

School: Niu Valley Middle


Academic and Financial Plan  
2016-2017 School Year

Principal: Sean Tajima

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**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.

Academic Review Team (ART): The role of the Leadership Team as the ART is developing with meetings added to address the ART directives. With each ART meeting, the members' roles and responsibilities will become clearer as we move toward integrating. These conclusions were drawn at an ART meeting that reviewed rubrics to measure the level of implementation of the 6 + 1 Priority Strategies.

Common Core State Standards (CCSS): The English Language Arts and Mathematics teachers have integrated the CCSS into their curriculum alongside the IB criteria. Teachers of other subject areas have not systematically, deliberately incorporated reading with the appropriate text complexity and academic language and ensured that 70% of writing for each grade level is informative/explanatory and argumentative. These conclusions were drawn at an ART meeting that reviewed rubrics to measure the level of implementation of the 6 + 1 Priority Strategies.

Comprehensive Student Support System (CSSS): The school is integrating the Comprehensive Student Support System. To reach the systematizing level, the school needs to ensure it is consistently meeting the needs and applying RTI to all students. These conclusions were drawn at an ART meeting that reviewed rubrics to measure the level of implementation for the 6 + 1 Priority Strategies.

Formative Instruction/Data Teams (FI/DT): With an adopted assessment and grading policy in practice and the development of an academic honesty continuum, teachers use these policies in their formative and summative assessment practices to standardize grading. By combining the SLO process with the data team process, teachers make the connection of using assessment marks/scores to select instructional strategies and to determine their effectiveness. These conclusions were drawn at an ART meeting that reviewed rubrics to measure the level of implementation for the 6 + 1 Priority Strategies.

Educator Effectiveness System (EES): The school fully implements the Educator Effectiveness System. The use of the Student Growth Percentile (SGP) has been limited and to expand its use is an area for growth. These conclusions were drawn at an ART meeting that reviewed rubrics to measure the level of implementation for the 6 + 1 Priority Strategies.

Induction & Mentoring (I & M): The school utilizes the district full release mentors. As an IB school, the IB coordinator supports teachers in the implementation of the IBMYP and serves as a mentor to teachers new to the programme. School level support for teachers includes grade-level partners, respective department heads, coordinators, and administrators. Evidence is based on provided supports from district and job descriptions for various school level personnel.

Science Technology Engineering Math (STEM): The school addresses STEM by the inclusion of the IB subject area Design in the Core Subject areas with interdisciplinary units. While all students receive instruction, it is not in all classrooms. The school is also weak in collaboration due to limited networking with community, corporate, and high education partners. These conclusions were drawn at an ART meeting that reviewed rubrics to measure the level of implementation for the 6 + 1 Priority Strategies.

International Baccalaureate Middle Years Programme (IBMYP): Recently re-authorized, the school continues to work at implementing the IBMYP with fidelity and embrace the IB Mission. The mission statement:

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

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

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

Western Association of Schools and Colleges (WASC): Having completed its one-day mid-term visit, the school continues to work on the areas of need as identified by the last

WASC visiting committee and continue to prepare for the next full-self-study in three years. The four critical areas for follow-up from the last full self-study report:

- Develop a schoolwide action plan with specific outcomes, tasks, persons responsible, means to assess improvement, and timelines, e.g. WASC Action Plan
- Implement training and administrative direction regarding protocols, processes, and procedures for data teams
- Systematize practices by establishing a schoolwide leadership team to look at schoolwide data and promising practices for the purpose of improving achievement for all students
- It is critical to get all stakeholders involved in the FOL process. Stakeholders must be active participants in discussions, decisions and conclusions drawn during the process. Member of the staff and community, including parents, classified staff, and students are school stakeholders.

Additional recommendations after the one day mid-term visit included:

- Critical Areas #2 and #3: It would be helpful if the entire process is documented, beginning with the role of the ART and Leadership team for schoolwide data, what actions the team takes with the analyzed data, the relationship to and impact on the EES and the teachers' SLO, what information/message/expectations is provided to all teachers, then the process the school will use to gather (a) information on the extent of usage with fidelity and (b) data on both the impact on change in teachers' instructional practices and improved student achievement.
- Critical Area #4: Clarify the extent, type, and depth of feedback sought and used when the report is "shared" with stakeholders. Increase the level of student input.

