



Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Admiral Chester W. Nimitz Elementary School

Vision

Nimitz Elementary School provides a safe, nurturing environment which challenges students to attain the highest levels of achievement and excellence.

Mission

Our mission is to provide an environment where all students and teachers are active participants in learning that is relevant to present and future needs.

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| Submitted by Marcy Kagami | Date |
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| <i>Signature on File</i> | 4/24/2019 |

| Approved by John Erickson | Date |
|---------------------------|-----------|
| <i>Signature on File</i> | 4/24/2019 |

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

| Where are we now? | |
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| <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 • International Baccalaureate (IB) Authorization • Other | <p>Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> - What will we use to collect baseline data and increase student achievement in math? - How do we identify what caused the achievement gap to decrease in our high needs students, in order to continuously close the achievement gap? - How can we measure the effectiveness of implementing a PBIS system? <p>WASC Recommendations:</p> <ol style="list-style-type: none"> 1. Need: Continue to develop and emphasize analysis of data to make informed decisions regarding instructional interventions and differentiated instruction through an RtI process. (WASC report p. 93) *Goal 1 2. Need: Develop school-wide General Learner Outcomes (GLO) ratings, rubrics and checklists to ensure consistency in student expectations and grading. (WASC report p. 93) *Goal 1 3. Need: Provide professional development for further clarification and implementation of the math and language arts programs taking into account teacher input to determine needs. (WASC report p. 93) *Goal 2 4. Need: Continue to expand structured collaboration time to plan curriculum and pacing, evaluate student data, plan interventions and to align instruction vertically and horizontally in order to better address students' needs. (WASC report p. 74) *Goal 2 5. Need: Increase integration of technology in instruction to support digital literacy development. (Nimitz Technology Integration Plan) *Goal 1 |
| | <p>Addressing Equity: Sub-Group Identification</p> <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> <ul style="list-style-type: none"> • Children of active duty military – With 99%+ of military dependents, they are the majority of the school population. Due to transiency of the sub group, we want to ensure they receive a quality education so they will be prepared and successful at their next school. • Children with disabilities – Students with IEPs make up 15% of the school population. This sub group will be monitored to ensure progress is being made on the IEP and in relation to grade level benchmarks. Monitoring this student population will also assist teachers to gather data and rescind students from SPED. |
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| ORGANIZE: Identify your Academic Review Team Accountable Leads. | |
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| Name of ART Team Accountable Lead | Title of ART Team Accountable Lead |
| 1. Helen Park/Marcy Kagami/Sheri Honnaka | 1. Common Core State Standards |
| 2. Jason Wong/Kelcie Luke/Aaron Tomasu | 2. Comprehensive Student Supports |
| 3. Helen Park/Jason Wong | 3. Formative Instruction/Data Teams/RTI |
| 4. Marcy Kagami/Corey Allen | 4. Educator Effectiveness |
| 5. Helen Park/Ramona Matsumoto | 5. Induction & Mentoring |
| 6. Corey Allen/Marcy Kagami | 6. Academic Review Team |
| 7. Karen Kaneshiro/Todd Matsumoto | 7. STEM |
| 8. Corey Allen/Karen Kaneshiro | 8. Digital Technology |
| 9. | 9. |
| 10. | 10. |

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

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

| Outcome: By the end of three years, | Rationale: |
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| <p>Math and English Language Arts: The faculty will analyze data to make informed decisions regarding instructional interventions and differentiated instruction in Math and English Language Arts (ELA) through a Response to Intervention (RtI) process. (WASC report p. 93) *Goal 1</p> <p>Technology: The faculty will integrate technology in instruction to support digital literacy development. (Nimitz Technology Integration Plan) *Goal 1</p> <p>Students will discover, process, and apply their learning and engage as an active learner with technology. (Florida Center for Instructional Technology Matrix)</p> <p>Technology will be used to facilitate, enable, or enhance students' opportunities to work with peers and outside experts and considers the use of conventional collaborative technology tools as well as other kinds of technology tools that assist students working with others. (Florida Center for Instructional Technology Matrix)</p> <p>General Learner Outcomes: The school staff will examine and refine the school-wide GLO ratings, rubrics and checklists. (WASC report p. 93) *Goal 1</p> | <p>Math and English Language Arts: In past years, Nimitz has performed at or above the state average on the state assessments. Our goal is to increase the percentage of student proficient on the SBA, focusing on the curriculum and programs that will help support student needs.</p> <p>Technology: Nimitz is a one-to-one school with devices used on campus. Technology integration will allow teachers to meet the students' learning styles and enhance instruction.</p> <p>General Learner Outcomes: In the WASC report, teachers have expressed the need for a school-wide GLO ratings, rubrics, and checklist. This will allow teachers to ensure consistency in student expectations and grading as they transition through the school.</p> |

