



Three-Year Academic Plan 2017-2020

SY 2019-2020

Major Sheldon Wheeler Elementary School

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Submitted by Kendrick Kakazu	Date

Approved by Mr. Robert Davis	Date

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Where are we now? Schoolwide critical area one has been completed. Wheeler Elementary (WE) has begun a “Living the Words” focus of implementing our Mission, Vision and Beliefs in our everyday practice. WE have begun to implement a decision making process using the Mission, Vision, Belief framework of Learn, Work and Grow. Schoolwide critical area 3 has also been completed. The Instructional Leadership Team (ILT), AVID site teams and grade levels are beginning to focus their efforts through a newly designed WICOR tool. ILT is focusing on the R in WICOR with its close reading strategies. AVID site team is reorganizing and making implementation plans to make the WICOR framework visible in classrooms and in planning/instructional design. WE have begun to write our WASC Mid-Term report.

WE have also begun to address Schoolwide critical area 2. Communication with parents have been consistent with a newly created school Newsletter, a redesigned school webpage and Twitter account. Administrators also attend all PTSO meetings and coffee hours. WE are working on creating a student progress report to better communicate student strengths and areas of growth.

Our intentions are to complete the remaining Schoolwide Critical Areas for follow up by the end of year three so that the remaining years can be focused on implementing all tasks consistently. WE are also beginning to incorporate School Design, Teacher Collaboration, Student Voice into our plans.

Based on our needs assessment and our current WASC Self Study of our community, our curriculum, instruction, assessment and accountability, and our school culture, our school has identified the following student learning needs that are the result of the following contributing or root causes:

<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 	<p>WE will continue to make overt connections to our Vision, Mission, Beliefs. By “Living the Words” WE create, “A caring community where we learn, work and grow together.” The integration and implementation of Na Hopena A’a (HA) is vital in providing a positive educational experience where students develop a growth mindset and strive to continuously grow.</p> <p>Due to the transiency of our student population, WE have rekindled our efforts in providing transitional support for our students. WE have addressed this issue through social supports (Aloha Ambassadors, Anchored4Life) and a focused Response to Intervention (RTI) system. This transiency is considered the main contributing cause of lower academic performance.</p> <p>WE’s WASC self-study indicates the need for consistent implementation of academic and behavior support systems.</p> <p>In March 2017, the Western Association of Schools and Colleges (WASC) Visiting Committee identified three Schoolwide Critical Areas for Follow Up at Wheeler:</p> <ul style="list-style-type: none"> ✓ The school needs to review and revise its Mission and Vision Statements, so they are reflective of the latest educational goals. 2. The school needs to create consistency in multiple areas including communication with parents, implementation of Common Core State Standards and GLOs, and intervention strategies. ✓ The school needs to refine its newly implemented programs and strategies such as Learning Walks, Instructional Leadership Team (ILT), vertical and horizontal articulation and provide the necessary professional development to ensure that all teachers are knowledgeable and proficient in using them. <p>Critical Areas for Follow Up 1 and 3 have been addressed and are in implementation phases. WE are now focusing our efforts on the development of a schoolwide grading system and instructional framework.</p> <p>In reviewing the WASC categories A through E, the WASC Visiting Committee also identified recommended Areas of Growth,</p>
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<p>Student Learning: Assessment and Accountability</p> <ul style="list-style-type: none"> • WASC Category A: Organization • WASC Category E: School Culture • Longitudinal Data System • School Quality Survey 	<p>many of which directly align with the 3 Schoolwide Critical Areas of Focus. Many of the growth areas for these categories have been already addressed and monitoring for consistency will continue.</p> <ul style="list-style-type: none"> ✓ WASC Growth Goal #1: The school needs to involve more stakeholders and improve communication with stakeholders. (Administrators attend all PTSO meetings and Coffee Hours. Monthly Newsletters for the school and grade levels have been created. Parent and community activities are being spearheaded by our Transition Coordinator and Parent Community Network Coordinator. A newly designed school web page has been launched and WE has begun using a twitter account – Wheeler Warriors@wheeler_elem) • WASC Growth Goal #2: Teachers need to be consistent in their use of school-wide initiatives, i.e., the planner, how GLOs are taught and rated. ✓ WASC Growth Goal #3: The school needs to provide information that will allow parents/military families to understand the State-mandated grading system. (Formal letters have been sent and posted on new webpage. Parent night presentations on standards based grading have occurred. PTSO and SCC has asked for a video with explanations.) • WASC Growth Goal #4: The School should agree on how the General Learner Outcomes (GLOs) are taught, reinforced, and assessed within and across grade levels in classroom and school wide settings ✓ WASC Growth Goal #5: The School should develop consistency within and across grade levels to ensure alignment of the curriculum, instruction, assessments, and interventions. (Curriculum and pacing guides for grade levels are complete. WICOR framework has been developed; planning tool and walkthrough tools are being used and refined. An RTI block and schedule has been developed. There is still a need to create more common assessments. Common Wheeler WICOR strategies are being developed/selected for schoolwide implementation.) • WASC Growth Goal #6: The school should collaborate and align learning targets and success criteria to improve student achievement of the standards and develop consistency of practice within and across grade levels. ✓ WASC Growth Goal #7: The school should increase consistency within and across grade levels in the implementation of AVID strategies to increase student engagement in learning. (WICOR framework has been implemented in panning, data teams and ILT walkthroughs.) • WASC Growth Goal #8: Teachers need to refine common expectations and establish clear performance criteria for assessments to improve consistency in grading across grade levels ✓ WASC Growth Goal #9: Teachers need to build upon the current RTI system to provide cohesive, consistent and appropriate academic supports for ALL learners. (RTI system in place. Training is occurring to refine these strategies based upon iReady student data. The development of “Growth Reports” to communicate with parents and for students to create learning plans is being developed.)
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	<ul style="list-style-type: none"> • WASC Growth Goal #10: Teachers need to settle and agree to a school-wide understanding of how student performance on the General Learner Outcomes is assessed. ✓ WASC Growth Goal #11: Teachers and administrators need to establish and develop a schoolwide system of regular communication on academic progress with families. (The development of “Growth Reports” to communicate with parents and for students to create learning plans is being developed.) ✓ WASC Growth Goal #12: School community members, teachers and administrators should explore ways of supplement student enrichment through additional educational programs that enhance and extend student learning. (WE have expanded our robotics program to include VEX and SeaPerch. Afterschool programming has been added. Focus has been on World Languages and Cultures. After school tutoring using Core Lexia, Dreambox and Sonday has also been implemented.)
	<p>Addressing Equity: Sub Group Identification</p> <ul style="list-style-type: none"> • Economically Disadvantaged • English Language Learners (ELL) • Students with Disabilities
	<p>In order to address equity, list the targeted sub group(s) and their identified needs. *Specific enabling activities- Wheeler’s enabling activities includes support for all students including the disadvantaged, ELL, and students with disabilities.</p> <p>High Needs Students (English Language Learners, economically disadvantaged and students receiving Special Education services) – WE is a Title I school. In the 17-18 SY for the Smarter Balanced Assessments (SBAC), 51% of the High Needs students met the ELA benchmark and 36% of the High Needs students met the Math benchmarks for the school year. In comparison, 76% Non-High Needs students met proficiency in ELA and 69% met proficiency for Math.</p> <p>Support for all students in need includes Response to Intervention (RTI) strategies delivered by both teachers, PTT and EAs. Tier I and Tier II academic supports, the Student Support Process Team (teacher, counselor, curriculum coach) monitoring, as well as behavioral and emotional support as needed for the whole child provided by school counselors, behavioral specialists, and our TAMC community partners. Academic and Behavioral Intervention plans are reviewed quarterly.</p> <p>High Needs students have been provided with targeted interventions which include after school tutoring and SONDAY reading interventions. Students that receive special education services also receive additional supports through Tier 1 and Tier 2 RTI, EA assistance and specialized instruction in both the general education and special education setting.</p>

