

Highlands Intermediate School

Academic Plan SY 2016-17

Draft 12.10.15

1. Reflect. Briefly summarize your school's progress on implementing all six of the Department's priority strategies/Other Complex-wide and/or School strategies, and meeting key performance targets set in the prior year Academic Plan.

PWCA Field Assessments

SY 2013-2014 - Quarterly for ART, CCSS, CSSS/RTI, EES, FI/DT, I/M

SY 2014-2015 - Semester for ART, CCSS, CSSS/RTI, EES, FI/DT

ID	School	Academic Review Team				Common Core State Standards				Comprehensive Student Supports/RTI				Educator Effectiveness				Formative Instruction/Data Teams				Induction & Mentoring													
		SY 13-14		SY 14-15		SY 13-14		SY 14-15		SY 13-14		SY 14-15		SY 13-14		SY 14-15		SY 13-14		SY 14-15		SY 13-14		SY 14-15											
		qtr 1	qtr 2	qtr 3	qtr 4	Sem. 1	Sem. 2	qtr 1	qtr 2	qtr 3	qtr 4	Sem. 1	Sem. 2	qtr 1	qtr 2	qtr 3	qtr 4	Sem. 1	Sem. 2	qtr 1	qtr 2	qtr 3	qtr 4	Sem. 1	Sem. 2	qtr 1	qtr 2	qtr 3	qtr 4						
	Pearl City-Waipahu Complex Area	1.5	1.8	1.9	2.1	2.1	2.8	1.8	1.9	2.1	2.2	2.2	2.9	1.7	2.1	2.2	2.4	2.4	3.1	1.0	1.5	1.8	2.3	2.3	3.0	1.8	2.2	2.4	2.5	2.5	2.8	2.3	2.5	2.7	2.7
	<u>Pearl City Complex</u>	1.5	1.8	2	2.1	2.1	2.9	1.7	2.1	2.1	2.3	2.3	2.9	1.8	2.4	2.4	2.6	2.6	3.3	1	1.8	2.1	2.4	2.4	2.9	1.8	2.3	2.5	2.7	2.7	2.9	2.3	2.6	2.9	2.9
266	Pearl City High	1	2	2	2	2	2.4	1	2	2	2	2	2	1	2	2	2	2	3	1	2	2	3	3	2.2	1	2	2	3	3	2.4	2	3	3	3
255	Highlands Inter	2	2	2	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	1	2	2	2	2	3	2	2	3	3	3	3	2	2	3	3
283	Kanoelani EI	2	2	2	3	3	4	2	2	2	3	3	3.5	2	2	3	3	3	3	1	2	2	3	3	3	2	3	3	4	4	3	3	3	3	3
268	Lehua EI	1	1	2	2	2	2.5	1	2	2	2	2	2.5	1	2	2	2	2	3	1	1	2	2	2	3	1	1	2	2	2	2	2	2	3	3
260	Manana EI	1	1	2	2	2	3	3	2	2	2	2	2.8	3	3	3	3	3	3	1	1	2	2	2	3	3	3	3	3	3	3	3	3	3	3
285	Momilani EI	2	2	2	2	2	3	2	2	2	2	2	3	2	3	3	3	3	4	1	2	2	3	3	3	2	3	3	3	3	3.5	4	4	4	4
264	Palisades EI	2	2	2	2	2	3	2	2	2	2	2	3.5	2	2	2	2	2	4	1	2	2	2	2	3	2	2	2	2	2	3.5	1	1	2	2
265	Pearl City EI	1	2	2	2	2	3.5	1	2	2	2	2	3	1	3	2	3	3	3.5	1	2	3	3	3	3	1	3	3	3	3	3	1	3	3	3
267	PCHES	1	2	2	2	2	2	1	2	2	3	3	3	1	2	2	2	2	3	1	2	2	2	2	3	2	2	2	2	2	3	2	2	2	2
288	Waiau EI	2	2	2	2	2	3	2	2	2	2	2	3	2	2	2	3	3	3	1	2	2	2	2	3	2	2	2	2	2	3	3	3	3	3
	<u>Waipahu Complex</u>	1.6	1.7	1.7	2.0	2.0	2.6	1.6	1.7	2.1	2.1	2.1	2.8	1.6	1.7	2.0	2.1	2.1	2.8	1.0	1.1	1.4	2.1	2.1	3.0	1.9	2.0	2.1	2.1	2.1	2.7	2.3	2.4	2.4	2.4
277	Waipahu High	1	2	2	2	2	3	1	1	2	2	2	2.5	1	1	2	2	2	2.5	1	1	2	2	2	3	2	2	2	2	2	2	2	2	2	2
278	Waipahu Inter	1	1	1	1	1	2	2	2	2	2	2	3	2	2	2	2	2	3	1	1	1	2	2	3	2	2	2	2	2	2	2	2	2	2
250	August Ahrens EI	2	1	1	2	2	2.5	1	1	2	2	2	3	1	1	2	2	2	3	1	2	2	2	2	3	1	1	2	2	2	3	2	2	2	2
276	Honowai EI	1	2	2	2	2	2.5	1	1	2	2	2	2	1	1	2	2	2	2	1	1	1	2	2	3	1	1	2	2	2	3	2	2	2	2
287	Kaleiopuu EI	1	1	1	2	2	2.5	1	2	2	2	2	3	1	2	2	2	2	3	1	1	1	2	2	3	1	2	2	2	2	3	2	3	3	3
290	Waikale EI	2	2	2	2	2	3	2	2	2	2	2	3	3	3	2	2	2	3	1	1	1	2	2	3	3	3	2	2	2	3	3	3	3	3
274	Waipahu EI	3	3	3	3	3	2.5	3	3	3	3	3	3	2	2	2	3	3	3	1	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3