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| Planning | | | | Funding | Interim Measures of Progress |
|--|---|-------------------------------------|-------------------------|--|---|
| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds <i>(Check applicable boxes to indicate source of funds)</i> | Define the relevant data used to regularly assess and monitor progress |
| <p>Outcome #1: For each year, by the EOY, the students in the “Intervention/ Urgent Intervention” range will decrease by 2% for STAR assessment.</p> <p>Outcome #2: For each year, as measured by STAR, 70% of K-6 students will be in either the “At Above Benchmark” group for each of their grade levels (EOY) as evidenced by STAR reports at the end of each year.</p> <p>Outcome #3: Using iReady, determine student needs to differentiate instruction and increase student achievement.</p> | <p>SY2017-18 & SY2018-19: Using the universal screener, STAR, provide reading intervention for students in the “Urgent Intervention” group:</p> <ul style="list-style-type: none"> • Small group instruction with part-time teachers (PTT) • Differentiated instruction • Marzano’s High Probability Strategies • Multi-modal including visual, auditory, tactile approaches <p>For each year, as measured by STAR - Fall and Winter, teachers will identify the students in the “Urgent Intervention” group and provide appropriate support and interventions. (WASC CN 1)</p> <p>SY2019-20: Using the universal screener, iReady, the school will review and analyze data to make instructional and school-level decisions.</p> | 2017-2018 2018-2019 2019-2020 | J. Wong H. Park | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | <p>Yearly STAR Reports:</p> <ul style="list-style-type: none"> • 3x per year • Target for proficiency achievement: Fall – 63% Winter – 69% Spring – 70% <p>For each year, 100% of the teachers will progress monitor students in the “Intervention/ Urgent Intervention” range at least every 2 weeks.</p> <p>Beginning in 2019-20: I-Ready Reports</p> <p>Data Sheets</p> <p>Ongoing STAR Progress Monitoring</p> <ul style="list-style-type: none"> • At least twice between testing periods |

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| <p>Outcome #1: 100% of identified students will be supported by a School Behavior Plan and mental health services as needed.</p> <p>Outcome#2: 100% of students will be supported by the DOE Comprehensive Student Support Services.</p> | <p>SY2017-18-SY 2019-20:</p> <p>Continue to provide counseling/guidance and mental health services for identified students.</p> <p>Programs available are the following:</p> <ul style="list-style-type: none"> • School-level (individual/group) counseling • School-based behavioral health counseling (via SBBH) • Guidance lessons that align to the S.O.A.R. matrix and other character education values • Friendship, Deployment and Transition groups; Divorce/ Separation; and other groups as needed. | <p>2017-2018 2018-2019 2019-2020</p> | <p>K. Luke A. Tomasu</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Yearly A yearly log of School Behavior Plans will be kept and maintained by counselors.(Outcome #1)</p> <p>Ongoing An ongoing compilation of data taken by teachers - Progress made towards behavior goals (i.e. behavior frequency graph done by SBBH/counselors). Behavior goals on IEP/504 plans are maintained quarterly. (Outcome #1)</p> <p>Ongoing observation notes done by counselors. (Outcome #1)</p> <p>Guidance shows that align to the S.O.A.R. matrix will be shown five times per quarter.(Outcome #2)</p> |
| <p>Outcome #1: For each year, integrate technology resources, tools, and applications effectively. (Tech Integration Plan)</p> <p>Outcome #2: By the end of 3 years, students understand how to use many types of technology tools, are able to select tools for specific purposes,</p> | <p>SY2017-2018: Teachers will integrate at least one new technology resource tool or application (e.g. Online Wonders Program, Achieve 3000, TodaysMeet) and share with staff.</p> <p>Students will be given multiple opportunities to discover, process, and apply instruction to support digital literacy development.</p> <p>Teachers provide multiple opportunities for students to work with peers and consider the use of conventional collaborative technology tools as well as other</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>K. Kaneshiro C. Allen</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Yearly: Compiled list of integrated technology tools to be created & updated every year</p> <p>By SY2019-20: Grade K-6 Vertical Alignment Plan will be used as foundation to monitoring of teacher use of technology - Technology Integration Matrix Rating Scale</p> <p>Monthly Geek Club Meetings used to introduce new digital technology strategies to teachers</p> <p>Ongoing: - Teacher In-Servicing Logs</p> |