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ORGANIZE: Identify your Academic Review Team Accountable Leads.		
Name and Title of ART Team Accountable Lead		Responsible for implementation of the school's strategies and initiatives WGG# _____ (WASC Growth Goal #) WCA# _____ (WASC Critical Area for Follow Up)
Desired Outcome (DO) #1 Kendrick Kakazu, Principal John Walje, Vice Principal Mark Gervacio, Vice Principal Malia Souza, Curriculum Coach Kalen Kitagawa, Curriculum Coach Gerilyn Ma'a, Curriculum Coach		GOAL 1 STUDENT SUCCESS DO# 1: Goal 1 Objective 1: Student Engagement & Voice E.A. 1) Learning Targets/Success Criteria (Kendrick) WGG#6 1) AVID (Kalen) 2) Performance assessment criteria/consistency in grading (Geri) WGG#8 3) Targeted RTI Interventions w/consistency, student additional support (Malia) WCA#2
Kalen, Curriculum Coach	DO#2	DO# 2: GLOs taught, reinforced, assessed, goal setting WGG#4, WGG#10
Malia, Curriculum Coach Continue refinement and implementation. Determine measures for success.	DO#3	DO # 3: Goal 1 Objective 2: Whole Child (academic, behavioral, emotional) ~ PBIS E.A. 1) Behavior Support Pyramid Interventions (Counselors) 2) Student Support Process (SSP) RTI support (Counselors) 3) Warrior Bucks System/Second Step (Counselors)
Gerilyn, Curriculum Coach	DO#4	DO# 4: Goal 1 Objective 3: Well-Rounded Education ~ PBIS E.A. 1) STEM, NGSS (Avory) 2) Hawaiian Studies, Second Step 3) Social Studies (Leslie) 4) AVID instructional strategies aligned to CIA & I, increase rigor, add enrichment WGG# 5
Mark, Vice Principal	DO#5	DO# 5: Goal 1 Objective 4: Prepared / Resilient – Support with Transitions
Kendrick, Principal	DO#6	GOAL 2 STAFF SUCCESS DO# 6: Vision and Mission
John, Vice Principal	DO#7	DO# 7: Teacher PD, ILT
Geri, Malia, Kalen Curriculum Coaches	DO#8	DO# 8: Consistency w/instructional practices, collegial sharing vertical/horizontal
Kendrick, Principal	DO#9	GOAL 3 Objective 2 SUCCESSFUL SYSTEMS WCA#2,

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	Parent/stakeholder Communication	WGG#2
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Sandy: DO # 1, 7, 8	Geri: DO # 1, 3, 4,	Leslie: DO # 1, 2, 5, 9	Kendrick ART lead, DO # 1, 6	Counselors DO #3
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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:
<p>* WASC Schoolwide Critical Area for Follow Up (WCA#____)</p> <p>* WASC recommended areas for Growth Goal (WGG#____)</p> <p>Goal 1 Student Success, Objective 1: All students are empowered in their learning to set and achieve their aspirations for the future.</p> <ul style="list-style-type: none"> • Students will be empowered in achieving their academic success with increased student engagement in relevant and rigorous learning opportunities that include the student's voice in learning. * (WCA#2) • Student success with the GLOs will increase to support the abilities, habits, and knowledge to achieve the short-term and long-term goals integral to a student's future college and career success. (WCA#2, WGG#4, WGG#7, WGG#10) 	<p>Goal 1 Student Success, Objective 1</p> <ul style="list-style-type: none"> • WE will increase the rigor of lessons and make them more relevant to motivate our students to learn by using the AVID WICOR framework for instruction and learning. Students will be more engaged in their learning by having cleared targets and success criteria to know if they are reaching their goals and to self-assess. Students will set goals and self-reflect using the AVID DLIQ strategy to determine their progress and next steps. We will use AVID strategies for student engagement to promote college and career readiness. WE will be clear and consistent in our expectations and implementation of our schoolwide initiatives. WE need be consistent in grading across grade levels, and so students know what is "success" and what they need to do to be successful. • Besides knowledge, students need social emotional skills to advance in their college and career goals. Our students will use the GLOs to develop the skills, attitudes, and habits to work successfully with others in our society.