For Title I Schools Only:

SW1: Comprehensive Needs Assessment SW3: Provide Instruction by HQT SW5: Implement strategies to attract HQT SW7: Incorporate transition plan (elementary schools) SW9: Provide effective, timely and additional academic assistance to students in need
 SW2: Identify School-wide reform strategies SW4: Provide high quality & ongoing PD SW6: Implement strategies to increase parent involvement e.g. family literacy SW8: Include teachers in the decisions SW10: Coordinate and integrate federal, state and local services

WASC Codes:
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Academic Review Team (ART)

Highlands Intermediate School determined that the school's current Leadership Team will also serve as its Academic Review Team. Selected ART members have participated in ongoing ART training, and will serve as ART leads and resource support for the rest of the team. HIS plans on fully implementing ART practices for SY2016-17.

Common Core State Standards (CCSS)

The HIS language arts department is in its second year of implementing SpringBoard as its language arts curriculum. With assistance from the complex SRS, English teachers are revamping the language arts curriculum for SY2016-17 using SpringBoard as a primary source, while integrating additional language arts resources and strategies in addressing CCSS and complex Write Core goals. Additionally, all other departments have begun integrating more content area reading and writing, and developing CCSS aligned informational and/or argumentative writing performance tasks. SY2016-17 is also the second year for implementing Go Math by the school's math teachers. Inconsistent implementation and technical issues have affected Go Math's initial rollout, and math teachers are currently working to establish a concrete and aligned curriculum for SY2016-17.

Comprehensive Student Support System (CSSS)

Highlands Intermediate continues to build its CSSS to provide interventions, services, programs, and/or supports. The school is yet to select a "universal screener" to determine the different levels of student support. HIS has begun to determine a "tiering system" as a means of support for its students. The school has also identified the need to build its Response to Intervention (RtI) system.

Educator Effectiveness System (EES)

This current school year brought a tremendous "downsizing" of administrative and teacher duties and responsibilities in regards to the Effective Educator System. Teachers, who were rated "effective" or higher through the EES in the previous school year, did not have to conduct activities on the student learning and teacher practice indicators of EES. Only beginning and new teachers along with teachers who did not have a rating last year, are obligated to have these components rated and evaluated. Through the continuation of feedback on the system from various role groups (teachers, administrators, State administrators), requirements for next year have not been determined as well as the identification of teachers that will be evaluated.

