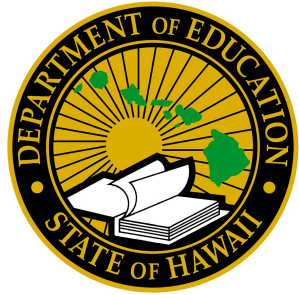


Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020



**HANA HIGH & ELEMENTARY SCHOOL
Three-Year Academic Plan
2017-2020**

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

2017-2018

Hana High & Elementary School Complex

Who We Are!

School Vision:

Ka ike a ke kulanakauhale apau he hei na ke keiki. (The knowledge of the whole village is absorbed by the child.)

School Mission:

Vocational and Academic Education will provide the opportunities for students to gain knowledge, skills, and values which will prepare them to succeed in all facets of life.

Community Profile

The Hana Complex is a K–12 school complex located on the eastern side of Maui. This geographically isolated rural school serves the needs of 352 students. The Hana Complex students live in a series of communities that stretch from Keanae to Kaupo in what is known as the Hana District. Separated by a two-hour drive from the more populated side of Maui, there are many limits to the social, educational, and economic opportunities available to the Hana Community. At last count, the total population of the Hana School Community is 2,285 with a total of 483 households. The educational attainment level of the community is lower in than the state average in the four categories with the exception of those who attained a high school diploma.

The Hana Complex fully realizes the need for parental support and we involve parents in many different ways. Parents and community organizations are very involved with the school. Monthly School/Community Parent meetings provide opportunities for parent training, student recognition and input into the children's education. These meetings always draw a crowd in excess of 100 individuals. Various parent meetings are held in the three schools (elementary, middle and high) and in individual grade levels. The greater Maui community and the school community are very generous in supporting our students with scholarships. Several local non-profit agencies and the University of Hawaii campuses are providing services and extended learning opportunities for our students. The Hana Complex greatly values the partnerships with local non-profit agencies and institutions of higher education and will continue the partnerships in the future. These non-profit agencies provide services that range from health services to training programs that make real-life connections to ensure

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students are career and college ready.

Student Profile (based on 2015-16 data)

While our students are limited socially, educationally and economically, they excel in their knowledge and interest in environmental, cultural, and community-related activities. The student body is comprised of a majority (76.5%) of Hawaiian or part Hawaiian students, with the second largest ethnic group being Caucasian (14.2%). In the traditional sense, there are no English as a Second Language Learners at Hana School. However many students speak a Pidgin dialect at home and in the community. This presents a challenge when students are required to use standard English at school. We have yet to realize the impact of the recent designation of the Pidgin English dialect as a second language. Of the 341 students there are 39 (11.5%) special education students with individualized education programs (IEPs). In the past three years there has been a slight decline in the number of special education students from 46 to 41 to 39. We have an Executive Office of Early Learning (EOEL) 4 year old preschool program at Hana School as well as a certified Infant and Toddler Program (6 week to 3 year old). The average daily attendance rate is 95.5%, which is an increase from 91.1% in 2013-14 but is below the state standard of 95%. Although our attendance rates are fairly high, we do have concerns regarding a chronic absentee rate of some of our students. The Hana Complex (K-12) chronic attendance rate is 15%. The percentage of students who have free or reduced cost lunch is 79.2% which is an increase from 76.5% in 2014-15. The percentage of students who are in the free and reduced lunch programs qualifies the Hana School Complex as a Title I Complex. A major concern is only a few special education students meet proficiency on the Hawaii State Assessment/SBAC in math and reading and science.

Certificated Staff Profile(based on 2015-16 data)

The Hana Complex has a teaching staff of 29 of which 93.1% (27 teachers) are fully-licensed. As required by law, parents are notified that they may learn the qualifications of their child's teacher upon request. The teaching staff averages 11.3 years of teaching experience. Of the 29 teachers, 11 have advanced degrees with 17 teachers having 5 or more years of teaching in the Hana Complex. The Hana Complex has 4 Nationally Board Certified staff members. Both of our counselors and two of our teachers (one elementary and one middle) are Nationally Board Certified. There is an administrative staff of 7, a counseling staff of 2, 1 Behavioral Health Specialist/Social Worker.

Hana Complex administrators (Principal, Vice-Principal and School Renewal Specialist) are fully trained in all areas and participate in the Maui District, Canoe-Complex Area Training and Mentoring Programs. The "Canoe Complex Area" and Kamehameha Schools provided the Kahua Project, a culture-based mentoring program for administrators.

Accreditation

Hana Complex (elementary, middle and high schools) received a 6-year accreditation term from the Western Association of Schools and Colleges (WASC) as a result of an accreditation visit in April 2012. A WASC team visited the Hana Complex for a Mid-Cycle Progress Visit on April 20, 2015 from a WASC Team. The Hana Complex will be up for accreditation again in the Spring of 2018.

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Weighted-Student Formula Funding

The combination of the Weighted-Student Formula (WSF) component of Act 51 and the special education allocation formula, has a devastating effect on the ability of the Hana Complex to meet all the needs of a PreK - 12 grade complex. Schools with small student populations that span PreK-12 grade levels are hit particularly hard. This is due to a combination of economy of scale issues and the need to provide the required services across a large span of 15 grade levels that have a small number of students. From 2008-09 to 2016-17, the WSF budget has been reduced by 33% from \$2,953,842 to \$2,001,415. For 2017-18 our allocation was

There were simply not enough students to generate the required funding (per-pupil) to provide for a full comprehensive school program. Because we are not allowed to spend more than 90% of the WSF funding on personnel, we fall short on having the funding to purchase the necessary personnel. To mitigate this problem we have reduced all support teachers to 10-month and we have reduced all support teacher positions (Registrar, SSC and SAC) to half-time and combined them with other positions. Due to increased demands from the department, Hana Complex will again purchase a Curriculum Coordinator/Coach/Induction and Mentoring position and a Response-To-Intervention (RTI) Reading Teacher for the 2017-18 school year.

