



Kilohana Elementary Three-Year Academic Plan 2017-2020



KILOHANA ELEMENTARY

HC 01 Box 334
Kaunakakai, HI 96748
website:

Submitted by: Marilyn P. (Terri) Simms	Date
<i>Marilyn P. Simms</i>	<i>4-29-17</i>

Approved by: Lindsay Ball	Date
<i>Lindsay Ball</i>	<i>5/11/17</i>

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

<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ▪ CNA ▪ Target Setting Guide (Fans) ● Other 	<ol style="list-style-type: none"> 1. Need: Develop an effective RTI system to ensure an Increase 3rd Grade Literacy percentage. Strive HI Report Target Setting Guide - Increase of ELA Reading scores 2. Need: Develop collaboratively designed, effective lessons that actively engage students in rigorous, relevant, and challenging learning. WASC Self-study Target Setting Guide (increase ELA, Math, and Science scores) 3. Need: Develop effective school-wide Social-Emotional learning objective / agreements (GLO's, Na Hopena A'o, Behavior expectations) WASC Self-study <hr/> <p>Addressing Equity: Sub Group Identification Currently, Kilohana can not identify targeted sub groups. We do not have enough students in these groups.</p> <p>We identify and targeted all students' needs during Data Team meetings and quarterly Student-centered meetings.</p>
--	---

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

	<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>Currently, Kilohana can not identify targeted sub groups on public documents:we do not have a large enough group size.</p>
--	---

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for reporting on
1. Tammy Castor	<i>1. Academic Reflection/Review Team</i>
2. Roland Newsome	<i>2. Induction and Mentoring</i>
3. Cynthia Luafalemana	<i>3. Common Core State Standards</i>
4. Joanie Tanabe	<i>4. Objective 1: Empowered</i>
5. Barbara Brake	<i>5. Objective 2: Whole Child</i>
6. Lihau Kaapuni	<i>6. Objective 3: Well Rounded</i>

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

7. Mary Schmit	7. <i>Objective 4: Prepared and Resilient</i>
8.	8.
9.	9.
10.	10.

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.*

Desired Outcome: <i>By 2020 (the end of three years),</i>	Rationale: <i>Why selected outcome?</i>	Current School Data
<p>All students will participate in highly engaging, and relevant inquiry-based learning with real-world applications.</p> <p>All 6th grade students will have participated in one Career Shadowing opportunity and visited one college campus.</p> <p>Through a variety of community connections, all students will have a better understanding of opportunities available to them on-island and off.</p>	<p>WASC Self-study Critical Areas for Follow-up: Data Teams should work to collaboratively design lessons that actively engage students in learning. Using a variety of high interest, hands on learning strategies, teachers can develop a more relevant instructional program. Documentation of intervention strategy's impact would enhance the RtI system Tier 1 offerings.</p> <p>WASC Self-study Critical Areas for Follow-up: The school stakeholders have expressed a desire to provide more opportunities for students to learn through inquiry, technology, the</p>	<p>WASC Self-study SQS Tripod</p>

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

<p>Collaboratively developed School-wide, Na Hopena A'o-based, Behavior Expectations are modeled by all school community members.</p>	<p>arts, and sciences providing a more challenging and relevant curriculum.</p> <p>Teachers engage parents and community members in being active partners in the teaching and learning processes to ensure student learning.</p> <p>WASC Self-study -Instruction - ART develop a schoolwide process to address standards-based learning and grading to ensure students are clear about what they are expected to learn, understand and still need to achieve.</p> <p>WASC Self-study- Curriculum - Students surveyed, 62.9% of students agreed if the things they are learning in school help them when they are not in school, When asked if teachers provide their children with opportunities to apply their learning through real-world application, 71.4% of parents agreed.</p> <p>WASC Self-study Critical Areas for Follow-up: Administration and faculty, with the input of the Behavioral Health Specialist, staff, parents and students, should develop a schoolwide behavior plan through the lens of the Na Hopena A'o values, that include classroom and schoolwide expectations, consequences and rewards. Classroom management techniques to enhance learning should be included to allow for students to display appropriate behavior at all times.</p>			
<p>Enabling Activities</p>	<p>Lead(s) responsible for reporting</p>	<p>Source of Funds</p>	<p>Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress</p>	<p>School Target</p>

