


# Three-Year Academic Plan 2017-2020

## Kohala Middle

53-4155 Akoni Pule Hwy, Kapaau, HI 96755

Submitted by Alan Brown, Principal	Date
	5/9/19

Approved by Art Souza, CAS	Date
	5/9/19

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

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment (Title I Schools)</li> <li>• WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Need: Improve student proficiency in all content areas from grades 6 through 8 in order to align with expectations at transition to grade 9 and beyond. Embed instructional practices based on the Common Core State Standards (including Next Gen Science and C3 Social Studies Standards.) Embrace a culture of high achievement and college/career going which prepares students to be lifelong learners who contribute positively to our community and global society.</li> <li>2. Need: The school needs to fulfill its mission to build partnerships with students, families, and the community to educate and empower students to be citizens who contribute strength and harmony within their communities.</li> <li>3. Need: Address physical, social and emotional health of each student in order to ensure that they are provided with the skills, resiliency and coping skills essential for success.</li> </ol>

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	<p><b>Addressing Equity: Sub Group Identification</b></p>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>
	<p>69% Disadvantaged            RTI and differentiation, Technology, PLC data teams, Project based Learning, Advisory goal setting and GLO based activities, School-wide grading and assessment, AVID teaching and learning strategies, K-12 Articulation, Effective Behavioral Management Plan</p>
	<p>64% Male            RTI and differentiation, Technology, PLC data teams, Project based Learning, Advisory goal setting and GLO based activities School-wide grading and assessment, AVID teaching and learning strategies, K-12 Articulation, Effective Behavioral Management Plan</p>

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	<p>48% Native Hawaiian RTI and differentiation, Technology, PLC data teams, Project based Learning, Advisory goal setting and GLO based activities, School-wide grading and assessment, AVID teaching and learning strategies, K-12 Articulation, Effective Behavioral Management Plan</p>
	<p>17.2% SPED RTI and differentiation, Technology, PLC data teams, Project based Learning, Advisory goal setting, School-wide grading and assessment, AVID teaching and learning strategies, K-12 Articulation, Effective Behavioral Management Plan, Planning time devoted to regular and inclusion teacher collaboration, EA PD activities, Careful examination of SPED student identification to determine if continuing identification is needed</p> <p><b>SPED Revised October 2017</b></p> <p><b><u>Goal 1 Student Success</u></b> <b>Conduct an audit of SPED students accommodations and modifications, group SPED students by teacher by period and create a teacher friendly report which allows teachers to identify and implement student needs.</b></p> <p><b>Create a system of measuring student progress as targeted by IEP. (PDCA model)</b></p> <p><b><u>Goal 2 Staff Success</u></b> <b>Conduct teacher training in differentiating instruction for SPED students.</b></p> <p><b>Provide time and support for teachers to de-construct standards which would allow SPED students access to standards.</b></p> <p><b><u>Goal 3 Successful Systems of Support</u></b> <b>Request District training in data collection on SPED students in order to more effectively identify and implement modifications and accommodations.</b></p> <p><b>Conduct training and establish clear outcomes, reporting, and action steps for students transitioning to Middle School from Elementary.</b></p> <p><b>Encourage all staff to use morning circles, study halls, advisory, inter-mural activities and weekly piko to build relationships with students.</b></p>

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	<p>ELL 2.78% (Elementary estimates indicate growing numbers)</p> <p>ELL coordinator, PD activities targeting ELL populations, program licenses (TBD) which support ELL learning growth.</p>
<b>ORGANIZE:</b> 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
1. Alan Brown – Principal	1. Staff success, school climate, common formative assessments, common grading policy, AVID
2. Wendy Nickl – Curriculum coordinator / Registrar /Title 1 Coordinator	2. Common formative assessments, common grading policy , advisory, AVID
3. Amber Corrales – ELA teacher	3. Springboard implementation, technology innovation, ELA proficiency/gap
4. Duncan Anderson – Social Studies teacher	4. C3 Social Studies implementation, project based learning, inclusion practices
5. Erika Blanco – Science teacher	5. NextGen Science implementation, science proficiency/gap, project based learning,
6. Andrew Henderson – Math teacher	6. Go Math implementation, Math proficiency/gap, technology innovation,
7. Ellen Stone – SPED teacher	7. Go Math implementation, Math proficiency/gap, inclusion practices

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8. Lauren Canton – Counselor/testing coordinator/RTI	8. Comprehensive student supports, advisory, chronic absenteeism
9.	9.
10.	10.