For the 2016-17 school year, we received \$2,260,648 in WSF final allocation for personnel and an operating budget.

To supplement our WSF funding, the Hana Complex applied for the Superintendent's 2017-2018 WSF Reserve Fund Grant on the basis of being a small, rural, isolated K-12 complex. In December 2016, we were notified that we were awarded \$293,000 from the Superintendent's 2017-2018 WSF Reserve Fund, which is an increase from the \$281,000 in 2016-17. The 2015 Committee of Weights allocated \$138,548 to the K-12 schools for additional administrative support. The \$138,548 was used, in part, to purchase a School Renewal Specialist (SRS) position for 2017-18.

For the 2017-18 School Year, we received \$2,622,609 in WSF funding.

Title I Funding

For the 2017-18 school year, Hana Complex will need to use Title I funding to purchase a class-size reduction teacher due to the lack of WSF funding. Positions purchased with Title I funding have an additional expense due to having to pay the exact amount of the teacher's salary plus the cost of the benefits package. In addition to a classroom teacher salary, Title I funding will be used to supplement the curriculum by purchasing supplies, equipment and substitute teachers.

21st Century Community Learning Center (CCLC) Grant

During the 2015-16 school year, Hana Complex was awarded a 21st CCLC Grant \$1,887,716 over five (5) years. This grant will provide learning opportunities for our students and parents (family literacy) during non-school times which could include before and after school,

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during the weekends, and during the Fall, Spring and Summer Breaks. Regular planning sessions take place with the school partners.

Special Education

The provision of special education services continues to be challenge at the Hana Complex. Systemwide there appears to be a greater emphasis on compliance than student learning. In the 2014-15 school year, the number of Special Education teachers for the Hana Complex was reduced from 5.0 full-time positions to 4.0 full-time positions. For school year 2015-16, the Special Education Educational Assistant (EA) positions was reduced from 5.0 FTE positions to 4.0 FTE positions. After the 2015-16 school year the Hana Complex School Psychologist/SBBH counselor retired. A SBBH Counselor/Social Worker took his place. With the addition of the Response-To-Intervention (RTI) program for our general education students, more special education students are being identified. We would like to note that the District Educational Specialist (DES) and team frequently visit the Hana Complex to work with our Teachers, Educational Assistants, Behavioral Health Specialist/School Psychologist and parents but, they have no control regarding the allocation of needed Special Education personnel.

Early Childhood Education

The Hana Complex is providing Early Childhood Education Opportunities by utilizing partnerships with Maui Family Support Services, Kamehameha Schools, and the Executive Office for Early Learning (EOEL).

A licensed Infant and Toddler Program with a capacity of 12 infants and toddlers is located on our campus.

Three year old students are provided preschool opportunities at Kamehameha Schools and four year old students are provided preschool opportunities on-site at the Hana Complex and at the Kamehameha Schools Preschool Program. High school students and community members constructed a preschool classroom for the EOEL Preschool program.

Hawaiian Immersion

The Hawaiian Immersion (Kaiapuni) Program was initiated at the Hana Complex with the addition of a Hawaiian Immersion Kindergarten class.

Hawaii State Strategic Plan – 2017-2020

The newly approved Three-Year Academic and Financial Plan, along with the increased understanding of the Western Association of Schools and Colleges (WASC) Focus On Learning (FOL) Process and the DOE Strategic Plan, continues to be the pathway to address the standards and benchmarks of the State Common Core Standards (SCCS).

The Hawaii Department of Education State Strategic Plan is the guiding force for all schools as they prepare their Three-Year Academic Plan. There is a separate plan for elementary, middle and high schools. The Hana Complex will develop plans for all three academic levels

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because grade levels preK-12 complex includes elementary, middle and high schools. All three academic levels (elementary, middle and high) have the same three goals and objectives but each academic level has different indicators for meeting the goals/objectives. The Three-Year Aca Plan Goals/Objectives are as follows:

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

Objective 1: Empowered

Objective 2: Whole Child

Objective 3: Well Rounded

Objective 4: Empowered and Resilient

Goal 2 Staff Success

Objective 1: Focused Professional Development

Objective 2: Timely Recruitment and Placement

Objective 3: Expanded Professional Pipeline

Goal 3 Successful Systems of Support

Objective 1: Innovation

Objective 2: Adequate and Expanded Resources

Academic Review Team (ART)

The ART (team) is responsible for seven (7) different areas.