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| <p>and use them regularly.</p> <p>Outcome #3: By the end of 3 years, the teacher guides, informs, and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology and lessons are self-directed.</p> <p>Outcome #4: By the end of 3 years, multiple technology tools are available in quantities sufficient to meet the needs of all students.</p> <p>Outcome #5: By the end of 3 years, the teacher provides opportunities for students to use technology to work with others.</p> <p>Outcome #6: By the end of 3 years, students in grades 5</p> | <p>kinds of technology tools that assist them in working with others.</p> <p>Sem 2: The Nimitz Geek Club will be a monthly gathering of teachers to collaborate on ideas of technology implementation in the classroom, and a committee to determine next steps for NES moving forward in regards to technology. This will also suffice as the group that will facilitate the sharing of new technology within the NES faculty.</p> <p>SY2018-19: The Nimitz Geek Club will create a group of CORE members to facilitate and introduce the new Grade K-6 Digital Literacy Vertical Alignment Plan. The plan will inform the priorities of each Nimitz grade level towards the Radford Complex Digital Literacy Initiative</p> <p>SY2019-20: The Nimitz Geek Club will continue to monitor and implement the NES Digital literacy Vertical Alignment Plan, while also facilitating collaboration amongst NES teachers to continue use of digital technology in the classroom.</p> | | | | <p>- Software P.O.s</p> <p>- PD Related to Technology</p> |
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| & 6 will use technology tools in conventional ways for collaboration. | | | | | |
| <p>Outcome #1: For each year, 100% of students in Grades 3-6 will utilize technology for SBA, Achieve3000, (KidBiz/TeenBiz), IXL (Math (Gr. K-6)/ELA (SpEd Gr. 3-6)/Science (Gr. 4)), Lexia (SpEd Gr. 3-6) research projects and other learning opportunities.</p> <p>Outcome #2: For each year, 100% of students in Kindergarten to Grade 2 will utilize technology for various learning opportunities (Smarty Ants/KidBiz, Wonders, Go Math!).</p> | <p>SY2017-20: Provide technology devices to students to utilize software and online resources that support Common Core State Standards.</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>K. Kaneshiro</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Per Semester Inventory of computers are taken at the beginning & ending of each school year.</p> <p>Monthly Data and Usage Reports from Achieve3000, IXL, STAR, and SBA</p> <p>Students' names in grades 3-6 who meet the Achieve 3000 goals are printed in monthly Eagle Newsletter</p> |

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| Outcome #1: By the end of 3 years, 100% of the teachers and students will implement and monitor school-wide GLO rating (state Kindergarten GLO), rubrics, and checklists. | SY2017-18 - SY2019-20: Implement school-wide GLO rating, rubrics, and checklists to ensure consistency in student expectations and grading. Students will assess themselves using the school-wide GLO rating. (WASC CN 2) | 2017-2018 2018-2019 2019-2020 | H. Park M.Kagami | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Per Semester Administer a teacher survey on the use of GLO rating, rubrics, and checklist. Quarterly Monitoring of student GLO grades in report card. Monitoring of student GLO self assessments |
| Outcome #1: Increase ELA proficiency from 69% (SY2015-2016) to Complex Best at 76% by SY2019-2020 (taken from the Strategic Plan School-Level Target Setting Guidance) Target for Proficiency Achievement – SBA ELA: SY2017-2018 – 68% SY2018-2019 – 71% SY 2019-2020 – 76% | SY2017-18, SY2018-19: Implement CCSS English Language Arts (ELA) in Grades K-6 to increase reading proficiency with the use of: <ul style="list-style-type: none"> • Reading Wonders • Non-fiction text across the curriculum <ul style="list-style-type: none"> ◦ Smarty Ants (Grades K-1) ◦ Achieve3000 (Grades 2-6) • STAR Universal Screener STAR Data Analysis: Teacher collaborate to discuss instructional groups and interventions • IXL - Math (Gr. K-6)/ELA (SpEd Gr. 3-6)/Science (Gr. 4) • Lexia (SpEd Gr. 3-6) Provide collaboration time for teachers to review and analyze STAR/I-Ready data as determined by the budget. (WASC CN 1 & 4) | 2017-2018 2018-2019 2019-2020 | H. Park S. Honnaka C. Allen | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Yearly For each year, teachers will review Achieve3000 Level Set Test at the beginning of the year and Year End Assessment. For SY2019-20, 100% of the teachers will review and monitor student progress by evidence of the iReady reports. Quarterly For each year, 100% of the teachers will reflect, review, and submit changes to pacing guides and common assessments quarterly. For each year, 80% of the students in Grades 2-6 will complete at least two articles per week for each quarter (with a proficiency rate of 75% or higher) for Achieve3000 as evident in the Achieve3000 report. Ongoing |