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

<p>SY 2017-2018 8</p>	<p>1. College and Career Readiness tracking for 3rd-6th 2. Teachers will provide an Inquiry /Project-Based Learning opportunity. 3. 100% students will participate in one relevant field trip each year. 4. Each class will have one Community-based, guest speaker during school year. 5. 6th Grade participate in College Fair - MCC 6. Data Teams address standards-based learning and grading to ensure students are clear about what they are expected to learn, understand and still need to achieve. 7. 100% of 3rd - 6th graders will participate in weekly “Wheel” classes for career explorations. 8. Collaboratively develop a School-wide, Na Hopena A’o-based, Behavior Expectations /Positive Behavior Intervention Program. (including incentives / rewards)</p>	<p>Joanie Tanabe</p>	<p>WSF Instruction A. K-6 Classroom teachers \$426,000 A1. Tutors \$26,525 A1. PTTs \$24,494 KSCO \$’s for community Speakers and Activities</p>	<p>Achieve 3000 Lexile level Data Team meeting notes / progress monitored School Calendar <u>Second Step</u>, Social-Emotional Learning Curriculum implemented (Behavior progress monitoring tool, TBD) School-wide HA-based Behavior Expectations developed Misbehavior referrals</p>	<p>100% 3-6 students College and Career Ready (Achieve 3000 - Lexile) Second Step Implemented K-6 Draft developed by May 2018 Reduced</p>
<p>SY 2018-2019 9</p>	<p>1. College and Career Readiness tracking for 3rd-6th 2. Teachers will provide an Inquiry /Project-Based Learning opportunity 1/semester. 3. 100% students will participate in one relevant field trip each year. 4. Each class will have one Community-based, guest speaker during school year. 5. 6th Grade participate in College Fair - MCC 6. 100% students will participate in Kilohana’s College and Career Fair; showcasing college/career options / opportunities. (Student presentations, static displays, Guest speakers) 7. Data Teams address standards-based learning and grading to ensure students are clear about what they</p>	<p>Joanie Tanabe</p>		<p>Achieve 3000 Lexile level Data Team meeting notes / progress monitored School Calendar <u>Second Step</u>, Social-Emotional Learning Curriculum implemented School-wide HA-based Behavior Expectations developed Misbehavior referrals</p>	<p>100% 3-6 students College and Career Ready (Achieve 3000 - Lexile) Implemented K-6 Draft developed by May 2018 Reduced</p>

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

	<p>are expected to learn, understand and still need to achieve.</p> <p>8. 100% of 3rd - 6th graders will participate in weekly “Wheel” classes for career explorations.</p> <p>9. Implement collaboratively developed school-wide, Na Hopena A’o-based, Behavior Expectations /Positive Behavior Intervention Program. (including incentives / rewards)</p>				
<p>SY 2019-2020</p> <p>0</p>	<p>1. College and Career Readiness tracking for 3rd-6th</p> <p>2. Teachers will provide an Inquiry /Project-Based Learning opportunity 1/quarter.</p> <p>3. 100% students will participate in one relevant field trip each year.</p> <p>4. Each class will have one Community-based, guest speaker during school year.</p> <p>5. 6th Grade participate in College Fair - MCC</p> <p>6. 100% students will participate in Kilohana’s College and Career Fair; showcasing college/career options / opportunities. (Student presentations, static displays, Guest speakers)</p> <p>7. 100% 6th Graders will participate in a College / Career field trip to explore opportunities/options</p> <p>8. Data Teams address standards-based learning and grading to ensure students are clear about what they are expected to learn, understand and still need to achieve.</p> <p>9. 100% of 3rd - 6th graders will participate in weekly “Wheel” classes for career explorations.</p> <p>10. Implement collaboratively developed school-wide, Na Hopena A’o-based, Behavior Expectations /Positive Behavior Intervention Program. (including incentives / rewards)</p>	<p>Joanie Tanabe</p>		<p>Achieve 3000 Lexile level</p> <p>Data Team meeting notes / progress monitored</p> <p>School Calendar</p> <p><u>Second Step</u>, Social-Emotional Learning Curriculum implemented</p> <p>School-wide HA-based Behavior Expectations developed</p> <p>Misbehavior referrals</p>	<p>100% 3-6 students College and Career Ready (Achieve 3000 - Lexile)</p> <p>Implemented K-6</p> <p>Implemented</p> <p>Reduced</p>

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

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 2: WHOLE CHILD - <i>All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</i> 		
<ul style="list-style-type: none"> INDICATOR 1: CHRONIC ABSENTEEISM - <i>Percentage of students who are absent for 15 or more days during the school year.</i> INDICATOR 2: PARTICIPATION/IMPLEMENTATION OF SECOND STEP CURRICULUM WITHIN EACH CLASSROOM 	AND 2016 BASELINE 15%	2020 TARGET 9%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
<p>≤ 9% Chronic Absenteeism</p> <p>All students' academic and behavior needs are identified through quarterly student-centered meetings.</p>	<p>Chronic absenteeism has been increasing.</p> <p>WASC Self-study Critical Areas for Follow-up: Administration and faculty, with the input of the Behavioral Health Specialist, staff, parents and students, should develop a schoolwide behavior plan through the lens of the Na Hopena A'o values, that include classroom and schoolwide expectations, consequences and rewards.</p> <p>WASC Self-study Areas of Growth: Data Teams consistently document targeted interventions and support plans in eCSSS.</p>	<p>LDS</p> <p>WASC Self-study</p> <p>eCSSS</p>

Enabling Activities	Lead(s) responsible for	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor	School Target
---------------------	-------------------------	-----------------	---	---------------