Formative Instruction/Data Teams (FI/DT)

Highlands Intermediate Schools continues to build and implement the Data Team Process of reviewing, analyzing, and monitoring formative and summative data to inform instructional decision-making. However, the school has identified the need for assistance in improving instructional practices to support student achievement (which includes determining clear and rigorous learning targets). HIS has also identified "Student Involvement" as the lowest score in the field assessment. Additional supports are needed to help students to be engaged in the formative instruction process where teachers and students would be equal partners in the learning.

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Induction & Mentoring (I&M)

Highlands Intermediate School’s new and beginning teachers are provided support by two school-level mentors. Both mentors have participated in all required mentoring and coaching professional development. Although the total number of new and beginning teachers annually have been manageable, providing the necessary level of support and coaching for all identified teachers has been a challenge due to the additional roles and responsibilities of the school’s mentors.

College and Career Readiness (CCR)

Highlands Intermediate School has been an AVID school since SY2009-2010, and is currently AVID certified. Currently, there are no indicators to measure CCR within the State.

2. Organize. Identify your Academic Review Team members, assign them specific strategies or activities to oversee, and set the cycle for the Academic Review Team to monitor implementation quality. Number of strategies/activities will vary across schools.

Name of lead who is responsible for reporting during ART process (can change if roles change)	Responsible for (link to strategy)
<ol style="list-style-type: none"> 1. LA Teachers, Math Teachers, CC 2. Principal, SSC 3. CC 4. Principal, VPs 5. CC, SSC 6. Principal, CC (ART Lead) 7. ART Lead, Principal 	<ol style="list-style-type: none"> 1. Common Core State Standards (CCSS) 2. Comprehensive Student Support System (SCCC) 3. Formative Instruction/Data Teams (FI/DT) 4. Educator Effectiveness System (EES) 5. Induction & Mentoring (I&M) 6. Academic Review Team (ART) 7. 6 Priorities

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Goal 1 Student Success: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
1. Fully implement the Hawaii Common Core Standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
2. Tier and provide comprehensive student supports for all students	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
3. Implement data teams process within each grade span/content area and formative instruction within classrooms	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

1. Strive HI results, AVID Certification
2. Strive HI results, Strive HI Alignment (Comprehensive Needs Assessment, Academic plan, Fiscal Requirement)

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Goal 1, Strategy 1: Common Core State Standards

Desired Outcome for this Strategy: *By the end of the 2016-2017 school year, all HIS teachers will implement the Common Core State Standards at the classroom level.*

Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Professional Learning Communities and Professional Development to focus on curriculum, instruction, and assessment aligned to Common Core Standards <ul style="list-style-type: none"> ● Common Core - English Language Arts ● Common Core - Mathematics ● Pearl City K-12 Write Core ● Smarter Balanced Assessments Resources (SW2, SW3, SW4, SW5, SW8) (WASC B, C, D)	ART Members	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$31,450 <ul style="list-style-type: none"> ● Substitutes \$180x40=\$7200 ● Stipends \$180x20=\$3600 ● UH Algebra \$2400 ● Springboard \$18,250 	A1. All HIS teachers will address the Common Core State Standards, which aligns to their curriculum, instruction and assessments. A2. All HIS teachers will demonstrate an understanding of the CCSS by identifying assessments that are aligned to the CCSS. B1. HIS will show progress in Strive HI results.

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Goal 1, Strategy 2: Comprehensive Student Support System

Desired Outcome for this Strategy: *By the end of the 2016-2017 school year, HIS will use the Comprehensive Student Support System to meet the needs of all learners and minimize the achievement gap.*

Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Implementation of a CSSS/RTI system to meet the individual needs of all learners and minimize the Achievement Gap (SW2, SW3, SW5, SW8, SW9) (WASC A, C, E)	SSC, Principal	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$3500 • Universal Screener=\$3500 Other: Uplink = \$30,000	A1. HIS will continue to develop and monitor a multi-tiered system (i.e. universal screening; differentiated core instruction; school-wide learning and behavior expectations and support; continuum of evidence-based supports and interventions). B1. HIS will show a decrease in the Achievement Gap in Strive HI results.