**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"> <li>1. Kristie Yamamoto, Gwen Lee</li> <li>2. Michele Baldovi, Jeff Krengel</li> <li>3. Marc Kawahara, Marilynn Yano</li> <li>4. Sean Tajima</li> <li>5. Sean Tajima</li> <li>6. Marilynn Yano</li> <li>7. Erin Williams</li> <li>8. Darrah Brown</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Common Core State Standards</li> <li>2. Comprehensive Student Supports</li> <li>3. Formative Instruction/Data Teams</li> <li>4. Educator Effectiveness</li> <li>5. Induction &amp; Mentoring</li> <li>6. Academic Review Team (ART lead needs to be on the team, yet the strategy doesn't need its own page in the plan)</li> <li>7. International Baccalaureate (IB) coordinator</li> <li>8. STEM-A</li> <li>9.</li> <li>10.</li> </ol>

Additional members of the ART: Andrew Szkotak, Marlyn Hutton, Ednie Hirata, Shawn Nagata, Jessie Wu, Wayne Fanning, Candace Kudo, Kimberly Nicely

**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"/>	

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:**

## Goal 1, Strategy 1: Common Core State Standards

**Desired Outcome for this Strategy: Increase the number of students who are successful and pass their courses.**

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.
Minimally each quarter, English Language Arts and Mathematics teachers monitor student progress of student learning with Teenbiz and/or STAR Protocol and adjust their instructional practices to effect change.	Gwen Lee Kristie Yamamoto	<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:	<input checked="" type="checkbox"/> WSF \$8,300 Renaissance Learning (STAR), \$21,000 Teenbiz <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	75% of students will demonstrate a growth trend in their Teenbiz and/or STAR scores when examining scores quarterly.
Implement the IBMYP programme. Grade-level subject area teachers will collaboratively plan and implement IB units. These IB units include required IB components, common summative assessments with task specific rubrics, addressing both IB criteria and CCSS/HCPS III standards. Some of the required IB components include student reflection, inquiry, and critical thinking as part of the learning process. IBMYP Standard C2 Practice 1: (MTBA) The written curriculum is comprehensive and aligns with the requirements of the programme. Standard C2 Practice 1a: (MTBA) The curriculum fulfills the aims and objectives of	Erin Williams	<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:	<input checked="" type="checkbox"/> WSF \$4000 ManageBac <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	By the end of each quarter, 100% of teachers of IB classrooms will enter or update the IB units for that quarter in ManageBac.  100% of teachers of IB classrooms will record scores in ManageBac after each summative assessment is scored.

Goal 1, Strategy 1: Common Core State Standards

**Desired Outcome for this Strategy: Increase the number of students who are successful and pass their courses.**

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.
<p>each subject group offered in each year of the programme and the personal project.</p> <p>Standard C2 Practice 1c: (Rec.) The written curriculum includes subject group overviews for each subject group offered for each year of the programme.</p> <p>Standard C2 Practice 1d: (Rec.) Unit plans are documented according to the MYP unit planning process.</p> <p>Standard C2 Practice 4: (Rec.) The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.</p> <p>Standard C2 Practice 4a: (MTBA) The written curriculum includes the prescribed key concepts and related concepts in each subject group.</p> <p>Standard C3 Practice 1: (Rec.) Teaching and learning aligns with the requirements of the programme.</p> <p>Standard C3 Practice 1b (originally C3 1c): (Rec.) Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.</p> <p>Standard C3 Practice 2: (Rec.) Teaching and learning engages students as inquirers and thinkers.</p> <p>Standard C3 Practice 13: (Rec.) Teaching and learning engages students in reflecting on how, what and why they are learning.</p>				

Goal 1, Strategy 1: Common Core State Standards

**Desired Outcome for this Strategy: Increase the number of students who are successful and pass their courses.**

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.
<p>Promote STEM through implementation of the MYP Design Cycle. The MYP Design Cycle describes the process of how to develop products. The process begins with inquiry and analysing a situation, developing ideas for a solution, creating the solution and evaluating the final product. This process mirrors the engineering methods.</p> <p>Science teachers will develop interdisciplinary units (IDU) with the IB subject Design. Units include the completion of two full design cycles.</p> <p>Additionally, other core subject areas integrate Design in IBMYP IDUs as evidence in unit planners.</p>	<p>Darrah Brown</p> <p>Erin Williams</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>	<p>75% of students provide evidence of completing the Design Cycle with a minimum of completing all four phases of the Design Cycle at twice a year. This evidence housed in a student's Design Folder may be reviewed quarterly.</p> <p>80% of science teachers will quarterly report progress of developing, teaching, and evaluating IDU with Design at science department meetings.</p>

