive Student Supports (Academic and Behavioral)
3. Susan Gonsalves, Alicia Nakamitsu, Jessica Nahale	3. Formative Instructional/Data Teams
4. Ken Kang	4. Technology
5. Cindy Schrock	5. College and Career Academy Readiness
6. Jhameel Meyer and Ken Kang	6. Academic Review Team

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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.

Outcome: By the end of three years,	Rationale:
Aiea High School will provide all students with learning opportunities needed to prepare for a path toward success in college, career, and citizenship. We strive to provide students with consistent and focused instruction aligned to our Common Core State Standards, while also providing teachers with opportunities to collaborate to establish best teaching practices that will improve student achievement and support the growth of “whole child.”	Meeting the needs of the “whole child” requires consistent and focused instruction that not only addresses our Common Core State Standards but also accommodates our students’ unique learning needs.

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Planning				Funding	Interim Measures of Progress	Semester 1 November 20	Semester 2 April 20
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	Brief statement for each enabling activity that is addressed during the semester	Brief statement for each enabling activity that is addressed during the semester
<p>1. Increase the percentage of first time 9th graders promoted to the 10th grade on-time</p> <p>Continue to work on key elements for transition from the intermediate school to the high school; 8th grade high school visitation, developing skills for organization and time management skills, learning expectations, academy</p>	<p>Develop a comprehensive plan to revise the implementation of the transition to high school</p> <ol style="list-style-type: none"> 1. Arrange for an 8th grade visitation to Aiea HS 2. Collaborate with Aiea Inter regarding instructional strategies and program utilization 3. Work with Aiea Inter for transition of services with SPED, ELL, 504 and absenteeism rates <p>Develop services to support students promoted to the 10th grade</p> <ol style="list-style-type: none"> 1. Work on implementing the academy house structure in 9th grade for wrap around services for student 	2017-2020	Ronnette Miyashiro / Denise Villaflor	<p>x WSF</p> <p>x Title I</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>	<ul style="list-style-type: none"> • Chronic absenteeism rates • On Track for all Grades rates • Retention rates • School Quality Survey Data • Strive HI data reports <p>Provide substitute days to support teachers in planning, receiving professional development and implementation for transition services.</p>	<ul style="list-style-type: none"> • Freshmen Field Day-Bonding Activity for the Freshmen class - September 5, 2018. 	

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<p>structure with the 9th grade house</p> <p>DOE Goal: School Design & Teacher Collabor.</p> <p>CNA pg. 10, Gap #4</p> <p>WASC 2012 Critical Areas for Follow-up #1</p>	<p>success (peer review, intervention, differentiation, common planning time)</p> <p>Students will utilize various supports (planners, online systems) to track and plan career and college interests for post-secondary success.</p> <p>Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs.</p>						
<p>2. Decrease student gap rates and increase math proficiency rate to 37%</p> <p>Utilizing the STAR Universal screener three times per year, teachers will be able to identify students gap and skill weakness areas</p>	<ol style="list-style-type: none"> School will schedule 3 rounds of STAR universal screener assessment ART team (Academic Achievement Data Team) will progress monitor the data and share with the leadership team Provide PD on STAR data sheets, classroom interventions, and instructional supports based on the universal screener data Additional support 	<p>2017-2020</p>	<p>Susan Gonsalves /Alicia Nakamitsu</p>	<p>x WSF x 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"> Data team minutes STAR data reports Formative and Summative assessments Curriculum guides and maps Academic achievement on statewide assessments Achievement gap Teacher grade distribution 		<ul style="list-style-type: none">

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<p>to provide students with intervention supports</p> <p>Teachers will use the data to identify students in the data teams structure</p> <p>DOE Goal: SD & TC</p> <p>CNA pg 10, Gap #1, #4</p> <p>WASC 2012 Critical Areas for Follow-up #3</p>	<p>(PTT, training for inclusion/ co-teaching, differentiation) to support any student needing additional support</p> <p>5. Students to use graphing calculators to help to support instruction and student learning in the classroom</p> <p>6. Targeted intervention prior to SBA Math Testing</p>						
<p>3. Decrease student gap rates and increase ELA and Science proficiency rates</p> <p>Teachers will use data to identify students in the data teams' structure</p> <p>DOE Goal: SD & TC</p>	<p>Science:</p> <p>Science will utilize STEMscopes to support students with NGSS standards</p> <p>Utilize Biology Concepts and Applications textbook to support students with NGSS Standards and curriculum.</p> <p>Purchase curriculum and texts to help align to NGSS Standards</p> <p>ELA:</p>	<p>2017-2020</p>	<p>Susan Gonsalves / Alicia Nakamitsu</p>	<p>x WSF x 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"> ● Data team minutes ● Formative and Summative assessments ● Curriculum guides and maps ● Academic achievement on statewide assessments ● Achievement gap ● Teacher grade distribution 		