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Goal 1, Strategy 3: Formative Instruction/Data Team Process

Desired Outcome for this Strategy: *By the end of the 2016-2017 school year, all HIS teachers will implement Formative Instruction and Assessments to increase student achievement using the Data Team Process.*

Planning		Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts
1. All HIS teachers will implement the Data Team Process to utilize formative and summative data to inform instructional decision-making. (SW2, SW3, SW4, SW5, SW8) (WASC B, D)	ART Members	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$0 A1. HIS will have a structure in place to engage teachers in ongoing collaborative processes (that includes addressing the learning needs for their students by showing gains through specified assessments) for instructional decision-making. B1. HIS will show progress in its Strive HI results.
2. All HIS teachers will receive professional development on Formative Instruction, which includes defining clear learning targets, setting high expectations and criteria, adjusting instruction, and providing feedback and involving students in the process. (SW2, SW3, SW4, SW5, SW8, SW9) (WASC B, D)	ART Members	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other	WSF \$7200 • Substitutes \$180x40=\$7200 A1. HIS will utilize formative instruction as well as start to involve students in the process. B1. HIS will show progress in its Strive HI results.

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Goal 1, Optional Additional Strategy: College and/or Career Ready

Desired Outcome for this Strategy: <i>By the end of SY2016-17, HIS students will have the necessary grade level skills as they prepare for college and career.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short-term measurable objectives.
1. Implementation of <ul style="list-style-type: none"> • AVID • Study Skills • Write Tools • Common Core aligned performance tasks 	AVID Lead, Study Skills Lead, CC	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$26,800 <ul style="list-style-type: none"> • Study Skills \$5000 • AVID Institute/conference \$20,000 • Substitutes \$180x10=\$1800 	A1. HIS teachers will continue the horizontal and vertical alignment by focusing on common practices, assessments, and rubrics/scoring guides to ensure students are attaining skills as they move on the continuum from grade K to grade 12. B1. All HIS students will show Progress in its Strive HI results.

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Goal 2 Staff Success

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
4. Provide all teachers with evaluation and feedback based on student growth and teaching practice	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
5. Fully implement beginning teacher induction and mentoring standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

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Goal 2, Strategy 4: Educator Effectiveness Systems

Desired Outcome for this Strategy: *By the end of the 2016-2017 school year, all HIS teachers and administrators will continue the implementation of the Educator Effectiveness System to support teacher effectiveness.*

Planning		Capacity		Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Professional Development for each Educator Effectiveness System component: a) Classroom Observation/Working Portfolio b) SGP c) SLO/SSIO d) Core Professionalism/Tripod/IPDP (SW2, SW3, SW4, SW5, SW8) (WASC A, C, E)	Principal	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Identified Teacher Classification	WSF \$0	A1. All HIS teachers will continue to implement all components of the Educator Effectiveness System. A2. All HIS teachers will be able to identify professional development supports to improve their teaching practice. B1. All HIS students will show Progress in its Strive HI results.

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Goal 2, Strategy 5: Induction and Mentoring

Desired Outcome for this Strategy: *By the end of the 2016-2017 school year, HIS will provide Induction and Mentoring support for beginning teachers and mentors.*

Planning		Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts
1. All beginning teachers will participate in Professional Development (PD)/Professional Learning Community (PLC) for the Induction & Mentoring Program <ol style="list-style-type: none"> a. Beginning Teacher PD b. Mentor PD c. Induction & Mentoring Forums 	CA Team	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Schools with Beginning Teachers and/or Mentors	A1. HIS will continue to implement PW Complex Area/School I&M programs. A2. HIS mentors will participate in provided professional development based on the I&M program when/if necessary. A3. HIS will retain effective beginning teachers. A4. HIS mentors will provide support to beginning teachers.
2. Support of Non Highly Qualified Teachers (NHQT): Highly Qualified (HQ) Professional Development Plans (PDP)	Principal	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: NHQTs	WSF \$2800 <ul style="list-style-type: none"> • Workshops \$1000 • Substitutes \$180x10=\$1800 A1. HIS will continue to identify and monitor NHQTs and develop HQ PDP accordingly. A2. HIS will increase the number of HQTs.

