



# Kamehameha III Elementary Three-Year Academic Plan 2017-2020 Updated for 2019-2020



**KAMEHAMEHA ELEMENTARY**

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Submitted by: Steve Franz	Date
[Insert Principal's Signature]	[Insert Signature Date]

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

Approved by: Lindsay Ball	Date
[Insert Complex Area Superintendent's Signature]	[Insert Signature Date]

Where are we now?

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

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment
- WASC Self Study
  - WASC Category A: Organization
  - 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
  - WASC Category E: School Culture and Support for Student Personal and Academic Growth
- Target Setting Guide (Fans)

1. Need: MTSS - Academic

2. Need: MTSS - Behavior

3. Need: Instructional Coherence

### Addressing Equity: Sub Group Identification

**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.

We will start by targeting our disadvantaged group to increase their academic proficiency and decrease the achievement gap.

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

### OPTIONAL

- **GOAL 1: 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.*

### OPTIONAL

Desired Outcome: <i>By 2020 (the end of three years),</i>		Rationale: <i>Why selected outcome?</i>		Current School Data	
By the end of 2020, students will be self-directed learners and complex thinkers that produce quality work as they use technology effectively and ethically.		We want all students to be empowered in their learning and achieve their aspirations for the future.			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	<ul style="list-style-type: none"><li>● Students will be engaged in activities that require the use of technology to meet GLO 4: Quality Producer and GLO 6: Ethical use of technology.</li><li>● Students will be provided with clear learning targets on what they will be learning and why.</li><li>● Students will be provided with criteria and/or co-construct criteria, having analyzed samples for clear understanding of</li></ul>	Curriculum Coach		Student Report card data on:  GLO 1: Self - Directed Learner GLO 3: Complex Thinker GLO 4: Quality Producer GLO 6: Effective and Ethical use of technology	

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

	instructional targets, and be able to self-assess and set goals towards meeting targets.				
<b>SY 2018-2019</b>	<ul style="list-style-type: none"> <li>Students will be engaged in activities that require the use of technology to meet GLO 4: Quality Producer and GLO 6: Ethical use of technology.</li> <li>Students will be provided with clear learning targets on what they will be learning and why.</li> <li>Students will be provided with criteria and/or co-construct criteria, having analyzed samples for clear understanding of instructional targets, and be able to self-assess and set goals towards meeting targets.</li> <li>Students will use the GLO Rubrics to self-assess</li> </ul>	Curriculum Coach Mentors Student Services Coordinator Technology Coach Teachers		GLO Rubrics - student self-assessment  GLO Rubrics – teachers use to evaluate students quarterly on report cards  Student Report card data on: GLO 1: Self-directed Learner GLO 3: Complex Thinker GLO 4: Quality Producer GLO 6: Effective and Ethical use of technology	
<b>SY 2019-2020</b>	<ul style="list-style-type: none"> <li>Students will be engaged in activities that address all GLOs</li> <li>Students will use the GLO Rubrics to self-assess</li> </ul>	Curriculum Coach  Teachers		GLO Rubrics - student self-assessment  GLO Rubrics – teachers use to evaluate students quarterly on report cards  Student Report card data on all GLOs	

**• GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.**

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

<ul style="list-style-type: none"> <li><b>OBJECTIVE 2: WHOLE CHILD</b> - <i>All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</i></li> </ul>		
<ul style="list-style-type: none"> <li><b>INDICATOR 1: CHRONIC ABSENTEEISM</b> - <i>Percentage of students who are absent for 15 or more days during the school year.</i></li> </ul>	<b>2016 BASELINE</b> 15%	<b>2020 TARGET</b> 9%
<b>Desired Outcome:</b> <b>By 2020 (the end of three years),</b>	<b>Rationale:</b> <b>Why selected outcome?</b>	<b>Current School Data</b>
Lower our percentage of chronically absent students (close the gap)	We want our students to come to school and engage in their learning. Chronically absent students have gaps in their learning because they miss core curriculum.	<b>18%</b>

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
<b>SY 2017-2018</b>	Continue the Combating Absenteeism and Tardiness, (CAT), program	<del>Rebecca Winkie</del> Brandon Ueki		Quarterly data on absences and tardies.	15%
<b>SY 2018-2019</b>	Continue the Combating Absenteeism and Tardiness, (CAT), program	Brandon Ueki MTSS Team		Quarterly data on absences and tardies.	12%
<b>SY 2019-2020</b>	NA			.	