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<p>CNA pg 10, Gap #1</p> <p>WASC 2012 Critical Areas for Follow-up #3</p>	<p>ELA department will realign and work on content curriculum through the data teams process to support vertical and horizontal alignment</p> <p>Purchase and utilize a Universal Screener for ELA</p> <p>SPED/ELL: The SPED/ELL departments will utilize ACHIEVE 3000 to support students in meeting their reading goals.</p>						
<p>4. Increase technology integration in classroom instruction for students</p> <p>DOE Goal: SD & TC</p> <p>CNA pg 10, Gap #1, #5</p> <p>WASC 2015 School-wide Critical Areas for Follow-up #1</p>	<p>1. Provide teachers with PD of technology integration in the classroom</p> <p>2. Students will utilize instructional strategies to improve/utilize technology with assignments</p> <p>Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs.</p>	<p>2017-2020</p>	<p>Ken Kang</p>	<p>x WSF x 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>Increase of technology in classrooms for student usage to support curriculum and CCSS.</p> <p>Provide substitute days to support teachers in planning, receiving professional development and implementation of technology integration classroom instruction.</p> <p>Purchase a PTT position to support instructional support in the classroom.</p>		

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Goal 2: Staff Success. Aiea High 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:
Aiea High School’s faculty and staff will be provided with the training, support, and professional development needed to equip them with the tools and skills needed to effectively implement school-wide initiatives that will contribute to student success.	Much of student success is driven by the quality of instruction students receive. Therefore, it is critical that our faculty and staff are provided with the supports they need to effectively deliver quality instruction.

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Planning			Funding		Interim Measures of Progress	Semester 1 November 20	Semester 2 April 20
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	Brief statement for each enabling activity that is addressed during the semester	Brief statement for each enabling activity that is addressed during the semester
<p>1. Increase support for co-teaching and inclusion practices</p> <p>Teachers will employ specific tier 1 instructional strategies to support ALL students</p> <p>DOE Goal: SD & TC CNA pg 10, Gap #1, #4 WASC 2012 Critical Areas for Follow-up #2</p>	<p>1. Inclusion and Co-Teaching teams will participate in the lesson study process (classroom management/teaching style discussion, planning of differentiated lessons, implementation, debrief and reflection) to meet the needs of ALL learners</p> <p>2. PD on expectations, roles, and planning of inclusive models for those involved to meet</p> <p>3. ALL teachers will receive PD on Tier I instructional strategies and practices for effective instruction</p> <p>Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of</p>	2017-2020	Denise Villaflor	<p>x WSF</p> <p>x Title I</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>Monitor through annual assessments</p> <p>Embed structured planning time into PD calendar.</p> <p>Create a bank of differentiated lessons and strategies as a resource.</p> <p>Provide substitute days to support teachers in planning, receiving professional development and implementation of classroom instruction, co-teaching and inclusion practices.</p>		

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<p>2. Instruction in all classes will show evidence of implementation of the data teams process in instruction including: curriculum, instruction, and assessment (CIA)</p> <p>DOE Goal: SD &TC</p> <p>CNA pg 10 Gap #1, #4</p> <p>WASC 2012 Critical Areas for Follow-up #3</p>	<p>processes and programs.</p> <ol style="list-style-type: none"> Teachers will participate in the data teams process to monitor the progress of students and provide intervention supports Teachers will receive ongoing professional development with (CIA) through the CCSS and the data teams process to include differentiation to support ALL students in the classroom Teachers will receive professional development on supporting standard protocols in the classroom that will be transparent to learning: walk through protocols, print rich environment for learning, success criterias on the walls, the power standards posted during the cycle, etc. <p>Provide teachers PD and time to discuss, plan and collaborate on strategies to support next</p>	<p>2017-2020</p>	<p>Tracey Idiea Susan Gonsalves / Alicia Nakamitsu</p>	<p>x WSF x 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>All Teachers will submit the following:</p> <ul style="list-style-type: none"> Year at a Glance which includes Curriculum Maps Pacing Guides Success Criterion Formative and Summative Assessments <p>Data to be collected:</p> <ul style="list-style-type: none"> Walkthrough protocol Data on standard protocols in the classroom <p>Data Team Survey administered to each team.</p> <p>Provide substitute days to support teachers in planning, receiving professional development and implementation of classroom instruction, co-teaching and inclusion practices for all students (differentiation).</p>		
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	steps for implementation of processes and programs.						
<p>3. All teachers will implement content standards, curriculum, and support</p> <p>DOE Goal: TC</p> <p>CNA pg 10 #1, #4, #5</p> <p>WASC 2012 Critical Areas for Follow-up #3 and WASC 2015 Critical Areas for Follow-up #1</p>	<p>ELA: Full implementation of Springboard ELA curriculum in all 9-12 grade levels</p> <p>Provide support as needed for beginning through advanced Springboard training</p> <p>Math: Full implementation of the Houghton Mifflin curriculum in all 9-12 grade levels</p> <p>Continue providing committed time for teachers to work on curriculum implementation of CCSS.</p> <ul style="list-style-type: none"> ● Develop common formative and summative assessments ● Develop intervention strategies and impact on progress <p>Science: Science teachers will begin to move from the HCPS III standards to the Next</p>	2017-2020	Susan Gonsalves / Alicia Nakamitsu	<p>x WSF</p> <p>x Title I</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>Administrator walk throughs, department and data team minutes will reflect quality of implementation of the department’s curriculum.</p> <p>Data Teams will show evidence of progress on formative and/or summative assessments.</p> <p>Provide substitute days to support teachers in the implementation of the CCSS and content within their department.</p>		