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Goal 2, Optional Additional Strategy:

Desired Outcome for this Strategy:

Planning		Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts
		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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A: Organization, **B:** Curriculum, **C:** Instruction, **D:** Assessment & Accountability, **E:** Quality Student Support for student Personal and Academic Growth

OPTIONAL Goal 3 Optional Strategy:

Desired Outcome for this Strategy: <i>By the end of the 2016-2017 school year, HIS will utilize organizational resources to meet the needs of the 21st Century learner.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short-term measurable objectives.
1. WASC Accreditation <ul style="list-style-type: none"> ● Conduct the Focus on Learning (FOL) process for school improvement. (SW1, SW2, SW3, SW4, SW5, SW6, SW7, SW8, SW9, SW10)	ART	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$0	A1. HIS will participate in a self-study process to impact student achievement and school culture. B1. HIS will achieve WASC status (term).

For Title I Schools Only:

SW1: Comprehensive Needs Assessment
SW3: Provide Instruction by HQT
SW5: Implement strategies to attract HQT
SW7: Incorporate transition plan (elementary schools)
SW9: Provide effective, timely and additional academic assistance to students in need
SW2: Identify School-wide reform strategies
SW4: Provide high quality & ongoing PD
SW6: Implement strategies to increase parent involvement e.g. family literacy
SW8: Include teachers in the decisions
SW10: Coordinate and integrate federal, state and local services

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OPTIONAL Goal 3 Optional Strategy:

Desired Outcome for this Strategy: <i>By the end of the 2016-2017 school year HIS will utilize community involvement to meet the needs of the 21st Century learner.</i>				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
2. HIS will continue engaging with the Leeward Community Children’s Council (SW2, SW10)	Principal	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$0	A1. HIS will participate in Leeward Community Children Council meetings and/or activities. B1. HIS will apply meeting details as necessary, according to the school/student progress.
3. HIS will continue to participate in extra-curricular activities <ul style="list-style-type: none"> ● Intramurals ● Fine Arts (SW2, SW10)	Principal, SAC	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$0 Other: Uplink = \$20,000	A1. HIS will participate in extracurricular activities.

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OPTIONAL Goal 3 Optional Strategy: Pearl City Complex Addendum

Desired Outcome for this Strategy: *By the end of the 2016-2017 school year, all Pearl City-Waipahu schools will utilize community involvement to meet the needs of the 21st Century learner.*

Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. HIS will continue to work with community associations (SW2, SW10)	Principal	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	WSF \$0	A1. HIS principal will represent the school in monthly community meetings. A2. HIS students will be supported and participate in community activities and resources.

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Focus Schools Academic Plan Addendum

PRINCIPAL SIGNATURE AND DATE	CAS SIGNATURE AND DATE

Key Findings/Contributing Causes of Strength and Challenges from Needs Assessment	Enabling Activity(ies) Include all that apply	Target Population(s) Choose all that apply	Measureable Outcome/Evidence of Progress	Applicable Federal Turnaround Principle(s) Select all that apply	Accountable Lead	Funding Request (Description of Expenditures and Cost) and Justification
1.		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:		<input type="checkbox"/> Strong Leadership <input type="checkbox"/> Effective Teachers <input type="checkbox"/> Redesigned day/week/year <input type="checkbox"/> Strengthen instructional program <input type="checkbox"/> Use data to inform instruction <input type="checkbox"/> Improve safety and discipline <input type="checkbox"/> Engage families and communities		
2.		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:		<input type="checkbox"/> Strong Leadership <input type="checkbox"/> Effective Teachers <input type="checkbox"/> Redesigned day/week/year <input type="checkbox"/> Strengthen instructional program <input type="checkbox"/> Use data to inform instruction <input type="checkbox"/> Improve safety and discipline <input type="checkbox"/> Engage families and communities		
3.		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:		<input type="checkbox"/> Strong Leadership <input type="checkbox"/> Effective Teachers <input type="checkbox"/> Redesigned day/week/year <input type="checkbox"/> Strengthen instructional program <input type="checkbox"/> Use data to inform instruction <input type="checkbox"/> Improve safety and discipline <input type="checkbox"/> Engage families and communities		

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