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

<b>GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.</b>		
<b>OBJECTIVE 2: WHOLE CHILD</b> - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.		
<b>INDICATOR 2: SCHOOL CLIMATE</b> - Percentage of students reporting positive school climate as measured by the Safety Dimension of the School Quality Survey.	<b>2016 BASELINE</b> 73%	<b>2020 TARGET</b> 79%
<b>Desired Outcome:</b> By 2020 (the end of three years),	<b>Rationale:</b> Why selected outcome?	<b>Current School Data</b>
To increase our positive school climate data by 3%.	We want our school to be a safe and happy place for our students.	<b>80%</b>

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
<b>SY 2017-2018</b>	Continue our Character Education Programs of Words of Wisdom and our Behavioral Program, Second Step.	Brandon Ueki		Quarterly referral data collected  Student report card data on: GLO 2: Community Contributor GLO 5: Effective Communicator	81%
<b>SY 2018-2019</b>	<ul style="list-style-type: none"> <li>Use Social Emotional Learning curriculum - “Second Step” to encourage positive student behavior</li> <li>Instruction of “Second Step” taught daily</li> </ul>	MTSS Team		Second Step assessments  Quarterly referral data collected	82%

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

	right after Morning Broadcast			Student report card data on: GLO 2: Community Contributor GLO 5: Effective Communicator	
<b>SY 2019- 2020</b>	<ul style="list-style-type: none"> <li>• Use Social Emotional Learning curriculum “Second Step” to encourage positive student behavior</li> <li>• Instruction of “Second Step” taught daily right after Morning Broadcast</li> </ul>	MTSS Team		Second Step assessments  Quarterly referral data collected  SQS Survey/Tripod Survey  GLO 2: Community Contributor GLO 5: Effective Communicator	83%



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

<ul style="list-style-type: none"> <li><b>GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.</b></li> </ul>		
<ul style="list-style-type: none"> <li><b>OBJECTIVE 3: WELL ROUNDED</b> - <i>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.</i></li> </ul>		
<ul style="list-style-type: none"> <li><b>INDICATOR 3: INCLUSION RATE</b> - <i>Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day.</i></li> </ul>	<b>2016 BASELINE</b> 37%	<b>2020 TARGET</b> 51%
<b>Desired Outcome:</b> <b>By 2020 (the end of three years),</b>	<b>Rationale:</b> <b>Why selected outcome?</b>	<b>Current School Data</b>
		<b>61%</b>

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018		Renee Vachow			61%
SY 2018-2019		Student Service Coordinator			61%
SY 2019-2020		Student Service Coordinator			61%

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

<ul style="list-style-type: none"> <li><b>GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.</b></li> </ul>			
<ul style="list-style-type: none"> <li><b>OBJECTIVE 3: WELL ROUNDED</b> - <i>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.</i></li> </ul>			
<ul style="list-style-type: none"> <li><b>INDICATOR 6: ACADEMIC ACHIEVEMENT</b> - <i>Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science.</i></li> </ul>		<b>2016 BASELINE</b>	<b>2020 TARGE T</b>
	ELA	51%	61%
	Math	42%	54%
	Science	43%	64%