- 1. Academic Reflection/Review Team**
- 2. Induction and Mentoring**
- 3. Common core State Standards**
- 4. Objective 1: Empowered**
- 5. Objective 2: Whole Child**
- 6. Objective 3: Well Rounded**

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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 ▪ CNA ▪ Target Setting Guide (Fans) ● Other 	<p>1. Need: Professional development to train PK-12 teachers, support staff, and community partners to increase rigor in the classroom that results in increased student achievement and student engagement in the learning process.</p> <p>2. Need: PK-12 alignment that addresses teacher and student routines, protocols, assessments, transitions to ensure the wellbeing of the school community.</p> <p>3. Need: Provide increased educational opportunities for PK-12 students, staff, and community in our small, rural, isolated community.</p>
	<p>Addressing Equity: Sub Group Identification</p>

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for reporting on
1. Richard Young	<i>1. Academic Reflection/Review Team</i>
2. Cass Cline	<i>2. Induction and Mentoring</i>
3. Kimberly Toso & Mitzi Hasegawa & Cass Cline	<i>3. Common Core State Standards</i>
4. Rick Paul	<i>4. Objective 1: Empowered</i>
5. Moani Aiona	<i>5. Objective 2: Whole Child</i>
6. Melanie Coates & Jennifer Nadler	<i>6. Objective 3: Well Rounded</i>
7. Linda Gravatt & Moani Aiona	<i>7. Objective 4: Prepared and Resilient</i>
8.	8.
9.	9.
10.	10.

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INDICATOR 8: HIGH SCHOOL GRADUATION RATE

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 1: EMPOWERED - <i>All students are empowered in their learning to set and achieve their aspirations for the future.</i> 		
<ul style="list-style-type: none"> INDICATOR 8: HIGH SCHOOL GRADUATION RATE - <i>On-time rate based on federal methodology for Adjusted Cohort Graduation Rate of students for earning a diploma within four years.</i> 	2016 BASELINE 82%	2020 TARGET 86%

Desired Outcome: By the end of three years,		Rationale:			
Target group 86% will graduate within 4 years with the addition of e-school lab during one period a day and Running Start (for accelerated students) and an after school 7th period for e-school supervised courses for remediation.		The few students that need credit recovery will be required to attend a 7th period e-course and earn the missing credit through the many e-school opportunities. It will be supervised by a qualified teacher - math and other subjects.			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	<ul style="list-style-type: none"> Early College/Running Start Dual Credit Credit recovery through BYU Tutoring, Advanced Guidance for seniors, CTE Core, Partnerships Continue transition supports between middle and high school. 	H.S. Guidance Counselor	Gear Up Mu`o A`e Ho'oku'i Other Partnerships - UHMC, BYU, E-School, MBTA, Funding sources	Data used to assess and monitor progress: Transcripts Attendance in tutoring and 21st century supported school programs	High School 86%

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SY 2018- 2019	Same				
SY 2019- 2020	Same				

INDICATOR 9: CAREER & TECHNICAL EDUCATION CONCENTRATOR

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 1: EMPOWERED - <i>All students are empowered in their learning to set and achieve their aspirations for the future.</i> 		
<ul style="list-style-type: none"> INDICATOR 9: CAREER & TECHNICAL EDUCATION CONCENTRATOR - <i>Percentage of 12th graders who complete a CTE Program of Study</i> 	2016 BASELINE 38%	2020 TARGET 50%

Desired Outcome: By the end of three years,		Rationale:		
All 9th grade students will continue to enroll in a rigorous CTE Pathway foundational course.		Due to a limited number of high school instructors, Hana School can only offer a limited number of electives. CTE has become an elective coursework program.		
Enabling Activities	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target

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SY 2017-2018	Continue to require 9th grade enrollment in rigorous CTE Pathway (initial Core foundational courses)	Registrar CTE Coord		Student schedules	70%
SY 2018-2019	Continue to require 9th grade enrollment in rigorous CTE Pathway (initial Core foundational courses)	Registrar CTE Coord		Student schedules	70%
SY 2019-2020	Continue to require 9th grade enrollment in rigorous CTE Pathway (initial Core foundational courses)	Registrar CTE Coord		Student schedules	70%

INDICATOR 10: COLLEGE GOING RATE

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 1: EMPOWERED - <i>All students are empowered in their learning to set and achieve their aspirations for the future.</i> 		
<ul style="list-style-type: none"> INDICATOR 10: COLLEGE GOING RATE - <i>Percentage of high school completers enrolled in postsecondary institutions nationwide—vocational or trade schools, 2- or 4-year colleges—in the fall following graduation.</i> 	2016 BASELINE 56%	2020 TARGET 62%

Desired Outcome: By the end of three years,	Rationale:
62% of graduates will be CTE completers. All students will create an individual transition plan for work, college, or military.	Students enrolled in CTE core classes will take follow up course to meet completion requirements.

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Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	Advanced Guidance courses will be provided to all seniors to support their long term success.	Counseling Department	WSF	Senior Class Schedules and School Transcripts	56%
	Increase student opportunities for Early College Courses through UHMC - Career / College fair Scholarship AHA meeting yearly ASVAB test / PSAT / Graduate presentations	Counseling	n/a	Career and College readiness report Senior exit survey	
SY 2018-2019	Continue Advanced Guidance through second year. Continue to connect students' interests to programs of study			As above	58%
SY 2019-2020	Continue Advanced Guidance through third year Continue to connect students' interests to programs of study			As above	62%

INDICATOR 1: CHRONIC ABSENTEEISM - ELEMENTARY - MIDDLE SCHOOL - HIGH SCHOOL

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 2: WHOLE CHILD - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities. 		
<ul style="list-style-type: none"> INDICATOR 1: CHRONIC ABSENTEEISM- Percentage of students who are absent for 15 or more days during the school year. 	2016 BASELINE 15%	2020 TARGET 9%