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	<p>Generation Science Standards (NGSS)</p> <ul style="list-style-type: none"> ● Planning and discussion ● Development or examining of content curriculum ● Development of common formative and summative assessments ● Look at impact and progress <p>Social Studies: Teachers will re-visit content HCPS III standards and align with CCSS literacy standards and begin implementation of the C3 Framework</p> <p>CTE/Electives/FSC: Teachers will align their HCPS III and align with the CCSS literacy standards</p> <p>Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs.</p>						
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<p>4. Teachers will receive professional development on RtI and the tiered levels of support for all students including SPED and ELL students</p> <p>DOE Goal: SD & TC</p> <p>CNA pg 10 #1, #4</p> <p>WASC 2012 Critical Areas for Follow-up #2 WASC 2015 Critical Areas for Follow-up 2015 #1</p>	<p>Teachers will receive professional development on RtI and the tiered levels of support for all students including SPED and ELL students</p> <ul style="list-style-type: none"> • Tier 1 - support ALL students in the classroom through differentiation, PBL, WBL, etc. Systems of support for students • Tier 2 - identifying students needing additional supports and provide small group instruction and direct instruction to improve gaps. (Utilize the data teams process and close the achievement gap specifically in ELA, Math, and Science) • Tier 3 - if interventions don't work and with the data collected, possible services may be explored <p>Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs.</p>	<p>2017-2020</p>	<p>Denise Villaflor</p>	<p>x WSF x 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>Provide substitute days and professional development for RtI training and implementation.</p> <ul style="list-style-type: none"> • Outline of system of support • List of students who are receiving supports • Reduce the number of student referrals for SPED • Achievement scores in statewide assessments • Formative and Summative assessments • Data Teams Analysis 		
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<p>5. Teachers will receive professional development and planning time to prepare for the College and Career Readiness Academy structure</p> <p>DOE Goal: SD & TC</p> <p>CNA pg 10 #1, #4</p> <p>WASC 2012 Critical Area for Follow-up #2 WASC 2015 Critical Areas for Follow-up 2015 #1</p>	<p>Provide travel funds for staff members to visit schools on the mainland and within the state to visit campuses implementing the Academy structure</p> <p>Provide teachers PD and time to discuss, plan, and collaborate on strategies to support next steps with the small learning community and academy structure at Aiea HS.</p>	<p>2017-2020</p>	<p>Cindy Schrock</p>	<p>x WSF x 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>Provide substitute days to support teachers in the implementation of the College and Career Readiness Academy structure for planning.</p> <ul style="list-style-type: none"> ● School Quality Survey ● Post Secondary transition (College and Career Readiness) ● School Quality Survey ● Strive HI data reports 		
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Goal 3: Successful Systems of Support. The system and culture of Aiea High School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
Aiea High School will have implemented successful systems and supports that adapted to the needs of our students, thereby contributing to their success.	We are living in an ever changing world where we need to continuously adapt to the needs of the students we serve.