<b>Desired Outcome:</b> <i>By 2020 (the end of three years),</i>	<b>Rationale:</b> <i>Why selected outcome?</i>	<b>Current School Data</b>	
By the end of 2020, we would like our school to have a comprehensive system of supports for our students that incorporates school wide instructional coherence through differentiated learning and use of collaborative conversations within all subject areas.	Our staff indicated that we need staff support on differentiated instruction to best meet the needs of our students. In order for the students to meet the standards for college and career readiness, we need to put the time into analyzing our students needs and provide them with the instruction to meet those needs.	ELA	<b>57%</b>
		Math	<b>47%</b>
		Science	<b>61%</b>

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

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target						
SY 2017-2018	<ul style="list-style-type: none"><li>Differentiated Instruction Training - ASCD</li><li>Quarterly sub days for grade level teachers, SPED, ELL, CCs and SCC to meet along with virtual ASCD trainer to develop an implementation plan to address the academic needs of disadvantaged students and those that are not yet proficient.</li><li>Teachers will provide disadvantaged students small group instruction a minimum of 3 times per week.</li><li>Students in grades K-3 and grade 5 will be engaged in the Next Generation Science Standards, (NGSS), and 4th grade students in a combination of NGSS and HCPSIII through the use of Stemscopecs curriculum.</li><li>Continue Instructional Leadership Team, (ILT), and the “Cycle of Professional Learning” to strengthen instructional coherence through common school wide Targeted Instructional Area of Collaborative Conversations and powerful instructional practices, where students will be utilizing sentence frames, close reading, note taking, graphic organizers and higher DOK</li></ul>	Renee Vachow Curriculum Coaches		School wide screener quarterly data Progress monitoring data for at risk and disadvantaged students eCSSS student data monitored Pre and post science test scores Data Team Minutes ILT Walkthroughs Data Team Common Formative Assessment Data  Student Report Card Data on: GLO 5: Effective Communicator	<table><tr><td>ELA</td><td>59%</td></tr><tr><td>Math</td><td>50%</td></tr><tr><td>Science</td><td>63%</td></tr></table>	ELA	59%	Math	50%	Science	63%
					ELA	59%					
					Math	50%					
					Science	63%					

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

	<p>questioning to enrich their collaborative conversations.</p> <ul style="list-style-type: none"><li>Continue the practice of Data Teams incorporated within the school day following the data team 6 - Step process.</li></ul>										
<b>SY 2018-2019</b>	<ul style="list-style-type: none"><li>Quarterly sub days for grade level teachers, SPED, ELL, CC and SSC to meet to develop an implementation plan to address the academic needs of disadvantaged students and those that are not yet proficient (Tiers 1 and 2).</li><li>Teachers will provide disadvantaged and targeted Tier 1 and Tier 2 students small group instruction a minimum of 3 times per week.</li><li>Students in grades K-5 will be engaged in the Next Generation Science Standards, (NGSS), through the use of STEMscopes curriculum and Mystery Science (supplemental).</li><li>Teachers will agree upon grade level Essential Standards for ELA and Math and complete/revisit Pacing Guides for ELA, Math and Science.</li><li>Continue Instructional Leadership Team, (ILT), and the “Cycle of Professional Learning” to strengthen instructional coherence through common school wide Targeted Instructional Area of Collaborative Conversations and powerful instructional</li></ul>	<p>Student Services Coordinator</p> <p>Curriculum Coach</p>		<p>School wide screener quarterly data</p> <p>Progress monitoring data for at risk and disadvantaged students</p> <p>eCSSS student data monitored</p> <p>Pre and post science test scores</p> <p>Data Team Minutes</p> <p>ILT Walkthroughs</p> <p>Data Team Common Formative Assessment Data</p> <p>Student Report Card Data on:</p> <p>GLO 5: Effective Communicator</p>	<table><tr><td>ELA</td><td>61%</td></tr><tr><td>Math</td><td>52%</td></tr><tr><td>Science</td><td>64%</td></tr></table>	ELA	61%	Math	52%	Science	64%
ELA	61%										
Math	52%										
Science	64%										

