



Three-Year Academic Plan 2017-2020

Pahoa High & Intermediate

**15-3038 Pahoa Village Road
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Submitted by Darlene Bee, Principal		Date
Signature: <i>Darlene Bee</i>		31 March 2017

Approved by Chad Farias, Complex Area Superintendent, KKP		Date
Signature: <i>Chad Farias</i>		6/14/17

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 	<ol style="list-style-type: none"> 1) Improve College and Career Readiness Although we have improved our college-going rate over the past three years, we need to continue that improvement. More importantly, we need to ensure that all students going to college are ready for college-level coursework. This requires that all courses be rigorous and standards based as well as focused on critical thinking and problem solving. 2) Improve Attendance and Decrease Drop Outs PHIS attendance and drop-out rates are stable but not improving. We need to ensure that students are supported to come to school and stay in school through graduation. 3) Improve Student Motivation and Attitude by Improving School Climate The perception data indicates a need to improve the school climate to positively impact achievement. This includes the improvement of our positive behavior support system and Tier One supports in the classroom for behavior and academics to ensure that at least 85% of our students are successful at the Tier One level. 4) Need: Expand rigorous and engaging course offerings and increase rigor and engagement/hands-on in all elective and CTE courses. (Areas of Growth, Category B, WASC Self-Study VC Report 2/9/2017) 5) Need: Increase the frequency and use of formative assessment to identify student misconceptions (needs) and make timely instructional adjustments. Provide timely, specific, and descriptive feedback to students in order to support all students in achieving the learning targets and academic standards. (Areas of Growth, Category D, WASC Self-Study VC Report 2/9/2017) 6) Need: Provide training opportunities and time to help teachers design lessons that incorporate a variety of instruction strategies, including those that require students to use technology. (Areas of Growth, Category C, WASC Self-Study VC Report 2/9/2017)
Addressing Equity: Sub Group Identification	
<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>All of PHIS's activities address high-need students as that is our highest demographic in terms of student population. All interactions with students, from the classroom to non-academic activities, are planned with consideration of the needs of our student population. The particular demographic is addressed throughout this plan.</p>	

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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.Coaches: Tom Van Deren, Mailei Bumanglag	1.Insure alignment of all courses presented to students
2.Vice-Principal, Kasey Eisenhour	2.Compliance and aligned with the Common Core Standards
3.Coaches: Tom VanDeren, Mailei Bumanglag	3. Seeking additional ways to improve student behavior
4.Vice-Principal, Kim Williamson, Safety Committee	4. Improve conditions in terms of student safety
5. ART Team Committee members (Principal, Registrar, Coaches, Dept. Heads)	5. Improve parent web communication
6. ART Team Committee members	6. Formative assessment
7. ART Committee members, Department Heads	7. Testing-P.L.C. administration
8. Administration Team: Darlene Bee, Principal; Kasey Eisenhour, Vice-Principal; Kim Williamson, Vice-Principal	8. Responsibility for accelerating student proficiency in measured tests.
9. ART Team Committee members, Coaches	9. Monitoring progress and measuring impact of Academic Plan
10. ART Team Committee members	10. Maintaining standardized, scheduled meetings with clear agendas.