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Desired Outcome: By the end of three years,		Rationale:			
To meet Chronic Absentee 2020 target of less than 9%, the school will focus on emphasizing that attendance is crucial for student growth and learning.		Through implementation of our new attendance program, increase student achievement through improved attendance school-wide. . Students, parents/guardians and staff will have a common understanding of the attendance policy and the research based rationale for strict enforcement..			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	<p>Communicate Attendance Policy through PCNC Newsletters, Planners, and Orientations.</p> <p>Implement Hana Attendance Program to include: Personalized contact, Parent Education/Support, Police Education/Support, Family Court.</p> <p>Develop Incentive Program and pilot incrementally. Celebrate perfect attendance monthly and quarterly utilizing RAP parent gatherings and Morning Protocol Assemblies</p> <p>Utilize adjusted weekly schedule to promote planning by families for appointments outside of the Hana area</p>	Administrator SRS part time clerk	WSF	<ul style="list-style-type: none"> ● Close monitoring of chronic tardiness and absenteeism will provide baseline data. ● Communications with families will be documented ● Work with local resources to address root cause of chronic attendance concerns ● DOE Chronic Absentee report to compare absentee data from 2016-2017 school year with current school year. 	15%
SY 2018-2019	<p>Implement Hana Attendance Program. to include: Personalized contact, Parent Education/Support, Police Education/Support, Family Court.</p> <p>Implement and adjust Incentive Program</p>	Administrator SRS part time clerk	WSF	<ul style="list-style-type: none"> ● Close monitoring of chronic tardiness and absenteeism will provide baseline data. ● Communications with families will be documented ● Work with local resources to address root cause of chronic attendance 	12%

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				<p>concerns</p> <ul style="list-style-type: none"> • DOE Chronic Absentee report 	
<p>SY 2019-2020</p>	<p>Implement Hana Attendance Program. to include: Personalized contact, Parent Education/Support, Police Education/Support, Family Court.</p> <p>Review and Adjust Incentive Program</p>	<p>Administrator SRS part time clerk</p>	<p>WSF</p>	<ul style="list-style-type: none"> • Close monitoring of chronic tardiness and absenteeism will provide baseline data. • Communications with families will be documented • Work with local resources to address root cause of chronic attendance concerns • DOE Chronic Absentee report 	<p>9%</p>

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INDICATOR 2: SCHOOL CLIMATE – ELEMENTARY - MIDDLE SCHOOL - HIGH SCHOOL

<ul style="list-style-type: none"> GOAL 1:All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 2: WHOLE CHILD - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities. 		
<ul style="list-style-type: none"> INDICATOR 2: SCHOOL CLIMATE - Percentage of students reporting positive school climate as measured by the Safety Dimension of the School Quality Survey. 	2016 BASELINE 73%	2020 TARGET 79%

Desired Outcome: By the end of three years,		Rationale:			
Measured by the safety dimension of the SQS. To ensure safe and healthy learning environment, students will follow school rules and consistent enforcement of infractions will be handled appropriately		Staff and parents/guardians will focus on social emotional needs of students and foster positive relationships to improve performance academically			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	<ul style="list-style-type: none"> Utilize Review 360 to provide both behavioral and emotional RTI programs. Using Review 360 data, RTI will design and implement behavioral support program for students. RTI and Curriculum Coordinator will train staff, including support staff, to execute RtI interventions. Follow up meetings with EAs and teachers to monitor through CSSS cadre. Partner with 21st century community learning center nonprofits to provide SEL opportunities. Purchase school security attendant Establish clear and consistent school rules 	Counselors Vice Principal SRS RTI coordinator	GRANTS WSF	<ul style="list-style-type: none"> Walkthroughs and observations of RTI strategies implemented school wide. Decrease in Discipline Referrals Declining Chronic Absenteeism Improved Family communication Survey Data Tier 1 & 2 strategies documented through the eCSSS database 	Statewide target of 79% for Indicator 2.

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	<p>and process for referring infractions</p> <ul style="list-style-type: none"> Develop common behavioral and classroom expectations based on GLO's and Na Hopena A'o. Effectively communicate these expectations for 'ownership' by parents and community. 				
SY 2018-2019	<p>Continue implementation of successful RTI program Regular Celebrations and Acknowledgment of improved attendance, positive behavior, GLOs, and Na Hopena A'o</p>			Continue to utilize data analysis to measure progress	
SY 2019-2020	<p>Continue implementation of successful RTI program Regular Celebrations and Acknowledgment of improved attendance, positive behavior, GLOs, and Na Hopena A'o</p>			Continue to utilize data analysis to measure progress	

INDICATOR 3: INCLUSION RATE - ELEMENTARY - MIDDLE SCHOOL - HIGH SCHOOL

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 3: WELL ROUNDED - <i>All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.</i> 		
<ul style="list-style-type: none"> INDICATOR 3: INCLUSION RATE - <i>Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day.</i> 	<p>2016 BASELINE 37% this is incorrect</p>	<p>2020 TARGET 51%</p>