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

	<p>practices, where students will be utilizing sentence frames, close reading, note taking, graphic organizers and higher DOK questioning to enrich their collaborative conversations.</p> <ul style="list-style-type: none"><li>Continue the practice of Data Teams on the second and fourth Wednesdays of the month, following the data team 6 - Step process.</li><li>Get approval for and introduce the newly developed “Gifted and Talented” program at our school beginning with grades 4 and 5.</li></ul>										
<b>SY 2019-2020</b>	<ul style="list-style-type: none"><li>Quarterly sub days for grade level teachers, SPED, ELL, CCs and SCS to meet to develop an implementation plan to address the academic needs of disadvantaged students and those that are not yet proficient (Tiers 1 and 2).</li><li>Teachers will provide disadvantaged and Targeted Tier 1 and Tier 2 students small group instruction a minimum of 3 times per week.</li><li>Teachers in grades K - 5 will implement the Next Generation Science Standards, (NGSS) through the use of STEMscopes curriculum.</li><li>Teachers will agree upon grade level Essential Standards for ELA and Math, and complete/revisit Pacing Guides for ELA, Math and Science.</li><li>Continue the “Cycle of Professional Learning” to strengthen instructional</li></ul>	<p>Student Services Coordinator</p> <p>Curriculum Coaches</p> <p>Data Team Leaders</p> <p>Teachers</p>		<p>School wide screener quarterly data</p> <p>Progress monitoring data for at risk and disadvantaged students</p> <p>eCSSS student data monitored</p> <p>Pre and post science test scores</p> <p>Data Team Minutes and Common Formative Assessment Data</p> <p>ILT Walkthroughs</p> <p>Student Report Card Data on GLOs</p>	<table><tr><td>ELA</td><td>63%</td></tr><tr><td>Math</td><td>55%</td></tr><tr><td>Science</td><td>65%</td></tr></table>	ELA	63%	Math	55%	Science	65%
ELA	63%										
Math	55%										
Science	65%										

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

	coherence through a common school wide Targeted Instructional Area (ie. Collaborative Conversations). <ul style="list-style-type: none"> <li>Continue the practice of Data Teams..</li> </ul>				
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<ul style="list-style-type: none"><li><b>GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.</b></li></ul>													
<ul style="list-style-type: none"><li><b>OBJECTIVE 3: WELL ROUNDED</b> - <i>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.</i></li></ul>													
<ul style="list-style-type: none"><li><b>INDICATOR 7: ACHIEVEMENT GAP</b> - <i>Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers.</i></li></ul>													
				<table><tr><th></th><th>2016 BASELINE</th><th>2020 TARGET</th></tr><tr><td>ELA</td><td>32 points</td><td>TBA</td></tr><tr><td>Math</td><td>29 points</td><td>TBA</td></tr></table>		2016 BASELINE	2020 TARGET	ELA	32 points	TBA	Math	29 points	TBA
				2016 BASELINE	2020 TARGET								
ELA	32 points	TBA											
Math	29 points	TBA											
<b>Desired Outcome:</b> By 2020 (the end of three years),		<b>Rationale:</b> <i>Why selected outcome?</i>		<b>Current School Data</b>									
By the end of 2020, we hope to close our achievement gap in both ELA and Math by 4 Points.		We want to meet the needs of all our students so that they all can make progress academically.		<table><tr><td>ELA</td><td>32 Points</td></tr><tr><td>Math</td><td>25 Points</td></tr></table>	ELA	32 Points	Math	25 Points					
				ELA	32 Points								
				Math	25 Points								