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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:
<p>Increased student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student voice.</p> <p>Ensure that graduates demonstrate the General Learning Outcomes and have the abilities, habits, and knowledge to set and achieve aspirations.</p> <p>Ensure students have access to high-quality career and college counseling, mentorships, internships, and advanced courses (e.g. Early College) to support their long-term success.</p> <p>Cultivate a school environment where attendance is valued, encouraged, and supported.</p>	<p>Students' voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, future, and contributions to society and their community.</p> <p>Students' personalized plans, including career, postsecondary, and training goals, are informed by learning opportunities throughout the K-12 continuum.</p> <p>Students succeed when their individual needs are met and their innate gifts and abilities are nurtured, and this can only happen if they are present and active in their day-today learning.</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
Through alignment to the state's standards we will be not only ensuring the best professional practices for our teachers but a curriculum that will lead to college and career-ready graduates.	<p>1. Ensure alignment of all courses to HCPS III or CCSS (as appropriate) both at the topic level and at the level of cognitive demand of the standards.</p> <ul style="list-style-type: none"> • All pacing guides will include elements 1-6 and will be updated for 2017-18 before school starts in July 2017 (Subs provided for teacher pull out) • All teachers will align their instruction to the revised pacing guides for topic and taxonomic level ensuring standards-based instruction for all students • Common assessments will be used to measure achievement of the benchmarks and assessment scoring will be calibrated to insure consistency (CFA Process) • Increase in classrooms determined to be "Standards-Based" by collecting classroom observation data on "the lesson is aligned topically and taxonomically to the pacing guide" 	All years		<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$14,125 <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>A1: Percentage of teachers who demonstrate effective instructional organization will meet or exceed the 95% trajectory line by the end of each quarter as measured by coach classroom observations</p> <p>A2: Percentage of teachers who demonstrate effective instructional strategies will meet or exceed the 95% trajectory line by the end of each quarter as measured by coach classroom observations</p> <p>B1: Percentage of students proficient in ELA/Reading will meet the target of 61% on SBA in 2020 and beyond.</p> <p>B2: Percentage of students proficient in Math will meet the target of 54% on SBA in 2020 and beyond.</p> <p>B3: Percentage of students proficient in Science will meet the target of 64% on the HSA in 2020 and beyond.</p>

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<p>Common rubrics will define not just how student work is to be graded but what should be taught as well. This will ensure that all students will be afforded consistent, complete instruction to prepare them for the next level.</p>	<p>2. Refine the Common Core curriculums that have been approved by the State in ELA and Math classes; choose or design a common rubric for schoolwide use to assess writing.</p>			<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$2000 <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>A1: Percentage of classroom teachers who are trained to use Common Core materials will continue to be 100% as measured by attendance at trainings</p> <p>B1: Percentage of students reporting that their classes are "Captivating" on Tripod Survey will increase from 62% for middle school and from 45% for high school (baseline from 2015 Tripod)</p>
<p>By improving student behavior and providing more effective supports, PHIS should see a decrease in behavior that is a detriment to learning and an increased graduation rate as students will be learning more in the classroom and progressing toward graduation.</p>	<p>3. Seek additional ways to improve student behavior, address the interests and needs of all students, and maintain a safe and nurturing campus and to improve attendance</p> <ul style="list-style-type: none"> • Teachers will review the discipline plan with students at the beginning of each Semester and with individual students as needed • Maintain and monitor GLO Lab with EAs to support positive behavior choices and attendance in class / school • Develop a plan to implement a Dagger Awards program that rewards positive behaviors including attendance and grades. (RTI Committee) • Socio-Emotional Learning (SEL) is taught through middle school Leadership classes (supported by RTI/PBS Committee, and counselors and SBBH) • Continue to implement a shared vision of student behavior and to educate teachers on strategies that support positive student behavior. • All teachers develop and implement classroom management plans that include tier 1, 2 and 3 interventions (supported by RTI/PBS Committee and Department of Health SBBH). 			<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$43,450 <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>A1. Percentage of teachers who demonstrate effective behavior management will meet or exceed the 95% trajectory line by the end of each quarter as measured by TIPS classroom observations (Category D)</p> <p>B1. Percentage of students counted as "not engaged" or "off task" will be at or below the 5% trajectory line by the end of each quarter as measured by TIPS classroom observations (Category F)</p> <p>B2: Percentage of students who are tier 1 based on GLO data will not be less than 85% when measured monthly</p> <p>B3: Percentage of students who respond positively on the composite "School Safety" dimension on the SQS will increase from 71% in Middle School and 57% in high school (SQS Spring 2016 baseline)</p>