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| | <p>SY2019-20: i-Ready Universal Screener, Lexia (SpEd Gr. 3-6), Implement CCSS English Language Arts (ELA) in Grades K-6 to increase reading proficiency with the use of:</p> <ul style="list-style-type: none"> • Reading Wonders • Non-fiction text across the curriculum <ul style="list-style-type: none"> ◦ Smarty Ants (Grades K-1) ◦ Achieve3000 (Grades 2-6) <p>Provide collaboration time for teachers to review and analyze iReady data as determined by the budget.</p> | | | | <p>For year 2017-19, 100% of the teachers will review and monitor student progress by evidence of the fall, winter, and spring STAR reports.</p> <p>Grade Level Pacing Guides</p> <p>STAR Reports</p> <p>Achieve3000 Summary Reports</p> <p>STAR Data Analysis Agenda/Notes</p> |
| <p>Outcome #1: For each year, teachers in Grades K-6 will review and refine a pacing guide for writing, as aligned to CCSS and participate in vertical alignment meetings.</p> | <p>SY2017-18, SY2018-19, & SY2019-20:</p> <p>Review grade-level writing curriculum that will incorporate the analysis and evaluation of non-fiction texts to meet CCSS that will focus on students' critical thinking, organization, comprehension, citing evidence and argumentative writing in Grades K-6.</p> <ul style="list-style-type: none"> • Reading Wonders • Step-up to Writing • Teacher-Created Program (WASC CN 4) | <p>2017-2018 2018-2019 2019-2020</p> | <p>H. Park</p> | <p>✓ WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> | <p>Yearly</p> <p>Writing Pacing Guide</p> <p>Teacher surveys on school-wide writing strategies and feedback:</p> <ul style="list-style-type: none"> • SY2018-19 Waiver Day grade level sharing prompts • SY2018-19 Waiver Day exit slip survey • SY2018-19 Waiver Day writing feedback |
| <p>Outcome #1: Increase Math proficiency from 63% (SY2015-2016) to Complex Best at</p> | <p>SY2017-18:</p> <p>Implement CCSS Math and to have Grades K- 6 increase proficiency with the use of:</p> <ul style="list-style-type: none"> • Stepping Stones • Go Math! | <p>2017-2018 2018-2019 2019-2020</p> | <p>H. Park S. Honnaka C. Allen</p> | <p>✓ WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> | <p>Ongoing</p> <p>Data Team Charts (3x/year)</p> <p>Go Math! training agenda and sign-in sheets.</p> |

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| <p>71% by SY2019-2020</p> <p>Target for Proficiency Achievement – SBA Math: SY2017-2018 – 65% SY2018-2019 – 68% SY 2019-2020 – 71%</p> | <ul style="list-style-type: none"> • IXL Math (Online Program Grades K-6) High Probability Math Strategies (Marzano): ~ Cooperative Learning ~ Cues, Questions, and Advance Organizers ~ Identifying Similarities and Differences ~ Nonlinguistic Representations <p>Through Data Teams, teachers will analyze data to determine needs of individual students and make appropriate curricular adjustments. (WASC CN 1 & 4)</p> <p>100% of teachers will submit 3 cycles of Data Team charts through Google Drive.</p> <p>Provide teachers with at least one vertical alignment meeting across the grade levels for 2015 Go Math! during the school year.</p> <p>By the end of three years, 100% of the students in Grades K-6 will be completing Math standards-based problems on IXL by the end of the school year. Currently: Grade K: 0% are using Grade 1: 100% are using Grade 2: 100% are using Grade 3: 100% are using</p> | | | <p><input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Vertical alignment meeting notes</p> <p>Online programs usage reports</p> <p>For year 2019-20, 100% of the teachers will review and monitor student progress by evidence of the iReady reports.</p> |
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| | <p>Grade 4: 100% are using Grade 5: 100% are using Grade 6: 100% are using</p> <p>SY2018-19: Implement CCSS Math and to have Grades K- 6 increase proficiency with the use of:</p> <ul style="list-style-type: none"> • Stepping Stones • Go Math! • IXL Math (Online Program Grades K-6) <p>High Probability Math Strategies (Marzano):</p> <ul style="list-style-type: none"> ~ Cooperative Learning ~ Cues, Questions, and Advance Organizers ~ Identifying Similarities and Differences ~ Nonlinguistic Representations <p>SY2019-20: Implement CCSS Math and to have Grades K- 6 increase proficiency with the use of:</p> <ul style="list-style-type: none"> • iReady • Stepping Stones • Go Math! • IXL Math (Online Program Grades K-6) <p>High Probability Math Strategies (Marzano):</p> <ul style="list-style-type: none"> ~ Cooperative Learning ~ Cues, Questions, and Advance Organizers ~ Identifying Similarities and | | | | |
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| | <p>Differences ~ Nonlinguistic Representations</p> <p>By the end of three years, 100% of the students in Grades K-6 will be completing Math standards-based problems on IXL by the end of the school year. Currently: Grade K: 0% are using Grade 1: 100% are using Grade 2: 100% are using Grade 3: 100% are using Grade 4: 100% are using Grade 5: 100% are using Grade 6: 100% are using</p> | | | | |
| <p>Outcome #1: Provide standards-based structured inquiry-based and real world problem-based learning, in a STEM resource class.</p> | <p>SY2017-20: For each year, 100% of students in Grades K-6 will engage and participate in STEM-related activities and lessons every other week for 60 minutes (Pre-School 30 minutes).</p> <p>For each year, grades K-6 will plan a STEM based student-parent lesson/activity integrating AVID strategies.</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>K. Kaneshiro T. Matsumoto</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Yearly Student-Parent Activity Sign-in sheets</p> <p>Bi-Weekly 100% of students in Grades K-6 will engage and participate in STEM-related activities and lessons every other week for 60 minutes (Pre-School 30 minutes).</p> |
| <p>Outcome #1: Prepare students to be College, Career, Citizenship ready using AVID as a foundation for success.</p> | <p>SY2017-18, SY2018-19, SY2019-20: 100% of Grade K-6 teachers will implement AVID strategies in the classroom to prepare students for academic success in the classroom. For each year, school-wide parent involvement activities in relation</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>R. Matsumoto K. Luke A. Tomasu</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Yearly AVID Initial Self Study</p> <p>AVID Certification Self-Study</p> <p>AVID registrations for PATH trainings Grade level parent/child activity sign-in sheets/agenda/lesson plan</p> |