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

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target	
SY 2017- 2018	<ul style="list-style-type: none"><li>● Training in iReady screener and instruction</li><li>● Use of iReady screener to identify students that are challenged academically</li><li>● Use of iReady Instruction to provide identified students with instructional support that meets their academic needs.</li></ul>	Renee Vachow Curriculum Coaches		iReady quarterly data iReady progress monitoring data iReady training sign in sheet	ELA	30 Points
					Math	23 Points
SY 2018- 2019	<ul style="list-style-type: none"><li>● Use of iReady screener to identify students that are challenged academically</li><li>● Use of the iReady Class Norms Report to identify targeted student at or below the 23<sup>rd</sup> percentile for small group instruction.</li><li>● Use of iReady Instruction to provide identified students with instructional support that meets their academic needs.</li></ul>	Student Services Coordinator  Curriculum Coach		iReady quarterly data iReady progress monitoring data Various iReady Reports	ELA	29 Points
					Math	22 Points
SY 2019- 2020	<ul style="list-style-type: none"><li>● Use of iReady screener to identify students that are challenged academically</li><li>● Use of the iReady Class Norms Report to identify targeted student at or below the 23<sup>rd</sup> percentile for small group instruction.</li><li>● Use of iReady Instruction to provide identified students with instructional support that meets their academic needs.</li></ul>	Student Services Coordinator  Curriculum Coach		iReady quarterly data iReady progress monitoring data Various iReady Reports	ELA	28 Points
					Math	21 Points

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

<ul style="list-style-type: none"> <li><b>GOAL 1:</b> All students demonstrate they are on a path toward success in college, career and citizenship.</li> </ul>		
<ul style="list-style-type: none"> <li><b>OBJECTIVE 4: PREPARED and RESILIENT</b> -All students transition successfully throughout their educational experiences.</li> </ul>		
<ul style="list-style-type: none"> <li><b>Indicator 4: 3rd Grade Literacy</b> - Percentage of 3rd graders demonstrating reading of “At or Near” or “Above” grade-level expectation on Smarter Balanced Assessment.</li> </ul>	<b>2016 BASELINE</b> 65%	<b>2020 TARGET</b> 76%

<b>Desired Outcome:</b> By 2020 (the end of three years),		<b>Rationale:</b> Why selected outcome?		<b>Current School Data</b>
To increase 3rd grade literacy by 10% by 2020.		Research indicates that students that can read by 3rd grade have a greater chance of “succeeding in life.”		66%
<b>Enabling Activities</b>	<b>Lead(s) responsible for reporting</b>	<b>Source of Funds</b>	<b>Interim Measures of Progress:</b> Define the relevant data used to regularly assess and monitor progress	<b>School Target</b>
<b>SY 2017-2018</b>	<ul style="list-style-type: none"> <li>See Indicator 6 Enabling Activity</li> </ul>	Renee Vachow Curriculum Coaches	See Indicator 6 Measures of Progress	69%



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

SY 2018- 2019	<ul style="list-style-type: none"> <li>See Indicator 6 Enabling Activity</li> </ul>			See Indicator 6 Measures of Progress	73%
SY 2019- 2020	<ul style="list-style-type: none"> <li>See Indicator 6 Enabling Activity</li> </ul>			See Indicator 6 Measures of Progress	76%

#### • GOAL 2 STAFF SUCCESS

*Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.*

- **OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT-** *Develop and grow employees to support student success and continuous improvement.*
- **OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT-** *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- **OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE** – Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

- **Indicator 12: Teacher Retention** - *Percentage of teachers retained after five years.*

**2016 BASELINE**  
52%

**2020 TARGET**  
60%

**Desired Outcome:**  
**By 2020 (the end of three years),**

**Rationale:**  
**Why selected outcome?**

**Current School**  
**Data**

By 2020, increase the percentage of teachers retained after 5 years.

Data indicates that teachers tend to leave after first 3 years.