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<p>These measures' intents are to address our drop-out rates. If students feel better served at school, they will be more likely to feel included and see success in the classroom.</p> <p>PHIS is dedicated to increase our college-attending rates through more pre-college preparation through AVID and our Early College program. The goal is to have more students attend and succeed at the collegiate level.</p>	<ul style="list-style-type: none"> • Teachers will implement tier 1 RTI strategies to support students (e.g. "meet and greet") • Continue the Senior Advisory Elective to support transitions beyond high school and implement a Freshman Advisory Transitions to High School course • Build the Early College program from two on-campus Running Start classes to four and work to support students to meet the pre-requisites for those classes • Continue to support AVID classes at all grade levels and provide AVID training to teachers. • Continue to implement a Readers Workshop using Read 180 to support struggling readers • Implement the College Math course for Seniors who need the course for college pre-requisite • Expand elective opportunities for students (STEAM, Newswriting/ Oral Communication, etc) and investigate and implement e-school options • Increase rigor and hands-on activities in existing CTE and elective courses in order to increase student interest, motivation, and attendance. • Search for and then implement additional proactive strategies to increase student attendance through the DBW training. 				
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<p>An improvement in school climate will encourage attendance and student motivation, which will be evidenced by increased learning and success in the classroom and on standardized tests.</p> <p>Encouraging and working with students who have been suspended or otherwise disciplined are integral to the students moving forward and enjoying the benefits of positive behavior. They will be less likely to further engage in activities that will lead to discipline and more likely to be in class.</p>	<p>4. Monitor and improve Safety Nets <u>beyond</u> the regular classroom to improve attendance, health, safety, and academic achievement.</p> <ul style="list-style-type: none"> Continue to Implement a mentor program support for at risk 7th and 8th Continue to seek and involve school and community partners for after-school extra-curricular activities such as After School All Stars/Uplink, Middle School Athletics, and other community partners Continue to pre and post conference with students who are suspended to decrease repeat behaviors that lead to Class A and B offenses Continue to employ adult supervisors to support behavior on campus 			<ul style="list-style-type: none"> <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 	<p>A1: Percentage of teachers using the Infinite Campus grading program so that parents can see in progress grades will be 100% by 2017-18 school year.</p> <p>A2: Percentage of counselors monitoring RTI-A student data in PLC will increase to 100%</p> <p>B1: Number of students enrolled in After School All Stars/Uplink will increase from 32% (61 out of 188 enrolled students as of August 2016).</p> <p>B2: Percentage of student population in GLO Lab more than once a month will decrease every month</p> <p>B3: Percentage of students failing one or more core subjects will decrease each quarter</p> <p>B4: Percentage of Class A and B offenses will decrease</p> <p>B5: Increase attendance monitored yearly</p>
<p>Perception becomes reality for a school. If parents feel that PHIS isn't sharing information or welcoming, that will damage relations in the community. Whereas, if parents and community members feel a sense of inclusion and partnership with the school, they'll be more likely to participate in events and support teachers.</p>	<p>5. Provide varied means and opportunities for parent input, communication and active involvement</p> <ul style="list-style-type: none"> Increase teacher involvement in providing PHIS website (calendar) with current information for students, parents, public to maximize opportunities for dissemination of information and to publicize school accomplishments Write and distribute a monthly newsletter to parents with up-to-date information about activities at the school to encourage parent/community participation Teacher course syllabi will include teachers' lotus notes email 			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$22,344 <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>A1: Percentage of teachers using the Infinite Campus grading program so that parents can see in progress grades will be 100% by 2017-18 school year.</p> <p>B1: Percentage of parents who respond positively to the "Satisfaction" dimension in the SQS will increase from 58% (Baseline SQS Spring 2016)</p> <p>B2: Percentage of report cards picked up at Parent/Teacher Conferences will increase from 16% (Fall 2016) as measured by report card count at conferences once a semester</p>