## Goal 1, Strategy 2: Comprehensive Student Supports

**Desired Outcome for this Strategy: With additional support provided to students, there is an increase of the number of students who are successful and pass their courses.**

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.
<p>Provide inclusive practices in mathematic classrooms.</p> <p>Monitor the growth trend will inform teachers of the needed adjustments to curriculum and instruction needed to reduce the achievement gap from 32% to 27%.</p>	<p>Kristie Yamamoto (lead)</p> <p>Jeff Kregel (co-lead)</p>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input checked="" 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	<p>75% of students in inclusion mathematics classrooms demonstrate a growth trend through monitoring of results from data teams, STAR math, and interim SBA scores (once) quarterly.</p> <p>75% of SPED students identified in the inclusion cohort will demonstrate a growth trend in their STAR scores when examining scores quarterly.</p>
<p>Teachers will use differentiation strategies with students; these strategies will be listed in unit planners documented in ManageBac.</p> <p>IBMYP Standard C3 Practice 10: (Rec.) Teaching and learning differentiates instruction to meet students' learning needs and styles.</p>	DHs	<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:	<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	<p>75% of students will demonstrate success by receiving + or √ on formative assessments and/or score above 3 on summative assessments for assessments from lessons that included differentiation strategies quarterly.</p>



Goal 1, Strategy 2: Comprehensive Student Supports

**Desired Outcome for this Strategy: With additional support provided to students, there is an increase of the number of students who are successful and pass their courses.**

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.
Continued implementation of school-wide character education activities and Positive Behavioral Intervention and Support Program (PBIS) which includes the following: Lancer Bucks, Quarterly IB Learner Profile recognition assemblies, Connect and Respect week, Smile Campaign.	Michele Baldovi Kimberly Nicely DHs	<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:	<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	There will be a 5% decrease compared to the 2016-2017 data of the number of students who have 3 or more eCSSS instances monitored quarterly.

## Goal 1, Strategy 3: Formative Instruction/Data Teams Process

**Desired Outcome for this Strategy: Using the practices of formative instruction, teachers will see an increase in the number of students who are successful and pass their courses.**

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.
Combining the SLO process with the Data Team process, teachers will continue to work in Data Teams consisting of subject area grade level partners.	Marilynn Yano	<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:	<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	100% of classroom teachers will show evidence of completing the data team process through the submission of Data Team handouts quarterly.
By the end of the first semester, 100% of teachers reviewed, revised, and reaffirmed required assessment policy that align with IB expectations. Teachers implement this policy in the classroom.  Standard B1 Practice 5c: (Rec.) The school has developed and implements an assessment policy that is consistent with IB expectations.	DHs	<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:	<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	For their summative tasks, 75% of students will be able to articulate verbally or in writing why they received the grade they received and how they could have earned a higher score.

**Goal 1, Strategy 3: Formative Instruction/Data Teams Process**

**Desired Outcome for this Strategy: Using the practices of formative instruction, teachers will see an increase in the number of students who are successful and pass their courses.**

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.
<p>To facilitate the development of task-specific rubrics, by the end of the 2016-2017 SY, the Progression of Learning for years 1-3 for all eight subject areas will be reviewed and revised as necessary.</p> <p>For each IB unit, 100% of teachers will create common summative tasks and task-specific rubrics that align with the IB expectations. Tasks will be entered into ManageBac; subsequently corresponding scores will be entered.</p> <p>IBMYP Standard C4 Practice 1: (Rec.) Assessment at the school aligns with the requirements of the programme.</p> <p>Standard C4 Practice 1b (originally 1c, merged C4 1b with this practice): (Rec.): Teachers standardize their understanding and application of criteria before deciding on achievement levels.</p> <p>Standard C4 Practice 4: (Rec.) The school provides students with feedback to inform and improve their learning.</p> <p>Standard C4 Practice 7: (Rec.) The school analyses assessment data to inform teaching and learning.</p>	Erin Williams DHs	<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:	<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	75% of students will be able to use task-specific rubrics for summative tasks. Students will be able to use the rubric to help complete the task, to predict the score on the task, to determine why they received a grade, to explain how they could have earned a higher score, and to reflect on their effort quarterly.

**Goal 1, Strategy 3: Formative Instruction/Data Teams Process**

**Desired Outcome for this Strategy: Using the practices of formative instruction, teachers will see an increase in the number of students who are successful and pass their courses.**

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.
<p>The school revisits how student progress toward the attainment of the IB criteria is reported.</p> <p>Standard C4 Practice 6: (Rec.)</p> <p>The school has systems for reporting student progress aligned with the assessment philosophy of the programme.</p>	Erin Williams	<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: Teacher	<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	90% of teachers' DOE quarterly grades correlate with IB scores recorded in ManageBac.