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

		reporting		progress	
SY 2017-2018	<ol style="list-style-type: none"> 1. Continue participation in the Molokai Attendance Program. 2. Hire PPT to assist with strengthening the Home-School connection and managing Chronic Absenteeism. 3. Collaboratively develop a School-wide, Na Hopena A'o-based, Behavior Expectations /Positive Behavior Intervention Program. (including incentives / rewards) 4. Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met. 	Barbara Brake	Title 1 PPT for Parent-Community Involvement and Attendance	<p>Students with Weekly / Quarterly / Annual - 100% Attendance</p> <p>SQS will reflect an increase in % of Positive results in "Safety".</p> <p>Student needs are met as evidenced by intervention folders (eCSSS) with documented progress monitoring</p>	13% Chronic Absenteeism
SY 2018-2019	<ol style="list-style-type: none"> 1. Continue participation in the Molokai Attendance Program. 2. Hire PPT to assist with strengthening the Home-School connection and managing Chronic Absenteeism. 3. Implement collaboratively developed school-wide, Na Hopena A'o-based, Behavior Expectations /Positive Behavior Intervention Program. (including incentives / rewards) 4. Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met. 5. Second Step - Social Emotional Learning Curriculum continue implementation 	Barbara Brake	Title 1	<p>Students with Weekly / Quarterly / Annual - 100% Attendance</p> <p>SQS will reflect an increase in % of Positive results in "Safety".</p> <p>Student needs are met as evidenced by intervention folders (eCSSS) with documented progress monitoring</p>	<p>11% Chronic Absenteeism</p> <p>SQS - 75% Positive Student results in "Safety"</p>
SY 2019-2020	<ol style="list-style-type: none"> 1. Continue participation in the Molokai Attendance Program. 2. Hire PPT to assist with strengthening the Home-School connection and managing Chronic Absenteeism. 	Barbara Brake	Title 1	<p>Students with Weekly / Quarterly / Annual - 100% Attendance</p> <p>SQS will reflect an increase in % of Positive results in "Safety".</p>	<p>9% Chronic Absenteeism</p> <p>SQS - 80% Positive</p>

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

	<p>3. Implement collaboratively developed school-wide, Na Hopena A'o-based, Behavior Expectations /Positive Behavior Intervention Program. (including incentives / rewards)</p> <p>4. Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met.</p> <p>5. Second Step - Social Emotional Learning Curriculum continue implementation.</p>			<p>Student needs are met as evidenced by intervention folders (eCSSS) with documented progress monitoring</p>	<p>Student results in "Safety"</p>
--	--	--	--	---	------------------------------------

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

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 2: WHOLE CHILD - <i>All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</i> 		
<ul style="list-style-type: none"> INDICATOR 2: SCHOOL CLIMATE - <i>Percentage of students reporting positive school climate as measured by the Safety Dimension of the School Quality Survey.</i> 	2016 BASELINE 73%	2020 TARGET 79%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
SQS will reflect an increase in % of Positive results in “Safety”. 100% Students will have an interest identified in their career and college road map / portfolio.	Student will stimulate their passion to know what their future will look like	SY 15-16 SQS - 67% (Positive Safety)

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	<ol style="list-style-type: none"> Utilize/Begin implementation of Second Step - Social Emotional Learning Curriculum. Through a variety of community connections, all students will have a better understanding of college, career, and citizenship opportunities available to them on-island and off. Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students’ academic / social-emotional needs are being met. Develop College, Career, and Citizenship 	Teachers K-6	WSF KSCO \$’s for community Speakers and Activities	(TBD- Tool recommended by Second Step SEL curriculum) SQS will reflect an increase in % of Positive results in “Safety”. College, Career, and Citizenship Portfolio	TBD by baseline data SQS - 70% % Positive results in “Safety” 50% students will develop and identify interests in their College,

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

	Portfolio for 5-6				Career, and Citizenship portfolio
SY 2018-2019	<p>1. Continue implementation of Second Step - Social Emotional Learning Curriculum.</p> <p>2. Continue providing a variety of community connections, all students will have a better understanding of opportunities available to them on-island and off.</p> <p>3. Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met.</p> <p>4. Continue K-6 College, Career, and Citizenship Portfolio for 3-6</p>	K-6	<p>WSF</p> <p>KSCO \$'s for community Speakers and Activities</p>	<p>(TBD- Tool recommended by Second Step SEL curriculum)</p> <p>SQS will reflect an increase in % of Positive results in "Safety".</p> <p>College, Career, and Citizenship Portfolio</p>	<p>TBD</p> <p>SQS - 75% Positive Student results in "Safety"</p> <p>75% developed</p>
SY 2019-2020	<p>1. Continue implementation of Second Step - Social Emotional Learning Curriculum.</p> <p>2. Continue providing a variety of community connections, all students will have a better understanding of opportunities available to them on-island and off.</p> <p>3. Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met.</p> <p>4. Continue K-6 College, Career, and Citizenship Portfolio</p>	K-6	<p>WSF</p> <p>KSCO \$'s for community Speakers and Activities</p>	<p>(TBD- Tool recommended by Second Step SEL curriculum)</p> <p>SQS will reflect an increase in % of Positive results in "Safety".</p> <p>College, Career, and Citizenship Portfolio</p>	<p>TBD</p> <p>SQS - 80% Positive Student results in "Safety"</p> <p>100% developed</p>