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

*X Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*

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*X Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

*X 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.*

*X Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	Rationale:
<p>Create a set of common learning expectations and assessments for Mathematics, English Language Arts, and literacy in Social Studies, Science and all elective subjects across grade levels which will ensure students are on the path to success in High School. Students matriculate to the High School with not only academic skills but also determination, life skills, physical education, healthy life styles, and an appreciation for Music and the Arts.</p> <p>KMS will implement and maintain a comprehensive system of proactive supports to assure the timely and direct delivery of preventive and developmental services. This includes an RTI program, including intervention and corrective services, PLC data teams and academic supports as needed to address the needs of all students. All students will be supported to meet their SGP annually. All students will exhibit the academic, social and emotional growth essential to demonstrating that they are on a path toward success in college, career and citizenship.</p>	<p>Students must be prepared to advance from middle school with the skills needed to become College and Career Ready through the full implementation of the Common Core Standards</p> <p>In order to be successful students need the timely and direct delivery of preventive and developmental services, and intervention and corrective services, to address their primary, secondary, and tertiary needs.</p>

Planning				Funding	Interim Measures of Progress
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>ART Accountabl e Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>





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	<ul style="list-style-type: none"> <li>• G 1 EA 2. Teachers will utilize technology in their classrooms to not only increase student engagement and problem solving in the curriculum but also enhance access to curricular materials, both at school and at home.</li> <li>• 3. KMS will strengthen collaborative processes (as detailed in CNA) to ensure effective vertical articulation with high and elementary schools to strengthen seamless and effective transitions</li> <li>• 4. Teachers will use a variety of differentiation strategies, groupings, RTI, counseling, and communication to support student goals</li> <li>• 5. PLC data teams will assess student needs and identify/target specific skills, strands and standards to implement. Teams will develop and implement instructional</li> </ul>	2	Brown		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Year 2</td><td>33</td><td></td></tr> <tr><td>Year 3</td><td>37</td><td></td></tr> </table> <p>Science Gap Baseline score 8</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th></th><th>Target</th><th>Actual</th></tr> </thead> <tbody> <tr><td>Year 1</td><td>10</td><td>9</td></tr> <tr><td>Year 2</td><td>10</td><td></td></tr> <tr><td>Year 3</td><td>10</td><td></td></tr> </tbody> </table> <p>ILT ELA goal is met by 80% of students 80% Baseline score</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th></th><th>Target</th><th>Actual</th></tr> </thead> <tbody> <tr><td>Year 1</td><td>80</td><td>80</td></tr> <tr><td>Year 2</td><td>85</td><td></td></tr> <tr><td>Year 3</td><td>90</td><td></td></tr> </tbody> </table> <p>ILT Math goal is met by 80% of students. Baseline score TBD</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th></th><th>Target</th><th>Actual</th></tr> </thead> <tbody> <tr><td>Year 1</td><td>80</td><td>80</td></tr> <tr><td>Year 2</td><td>85</td><td></td></tr> <tr><td>Year 3</td><td>90</td><td></td></tr> </tbody> </table> <p>Technology usage Baseline score teachers 90</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th></th><th>Target</th><th>Actual</th></tr> </thead> <tbody> <tr><td>Year 1</td><td></td><td>100</td></tr> <tr><td>Year 2</td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td></tr> </tbody> </table> <p>8<sup>th</sup> Grade Algebra 1</p>	Year 2	33		Year 3	37			Target	Actual	Year 1	10	9	Year 2	10		Year 3	10			Target	Actual	Year 1	80	80	Year 2	85		Year 3	90			Target	Actual	Year 1	80	80	Year 2	85		Year 3	90			Target	Actual	Year 1		100	Year 2			Year 3		
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	<p>activities that will enrich, differentiate and remediate standards based learning.</p>				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Baseline score 6 students</th> </tr> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>8</td> <td>14</td> </tr> <tr> <td>Year 2</td> <td>10</td> <td></td> </tr> <tr> <td>Year 3</td> <td>12</td> <td></td> </tr> </tbody> </table> <p>AVID strategies are apparent via walkthrough and or observation. Baseline score: 80% of classrooms</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>85%</td> <td>85</td> </tr> <tr> <td>Year 2</td> <td>90%</td> <td></td> </tr> <tr> <td>Year 3</td> <td>95%</td> <td></td> </tr> </tbody> </table>	Baseline score 6 students				Target	Actual	Year 1	8	14	Year 2	10		Year 3	12			Target	Actual	Year 1	85%	85	Year 2	90%		Year 3	95%	