**Niu Valley Middle School**  
**Goal 2 Staff Success**

**Academic Plan SY 2016-17**

<b>State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)</b>	<b>Does your Financial Plan support this strategy?</b>	<b>If not, why?</b>
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"/>	

<b>Additional Strategies (Optional)</b>	<b>Does your Financial Plan support this strategy?</b>	<b>If not, why?</b>
	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:**

**Goal 2, Strategy 4: Educator Effectiveness Systems**

**Desired Outcome for this Strategy: Effective teachers lead to an increase of the number of students who are successful and pass their courses.**

<b>Planning</b>		<b>Capacity</b>		<b>Evidence of Progress</b>
<b>Enabling Activities</b>	<b>Name of lead responsible for reporting during ART process</b>	<b>Target Population(s)</b> Choose all that apply	<b>Source of Funds</b> 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.
Based on the Framework for Teaching 3b: Using Questioning and Discussion Techniques, teachers promote student inquiry through the use of effective questioning and discussion techniques throughout the school day.	Admin.	<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: Teachers	<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	Effective questioning and discussion will be observed in 80% of classrooms as evidenced by classroom walkthroughs quarterly.
Linked to core professionalism and the Framework for Teaching within Domain 4f (professional responsibilities), teachers will use the IB support website, Online Curriculum Centre (OCC). IBMYP Standard C2 Practice 9: (Rec.) The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme.	Erin Williams	<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: Teachers	<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	95% of teachers access the OCC quarterly.

**Goal 2, Strategy 4: Educator Effectiveness Systems**

**Desired Outcome for this Strategy: Effective teachers lead to an increase of the number of students who are successful and pass their courses.**

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.
<p>In EES, linked to core professionalism and the Framework for Teaching within Domain 4f (professional responsibilities), teachers will meet with Kaiser High School (KHS) teachers to plan for all five years of the IBMYP programme.</p> <p>Additionally, teachers meet with their grade-level subject area partners to plan the curriculum.</p> <p>IBMYP Standard B2 Practice 4: (Rec.) The school provides dedicated time for teachers' collaborative planning and reflection.</p> <p>Standard C1 Practice 1 + 1a + 1b (originally 1 + 1a + 1b + 1c): (Rec.) Collaborative planning and reflection addresses the requirements of the programme.</p> <p>a. The school has an approach to curriculum planning that involves all MYP teachers.</p> <p>b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding. Originally 1c, 1b is deleted)</p>	Erin Williams DHs	<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: Teachers	<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	<p>95% of teachers meet with their KHS counterparts annually to ensure the fidelity to all five years of the programme. Each group will set its own goals, produce artifacts (i.e. unit plans, anchor papers) and/or submit minutes.</p> <p>95% of teachers meet weekly with their grade-level subject area partners to collaboratively plan and reflect on students' learning.</p>

Goal 2, Strategy 5: Induction and Mentoring

Desired Outcome for this Strategy: All teachers are highly qualified in the subjects in which they are teaching.				
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.
<p>Teachers with less than two years with the DOE will:</p> <ul style="list-style-type: none"> <li>• Participate in induction and mentoring</li> <li>• Engage in regular communication with mentors</li> <li>• Receive appropriate school orientation.</li> </ul> <p>In addition, teachers new to the school will receive appropriate school orientation.</p>	Sean Tajima	<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: Teachers	<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	100% of beginning teachers will earn a minimum rating of "Basic" on all of the Danielson components.
<p>Supports for IB and other school-wide practices are provided by the IB coordinator and the curriculum coordinator.</p> <p>IBMYP Standard B2 Practice 2: (Rec.) The school provides qualified staff to implement the programme.</p> <p>Standard B1 Practice 4 + 4a: (Rec.) The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.</p> <p>a. The MYP coordinator is part of the school pedagogical leadership team.</p>	Erin Williams Marilynn Yano	<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: Teachers	<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	95% of teachers requesting support receive it based on the coordinators' calendars.