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| | <p>to AVID to support student learning will be implemented.</p> <p>For each year, Nimitz will continue the AVID certification process.</p> <p>Provide professional development for 1 teacher per grade to attend the AVID Pathways from June 7-8, 2018 and June 4-5, 2019. Stipends will be given to teachers who attend all 2 days. Teachers' registration fees will be paid with grant funds.</p> <p>The AVID Coordinators and AVID site team will have scheduled meetings to discuss implementation of AVID strategies as evidenced by meeting agendas and sign-in sheets. Completion of Certification Self-Study (CSS). -Initial Self-Study -Certification Self-Study</p> <p>School website will include information about AVID.</p> <p>100% of Grade K-6 teachers will utilize the AVID processes and strategies based on classroom observation.</p> | | | | <p>Grade level AVID evidence folders</p> <p>Monthly AVID Site team meeting agenda/notes, sign-in sheets</p> |
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| Outcome #1: Students discover, process, and apply their learning through educational opportunities. | SY2017-18, SY2018-19, SY2019-20: Provide instructional support to meet the diverse learner needs through the following programs: <ul style="list-style-type: none"> • Gifted and Talented • English Language Learners • Primary School Adjustment Program (PSAP) | 2017-2018 2018-2019 2019-2020 | H. Park R. Matsumoto | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Yearly Reports - progress reports, assessments and observations, school and district, checklist, rubrics |
| Outcome #1: Review responses to the following with 80% satisfaction rate: *Student Satisfaction *Student Safety and Well Being | SY2017-18 & SY2018-19: Continue to involve students in providing service to the school/community as a means of civic responsibility through the following: <ul style="list-style-type: none"> • Student Council (i.e., Fall Festival, Canned Food Drive, Jingle Bell Fun Run, Jump Rope for Heart, Spirit Week) • Nimitz Safety Patrol (NSP) • Nimitz News for Kids (NNFK) • Anchored4Life Tripod Surveys are administered to all students in grades 3-6 SY2019-20: NES will use the Student Council to engage student voice on matters pertaining to student safety, satisfaction, and achievement. | 2017-2018 2018-2019 2019-2020 | S. Honnaka T. Matsumoto K. Kaneshiro C. Allen | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Yearly All students at Nimitz participate in the following events: Fall Festival, Canned Food Drive, Jingle Bell Fun Run, Jump Rope for Heart, Spirit Week Students in grades 3-6 go online to take the Tripod Student Perception Survey during the month of November. Extra Curricular Program Roster Tripod Survey Results Aloha 'Oe Packet - Exit Student Survey Questions Monthly Student Council Officers and representatives in Grades 4-6 meet monthly and take notes to share with their buddy classes. |