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

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 3: WELL ROUNDED - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals. 		
<ul style="list-style-type: none"> INDICATOR 3: INCLUSION RATE - Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day. 	2016 BASELINE 37%	2020 TARGET 51%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
All students will participate in standards-based, highly engaging and rigorous curriculum in their regular education setting	WASC Self-study Areas for Growth: Data Teams continue to refine the development of a schoolwide Response to Intervention system to provide all students with appropriate support.	100% of Special Ed students participate in Gen Ed 80-100% of their day

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	1. Kilohana will provide a multi-tiered, school wide system of academic and behavioral supports and progress monitoring. (RTI System) 2. Teachers will provide differentiated support in the classroom utilizing flexible grouping and formative instruction 3. Provide PPT/Tutor for each K-2 class to assist with interventions.	Barbara Brake	Special Ed Funding WSF Title 1 \$3000 STAR Reading / Math	Quarterly Student-centered meetings IEPs RTI progress monitoring	80% of Special ed students instructional time will be in regular ed classrooms. 100% 3rd Graders reading at grade level lexile

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

			\$2000 Achieve3000 / SmartyAnts programs		
SY 2018-2019	<p>1. Kilohana will provide a multi-tiered, school wide system of academic and behavioral supports and progress monitoring. (RTI System)</p> <p>2. Teachers will provide differentiated support in the classroom utilizing flexible grouping and formative instruction</p> <p>3. Provide PPT/Tutor for each K-2 class to assist with interventions.</p>		<p>Special Ed Funding</p> <p>WSF</p> <p>Title 1</p>	<p>Quarterly Student-centered meetings</p> <p>IEPs</p> <p>RTI progress monitoring</p>	<p>80% of Special ed students instructional time will be in regular ed classrooms.</p> <p>100% 3rd Graders reading at grade level lexile</p>
SY 2019-2020	<p>1. Kilohana will provide a multi-tiered, school wide system of academic and behavioral supports and progress monitoring. (RTI System)</p> <p>2. Teachers will provide differentiated support in the classroom utilizing flexible grouping and formative instruction</p> <p>3. Provide PPT/Tutor for each K-2 class to assist with interventions.</p>		<p>Special Ed Funding</p> <p>WSF</p> <p>Title 1</p>	<p>Quarterly Student-centered meetings</p> <p>IEPs</p> <p>RTI progress monitoring</p>	<p>80% of Special ed students instructional time will be in regular ed classrooms.</p> <p>100% 3rd Graders reading at grade level lexile</p>

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

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 														
<ul style="list-style-type: none"> OBJECTIVE 3: WELL ROUNDED - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals. 														
<ul style="list-style-type: none"> INDICATOR 6: ACADEMIC ACHIEVEMENT - Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science. 														
		<table border="1"> <tr> <td></td> <td style="text-align: center;">2016 BASELINE</td> <td style="text-align: center;">2020 TARGET</td> </tr> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">Math</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">64%</td> </tr> </table>		2016 BASELINE	2020 TARGET	ELA	51%	61%	Math	42%	54%	Science	43%	64%
		2016 BASELINE	2020 TARGET											
	ELA	51%	61%											
Math	42%	54%												
Science	43%	64%												

Desired Outcome: <i>By 2020 (the end of three years),</i>		Rationale: <i>Why selected outcome?</i>			Current School Data							
Students will continue to show growth in their standards-based assessments		The Data Teams should work to collaboratively design lessons that actively engage students in learning. Using a variety of high interest, hands on learning strategies, teachers can develop a more relevant instructional program.			<table border="1"> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">Math</td> <td style="text-align: center;">54%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">64%</td> </tr> </table>		ELA	61%	Math	54%	Science	64%
					ELA	61%						
					Math	54%						
Science	64%											
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	1. Teachers will continue to provide ELA Common Core State Standards instruction utilizing Wonders K-5/ Springboard – 6th grade. 2. Teachers will continue to provide math Common	Cynthia Luafale mana	WSF Classroom teachers	Growth of Achieve3000 Level Set / Lexile scores Smarty Ants reports Formative assessments	100% 3-6, College and Career Readiness Lexile scores							