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<p>Goal 1 Student Success, Objective 2: All students will be safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.</p> <ul style="list-style-type: none"> WES will provide care for the whole child with academic, behavioral, and emotional supports in place and used consistently schoolwide, so our students can be safe, nurtured, and focus on success in school. (WCA#2, WGG#9) <p>Goal 1 Student Success, Objective 3: All students are engaged in a rigorous, well-rounded education, so that students are prepared to be successful in their post high school goals.</p> <ul style="list-style-type: none"> ✓ All students will have a well-rounded high quality education based on the standards in all subject areas in preparation for future success with their college, career, and community goals. (WCA# 2, WGG#5, WGG#6, WGG#8, WGG#12). Enrichment classes and programs will be in place to enhance student learning. <p>Goal 1 Student Success, Objective 4: Prepared & Resilient. All students transition successfully throughout their educational experiences.</p> <ul style="list-style-type: none"> ✓ All students and their families will be supported as they transition in and out of Wheeler and between grade levels. These transitions are critical to the well-being of our transient students. It helps prepare them for what is to 	<p>Goal 1 Student Success, Objective 2•</p> <p>Many of our students need the academic, behavioral, and emotional supports to provide them with a safe environment. Our students will then feel safe, valued, and encouraged to attend school. If students feel supported in school, this can increase their readiness to learn. We have systems in place for academic support with our Student Support Process (SSP) that needs to be integrated into Professional Learning Community and Data Team routines. WE will combine Academic and Behavior Inventions into our WE Growth Plans that are developed and revised quarterly.</p> <p>Goal 1 Student Success, Objective 3:</p> <ul style="list-style-type: none"> All students should experience the range of subject areas, not just reading and math for a well-rounded education. This knowledge in many subject areas may lead to a personal discovery, and a lifelong joy in learning and inquiry. Professional development including STEM and NGSS will be provided in workshops and PLC. Our students are also provided lessons in Art, Hawaiian Studies, Library, Tech, Music, PE and SEL Second Step Lesson. After school programing has centered around World Language and Culture. Classes include French, Korean, Italian, Spanish and German. Hawaiian culture, Lei making, Hula and Ukulele are also provided. WE will begin to expand program to include more physical activities. <p>Goal 1 Student Success, Objective 4:</p> <ul style="list-style-type: none"> With a 90% military student population, WE students deal with many different types of transitions. It is critical that our students are supported as they transition in and out of our school, and as they transition from one grade to another. WE continues to support students in need with our Transition Center, Parent and Community Networking Coordinator activities, Tripler Army Medical Center personnel, Military Family Life Consultant, and in school transition plans to lay a foundation of support for students transitioning between grade levels or transferring into a new school. WE utilizes the Anchored4Life
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<p>come, and it develops resilience in students as they learn ways to help themselves adjust to new situations.</p>	<p>support program to help with transitions that are common to military family life. WE also has an Aloha Ambassador and Kindness Club to help students develop peer relationships.</p>
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Planning				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)	Define the relevant data used to regularly assess and monitor progress
EMPOWERED Goal 1, Objective #1 1. Student engagement will be included in lessons, goal setting, and self- assessments. Students will have a voice and accountability in their education.	1. Teachers will increase student engagement and self-reflection by setting clear learning target and success criteria (WGG#6), co-constructing success criteria, and using AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies (WGG#7) to increase student engagement using “best practices” to help students succeed academically. Targets should be mapped and aligned horizontally and vertically.	D - develop I - implement RC-revise & Continue RC: 2019-2020	Vice-Principal Curriculum Coaches	1. PLC agendas, Grade Level or Data Team minutes, reflections, Grade Level Instructional strategy planning, classroom visits, AVID agreements.
	2. Grade levels will refine common expectations & establish clear performance criteria for assessments to help students learn and to improve consistency in grading across grade levels. (WGG#8) Refine routines within Data Teams and PLCS.	RC: 2019-2020	Principal Curriculum Coaches	2. Data Teams, PLC minutes, Grade level common agreements on performance assessment criteria and grading
	3. Teachers will implement intervention strategies (WCA#2 , WGG#9) with consistency within and across grade levels in providing Tier I, Tier II classroom instruction, providing increase learning opportunities for students who require		Curriculum Coaches	3. Grade level planning, PTT/PPT schedules, academic intervention plans, rosters, progress monitoring, student RTI goals, lesson plans for ELL