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	<p>addresses and phone extension to aid parents with communication.</p> <ul style="list-style-type: none"> • Implement the Infinite Campus grading to provide parents and students access to grades online • Increase articulation with feeder schools • Search for a PTT to act as a parent contact person for attendance and parent requests for campus visits 				
<p>In a continuous effort to better prepare students for college, formative assessments will be employed to gauge student understanding and mastery of necessary skills and material. Additionally, students who enjoy academic successes will be more likely to stay in school and earn their diplomas.</p>	<p>6. Administer classroom formative assessments to monitor student progress and use results to plan instructional interventions.</p> <ul style="list-style-type: none"> • All teachers will increase the frequency and use of formative assessment (on the spot) to identify student misconceptions (needs) and make timely instructional adjustments. Provide timely, specific, and descriptive feedback to students in order to support all students in achieving the learning targets and academic standards. • Plan Professional Developments focused on formative instruction 			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>A1: Percentage of classroom teachers who successfully complete the CFA process each semester will remain at 100% as measured by the progress monitoring</p> <p>B1: Percentage of students proficient in Reading will meet the target of 61% on SBA in 2020.</p> <p>B2: Percentage of students proficient in Math will meet the target of 54% on SBA in 2020.</p> <p>B3: Percentage of students proficient in Science will meet the target of 64% on the HSA in 2020.</p>

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<p>Teachers will work in professional learning communities to both align all courses to the state's standards and develop their skills to further their ability to teach students at PHIS.</p>	<p>7. Share responsibility for accelerating the achievement of all students to promote proficiency on school-wide HSA, ACT, and EOC exams</p> <ul style="list-style-type: none"> • As part of PLCs, teachers will be part of an Instructional Team (IT) as they follow the PDCA process and use research-based strategies to support student learning. The PDCA process includes 6 CFA cycles and is documented by data collection, interventions, and reflection. PLC ITs can choose their own learning targets, assessments, and rubrics. • After school collaboration time on Fridays should be used by teachers to meet their own needs or professional development goals through collaboration. Teachers may attend IEP meetings, attend middle school meetings, consult and collaboration on thematic or skill integration between disciplines, have extended committee time when Monday committee time is not sufficient, or join the administration team for their open door time. • PD21 time will be used to serve both the needs of the school (ie: Infinite Campus or FOL) and those of individual content areas. All groups should use some of their PD21 time to explore digital resources that could improve student engagement, motivation to learn, and the ability to receive and use formative feedback. • Teachers will Peer Observe another at least once a month, giving feedback on the use of a sample of the 16 Proactive 			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$84,868 <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>A1: Percentage of classroom teachers who successfully complete the CFA process each semester will remain at 100% as measured by the progress monitoring</p> <p>B1: Percentage of students proficient in Reading will meet the target of 61% on SBA in 2020.</p> <p>B2: Percentage of students proficient in Math will meet the target of 54% on SBA in 2020.</p> <p>B3: Percentage of students proficient in Science will meet the target of 64% on the HSA in 2020.</p>
<p>Positive, focused PD time will help teachers at PHIS better prepare students for standardized tests, feel included while at school, and potentially lead to increased graduation rates.</p>					
<p>Peer observations are used to allow teachers to see others' styles and possibly incorporate new</p>					

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<p>techniques and approaches in their classrooms.</p> <p>A specific focus on HOT, or higher-order thinking, assignments will better prepare students for success as they'll have been tested to think, analyze, and determine beyond simply memorizing.</p>	<p>Classroom Management Strategies</p> <ul style="list-style-type: none"> • Teachers will design and use higher-order cognitive demand questions / assignments that support student engagement; • IT Teams will submit one HOT assignment weekly • School will provide PTT/PPT support to core classes to increase student achievement. • Technology Cadre develops, updates, and implements a written long term technology plan that will optimize the computer capacity of the school, integrate more technology for student use into the classroom (such as smart/white boards, clickers, and computers) support teachers in the use of that technology to support student achievement. 				
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Goal 2: Staff Success. Pahoa High & Intermediate has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students, low income students and English language learners.</p> <p>Strengthen the teacher, principal, and educational leader development pipeline to support shared and effective leadership at all levels.</p> <p>Provide support for new employees to be successful and support for experienced teachers to remain so through induction and mentoring.</p> <p><small>(source: HIDOE 2017-2020 S.S.P.)</small></p>	<p>Empirical data and observation both have confirmed that competent and committed teachers have the greatest influence on student achievement beyond students' families.</p> <p>The primary strategy to to retain teachers is through various supports including coaching and mentoring so that the teachers will be successful in their classrooms while feeling appreciated and respected by administration.</p> <p>“When teachers excel, students thrive.”</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
Administrative feedback from monthly observations allows for teachers to reflect on their practices and strive to be better educators.	1. All teachers are observed monthly by Administrators and Coaches and are provided feedback on selected traits			<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	A1: Percentage of teachers observed by Administrators and provided with feedback will be 100% as measured by PDE3 database
The mentoring program for new teachers is a valuable source for both training and retention of those new to the profession. Retaining new teachers is vital for continuity and providing students with good, qualified educators.	2. Encourage new teachers to participate in the KKP Induction Mentoring Kahua Program			<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 checked="" type="checkbox"/> Other - Complex <input type="checkbox"/> N/A	A1: Percentage of new PHIS teachers who participate in the program will be maintained as measured by program data annually B1: Percentage of PHIS teachers who remain in the school for 5+ years will increase from 52% in 2015-16.