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

	<p>Core State Standards instruction utilizing Stepping Stones K-5 / Go Math! – 6th grade.</p> <p>3. Kilohana will provide a multi-tiered, school wide system of academic and behavioral supports and progress monitoring. (RTI System)</p> <p>4. Continue Achieve3000 Grades 2-6. Differentiated, targeted intervention non-fiction reading program.</p> <p>5. Continue Smarty Ants Grades K-2. Online, foundational literacy program. Smarty Ants 3-6, targeted use, as needed, (when available)</p> <p>6. Teachers will provide project-based learning</p>	LIS		<p>Data Team process data RTI progress monitoring system</p> <p>Implement Buck Institute for Education(BIE) Gold Standard PBL rubric</p> <p>Participation in School Science Fair or other culminating activity</p>	<table border="1" data-bbox="1717 228 2011 349"> <tr> <td>ELA</td> <td>55%</td> </tr> <tr> <td>Math</td> <td>45%</td> </tr> <tr> <td>Science</td> <td>50%</td> </tr> </table> <p>Growth on Buck Institute for Education(BIE) Gold Standard PBL rubric</p> <p>PBL - 3rd-6th 1/year student participation in 1 PBL culminating activity</p>	ELA	55%	Math	45%	Science	50%
ELA	55%										
Math	45%										
Science	50%										
<p>SY 2018-2019</p>	<p>1. Teachers will continue to provide ELA Common Core State Standards instruction utilizing Wonders K-5/ Springboard – 6th grade.</p> <p>2. Teachers will continue to provide math Common Core State Standards instruction utilizing Stepping Stones K-5 / Go Math! – 6th grade.</p> <p>3. Kilohana will provide a multi-tiered, school wide system of academic and behavioral supports and progress monitoring. (RTI System)</p> <p>4. Continue Achieve3000 Grades 2-6. Differentiated, targeted intervention non-fiction reading program.</p> <p>5. Continue Smarty Ants Grades K-2. Online, foundational literacy program. Smarty Ants 3-6, targeted use, as needed, (when available)</p> <p>6. Teachers will provide project-based learning</p>		<p>WSF Classroom teachers</p> <p>Title 1 \$ for Achieve3000/Smarty Ants</p> <p>HILN (Hawaii Innovative Leaders Network) cohort for PD for Principal</p>	<p>Growth of Achieve3000 Level Set / Lexile scores Smarty Ants reports Formative assessments</p> <p>Data Team process data RTI progress monitoring system</p> <p>Implement Buck Institute for Education(BIE) Gold Standard PBL rubric</p> <p>Participation in School Science Fair or other culminating activity</p>	<table border="1" data-bbox="1717 833 2011 953"> <tr> <td>ELA</td> <td>58%</td> </tr> <tr> <td>Math</td> <td>50%</td> </tr> <tr> <td>Science</td> <td>60%</td> </tr> </table> <p>Growth on Buck Institute for Education(BIE) Gold Standard PBL rubric</p> <p>PBL - 3rd-6th 1// semester student participation in 1 PBL culminating activity</p>	ELA	58%	Math	50%	Science	60%
ELA	58%										
Math	50%										
Science	60%										

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

<p>SY 2019-2020</p>	<p>1. Teachers will continue to provide ELA Common Core State Standards instruction utilizing Wonders K-5/ Springboard – 6th grade. 2. Teachers will continue to provide math Common Core State Standards instruction utilizing Stepping Stones K-5 / Go Math! – 6th grade. 3. Kilohana will provide a multi-tiered, school wide system of academic and behavioral supports and progress monitoring. (RTI System) 4. Continue Achieve3000 Grades 2-6. Differentiated, targeted intervention non-fiction reading program. 5. Continue Smarty Ants Grades K-2. Online, foundational literacy program. Smarty Ants 3-6, targeted use, as needed, (when available) 6. Teachers will provide project-based learning</p>			<p>Growth of Achieve3000 Level Set / Lexile scores Smarty Ants reports</p> <p>Formative assessments</p> <p>Data Team process data</p> <p>RTI progress monitoring system</p> <p>Implement Buck Institute for Education(BIE) Gold Standard PBL rubric</p> <p>Participation in School Science Fair or other culminating activity</p>	<table border="1" data-bbox="1717 266 2013 394"> <tr> <td>ELA</td> <td>61%</td> </tr> <tr> <td>Math</td> <td>54%</td> </tr> <tr> <td>Science</td> <td>64%</td> </tr> </table> <p>100% 3-6, College and Career Readiness Lexile scores Continued growth on BIE Gold Standard PBL Rubric</p> <p>PBL - 3rd-6th 1/quarter</p>	ELA	61%	Math	54%	Science	64%
ELA	61%										
Math	54%										
Science	64%										