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

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| | | | | | Weekly NNFK broadcasts are planned, written, edited, and filmed by 5th & 6th graders. Shows are broadcasted via closed circuit on Wednesdays. |
| Outcome #1: Recognize students in our monthly Eagle Newsletters and special certificates are given for their participation at the end of each month and/or at the end of the school year. | SY2017-18 & SY2018-19: Continue to implement student recognition programs and provide opportunities for active student participation in school activities: <ul style="list-style-type: none"> • Eagle of the Month • Eagle Lunch • Awards Assembly • Achieve3000 • Radford Complex Activities (Volleyball, Basketball, Track, Speech and Music Festival) SY2019-20: Continue to implement student recognition programs and provide opportunities for active student participation in school activities: <ul style="list-style-type: none"> • Eagle of the Month • Eagle Lunch • Awards Assembly • Achieve3000 • Radford Complex Activities (Volleyball, Basketball, Track, Speech and Music Festival) Beginning in Qtr 4 of SY 2018-19 and going into SY 2019-20: Eagle | 2017-2018 2018-2019 2019-2020 | C. Allen | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Monthly Eagle Newsletters Eagle of the Month Recognition Complex VP Meeting Notes |

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| | of the Month will be recognized in the cafeteria. | | | | |
| Outcome #1: 100% of parents will be informed of school activities providing written notice. | SY2017-18 - SY2019-20: Parents will receive information regarding school activities through the following to ensure active parent involvement in students' education: *Eagle Newsletters; *Informational flyers and letters *School website; *Beginning-of-the-School-Year Meet & Greet; and *Parent-Teacher Conferences Parent-Community Network Coordinator (PCNC) will plan at least one parent/child activity related to reading per year. ~Workroom training for parent volunteers on the use of equipment (i.e., use of copier, laminator, die cutter). | 2017-2018 2018-2019 2019-2020 | J. Wong C. Allen | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Yearly Parent Volunteer Training Log Monthly Eagle Newsletters School Website updated with current information Activity flyers/letters Parent Volunteer sign-in sheets updates Ongoing Parent Volunteer Roster updates |
| Outcome #1: NES SPED students (gr. 3-6) will gain a 1% increase on ELA and Math SBA achievement scores. | SY2019-20: Measure yearly SBA progress of NES SPED students. Teachers will use the I-Ready screener to measure interim progress and determine necessary interventions. | 2019-2020 | J. Wong H. Park | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Yearly Monitoring of SBA Scores Ongoing Teachers use of I-Ready Screener |

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

Goal 2: Staff Success. Nimitz Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

| Outcome: By the end of three years, | Rationale: |
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| <p>Professional Development The school leadership needs to provide professional development for further clarification and implementation of the math and language arts programs taking into account teacher input to determine needs. (WASC report p. 93) *Goal 2</p> <p>Collaboration Time The school staff will have structured collaboration time to plan curriculum and pacing, evaluate student data, plan interventions and to align instruction vertically and horizontally in order to better address students' needs. (WASC report p. 74) *Goal 2</p> <p>Professional Learning Communities (SY2019-20) The school staff will create and maintain a collective approach to aligning strategies towards developing ELA, Math, Social Studies, and Science instruction and curriculum.</p> | <p>In the WASC report, teachers requesting for professional development have been identified as an area of growth. Providing professional development will help teachers improve student achievement and reduce achievement gaps to directly impact student success.</p> <p>Teachers have also expressed the need for more collaboration time. While Data Teams collaboration time has been used to focus on improving teaching practices in selected areas of the curriculum, time will be provided for teachers to better address students' needs.</p> <p>In order to develop consistency across all grade levels, teachers must know which strategies and curriculum points to prioritize. This consistency will benefit staff by having them collaborate on the best practices and implement them to better student success, especially in regards to transitions between grades.</p> |

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

| Planning | | | Funding | | Interim Measures of Progress |
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| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds <i>(Check applicable boxes to indicate source of funds)</i> | Define the relevant data used to regularly assess and monitor progress |
| Outcome #1: Teachers will implement and integrate skills/strategies learned through professional development opportunities/workshops. | Provide participants with the scientific research-based knowledge and skills necessary to teach effectively in Math and Language Arts. SY2017-18: Teachers will attend workshops/classes to support instruction. <ul style="list-style-type: none"> July 25-26, 2017 - Building Foundational Reading Skills workshop (Teachers Gr. K-2) July 27-28, 2017 - Explicit Instruction workshop (Teachers Gr. 3-6) August 1, 2017 - GoMath! Workshop (Teachers Gr. K-2) August 9, 2017 – RtI: A Proactive System of Support PD August 30, 2017 – Supporting Students with Targeted Intervention Matched to their Needs: Putting the Pieces Together PD October 25, 2017 – AVID PD | 2017-2018 2018-2019 2019-2020 | M. Kagami | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Ongoing Classroom walkthroughs by administration Teacher reflection/logs Teacher surveys |