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	<p>additional support to reach grade level standards. Targeted support in reading & math for all students (including disadvantaged, ELL, and special needs students) performing below grade level proficiency will be provided. PTTs, PPTs, and E.A.s will also support student learning success.</p> <p>4. WE will formalize Tier 3 systems and interventions to target students with afterschool tutoring and or pull out services.</p>	RC: 2019-2020	Curriculum Coaches	students and for students with special needs
2. Students will increase their success with the General Learner Outcomes	<p>1. Teachers will develop consistency on how the GLOs are taught reinforced and assessed within and across grade levels in classroom and schoolwide settings (WGG#4, WGG#10 Students will have a voice in setting short term and long term goals to increase their success with their General Learner Outcomes (GLOs)</p>	<p>D: 2018-2019 I: 2019-2020</p>	Vice Principal Curriculum Coaches	<p>1. Development of a GLO matrix for a common schoolwide understanding & implementation of how to assess student performance of the GLOs.</p> <p>• Students and Teachers will use the State developed GLO rubrics to self assess their progress, and each grade level will use the common criterion for their grade level GLOs to set goals for teaching and learning</p>
<p>WHOLE CHILD Goal 1 Objective #2:</p> <p>3. Wheeler will provide care for the whole child with academic, behavioral, and emotional supports in place, so our students can be safe, nurtured, and</p>	<p>WE will refine and consolidate the different parts of our Positive Behavior Intervention and Support System (PBIS) including:</p> <p>*WE will combine the first two goals into one cohesive support system.</p> <p>1. Review our targeted behavior support system and interventions for all students. We will revise and refine the use of our 3-tiered pyramid behavioral system. Our staff will follow the</p>	<p>D: 2018-2019 I: 2019 – 2020</p> <p>RC: 2019-2020</p>	Vice-Principal, Curriculum Coaches, Counselors	<p>1. Behavioral Intervention Plans, progress monitoring, decrease in the number of referrals</p>

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successful in school	<p>school standard operating procedures in a consistent manner to support the behavioral and emotional needs of all of our students.</p> <ol style="list-style-type: none"> 2. The Student Support Process (SSP) with its team of classroom teacher, counselor, and academic coach will continue to be implemented consistently to monitor and support students in need of RTI academic support for all students. (WGG#9) 3. Implementation of the Wheeler Warrior Bucks will continue with the schoolwide initiatives and the monthly Character Program will continue for all students (including our disadvantaged, ELL, and our special needs students): <ol style="list-style-type: none"> a. Good Citizen's Award b. Wheeler Wall of Fame (WWF) c. Wheeler Warrior Bucks, Treasure Box, and special incentives (newly established this school year) d. Classroom Second Step guidance lessons focused on skills for social and academic success. 	RC: 2019-2020 RC: 2019-2020	Student Support Coordinator Counselors Curriculum Coaches Student Support Coordinator Counselors	<ol style="list-style-type: none"> 2. Academic Intervention Plans, Progress monitoring, PTT/PPT support schedules 3. Observation, Completed Wheeler Warrior Wall of Fame recognition forms (character bulletin board), Warrior Bucks redemption, and completed classroom guidance lessons, student work
WELL-ROUNDED Goal 1 Objective #3 4. All WES students will be provided with a rigorous well-rounded education that will prepare them for a successful future in their choice of a college or career path.	<ol style="list-style-type: none"> 1. Grade levels will collaborate with the STEM teacher to develop a plan for addressing the Science Standards and STEM connections and enhancements. Students will engage in STEM to teach the whole child. WES also needs to learn more about the Next Generation Science Standards (NGSS) for a well-rounded education. 2. WE will develop a Science-Tech-Reading-Art- 	RC: 2019-2020	Principal Curriculum Coaches STEM Teacher, Principal	<ol style="list-style-type: none"> 1. PLC agendas/minutes, grade level minutes, common assessments, academic intervention plans, Data Team minutes, agendas, & class visits, STEM projects, student work, & PD on NGSS. 2. Class Observations, student schedules, and student work. 3. Updated Social Studies, Curriculum