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

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 											
<ul style="list-style-type: none"> OBJECTIVE 3: WELL ROUNDED - <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> 											
<ul style="list-style-type: none"> INDICATOR 7: ACHIEVEMENT GAP - <i>Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers.</i> 	<table border="1"> <thead> <tr> <th></th> <th>2016 BASELINE</th> <th>2020 TARGET</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>32 points</td> <td>TBA</td> </tr> <tr> <td>Math</td> <td>29 points</td> <td>TBA</td> </tr> </tbody> </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									
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data									
90% of students will meet School Target in ELA and Math	Kilohana currently does not have an Achievement Gap. We will continue to increase individual academic achievement scores.	<table border="1"> <tbody> <tr> <td>ELA</td> <td>Points</td> </tr> <tr> <td>Math</td> <td>Points</td> </tr> </tbody> </table>	ELA	Points	Math	Points					
ELA	Points										
Math	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	<p>Develop and implement a RTI system to ensure all students' needs are being met.</p> <p>Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met.</p>	Simms	WSF Classroom teachers	Pre / Post Quarterly Progress Monitoring Reports	100% 3-6, College and Career Readiness Lexile scores <table border="1"> <tr> <td>ELA</td> <td>55%</td> </tr> <tr> <td>Math</td> <td>45%</td> </tr> <tr> <td>Science</td> <td>50%</td> </tr> </table>	ELA	55%	Math	45%	Science	50%
ELA	55%										
Math	45%										
Science	50%										
SY 2018-2019	<p>Continue to improve RTI system to ensure all students' needs are being met.</p> <p>Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met.</p>	Simms	WSF Classroom teachers	Pre / Post Quarterly Progress Monitoring Reports	100% 3-6, College and Career Readiness Lexile scores <table border="1"> <tr> <td>ELA</td> <td>58%</td> </tr> <tr> <td>Math</td> <td>50%</td> </tr> <tr> <td>Science</td> <td>60%</td> </tr> </table>	ELA	58%	Math	50%	Science	60%
ELA	58%										
Math	50%										
Science	60%										
SY 2019-2020	<p>Continue to improve RTI system to ensure all students' needs are being met.</p> <p>Classroom teachers will participate in quarterly Student-centered meetings, to ensure all students' academic / social-emotional needs are being met.</p>	Simms	WSF Classroom teachers	Pre / Post Quarterly Progress Monitoring Reports	100% 3-6, College and Career Readiness Lexile scores <table border="1"> <tr> <td>ELA</td> <td>61%</td> </tr> <tr> <td>Math</td> <td>54%</td> </tr> <tr> <td>Science</td> <td>64%</td> </tr> </table>	ELA	61%	Math	54%	Science	64%
ELA	61%										
Math	54%										
Science	64%										

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

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

Desired Outcome: <i>By 2020 (the end of three years),</i>	Rationale: <i>Why selected outcome?</i>	Current School Data
100% of students entering third grade will be reading/writing at grade level, as assessed by Achieve3000 LevelSet.	<p>WASC Self-study Critical Areas for Follow-up: Data Teams should work to collaboratively design lessons that actively engage students in learning. Using a variety of high interest, hands on learning strategies, teachers can develop a more relevant instructional program. Documentation of intervention strategy’s impact would enhance the RtI system Tier 1 offerings.</p> <p>WASC Self-Study Area of Growth:</p> <p>Data Teams continue designing and implementing lessons to actively engage students in the learning process.</p> <p>Teachers should engage students in the learning process to enable students to make connections that will increase their understanding of what is being taught.</p> <p>Teachers engage parents and community members in being active partners in the teaching and learning processes to ensure student learning.</p> <p>To be successful in third grade students need to have mastered</p>	Strive HI 3rd Grade Literacy - 10%

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

		foundational skills in order to read to learn.			
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	1. K-3 staff utilizes common universal screener for foundational literacy and progress monitoring 2. K-6 staff utilize universal screeners to plan differentiated instruction and/or interventions. 3. Student informative writing will increase through our ILT PIP's. 4. Students will apply the content literacy standards to social studies, science, CTE, art, history and math.	Mary Schmit	WSF Title 1 Achieve3000 STAR Reading/Math	K-Learning Achievement Screener (all K classes island wide are using this screener) K-6 Universal screener Star360 Reading and Math Achieve 3000 (College and Career Lexile levels) SEL screener (in conjunction with Second Step) TBD ILT data showing growth of Powerful Instructional Practice	100% students at grade level Ending Benchmark SBA 3rd Grade Literacy - 50% 100% growth on PIP
SY 2018-2019	1. K-3 staff utilizes common universal screener for foundational literacy and progress monitoring 2. K-6 staff utilize universal screeners to plan differentiated instruction and/or interventions. 3. Student informative writing will increase through our ILT PIP's. 4. Students will apply the content literacy standards to social studies, science, CTE, art, history and math.		WSF Title 1 Achieve3000 STAR Reading/Math	K-Learning Achievement Screener (all K classes island wide are using this screener) K-6 Universal screener Star360 Reading and Math Achieve 3000 (College and Career Lexile levels) SEL screener (in conjunction with Second Step) TBD ILT data showing growth of Powerful Instructional Practice	100% students at grade level Ending Benchmark SBA 3rd Grade Literacy - 60% 100% growth on PIP
SY 2019-2020	1. K-3 staff utilizes common universal screener for foundational literacy and progress monitoring 2. K-6 staff utilize universal screeners to plan differentiated instruction and/or interventions. 3. Student informative writing will increase		WSF Title 1 Achieve3000 STAR	K-Learning Achievement Screener (all K classes island wide are using this screener) K-6 Universal screener Star360 Reading and Math	100% students at grade level Ending Benchmark SBA 3rd Grade