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

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| | <ul style="list-style-type: none"> February 2, 2018 – Tech Tools and Resources for Integrating Technology into Your Classroom <p>SY2018-19: Teachers will attend workshops/classes to support instruction as budget allows.</p> <ul style="list-style-type: none"> G Suite Summer PD (WASC CN 3) <p>SY2019-20: Teachers will attend workshops/classes to support instruction as budget allows.</p> <ul style="list-style-type: none"> I-Ready ELA and Math Screener Professional Development | | | | |
| <p>Outcome #1: 100% of the teachers will meet during collaboration time for 1 hour and 20 minutes during the school day. They will monitor and analyze student performance to collaboratively decide on the best instructional approach(es) and make instructional adjustments in response to student needs.</p> | <p>SY2017-18 - SY2019-20: Use data sheets (on Google Sheets) to monitor progress and analyze data to drive instruction and improve professional practices in order to meet the individual needs of our students. Learning targets will be determined by:</p> <ul style="list-style-type: none"> Grade level CCSS Universal screener Class assignments/assessments <p>SY2017-18: Continue to include SPED teachers in the collaboration meetings with their respective</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>H. Park J. Wong</p> | <p>✓ WSF</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | <p>Monthly ART Meeting Notes</p> <p>Ongoing Meeting notes and data sheets every 5 weeks for each grade level.</p> <p>Committee Meeting Notes (when committees created)</p> |

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

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| | <p>grade level. Hire a substitute teacher to work half day to cover SPED classes during data team/RTI meetings.</p> <p>SY2018-19: SPED teachers in grades K-6 will have designated collaboration meeting times to meet as a group. (WASC CN 1 & 4)</p> <p>SY2019-20: The ART will begin planning the creation of professional learning communities to create collective approaches in ELA and Math and devise a collaborative understanding of new standards in Science (NGSS) and Social Studies (HCSSS).</p> | | | | |
| <p>Outcome #1: For each year, grades K-6 teachers will develop/implement reading interventions and instructional adjustments as needed.</p> | <p>SY2017-18, SY2018-19 Provide teachers with half-day substitutes after each period of STAR testing (Fall, Winter, Spring) to analyze results, monitor student progress, and make instructional adjustments to meet the needs of the students. (WASC CN 1 & 4)</p> <p>SY2019-20: Provide teachers with half-day substitutes after each period of iReady testing to analyze results, monitor student progress, and</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>J. Wong H. Park</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Ongoing Data Analysis meeting agenda/notes for Fall, Winter, and Spring.</p> |

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

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| | make instructional adjustments to meet the needs of the students. | | | | |
| Outcome #1: Any teacher who received a basic or unsatisfactory rating from the previous year will receive additional support. Outcome #2: By the end of each school year, the teachers who are required to be evaluated will receive a rating of proficient or higher. | SY2017-18, SY2018-19, SY2019-20: Utilize the five components of the Charlotte Danielson Framework to help the teachers improve their instructional practices to best support student learning. | 2017-2018 2018-2019 2019-2020 | M. Kagami C. Allen | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Ongoing Teacher Observations, Student Learning Objectives, Core Professionalism and Individualized Professional Development Plans are monitored, evaluated, and then documented on PDE3. |
| Outcome #1: By the end of each year, the faculty will review and reflect on the overall Tripod survey results. | SY2017-20: Tripod surveys to be administered once a year to students in grades 3-6. | 2017-2018 2018-2019 2019-2020 | C. Allen K. Kaneshiro | <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A | Yearly Tripod Survey School Results are emailed to teachers/administration in February/March. Tripod Survey Teacher Reflection |

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

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| <p>Outcome #1: 100% of beginning teachers will receive support from the district mentor and/or school mentor.</p> | <p>SY2017-18 - SY2019-20: New/beginning teachers will collaborate with District Mentor Teacher and/or school mentors at least 180 minutes per month.</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>H. Park R. Matsumoto</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Yearly I & M Mentor PLS meeting agenda/notes and sign-in sheets</p> <p>I & M Mid-Year/End of Year meeting agenda/notes</p> <p>Semester Mentor Documentation of Guaranteed Supports</p> <p>Quarterly I & M Mentor Forum meeting agenda/notes and sign-in sheets</p> <p>Ongoing New Teacher Learning Zone</p> |
| <p>Outcome #1: For each year, grades K-6 teachers will follow the Peer Review process. Peer Review meetings are conducted monthly.</p> <p>Outcome #2: Participants will follow-up on actions indicated by Peer Review notes.</p> | <p>SY2017-18 - SY2019-20: Continue to provide a comprehensive system of support for students who are referred by their teachers to the peer review process. (WASC CN 1)</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>J. Wong</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Yearly Student Support Process meetings with each grade level occur at the start of the school year. Sign-in sheets and Information Folder (including the Peer Review Form template and completed forms) are kept on a google drive. (Outcome #1)</p> <p>Monthly Peer review agendas/notes are kept on a google drive. (Outcome #2)</p> |