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<p>Coaches provide insights developed through decades of classroom teaching in a non-threatening, positive manner. Coaches also provide materials and other aids for teachers to be more effective in their classrooms.</p>	<p>3. Monitor progress and measure impact of PHIS Academic Plan activities.</p> <ul style="list-style-type: none"> • All teachers will be observed by a Coach during daily Classroom Observations and will be provided with the original observation data sheet which includes data on student engagement and off-task behavior. Summary data will be shared with the faculty every month. • Based on Classroom Observation data, individual teachers will be given support. • All teachers will use feedback to improve instructional practices. • Support Team will meet weekly to monitor progress and measure impact of initiatives 			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$85,430 <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>A1: Percentage of teachers observed by TIPS and provided feedback will be sustained at 100% as measured by monthly classroom observation data</p> <p>A2: Percentage of teachers who demonstrate effective instructional organization will meet or exceed the 95% trajectory line by the end of each quarter as measured by TIPS classroom observations (Category A)</p> <p>A3: Percentage of teachers who demonstrate effective instructional strategies will meet or exceed the 95% trajectory line by the end of each quarter as measured by TIPS classroom observations (Category B)</p> <p>A4: Percentage of teachers who demonstrate effective formative assessment and differentiation will meet or exceed the 95% trajectory line by the end of each quarter as measured by TIPS classroom observations (Category C)</p> <p>A5: Percentage of teachers who demonstrate effective behavior will meet or exceed the 95% trajectory line by the end of each quarter as measured by TIPS classroom observations (Category D)</p> <p>B1. Percentage of students counted as "not engaged" or "off task" will meet or be below the 5% trajectory line by the end of each quarter as measured by TIPS classroom observations (Category F)</p> <p>B2: Percentage of students proficient in Reading will meet the target of 52% on SBA in 2017.</p> <p>B3: Percentage of students proficient in Math will meet the target of 46% on SBA in 2017.</p> <p>B4: Percentage of students proficient in Science will meet the target of 55% on the HSA in 2017.</p>
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<p>Increasing the school climate begins with teachers and filters down to students. Having an open-door policy for teachers to meet with administration will help achieve that.</p> <p>The ART team will continue to monitor RTI data to best determine the courses that need to be followed to ensure student success.</p>	<p>4. Additional Strategic Goals</p> <ul style="list-style-type: none"> • Administrators will dedicate time on Friday during collaboration time for informal “open door” meetings with faculty and staff. • Increase communication, culture of trust, respect and professionalism among departments and between faculty, staff, and administration. • ART and Departments will follow standardized agendas for meetings that ensure that information is shared and that all have the same opportunities to express their opinions and to ask questions. • School will conduct safety discussions and collect data monthly on feelings of safety and reasons for feeling unsafe. • RTI committee will implement an “Employee of the Month” award to recognize contributions of faculty and staff. 			<ul style="list-style-type: none"> <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 	<p>A1: Percentage of teachers who respond positively to the “Satisfaction” dimension in the SQS will increase from 44% (Baseline SQS Spring 2016)</p> <p>B1: Percentage of PHIS teachers who remain in the school for 5+ years will increase from 52% in 2015-16.</p>
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Goal 3: Successful Systems of Support. The system and culture of Pahoa High & Intermediate works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:

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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>Specific, organized meetings with agendas and purpose help implement and maintain programs and practices that will impact students.</p>	<p>1. The school's Academic Review Team (ART) monitors the implementation of the prioritized actions identified in the Academic and Financial Plan.</p> <ul style="list-style-type: none"> • TIPS+ADMIN analyze data at weekly meetings to identify trends that impact achievement; plan interventions to address identified needs; monitor effectiveness of interventions <p>ART meets with Support Team weekly to progress monitor; Support Team implements school plans</p>			<p><input checked="" type="checkbox"/> WSF</p> <p><input 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>	<p>A1: Percentage of "Green" and "Blue" traits on the progress monitoring dashboard will increase to 100% as measured by the ART team progress monitoring report</p> <p>B1: Strive HI Index Score will increase from 188 (2015) and the school classification will remain in "Continuous Improvement" or better</p>

TITLE I ADDENDUM FOR THREE-YEAR ACADEMIC PLAN SY 2017-18, SY 2018-19, SY 2019-20

ASSURANCES FOR THE TITLE I SCHOOLWIDE PROGRAM TO BE COMPLETED BY THE SCHOOL

The principal assures the following and will provide evidence upon request:

Check all that apply.

<input checked="" type="checkbox"/>	The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.
<input checked="" type="checkbox"/>	The school's Academic Plan provides opportunities and addresses the needs of all children, including each of the subgroups, particularly those at risk, to meet the challenging State academic standards.
<input checked="" type="checkbox"/>	The school's Academic Plan uses methods and instructional strategies that strengthen the academic program, increases learning time, and provides an enriched and accelerated curriculum to provide a well-rounded education.
<input checked="" type="checkbox"/>	The school's Academic Plan includes Title I funded activities, which are considered to be the Title I Schoolwide Program. The Schoolwide Program is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
<input checked="" type="checkbox"/>	The school's Academic Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.
<input checked="" type="checkbox"/>	The school's Academic Plan is available to the Department of Education, parents, and the public.
<input checked="" type="checkbox"/>	The school's Academic Plan remains in effect for school years 2017-18, 2018-19 and 2019-20, except that the plan and its implementation shall be <u>regularly</u> monitored and revised as necessary based on monitoring and evaluation.
<input checked="" type="checkbox"/>	The school's Academic Plan will be <u>annually</u> evaluated by the school using data from the STRIVE HI indicators, other student performance data and perception data to determine if the school's Academic Plan has been effective in addressing the contributing/root causes and, in turn, increasing student achievement, particularly for the lowest-achieving students.
<input checked="" type="checkbox"/>	A description of expenditure item(s) to support the school's Academic Plan strategies and enabling activities are documented in the Title I Evidence Binder housed at the school. The Title I Evidence Binder describes how the school's Academic Plan Title I expenditure addresses the contributing/root cause(s) and supports the Academic Plan's strategies and enabling activities.

TITLE I ADDENDUM FOR THREE-YEAR ACADEMIC PLAN SY 2017-18, SY 2018-19, SY 2019-20

FOR TITLE I FUNDS ONLY	
Requested Funds for Schoolwide Program by Darlene Bee, Principal	Date
Principal's Signature <i>Darlene Bee</i>	<i>3/31/17</i>

FOR TITLE I FUNDS ONLY	
Recommendation for Approval of Schoolwide Program by Chad Farias, Complex Area Superintendent, KKP	Date
Complex Area Superintendent's Signature	

FOR TITLE I FUNDS ONLY	
Approval for Funds for Schoolwide Program by [Insert School Transformation Branch Name]	Date
[Insert School Transformation Branch Director's Signature]	[Insert Date]