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

	<p>through our ILT PIP's. 4. Students will apply the content literacy standards to social studies, science, CTE, art, history and math.</p>		Reading/Math	<p>Achieve 3000 (College and Career Lexile levels) SEL screener (in conjunction with Second Step) TBD ILT data showing growth of Powerful Instructional Practice</p>	<p>Literacy - 76% 100% growth on PIP</p>
--	---	--	--------------	--	---

Additional (optional)

Desired Outcome: <i>By 2020 (the end of three years),</i>		Rationale: <i>Why selected outcome?</i>			Current School Data
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					
SY 2018-2019					
SY 2019-2020					

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

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

<ul style="list-style-type: none"> GOAL 2 STAFF SUCCESS <i>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.</i> 		
<ul style="list-style-type: none"> OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT- <i>Develop and grow employees to support student success and continuous improvement.</i> OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT- <i>Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.</i> 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. 		
<ul style="list-style-type: none"> Indicator 11: Teacher Positions Filled. <i>Percentage filled as of August 1 each year.</i> 	2016 BASELINE 96%	2020 TARGET 98%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
By 2020, increase the percentage of teacher positions filled as of August 1 each year.		

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	Provide the Complex Area Superintendent with data and percentage of filled positions by August 1.	<i>Individual responsible for collecting data</i>	<i>Optional</i>	Percentage of filled teacher positions as of August 1	

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

<p>SY 2018- 2019</p>	<p>Provide the Complex Area Superintendent with data and percentage of filled positions by August 1.</p>	<p><i>Individual responsible for collecting data</i></p>	<p><i>Optional</i></p>	<p>Percentage of filled teacher positions as of August 1</p>	
<p>SY 2019- 2020</p>	<p>Provide the Complex Area Superintendent with data and percentage of filled positions by August 1.</p>	<p><i>Individual responsible for collecting data</i></p>	<p><i>Optional</i></p>	<p>Percentage of filled teacher positions as of August 1</p>	

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

<ul style="list-style-type: none"> GOAL 2 STAFF SUCCESS <i>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.</i> 		
<ul style="list-style-type: none"> OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT- <i>Develop and grow employees to support student success and continuous improvement.</i> OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT- <i>Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.</i> 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. 		
<ul style="list-style-type: none"> Indicator 12: Teacher Retention - <i>Percentage of teachers retained after five years.</i> 	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.	

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	1. Provide a mentor to all new teachers (0-3 years) 2. Provide training for mentors 3. ILT provide “Strategies used to integrate inquiry” / Inquiry-based Learning PD 4. Teachers will participate in initial training and/or on-going targeted, differentiated professional	Simms	WSF Title 1 (ILT)	Mentor / Mentee notes on PDE3 School calendar with planned PD PD agendas	100% participation Increase in ELA, Math, Science

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

	development to deepen understanding of the Common Core State Standards NGSS, C3 Framework and core curriculum programs. 5. Teachers will participate in Professional Development to plan and develop inquiry / project-based learning.			Data team feedback	Achievement scores Increase in SQS % of “ “ rating
SY 2018-2019	1. Provide a mentor to all new teachers (0-3 years) 2. Provide training for mentors 3. ILT provide “Strategies used to integrate inquiry” / Inquiry-based Learning PD 4. Teachers will participate in initial training and/or on-going targeted, differentiated professional development to deepen understanding of the Common Core State Standards NGSS, C3 Framework and core curriculum programs. 5. Teachers will participate in Professional Development to plan and develop inquiry / project-based learning.	Simms	WSF Title 1 (ILT)		100% participation Increase in ELA, Math, Science Achievement scores Increase in SQS % of “ “ rating
SY 2019-2020	1. Provide a mentor to all new teachers (0-3 years) 2. Provide training for mentors 3. ILT provide “Strategies used to integrate inquiry” / Inquiry-based Learning PD 4. Teachers will participate in initial training and/or on-going targeted, differentiated professional development to deepen understanding of the Common Core State Standards NGSS, C3 Framework and core curriculum programs. 5. Teachers will participate in Professional Development to plan and develop inquiry / project-based learning.	Simms	WSF Title 1 (ILT)		100% participation Increase in ELA, Math, Science Achievement scores Increase in SQS % of “ “ rating

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

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

Additional (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
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					
SY 2018-2019					

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

SY 2019- 2020				
---------------------	--	--	--	--

<ul style="list-style-type: none"> GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT <i>The system and culture of public education works to effectively organize financial, human, and community resources in support of student success.</i> 		
<ul style="list-style-type: none"> OBJECTIVE 1: INNOVATION - <i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i> OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES – <i>Secure adequate resources to support school and community-based plans for student success.</i> 		
<ul style="list-style-type: none"> INDICATOR 14: FAMILY & COMMUNITY ENGAGEMENT- <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> 	2016 BASELINE TBD	2020 TARGET TBD