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Goal 3: Successful Systems of Support. The system and culture of Nimitz Elementary School works to effectively organize financial, human, and community resources in support of student success.

| Outcome: By the end of three years, | Rationale: |
|---|--|
| <p>RTI The faculty will analyze data to make informed decisions regarding instructional interventions and differentiated instruction in Math and English Language Arts (ELA) through a Response to Intervention (RtI) process. (WASC report p. 93) *Goal 3</p> <p>WASC Fulfill the requirements for WASC accreditation.</p> | <p>Through the RtI process, teachers will be able to identify student needs and progress monitor while providing appropriate interventions. As a result, teachers will deliver high-quality instruction and reflect on best practices.</p> <p>The WASC accreditation process is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Basic concepts addressed in this process focus upon student success in meeting the General Learner Outcomes and academic standards.</p> |

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

| Planning | | | | Funding | Interim Measures of Progress |
|--|--|--|--|---|---|
| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds <i>(Check applicable boxes to indicate source of funds)</i> | Define the relevant data used to regularly assess and monitor progress |
| <p>Outcome #1: By the end of 3 years, the RtI Process is implemented by 100% of the teachers.</p> <p>Outcome #2: Create and implement a PBIS School-Wide model and plan.</p> | <p>SY2017-18: School visitation(s) to observe an RtI system.</p> <ul style="list-style-type: none"> April 6, 2018 – Maunawili Elementary visitation <p>SY2018-19 & 2019-20: 100% of the teachers and staff will implement PBIS School-wide Plan (Positive Behavior Interventions and Supports).</p> <p>Create school-wide RtI schedule, evaluate and acquire intervention resources, PD with faculty and staff, review and monitor data, and make necessary adjustments. (WASC CN 1)</p> <p>For each year, the leadership team will review and evaluate the RtI system and make necessary changes.</p> <p>For each year, the teachers will submit and complete the necessary documentation for the RtI process,</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>J. Wong H. Park K. Luke A. Tomasu</p> | <p>✓ WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> | <p>Yearly Review and refine the RtI System to support student success yearly.</p> <p>RtI flowchart</p> <p>Progress monitoring</p> <p>RtI Documentation</p> <p>Quarterly PBIS committee will meet quarterly to review PBIS School Wide plan. Meetings will be documented through agenda online. (Outcome #2)</p> <p>Quarterly review of Positive Behavior referrals, in comparison to discipline referrals. (Outcome #2)</p> |

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

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| <p>Outcome #1: All stakeholders will continue to address and make necessary adjustments to the identified critical areas reported by the visiting committee in April 2016.</p> | <p>WASC action plan and timeline.</p> <p>SY2017-18: Prepare for mid-year visitation by the WASC Committee.</p> <p>SY2018-19: WASC mid-cycle visitation.</p> <p>SY2019-20: Address recommendations from the WASC mid-cycle visitation.</p> <p>Begin process to re-examine the mission and vision of NES.</p> <p>Begin process of data collection for SY2021-22 Self Study.</p> | <p>2017-2018 2018-2019 2019-2020</p> | <p>M. Kagami C. Allen</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Ongoing ARTeam Meeting Agendas</p> <p>Faculty Meeting Agendas</p> <p>NES WASC Mid-Cycle Report 2018-19</p> <p>Mid-Cycle Visiting Committee Report 2018-19</p> |
| <p>Outcome #1: By the end of each year, “off track” (>8.5% days absent) and “approaching off track” (5% to 8.5% days absent) days absent will maintain less than 5%.</p> | <p>SY2017-18/SY2018-19/ SY2019-2020: Continue to implement a comprehensive school-wide plan that is specific and consistently used to increase regular student attendance at school by doing the following:</p> <ul style="list-style-type: none"> • Meet with administration and leadership team to review a school-wide attendance plan. • Meet with the district social worker to discuss strategies to increase regular student attendance. | <p>2017-2018 2018-2019 2019-2020</p> | <p>J. Wong K. Luke A. Tomasu</p> | <p>✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>Monthly At peer reviews, the agenda includes attendance. Data reviewed is based off of a) eCSSS Early Warning System for Off-Track and Approaching students and b) Infinite Campus for each classroom’s absences. Counselors keep a student session log, and teachers keep a parent communication log. Counselors’ documentation includes: attendance suggested intervention plan, consultation with teachers and community resources, attendance summary report from Infinite Campus, and attendance letters to parents. (Outcome #1)</p> |

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| | <ul style="list-style-type: none">• Implement strategies to increase regular student attendance.• Inform new parents of the attendance policy and procedures.• Reiterate the importance of school attendance in individual/group student sessions.• Include the attendance policy in the Student Planner and Nimitz Elementary School Website. | | | | |
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