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<p><b>Implement a comprehensive system of proactive supports to assure the timely and appropriate delivery of preventive and developmental services. This includes an RTI program and intervention and corrective services all designed to address the primary, secondary, and tertiary needs of all students. System will ensure ensure</b></p>	<p>Embed existing RTI plan to ensure that classroom level interventions and data collection occurs routinely (monthly) to determine appropriate supports for identified_students</p> <ul style="list-style-type: none"> <li>• 6. Facilitate weekly (or as needed) RTI meetings to address identified student needs</li> <li>• 7. Monthly grade level meetings to allow grade levels instructors to collaborate and plan on possible student /teacher interventions.</li> <li>• 8. Strengthen the implementation and monitoring of weekly Advisory House system that embeds GLOs and</li> </ul>	<p><b>2017-2020</b></p> <p style="color: red; font-weight: bold;">2</p> <p style="color: red; font-weight: bold;">Behavior vs Academic?</p> <p style="color: red; font-weight: bold;">2</p> <p style="color: red; font-weight: bold;">1</p>	<p>Canton SBBH</p> <p>Brown</p> <p>Nickl Canton</p>	<p>X 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><i>Title 1, #7, 8</i></p> <p><b>Number of SPED students achieving 3 or above on the SBA ELA and Math.</b> Baseline score 0</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>1</td> <td>3</td> </tr> <tr> <td>Year 2</td> <td>2</td> <td></td> </tr> <tr> <td>Year 3</td> <td>3</td> <td></td> </tr> </tbody> </table> <p>HA and GLO assessment Baseline score TBD</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>+ 5%</td> <td></td> </tr> <tr> <td>Year 2</td> <td>+ 10%</td> <td></td> </tr> <tr> <td>Year 3</td> <td>+ 15%</td> <td></td> </tr> </tbody> </table> <p>Chronic absenteeism Baseline rate 18</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Target	Actual	Year 1	1	3	Year 2	2		Year 3	3			Target	Actual	Year 1	+ 5%		Year 2	+ 10%		Year 3	+ 15%			Target	Actual			
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<p><b>that all students will meet their SGP annually.</b></p> <p><i>WASC Critical areas of need and or growth</i> # 1, 6 <i>Title 1 assurances</i> #2 CNA #3</p>	<p>Na Hopena A`O and goal setting to support socio academic development and resiliency.</p> <ul style="list-style-type: none"> <li>9. Develop an effective behavioral management plan that includes positive behavioral supports</li> </ul>	1	Canton SBBH		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Year 1</td> <td>15</td> <td>18</td> </tr> <tr> <td>Year 2</td> <td>11</td> <td></td> </tr> <tr> <td>Year 3</td> <td>9</td> <td></td> </tr> </table> <p>Discipline referrals Baseline number 406</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>-10</td> <td>242</td> </tr> <tr> <td>Year 2</td> <td>-20</td> <td></td> </tr> <tr> <td>Year 3</td> <td>-30</td> <td></td> </tr> </tbody> </table>	Year 1	15	18	Year 2	11		Year 3	9			Target	Actual	Year 1	-10	242	Year 2	-20		Year 3	-30	
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<p><b>The administration and staff will demonstrate the understanding of the purpose and use of various types of assessments, use data to set learning targets and develop success criteria, and tier and provide structures to meet individual and group learning needs.</b></p> <p><b>Students can articulate learning targets, use</b></p>	<p>Create a set of common grading and assessment policies for Mathematics, English Language Arts, and literacy in Social Studies, Science and all elective subjects.</p> <p>Grading</p> <ul style="list-style-type: none"> <li>10. Address and reach agreement on the seven counterproductive assessment and grading policies and beliefs as per <i>Standards Based Grading</i> by Tim Westerberg</li> <li>11. Examine classroom assessment and grading as components of a</li> </ul>	<p><b>2017-2020</b></p> <p>0 Need a list</p> <p>0</p>	<p>Brown Nickl</p> <p>Brown Nickl</p>	<p>X WSF X Title I (Bilinski and Westerberg)</p> <p><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><i>Title 1 # 7, 8</i></p> <p>Hoike night showcasing student work and projects Baseline score # of visitors ?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>+ 5%</td> <td>N/A</td> </tr> <tr> <td>Year 2</td> <td>+ 10%</td> <td></td> </tr> <tr> <td>Year 3</td> <td>+ 15%</td> <td></td> </tr> </tbody> </table> <p>Grading goals</p>		Target	Actual	Year 1	+ 5%	N/A	Year 2	+ 10%		Year 3	+ 15%										
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#3 <i>CAN focus</i> #4, 5 pg 31 <i>FRF</i>	analyze multiple sources of data to create SMART goals to best monitor and thereby improve student performance by focusing on the identified skill, strands and standards that are in need of enrichment, differentiation and/or remediation	school wide standards based learning activities			Year 1	7
					Year 2	
					Year 3	