Desired Outcome: By the end of three years,	Rationale:
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<p>Students will have successful learning experiences (including Project and Problem based) Students will have online access to technology and develop skills for use post high school; Achieve 3000, Review 360, Running Start, etc.</p>		<p>Teachers will utilize online tools to track learning progress, provide differentiated instructional programs for a variety of skill levels, and develop digital literacy for 21st century learners.</p>			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
<p>SY 2017-2018</p>	<ul style="list-style-type: none"> Continue to refine RTI System to provide supports to all students. Expand RTI Continuum to include Tier 4 SPED services. Train all staff in consistent intervention model using collective responsibility for growth. Provide training for staff on digital literacy and utilization of online tools to better serve their students General & Special Education teachers/EAs will meet regularly to address student needs/growth, utilizing the Data Team structure. IEP teams ensure LRE during these sessions, implement IEPs with fidelity and track student growth. SPED as Tier 4 connected to RTI model Celebrate achievement growth 	<p>SRS Counselor RTI coordinator Curriculum coordinator SPED Dept. Chair</p>	<p>WSF</p>	<ul style="list-style-type: none"> Training agendas/notes, sign in sheets. Google Doc sharing of meeting outcomes. CSSS & SPED meetings agendas and minutes Tier 1 & 2 strategies documented through the eCSSS database RTI coordinator assists with the identification and instruction of Tier 3 students and document progress. SPED teachers utilize multiple data sources to track student achievement growth as extension of RTI model Walk-throughs and progress monitoring in classrooms 	<p>79%</p>
<p>SY 2018-2019</p>	<p>Refine RTI system with Tier 4 inclusion into continuum Assess ongoing PD needs</p>			<p>Same as above</p>	<p>79%</p>

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SY 2019-2020	Refine RTI system with Tier 4 inclusion into continuum Assess ongoing PD needs			Same as above	79%
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INDICATOR 6: ACADEMIC ACHIEVEMENT - ELEMENTARY

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

Desired Outcome: By the end of three years,		Rationale:		
Through focused and systemic interventions, all students demonstrate growth			All students are capable of making growth given timely and targeted supports	
Enabling Activities	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target

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<p>SY 2017-2018</p>	<ul style="list-style-type: none"> ● RTI Program for students and all staff Teachers will determine and address root causes for low scores through careful data analysis ● PBL(project and problem based) Training. ● Lesson Study...Book study ● Tutoring ● Community Partnership Collaboration (includes providing enrichment activities for G/T population) ● Students as leaders of their own learning. ● Data Team PLC/Department meetings focused on addressing root causes for poor performance on assessments and planning strategies for improvement. ● NGSS Standards implementation? (include in the PBL training and implementation) <p>Refine and continue implementation of RTI program to be inclusive of Tier 4. Collective responsibility approach to continuum of services.</p> <p>Student achievement gains will be celebrated</p>	<p>Curriculum Coordinator RTI coordinator SRS Counselors</p>		<ul style="list-style-type: none"> ● STAR and SBAC data will provide identification of the lowest performing students without an IEP. RTI teachers will provide targeted literacy (Math and ELA) strategies for Tier 3 intervention. ● Groups of students identified as exceeds, meets, approaches and well-below will have documentation provided by 100% of teaching staff to monitor progress. Data will be shared at scheduled PLCs. ● Data from community partnership ● participation/attendance logs ● Student achievement data for lowest performing students, including those with IEPs will be regularly measured and interventions tracked. ● Students will take an active role in tracking own achievement & success 	<table border="1"> <tr> <td>ELA</td> <td>42%</td> </tr> <tr> <td>MA</td> <td>37%</td> </tr> <tr> <td>SCI</td> <td>54%</td> </tr> </table>	ELA	42%	MA	37%	SCI	54%
ELA	42%										
MA	37%										
SCI	54%										
<p>SY 2018-2019</p>	<ul style="list-style-type: none"> ● Refine and continue implementation of RTI program to document and support all learners ● Expand involvement of Community Partnerships in providing rigorous academic opportunities for students after school and on non-instructional days. (ex: robotics and lego curriculum) 	<p>Curriculum Coordinator RTI Coordinator SRS Counselors</p>		<p>Assessment Data with Rubrics</p> <p>Data Team/Department meetings</p>	<table border="1"> <tr> <td>ELA</td> <td>46%</td> </tr> <tr> <td>MA</td> <td>41%</td> </tr> <tr> <td>SCI</td> <td>58%</td> </tr> </table>	ELA	46%	MA	41%	SCI	58%
ELA	46%										
MA	41%										
SCI	58%										

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

	<ul style="list-style-type: none"> Staff will identify PD needed to close the achievement gap Staff will continue to implement schoolwide agreed upon strategies to increase achievement levels K-12. Revisit bell and master schedule to support interdisciplinary projects 										
SY 2019-2020	<ul style="list-style-type: none"> Refine and continue implementation of RTI program Staff will identify PD needed to close the achievement gap Staff will continue to implement schoolwide agreed upon strategies to increase achievement levels K-12. Revisit bell and master schedule to support interdisciplinary projects 	Curriculum Coordinator RTI Coordinator SRS Counselors		Data Team/Department meetings Assessment Data with Rubrics	<table border="1"> <tr> <td>ELA</td> <td>50%</td> </tr> <tr> <td>MA</td> <td>45%</td> </tr> <tr> <td>SCI</td> <td>62%</td> </tr> </table>	ELA	50%	MA	45%	SCI	62%
ELA	50%										
MA	45%										
SCI	62%										

INDICATOR 6: ACADEMIC ACHIEVEMENT - MIDDLE

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

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	Science	43%	64%
--	---------	-----	-----

Desired Outcome: By the end of three years,		Rationale:									
Utilize same outcomes and enabling activities K-12 (See Above)		All students are capable of making growth given timely and targeted supports									
Enabling Activities	Lead(s) responsible for reporting	Source of Funds		Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target						
SY 2017-2018 Use selected schoolwide enabling activities listed above				<ul style="list-style-type: none"> STAR and SBAC data will provide identification of the lowest performing students without an IEP. RTI teachers will provide targeted literacy (Math and ELA) strategies for Tier 3 intervention. Groups of students identified as exceeds, meets, approaches and well-below will have documentation provided by 100% of teaching staff to monitor progress. Data 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">49%</td> </tr> <tr> <td style="text-align: center;">MA</td> <td style="text-align: center;">32%</td> </tr> <tr> <td style="text-align: center;">SCI</td> <td style="text-align: center;">34%</td> </tr> </table>	ELA	49%	MA	32%	SCI	34%
ELA	49%										
MA	32%										
SCI	34%										