**Goal 2, Strategy 5: Induction and Mentoring**
**Desired Outcome for this Strategy: All teachers are highly qualified in the subjects in which they are teaching.**

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.
<p>Based on a training log maintained by the IB coordinator, teachers will be sent to training to meet the minimum training requirement of IB. In addition as money is available, other teachers will be sent to training that meets their or the school's needs.</p> <p>IBMYP Standard B2 Practice 3 + 3a: (MTBA) The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the MYP at authorization and at evaluation.</p>	Erin Williams	<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: Teachers	<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 checked="" type="checkbox"/> Other \$2300 per teacher per training <input type="checkbox"/> N/A	95% of teachers requesting training receive it based on the training log.
<p>The IB coordinator offers suggestions, recommendations, and feedback upon the review of IB unit planners as part of the System to Review Units (StRU). The StRU includes peer feedback, DH monitoring, and IB coordinator feedback.</p> <p>IBMYP Standard C2 Practice 1f (originally C2 1g): (MTBA) There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.</p>	Erin Williams	<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	<p>95% of teachers of IB classrooms have a year's curriculum that is outlined in IB unit planners.</p> <p>95% of teachers of IB classrooms participate in the System to Review Units.</p>

Optional Strategies to Improve Student Achievement and Reduce Achievement Gaps	Does your Financial Plan support this strategy?	If not, why?
6. Provide support to ensure quality and fidelity in the implementation of the IBMYP.	YES <input checked="" 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:**

As a school implementing IBMYP, we must follow the Programme standards and practices that all IBMYP schools world-wide follow. The International Baccalaureate Organization (IBO) sends out members to evaluate the school's programme based on how the school implements the Programme standards and practices. In 2013, the school along with its partner school (Kaiser High School) had its reauthorization visit and was given seven matters to be addressed, 40 recommendations, and five commendations. To ensure that the matters to be addressed and the recommendations are addressed, these items have been included in this document.

**Goal 3, Strategy 6: IBMYP**

**Desired Outcome for this Strategy: Students become IB Learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflection. Also, students become active, compassionate, lifelong learners.**

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.
<p>Teachers review and reaffirm the IB philosophy, school's vision and mission.</p> <p>Teachers review, revise, and reaffirm required policies that align with IB expectations. These policies include language, inclusion/ special educational need, assessment, and academic honesty. Teachers will align published classroom policies with these school policies. In addition, other school guidelines are reviewed.</p> <p>IBMYP Standard B1 Practice 5: (Rec.) The school develops and implements policies and procedures that support the programme.</p> <p>Standard B1 Practice 5c: (Rec.) The school has developed and implements an assessment policy that is consistent with IB expectations.</p> <p>Standard B1 Practice 6: (Rec.) The school has systems in place for the continuity and ongoing development of the programme.</p>	Michele Baldovi Admin.	<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: Teachers	<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	<p>100% of IB teachers will publish their classroom policies that align to the school's policies. Policies are reinforced by administration and counselors.</p>

## Goal 3, Strategy 6: IBMYP

**Desired Outcome for this Strategy: Students become IB Learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflection. Also, students become active, compassionate, lifelong learners.**

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.
<p>All teachers will incorporate service and action statements in their IB unit planners.</p> <p>Each grade level team will implement a service project based in the curriculum as documented by the unit planner and summative scores entered into ManageBac.</p> <p>IBMYP Standard A Practice 5: (Rec.) The school promotes responsible action within and beyond the school community.</p> <p>Standard C2 Practice 5: (Rec.) The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.</p> <p>Standard C2 Practice 5a (originally C2 1f): (Rec.) The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.</p> <p>Standard C3 Practice 12: (Rec.) Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.</p> <p>Standard C4 Practice 5a (originally C3 1d): (MTBA) Teaching and learning creates opportunities for involvement in service in every year of the programme and ensures its qualitative monitoring.</p>	Erin Williams DHs	<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:	<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	75% of students perform service as indicated by classroom reflection.

Goal 3, Strategy 6: IBMYP

**Desired Outcome for this Strategy: Students become IB Learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflection. Also, students become active, compassionate, lifelong learners.**

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.
<p>Develop a plan to ensure that the school meets the IB requirements specifically in the area of Arts and Design. This plan addresses the needs of all students.</p> <p>IBMYP Standard B2 Practice 10 + 10a + 10b: (MTBA)</p> <p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>a. The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.</p> <p>b. The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.</p>	Erin Williams	<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:	<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	<p>By the end of the 2016-2017 SY, the Arts department plan to implement 25 hours of both visual and performing arts in year 1 and year 2 is completed and documented in existing or new unit planners.</p> <p>By the end of the 2016-2017 SY, the Design cadre will complete horizontal and vertical planners documenting how all students receive 50 hours of Design in each year of the program and supporting unit planners as documented in ManageBac.</p>