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	<p>English-Math (STREAM) World Literacy Exploration Center.</p> <p>3. Students will also receive lessons in Art, Physical Education, Hawaiian Studies, Library lessons, and lessons in skills for social and academic success lessons from the “Second Step Program” taught by the counselors. Upper grade students are also able to participate in complex activities such as basketball long distance running, volleyball, and track events.</p> <p>4. Grade levels will revisit and focus on consistency in teaching the Social Studies Standards.</p> <p>5. Grade levels will “WICORize” aligned curriculum, assessments, and interventions (WGG#5) to increase the rigor of their lessons. WE will provide student enrichment that will enhance and extend student learning for a quality education. (WGG#12)</p>	<p>D: 2019-2020</p> <p>D: 2019-2020</p> <p>RC: 2019-2020</p>	<p>STEM Teacher, Librarian</p> <p>Vice Principal</p> <p>Curriculum Coaches</p>	<p>Maps.</p> <p>4. Teacher participation in professional learning sessions on WICOR and other AVID strategies as evidenced by agendas, sign in sheets, PLC/Data Team minutes, learning walks, classroom visits, and planning for enrichment activities</p>
<p>PREPARED/ RESILIENT Goal 1 Objective #4</p> <p>5. All students and their families will be supported as they transition in and out of Wheeler and between grade levels.</p>	<p>Transitions are critical to the well-being of all of our students. It develops resiliency in students as they learn ways to prepare themselves to adjust to new situations.</p> <p>1. Our Transition Center Coordinator will continue to provide an orientation workshop and welcome for families new to Wheeler. A portfolio is provided to parents and students with basic information to help in their adjustment. Students are monitored the first few weeks of school by the Transition Center Coordinator and our Military Family Life Consultant (MFLC) may also help in their transition. Students also receive an Aloha Packet and lei when they leave our school with school mementos.</p>	<p>RC: 2019-2020</p>	<p>Transition Center Coordinator PCNC Counselors Curriculum Coaches</p>	<p>1. Orientation sign in sheets, copy of the Welcome portfolio. The students will be part of the lunch bunch to get acquainted and the Aloha Ambassadors will help the student adjust to our school.</p> <p>2. Aloha Packet, photos</p>

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	<ul style="list-style-type: none">2. The Transition Center Coordinator will continue to lead with the Anchored4Life program to meet the transitional needs that are specific to our military population3. At the end of the school year students in all grade levels visit a teacher & classroom in their next grade level. 5th graders visit the middle school.			<ul style="list-style-type: none">3. Schedule or agenda for the school transition visit
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Goal 2: Staff Success. Wheeler Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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Outcome: By the end of three years,	Rationale:
<p>Goal 2 Staff Success, Objective 1: Focused Professional Development. Develop and grow employees to support student success and continuous improvement.</p> <ul style="list-style-type: none"> • WE will continue to provide needed professional development resources to support student success objectives and relevant lessons on social-emotional learning, quality classroom assessments, and instructional strategies to address all types of learners. We will have additional or more consistent supports for our disadvantaged, special needs, and ELL students. • WE will prioritize PD for educators to support inclusive practices & multi-tiered supports with diverse instructional methods for all students, including disadvantaged students, special education students, and English learners. 	<ul style="list-style-type: none"> • WE will provide Professional Development support as needed with our Stepping Stones Math Program, the Next Generation Science Standards (NGSS). We will increase rigor by applying AVID's WICOR framework consistently in our planning and instructional strategies. Instructional Learning Teams and Learning Walks will provide opportunities for professional learning, data analysis and professional collaboration. Substitutes and stipends will enable Professional Development and collaboration for teachers in ILT (ILT) and other PD workshops. • WE will provide PD to support and increase student achievement for our disadvantaged, disabled, and ELL students. Increasing the rigor and relevance of our lessons and increase teacher collaboration to develop more effective instructional strategies to support student success. • WE is refining our systems to better focus our efforts on effective instruction. WE will be consistent in the implementation of these systems.

Planning				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)	Define the relevant data used to regularly assess and monitor progress
Goal 2 Objective #1:				