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

					<p>will be shared at scheduled PLCs.</p> <ul style="list-style-type: none"> • Data from community partnership • participation/attendance logs • Student achievement data for lowest performing students, including those with IEPs will be regularly measured and interventions tracked. • Students will take an active role in tracking own achievement & success 							
SY 2018-2019	Same				Continuation	<table border="1"> <tr> <td>ELA</td> <td>53%</td> </tr> <tr> <td>MA</td> <td>36%</td> </tr> <tr> <td>SCI</td> <td>38%</td> </tr> </table>	ELA	53%	MA	36%	SCI	38%
ELA	53%											
MA	36%											
SCI	38%											
SY 2019-2020	Same				Continuation	<table border="1"> <tr> <td>ELA</td> <td>57%</td> </tr> <tr> <td>MA</td> <td>40%</td> </tr> <tr> <td>SCI</td> <td>42%</td> </tr> </table>	ELA	57%	MA	40%	SCI	42%
ELA	57%											
MA	40%											
SCI	42%											

INDICATOR 6: ACADEMIC ACHIEVEMENT - HIGH

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

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<ul style="list-style-type: none"> OBJECTIVE 3: WELL ROUNDED - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals. 		
<ul style="list-style-type: none"> INDICATOR 6: ACADEMIC ACHIEVEMENT - Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science. 		

	2016 BASELINE	2020 TARGET T
ELA	51%	61%
Math	42%	54%
Science	43%	64%

Desired Outcome: By the end of three years,		Rationale:									
Utilize same Outcomes K-12 (See Above)		All students are capable of making growth given timely and targeted supports									
	Enabling Activities	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target						
SY 2017-2018	Use selected enabling activities from list above			<ul style="list-style-type: none"> STAR and SBAC data will provide identification of the lowest performing students without an IEP. RTI teachers will provide targeted literacy (Math and ELA) strategies for Tier 3 intervention. Groups of students identified as exceeds, meets, approaches and well-below will have documentation provided by 	<table border="1"> <tr> <td>ELA</td> <td>61%</td> </tr> <tr> <td>MA</td> <td>20%</td> </tr> <tr> <td>SCI</td> <td>32%</td> </tr> </table>	ELA	61%	MA	20%	SCI	32%
ELA	61%										
MA	20%										
SCI	32%										

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

				<p>100% of teaching staff to monitor progress. Data will be shared at scheduled PLCs.</p> <ul style="list-style-type: none"> • Data from community partnership • participation/attendance logs • Student achievement data for lowest performing students, including those with IEPs will be regularly measured and interventions tracked. • Students will take an active role in tracking own achievement & success 							
SY 2018-2019	Same			Same as above	<table border="1"> <tr> <td>ELA</td> <td>64%</td> </tr> <tr> <td>MA</td> <td>24%</td> </tr> <tr> <td>SCI</td> <td>36%</td> </tr> </table>	ELA	64%	MA	24%	SCI	36%
ELA	64%										
MA	24%										
SCI	36%										
SY 2019-2020	Same			Same as above	<table border="1"> <tr> <td>ELA</td> <td>67%</td> </tr> <tr> <td>MA</td> <td>28%</td> </tr> <tr> <td>SCI</td> <td>40%</td> </tr> </table>	ELA	67%	MA	28%	SCI	40%
ELA	67%										
MA	28%										
SCI	40%										

INDICATOR 7: ACHIEVEMENT GAP - ELEMENTARY

- **GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.**
- **OBJECTIVE 3: WELL ROUNDED** - *All students are offered and engage in rigorous, well rounded education so that students are prepared to be*

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<i>successful in their post-high school goals.</i>											
<ul style="list-style-type: none"> INDICATOR 7: ACHIEVEMENT GAP - <i>Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers.</i> 											
		<table border="1"> <tr> <td></td> <td>2016 BASELINE</td> <td>2020 TARGET</td> </tr> <tr> <td>ELA</td> <td>32 points</td> <td>TBA</td> </tr> <tr> <td>Math</td> <td>29 points</td> <td>TBA</td> </tr> </table>		2016 BASELINE	2020 TARGET	ELA	32 points	TBA	Math	29 points	TBA
		2016 BASELINE	2020 TARGET								
	ELA	32 points	TBA								
Math	29 points	TBA									

Desired Outcome: By the end of three years,		Rationale:						
Data analysis process/procedures will be utilized effectively to support the growth of all learners		All students can learn and grow with targeted interventions to meet their needs						
	Enabling Activities	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress School Target				
SY 2017-2018	<ul style="list-style-type: none"> Staff will identify PD needed to close the achievement gap Staff will continue to implement schoolwide agreed upon strategies to increase achievement levels K-12. Revisit bell and master schedule to support interdisciplinary projects 	Administration RTI coordinator Reading & Math Specialists		DIBELS STAR SBAC Achieve 3000 Review 360 Classroom Assessments Walkthroughs Staff PD reflections/input Data Team minutes/notes <table border="1"> <tr> <td>ELA</td> <td>27</td> </tr> <tr> <td>MA</td> <td>29</td> </tr> </table>	ELA	27	MA	29
ELA	27							
MA	29							
SY 2018-2019	<ul style="list-style-type: none"> Staff will identify PD needed to close the achievement gap Staff will continue to implement schoolwide agreed upon strategies to 			Same <table border="1"> <tr> <td>ELA</td> <td>19</td> </tr> <tr> <td>MA</td> <td>27</td> </tr> </table>	ELA	19	MA	27
ELA	19							
MA	27							