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

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
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<p>Support all staff members as Kohala Middle transitions to a school-wide grading system which better reflects what students are actually learning and eliminates the disparity between and among individual teacher grades and grading policies.</p> <p>Provide all teachers with evaluation and feedback based on student growth and the Danielson domains of teaching responsibility:</p> <ol style="list-style-type: none"> <li>1. Planning and preparation</li> <li>2. The classroom environment</li> <li>3. Instruction</li> <li>4. Professional responsibilities</li> </ol> <p>Collaborate with teachers to maximize teacher impact on learning by first researching and identifying those teaching and learning strategies which have the greatest influence on learning and then providing the training needed to implement the strategies.</p>	<p>Getting classroom assessment right is not a simplistic, either-or situation. It is a complex mix of challenging personal beliefs, rethinking instruction, and learning new ways to assess for different purposes.</p> <p>It is essential for Kohala Middle School to have a framework for professional communication as the school seeks to enhance the skills of all in the complex task of teaching.</p> <p>Kohala Middle School must always apply the best practices of educational research to the Middle School classroom</p>	
<b>Planning</b>	<b>Funding</b>	<b>Interim Measures of Progress</b>







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	<p>and ILT, will review and analyze multiple sources of data (CCSS, classroom, STAR, lexile) to create SMART goals to best improve student performance by focusing on the identified skill, strands and standards that are in need of enrichment, differentiation and/or remediation</p> <ul style="list-style-type: none"> <li>6. School administration will conduct formal and informal classroom observation cycles based on the Danielson model at least once in the first semester or as required by Department and provide interventions and support to teachers who do not attain a rating of proficiency in all 5 Danielson categories: culture for learning, managing student behavior, using questioning and discussion techniques, engaging students in learning, and using</li> </ul>	<p style="text-align: center;">1.5</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">Brown</p>		<p style="text-align: center;">See data in earlier section</p>
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	<p>assessment in instruction.</p> <ul style="list-style-type: none"> <li>• 7. Teachers and administration will conduct quarterly cyclical peer observations and also participate with ILT partners in classroom observations. The observations will be focused on look-fors developed by the ART/ILT. ILT initiatives will be based on school needs as determined by ART.</li> <li>• 8. Teachers will be supported to implement quality SLOs and PLC data teams which address an identified student need.</li> <li>• 9. On-site mentor teachers and District personnel and outside vendors will be utilized to support beginning teachers via pullout, grade level meetings and PLC/data teams</li> </ul>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p>	<p>ART/ILT</p> <p>Brown</p> <p>District</p>		
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**Goal 3: Successful Systems of Support.** The system and culture of **Kohala Middle 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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All students, parents and other stakeholders in the K-12 + construct will hold common high expectations for achievement and post high school transitions.