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<p>6. Wheeler will have updated Vision & Mission Statements so all stakeholders will have clear goals for all students.</p> <p>7. Teachers will participate and share their new knowledge gained through professional development and workshops with their peers to develop strategies to increase student learning.</p>	<p>1. WE will “live” our Vision and Mission statements and use the Learn, Work, Grow framework to ensure that our Vision and Mission are the driving force behind our new school initiatives.</p> <p>2. Wheeler will provide professional development to teachers in various content areas as needed, additional professional development may be required to support student success in the area of Instructional Learning Teams and Learning Walks, Stepping Stones Math, Science, Social Studies, the Rigor Relevance Framework, and Common Core State Standards to enable teachers to deepen understanding of the CCSS in ELA & Math</p> <p>• Wheeler will provide substitutes and stipends for P.D. teacher training and for grade level P.D. and collaboration time to increase student learning.</p>	<p>RC: 2019-2020</p> <p>RC: 2019-2020</p>	<p>Principal Vice-Principal Curriculum Coaches</p> <p>District Resource Staff Contracted Resources Curriculum Coaches</p>	<p>1. Agendas, minutes, drafts, and the completed Vision and Mission school statements.</p> <p>1. Meeting agendas, sign in sheets, reflections, handouts & PLC/Grade Level Minutes, Data Team minutes to show evidence of outside trainers and District Resource teachers PD for Reading, Math, Science, ILT process and implementation, classroom visits, and Learning Walks</p>
	<p>3. Develop a culture of professionalism through collegial sharing in vertical (faculty) and horizontal (grade level) formats that will lead to improved instructional practice in the classroom (WGG#5)</p> <ol style="list-style-type: none"> Faculty Meetings PLC Meetings Teacher Learning Walk Peer sharing of grade level curriculum maps and resources 	<p>RC: 2019-2020</p>	<p>Curriculum Coaches</p>	<p>1. Meeting agendas/minutes, reflections, exit passes, Learning Walks, reflections, peer observations</p>

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

Outcome: By the end of three years,

Rationale:

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<p>Goal 3 Successful Systems of Support, Objective 2: Adequate and expanded resources. Secure adequate resources to support school and community-based plans for student success.</p> <ul style="list-style-type: none"> • Wheeler will work closely in partnerships with families and community resources to increase communication and build relationships, provide resources, and share expertise in areas to support success for all students. • Wheeler will establish open communication pathways to promote understanding and the engagement of stakeholders to build instructional and student learning supports. WCA 2, WGG #1 	<ul style="list-style-type: none"> • Through our school resources (e.g. School Community Council, Transition Center, PCNC, PTSO, and the development of family education and parent engagement activities), Wheeler will build a stronger system of communication and support for the academic and behavioral needs of all students. • Wheeler will work to build and strengthen relationships with our community partners within and outside of our immediate campus (e.g. TAMC, and Military Family support groups, School Community Council SCC) to support student learning. With our parents, Wheeler will work to develop a strong partnership, with parent engagement events to include parents as part of the academic, emotional, and social support team for their children. The School Community Council as stakeholders in WE will become stronger partners with input into the school decisions.
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Planning	Interim Measures of Progress
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
<p>Goal 3, Objective 2: Wheeler will partner more closely and consistently with community and family resources to support student success</p> <p>9. All grade levels will participate in school wide and/or grade level parent engagement literacy activities, with monthly parent newsletters, and information to raise awareness of how to reinforce student learning at home.</p>	<p>1. Develop Parent Engagement events by Transition Center coordinator and PCNC with activities to increase communication between the home and school (WGG#1), develop a school-wide system of regular communication on academic progress with families (WGG#11), raise awareness of how parents can reinforce learning at home, and support the successful transition of new students and their families. This will include an informational workshop for all parents (WCA#2) regarding our GLOs and state mandated standards based report card grading system (WGG# 2 and WGG#3), and other communication and parent engagement events:</p> <ul style="list-style-type: none"> - Monthly Grade Level Parent Bulletins with links to our school website and/or monthly (timely) updates on the Grade Level on-line Newsletter posted on Wheeler's school website - PCNC coffee hours and Parent Workshops with "light refreshments" - Literacy events with book giveaways to practice skills learned for reading/math and as part of Dr. Seuss Family Night to encourage family reading - PCNC to seek military resources for parent support and workshops for engagement 	<p>RC: 2019-2020</p>	<p>Vice Principal</p> <p>Transition Center Coordinator</p> <p>Parent and Community Networking Coordinator (PCNC)</p>	<p>1. Meeting agendas, sign in sheets, and handouts, Monthly Grade Level Bulletins and/or Monthly updates on the on-line Grade Level Newsletter on our Wheeler website</p> <ul style="list-style-type: none"> • Transition Center Logs, PCNC Logs, information packets, newsletters, Coffee Hours, and Parent Workshops such as: <ul style="list-style-type: none"> - CCSS - Standards Based Report Cards - Math - GLOs - How to Help Beginning Readers - Standards Based Assessments • Evidenced by photos agendas, sign in sheets, bulletins, and flyers