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	<p>increase achievement levels K-12.</p> <ul style="list-style-type: none"> • Revisit bell and master schedule to support interdisciplinary projects 								
SY 2019-2020	<ul style="list-style-type: none"> • Staff will identify PD needed to close the achievement gap • Staff will continue to implement schoolwide agreed upon strategies to increase achievement levels K-12. • Revisit bell and master schedule to support interdisciplinary projects 			Same	<table border="1"> <tr> <td>ELA</td> <td>17</td> </tr> <tr> <td>MA</td> <td>25</td> </tr> </table>	ELA	17	MA	25
ELA	17								
MA	25								

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INDICATOR 7: ACHIEVEMENT GAP - MIDDLE

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 											
<ul style="list-style-type: none"> OBJECTIVE 3: WELL ROUNDED - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals. 											
<ul style="list-style-type: none"> INDICATOR 7: ACHIEVEMENT GAP - Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers. 											
		<table border="1"> <tr> <td></td> <td>2016 BASELINE</td> <td>2020 TARGET</td> </tr> <tr> <td>ELA</td> <td>32 points</td> <td>TBA</td> </tr> <tr> <td>Math</td> <td>29 points</td> <td>TBA</td> </tr> </table>		2016 BASELINE	2020 TARGET	ELA	32 points	TBA	Math	29 points	TBA
		2016 BASELINE	2020 TARGET								
	ELA	32 points	TBA								
Math	29 points	TBA									

Desired Outcome: By the end of three years,		Rationale:						
Data analysis process/procedures will be utilized effectively to support the growth of all learners		All students can learn and grow with targeted interventions to meet their needs						
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress				
SY 2017-2018	Data Team PLCs Planning and Collaboration time provided.	Curriculum and RTI Coordinators SRS Counselors		STAR Review 360 SBAC Classroom Assessments Achieve 3000 Walkthroughs Data Team Agendas/minutes				
				<table border="1"> <tr> <td>ELA</td> <td>10</td> </tr> <tr> <td>MA</td> <td>9</td> </tr> </table>	ELA	10	MA	9
ELA	10							
MA	9							

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<p>SY 2018- 2019</p>	<ul style="list-style-type: none"> Continue to refine system Develop and Implement training plan for new staff 	<p>Curriculum and RTI Coordinators SRS Counselors</p>	<p>STAR Review 360 SBAC Classroom Assessments Achieve 3000 Walkthroughs Data Team Agendas/minutes</p>	<table border="1"> <tr> <td>ELA</td> <td>9</td> </tr> <tr> <td>MA</td> <td>8</td> </tr> </table>	ELA	9	MA	8
ELA	9							
MA	8							
<p>SY 2019- 2020</p>	<ul style="list-style-type: none"> Continue to refine system Develop and Implement training plan for new staff 	<p>Curriculum and RTI Coordinators SRS Counselors</p>	<p>STAR Review 360 SBAC Classroom Assessments Achieve 3000 Walkthroughs Data Team Agendas/minutes</p>	<table border="1"> <tr> <td>ELA</td> <td>8</td> </tr> <tr> <td>MA</td> <td>7</td> </tr> </table>	ELA	8	MA	7
ELA	8							
MA	7							

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INDICATOR 7: ACHIEVEMENT GAP – HIGH SCHOOL

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 											
<ul style="list-style-type: none"> OBJECTIVE 3: WELL ROUNDED - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals. 											
<ul style="list-style-type: none"> INDICATOR 7: ACHIEVEMENT GAP - Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers. 											
		<table border="1"> <tr> <td></td> <td>2016 BASELINE</td> <td>2020 TARGET</td> </tr> <tr> <td>ELA</td> <td>32 points</td> <td>TBA</td> </tr> <tr> <td>Math</td> <td>29 points</td> <td>TBA</td> </tr> </table>		2016 BASELINE	2020 TARGET	ELA	32 points	TBA	Math	29 points	TBA
		2016 BASELINE	2020 TARGET								
ELA	32 points	TBA									
Math	29 points	TBA									

Desired Outcome: By the end of three years,		Rationale:						
Data analysis process/procedures will be utilized effectively to support the growth of all learners		All students can learn and grow with targeted interventions to meet their needs						
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress				
SY 2017-2018	<ul style="list-style-type: none"> Continue to refine system Develop and Implement training plan for new staff Planning and Collaboration time are provided 	Curriculum and RTI Coordinators SRS Counselors		STAR Review 360 SBAC Classroom Assessments Achieve 3000 Walkthroughs Data Team Agendas/minutes				
				<table border="1"> <tr> <td>ELA</td> <td>16</td> </tr> <tr> <td>MA</td> <td>11</td> </tr> </table>	ELA	16	MA	11
ELA	16							
MA	11							