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Planning				Funding	Interim Measures of Progress	Semester 1 November 20	Semester 2 April 20
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	Brief statement for each enabling activity that is addressed during the semester	Brief statement for each enabling activity that is addressed during the semester
<p>1. Enhance student integration of technology resources in all classrooms</p> <p>DOE Goal: SD & TC</p> <p>CNA pg 10, Gap #1, #5</p> <p>School-wide Critical Areas for Follow-up 2015 #1</p>	<p>1) Teachers will train students to utilize online content curriculum to support student learning as an extension of their classroom (e.g., Springboard, Houghton Mifflin, etc.)</p> <p>2) Students will utilize Programs (STAR, ACHIEVE 3000, Read 180, Naviance, etc.) to close achievement gaps and increase academic achievement</p> <p>3) Teacher Professional Development on integration within the classrooms based on teacher input and need</p>	2017-2020	Ken Kang	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</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>	<ul style="list-style-type: none"> Professional Development trainings, agenda, and sign in sheets Data team minutes 		

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<p>2. Students demonstrate involvement in the school through citizenship and leadership in the community and on campus through:</p> <ol style="list-style-type: none"> 1. Reevaluation of Student Government 2. School Community Council 3. Athletics 4. Peer Education <p>DOE Goal: TC & SV</p> <p>WASC 2012 Critical Areas for Follow-up #1 WASC 2015 Critical Areas for Follow-up 2015 #1</p>	<p>Teachers and students will be trained in Design Thinking to support student voice/leadership within the school</p> <p>Student leaders will provide valuable input and feedback for schoolwide improvement to administration, SCC, and student government</p>	<p>2017-2020</p>	<p>Ronnette Miyashiro</p>	<p>x 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>Student government will collect and report on student feedback during SCC and PTSO meetings.</p> <p>Professional Development for Students/Teachers in the Design Thinking Training.</p> <p>Student Forums and Surveys will be used to collect student voice</p>		
<p>3. Implement College and Career Academies to prepare all students for college and career readiness</p>	<ol style="list-style-type: none"> 1. Align programs to increase vertical and horizontal alignment 2. Increase exposure to problem based learning (PBL) and workplace readiness and learning opportunities through the academy setting 3. Provide and conduct training to all teachers regarding the academy 	<p>2017-2020</p>	<p>Cindy Schrock</p>	<p>x WSF x 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"> • Teacher input and analysis • SQS data reports • 9th grade retention rate • Chapter 19 student discipline data • SCC minutes • College test scores 		

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<p>DOE Goal: SD & TC CNA pg 10, Gap #2 WASC 2012 Critical Areas for Follow-up #1</p>	<p>structure</p> <p>4. Identify teams of teachers to support all students this includes time for planning and for teachers to conduct peer review to plan and implement lessons through collaboration</p> <p>5. Purchase student planners for all students to help organize and prepare students for college and career readiness</p>						
<p>4. Increase and promote parental involvement through Parent Nights for technology, class announcements/ involvement opportunities, College and Career Readiness, athletics, etc.</p> <p>DOE Goal: SD & TC CNA pg 10, Gap #3 WASC 2012 Critical Areas for Follow-up #4</p>	<p>Conduct parent nights to promote parental involvement and increase communication to families</p> <p>Purchase a PCNC position to support parental involvement and increase communication to families and community</p> <p>Encourage parent and community participation through parent nights, workshops, and other school events.</p> <p>Promote ongoing parent communication through the</p>	<p>2017-2020</p>	<p>Cindy Schrock</p>	<p>x WSF x 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"> ● Flyers, Agendas, Sign In sheets, evaluations ● Newsletters sent home (monthly and/or quarterly) ● Website views via the school website (data collection) 		

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	use of a comprehensive school website						
5. Reduce chronic absenteeism rate from 23% to 18% by 2019 and 9% by the year 2020 DOE Goal: SD CNA pg #9 WASC 2012 Critical Areas for Follow-up #3 WASC 2015 Critical Areas for Follow-up 2015 #1	Integrate an attendance policy in alignment with the intermediate and elementary schools for a K-12 alignment (Involve the complex Social worker with the planning and alignment of the attendance policy) Provide teachers PD and time to discuss, plan and collaborate on strategies to support next steps for implementation of processes and programs.	2017-2020	Ronnette Miyashiro	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> ● Absenteeism Rate ● Attendance Policy ● Retention Rates ● Strive HI data reports Provide substitute days to support teachers in planning, receiving professional development and implementation of attendance policy.		

School-wide Critical Areas for Follow-up (AHS Visiting Committee Report 2012)

1. Continue to develop the Academic Guidance Program, including implementation of awarding guidance credits through PTP homerooms.
2. Continue articulation within the complex regarding development and instructional strategies
3. Data teams and administration need to continue to work together on establishing a system for collecting, disaggregating, analyzing, and reporting student performance data to students, parents and other stakeholders
4. Continue to encourage parent involvement in all aspects of students’ high school experience

School-wide Critical Areas for Follow-up (AHS Mid-Cycle Report Visiting Committee Report 2015)

1. Continue to move forward with those rituals and routines established to ensure school-wide application and success