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

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
<b>SY 2017- 2018</b>	Provide a mentor to all new teachers (0-3 years) Provide training for mentors	Peachie Sabino		PDE 3 data monitored by induction and mentoring CAST	
<b>SY 2018- 2019</b>	Provide a mentor to all new teachers (0-3 years) Provide training for mentors	Administrator  Mentor Lead		PDE 3 data monitored by induction and mentoring CAST	
<b>SY 2019- 2020</b>	Provide a mentor to all new teachers (0-3 years) Provide training for mentors	Administrator  Mentor Lead		PDE 3 data monitored by induction and mentoring CAST	

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

### Additional Enabling Activities (optional)

#### • GOAL 2 STAFF SUCCESS

*Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.*

- **OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT-** *Develop and grow employees to support student success and continuous improvement.*
- **OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT-** *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- **OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE** – Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

Desired Outcome: <i>By 2020 (the end of three years),</i>		Rationale: <i>Why selected outcome?</i>			Current School Data
Teachers feel confident and supported in delivering differentiated instruction for all students at King Kamehameha III		Teachers expressed the need for differentiated instruction training in order to know how to reach all learners in the classroom.			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	<ul style="list-style-type: none"><li>● 2 full days of Differentiated Instruction with the RTI Model Training- ASCD</li><li>● Quarterly sub days for grade level teachers, SPED, ELL, CCs and SCC to meet along with virtual ASCD trainer to plan to address the needs of students that are not yet proficient.</li></ul>	Curriculum Coaches		Training Evaluation End of year survey regarding value of quarter sub days to address the needs of students	

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

<b>SY 2018- 2019</b>	<ul style="list-style-type: none"> <li>Four Waiver Days (one per quarter) for grade level teachers, SPED, ELL, CCs and SSC to meet along to plan to address the needs of students that are not yet proficient (Teacher driven).</li> </ul>	Administrator  Curriculum Coach		Teacher minutes turned in to administrator on what was covered in the Waiver Day Training Evaluation End of year survey regarding value of waiver days to address the needs of students	
<b>SY 2019- 2020</b>	<ul style="list-style-type: none"> <li>Four Waiver Days (one per quarter) for grade level teachers, SPED, ELL, CCs and SSC to meet along to plan to address the needs of students that are not yet proficient (Teacher Driven).</li> </ul>	Curriculum Coach		Teacher minutes turned in to administrator on what was covered in the Waiver Day  Training Evaluation End of year survey regarding value of waiver days to address the needs of students	

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

### Additional Enabling Activities (optional)

<ul style="list-style-type: none"> <li><b>GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT</b>  <i>The system and culture of public education works to effectively organize financial, human, and community resources in support of student success.</i></li> </ul>		
<ul style="list-style-type: none"> <li><b>OBJECTIVE 1: INNOVATION</b> - <i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i></li> <li><b>OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES</b> – <i>Secure adequate resources to support school and community-based plans for student success.</i></li> </ul>		
<ul style="list-style-type: none"> <li><b>INDICATOR 14: FAMILY &amp; COMMUNITY ENGAGEMENT-</b> <i>Indicator added as an amendment during discussion at the BOE's Dec. 6, 2016 General Business Meeting (GBM). Metric to be determined with discussion at the BOE's Student Achievement Committee (SAC)..</i></li> </ul>	<b>2016 BASELINE</b> TBD	<b>2020 TARGET</b> TBD

<b>Desired Outcome:</b> <i>By 2020 (the end of three years),</i>		<b>Rationale:</b> <i>Why selected outcome?</i>		<b>Current School Data</b>
To bring families together in order to participate in activities tied to our Reading and Math Common Core State Standards		We want parents to see what the students are learning at our school and participate in some of the reading and math activities. We also want to have a welcome environment for students and parents to come and spend time together (parent involvement).		
<b>Enabling Activities</b>	<b>Lead(s) responsible for reporting</b>	<b>Source of Funds</b>	<b>Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress</b>	<b>School Target</b>

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

<b>SY 2017- 2018</b>	School provides 4 academic family night events that engage parents and children in CCSS activities.	Curriculum Coach		Sign-in sheets Evaluation data	
<b>SY 2018- 2019</b>	School provides 3 academic family night events that engage parents and children in CCSS activities.	Curriculum Coach		Sign-in sheets Evaluation data	
<b>SY 2019- 2020</b>	School provides 3 academic family night events that engage parents and children in CCSS activities.	Curriculum Coach		Sign-in sheets Evaluation data	