Parents and community will become partners in a multi-year implementation plan. Community engagement strategies will measure student achievement of competency based standards, leading to individualized education for all students.

It is essential for Kohala Middle to focus on three pillars required for young people and their communities to succeed:

1. Involving the broader community with public education to support the learning and development of young people;
2. Building more effective pathways into the workforce for all young people and supporting the transition to adulthood;
3. Preparing generations of leaders with the know-how to drive collaborative efforts at all levels.

By creating a shared common vision emphasizing the importance of student growth and achievement across the Kohala Elementary, Middle and High School, the school complex K-12 will implement learning goals aligned to the shared vision.



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<p><b>students transitioning to Middle School from Elementary.</b></p> <p><i>WASC Critical areas of need and or growth</i> # 7, 8 <i>Title 1 assurances</i> # 5, 6 <i>CNA</i> # 5 pg 31 <i>FRF</i> <i>Line 22</i></p>	<ul style="list-style-type: none"> <li>Open house showcasing student work and projects</li> <li>Career Day / Health Day</li> <li>Relay for life</li> <li>Makahiki</li> <li>AVID nights</li> <li>Title 1 night</li> </ul>				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Year 1</td> <td style="width: 20%;">+ 5% 11418</td> <td style="width: 60%;">15519</td> </tr> <tr> <td>Year 2</td> <td>+ 10%</td> <td></td> </tr> <tr> <td>Year 3</td> <td>+ 15%</td> <td></td> </tr> </table>	Year 1	+ 5% 11418	15519	Year 2	+ 10%		Year 3	+ 15%				
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<p><b>All stakeholders will support the school vision and mission.</b></p>	<p>B. Partner with community and the K-12 complex to ensure that the General Learner Outcomes and Na Hopena A`o (Ha-Breath or Belonging, Responsibility, Excellence, Aloha, and Hawaii) compose the basis of a college and career vision of all students representative of our unique values, strong sense of place,</p>	<p><b>2017-2020</b></p> <p style="color: red; font-size: 1.2em;">1</p>	<p>Brown</p>	<p>X WSF X 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>Title 1 # 7, 8</p> <p>Monthly SCC meetings held Baseline score 7</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%;">Target</th> <th style="width: 60%;">Actual</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>8</td> <td>7</td> </tr> <tr> <td>Year 2</td> <td>9</td> <td></td> </tr> <tr> <td>Year 3</td> <td>10</td> <td></td> </tr> </tbody> </table>		Target	Actual	Year 1	8	7	Year 2	9		Year 3	10	
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Year 1	8	7															
Year 2	9																
Year 3	10																

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

<p>An effective bell schedule, master schedule and adequate supplies, training and materials will be available to</p>	<p>and community relationships.</p> <ul style="list-style-type: none"> <li>• SCC</li> <li>• Implement a system of positive behavioral supports and education to reinforce positive behavior.</li> <li>• Coordinate a comprehensive after-school program (UPLINK) comprised of enrichment and intervention. KMS UPLINK plans to show improved school attendance for students participation in UPLINK, Show positive impact of UPLINK on student achievement /grades, show decrease in disciplinary referrals for students participating in UPLINK, and maintain 0% Teen Pregnancy through the UPLINK program</li> </ul>	<p style="text-align: center;"><b>2017-2020</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;">Brown</p>		<p style="text-align: center;">Title 1 # 7, 8</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>effectively and safely run the school and facilitate all school objectives.</b></p>	<p>C. Collaborate with staff and parents to develop, acquire, and implement the people, processes and educational supplies and equipment essential to support teachers, students and staff.</p> <ul style="list-style-type: none"> <li>• Academic and Financial Plan</li> <li>• Master Schedule</li> <li>• Bell schedule</li> </ul>				
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