Desired Outcome: By the end of three years,	Rationale:	Current School Data
Increase of positive results on SQS “Involvement and Engagement” Increase parent and community member engagement and increase school-home communication	WASC Self-study Critical Area for Follow-up: The ART should analyze the current systems of communication and create internal and external protocols that provide all stakeholders with timely information about school programs, initiatives and events to ensure the people who need to know are well informed.	SQS Student 84% SQS Parent 81% SQS Teacher 54%

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	<ol style="list-style-type: none"> 1. Provide a multi-tiered, school-wide system of academic and behavioral supports. 2. Provide school wide Social-Emotional Learning through Second Step curriculum. 3. Teachers will participate in weekly Data Team / PLC meetings to ensure 100% of our students' academic and behavior needs are met. (When can the PTT's / PPT's meet?) 4. Quarterly student academic assemblies to celebrate student successes, attendance, and behavior. 5. Schedule quarterly Parent / Community engagement activities: Open House, Family Literacy Nights, NGSS nights, Math Nights, 6. Continue community partnerships to provide students with opportunities to engage in on- and off-campus learning activities and / or service projects in "real world" environments. 7. Continue participation in the Molokai Attendance Program (MAP). 8. Develop Transition plans / process for all students (K – Keiki Steps, 6th – Middle School) 9. Continue partnership with Kamehameha Schools for innovative learning. 10. Continue participation in the Hawaii Innovative Leaders Network (HILN) Project-based Learning cohort 	Pineda	WSF Title 1	<p>Sign-in sheets</p> <p>Post-activity surveys</p>	100% of our Kilohana parents will participate in 1 Parent Engagement Activity

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

<p>SY 2018-2019</p>	<p>1. Provide a multi-tiered, school-wide system of academic and behavioral supports. 2. Provide school wide Social-Emotional Learning through Second Step curriculum. 3. Teachers will participate in weekly Data Team / PLC meetings to ensure 100% of our students’ academic and behavior needs are met. (When can the PTT’s / PPT’s meet?) 4. Quarterly student academic assemblies to celebrate student successes, attendance, and behavior. 5. Schedule quarterly Parent / Community engagement activities: Open House, Family Literacy Nights, NGSS nights, Math Nights, 6. Continue community partnerships to provide students with opportunities to engage in on- and off-campus learning activities and / or service projects in “real world” environments. 7. Continue participation in the Molokai Attendance Program (MAP). 8. Improve Transition plans / process for all students (K – Keiki Steps, 6th – Middle School) 9. Continue partnership with Kamehameha Schools for innovative learning.</p>	<p>Pineda</p>	<p>WSF Title 1</p>	<p>Sign-in sheets Post-activity surveys</p>	<p>100% of our Kilohana parents will participate in 1 Parent Engagement Activity</p>
<p>SY 2019-2020</p>	<p>1. Provide a multi-tiered, school-wide system of academic and behavioral supports. 2. Provide school wide Social-Emotional Learning through Second Step curriculum. 3. Teachers will participate in weekly Data Team / PLC meetings to ensure 100% of our students’ academic and behavior needs are met. (When can the PTT’s / PPT’s meet?) 4. Quarterly student academic assemblies to</p>	<p>Pineda</p>	<p>WSF Title 1</p>	<p>Sign-in sheets Post-activity surveys</p>	<p>100% of our Kilohana parents will participate in 1 Parent Engagement Activity</p>

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

<p>celebrate student successes, attendance, and behavior.</p> <p>5. Schedule quarterly Parent / Community engagement activities: Open House, Family Literacy Nights, NGSS nights, Math Nights,</p> <p>6. Continue community partnerships to provide students with opportunities to engage in on- and off-campus learning activities and / or service projects in “real world” environments.</p> <p>7. Continue participation in the Molokai Attendance Program (MAP).</p> <p>8. Improve Transition plans / process for all students (K – Keiki Steps, 6th – Middle School)</p> <p>9. Continue partnership with Kamehameha Schools for innovative learning.</p>				
---	--	--	--	--

Additional Enabling Activities (optional)

<ul style="list-style-type: none"> GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT <i>The system and culture of public education works to effectively organize financial, human, and community resources in support of student success.</i> 		
<ul style="list-style-type: none"> OBJECTIVE 1: INNOVATION - <i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i> OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES – <i>Secure adequate resources to support school and community-based plans for student success.</i> 		
<ul style="list-style-type: none"> INDICATOR 14: FAMILY & COMMUNITY ENGAGEMENT- <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> 	<p>2016 BASELINE TBD</p>	<p>2020 TARGET TBD</p>

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

Desired Outcome: <i>By 2020 (the end of three years),</i>		Rationale: <i>Why selected outcome?</i>			Current School Data
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	t				
SY 2018-2019					
SY 2019-2020					