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<p>SY 2018- 2019</p>	<ul style="list-style-type: none"> • Continue to refine system • Develop and Implement training plan for new staff • Planning and Collaboration time are provided 	<p>Curriculum and RTI Coordinators SRS Counselors</p>		<p>STAR Review 360 SBAC Classroom Assessments Achieve 3000 Walkthroughs Data Team Agendas/minutes</p>	<table border="1"> <tr> <td>ELA</td> <td>14</td> </tr> <tr> <td>MA</td> <td>10</td> </tr> </table>	ELA	14	MA	10
ELA	14								
MA	10								
<p>SY 2019- 2020</p>	<ul style="list-style-type: none"> • Continue to refine system • Develop and Implement training plan for new staff 	<p>Curriculum and RTI Coordinators SRS Counselors</p>		<p>STAR Review 360 SBAC Classroom Assessments Achieve 3000 Walkthroughs Data Team Agendas/minutes</p>	<table border="1"> <tr> <td>ELA</td> <td>12</td> </tr> <tr> <td>MA</td> <td>9</td> </tr> </table>	ELA	12	MA	9
ELA	12								
MA	9								

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INDICATOR 4: 3RD GRADE LITERACY - ELEMENTARY

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

Desired Outcome: By the end of three years,		Rationale:			
Suggestion: By 2020, 80% of students in grade 3 will perform at or above grade level expectations on SBAC		Third Grade literacy is a predictor of academic success and improved Graduation rates			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	Regularly scheduled time for PLCs, Professional Development (Reading comprehension, DOK questions, defining student engagement and teaching to it, model of rigor,) Monitoring pacing guides, Department meetings, Data Teams, Planning, and RTI (Positive Behavior Support) Transition activities such as TS Gold transition from preschool to Kindergarten, 5th grade to 6th transition and 8th grade to 9th. Parent meetings and celebrations to mark milestone transitions.	Curriculum Coordinator SRS Counselor RTI Coordinator		<ul style="list-style-type: none"> Meeting Agenda and Sign in Sheets 75% of students will increase scores on pre-post assessments. (STAR, Achieve3000, classroom tests) Weekly data monitoring Pacing guides will reflect scope and sequence to address reading and math literacy Classroom observations 	
SY 2018-2019	<ul style="list-style-type: none"> Progress from initial Professional Development to monitoring systems through classroom walkthroughs, videotaping teaching practices, reflection on 	Curriculum Coordinator SRS Counselor		Same as above	

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	<p>practice and improving the cycle.</p> <ul style="list-style-type: none"> ● Build teacher leadership capacity. ● Celebrate Successes in adult learning and student learning 	RTI Coordinator			
SY 2019-2020	<ul style="list-style-type: none"> ● Progress from initial Professional Development to monitoring systems through classroom walkthroughs, videotaping teaching practices, reflection on practice, ● and improving the cycle. ● Build teacher leadership capacity. ● Celebrate Successes in adult learning and student learning 	Curriculum Coordinator SRS Counselor RTI Coordinator		Same as above	

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INDICATOR 5: NINTH GRADE ON-TRACK – HIGH SCHOOL

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 4: PREPARED and RESILIENT -All students transition successfully throughout their educational experiences. 		
<ul style="list-style-type: none"> INDICATOR 5: NINTH GRADE ON-TRACK - Percentage of first-time 9th graders promoted to 10th grade on-time. 	2016 BASELINE 90%	2020 TARGET 94%

Desired Outcome: By the end of three years,		Rationale:			
Through systemic supports and engaging learning opportunities, 9th grade students will transition successfully		Personalized attention and close monitoring will produce desired results			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	<ul style="list-style-type: none"> Transition from Middle School to High School will be supported through a mandatory 9th grade transition course Continue connecting student interests to programs of study Provide PD for teachers in the preparation of engaging student learning opportunities Provide opportunities in schedule for interdisciplinary teams to collaborate 	Counselors Administration		CSSS Cadre monitoring 9th grade on track and RTI process to ensure success PD surveys, reflections, agendas Team collaboration minutes/notes Student work samples	
SY 2018-2019	<ul style="list-style-type: none"> Transition from Middle School to High School will be supported through a mandatory 9th grade transition course Continue connecting student interests to programs of study Provide PD for teachers in the preparation 	Counselors Administration		CSSS Cadre monitoring 9th grade on track and RTI process to ensure success PD surveys, reflections, agendas Team collaboration minutes/notes	

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	<ul style="list-style-type: none"> of engaging student learning opportunities • Provide opportunities in schedule for interdisciplinary teams to collaborate 			Student work samples	
SY 2019-2020	<ul style="list-style-type: none"> • Transition from Middle School to High School will be supported through a mandatory 9th grade transition course • Continue connecting student interests to programs of study • Provide PD for teachers in the preparation of engaging student learning opportunities • Provide opportunities in schedule for interdisciplinary teams to collaborate 	Counselors		CSSS Cadre monitoring 9th grade on track and RTI process to ensure success	
		Administration		PD surveys, reflections, agendas	
				Team collaboration minutes/notes	
				Student work samples	

Indicator 11: Teacher Positions Filled - Percentage filled as of August 1 each year

<ul style="list-style-type: none"> GOAL 2 STAFF SUCCESS <i>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.</i> 		
<ul style="list-style-type: none"> OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT- <i>Develop and grow employees to support student success and continuous improvement.</i> OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT- <i>Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.</i> OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE- <i>Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.</i> 		
<ul style="list-style-type: none"> Indicator 11: Teacher Positions Filled - Percentage filled as of August 1 each year. 	2016 BASELINE 96%	2020 TARGET 98%

Desired Outcome: By the end of three years,	Rationale:
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A systematic staff development schedule will be in place for all teachers and support staff to address student achievement goals		Data driven decision making will determine staff development needs			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	A system of regular Professional Development will be developed for all staff with regular meeting times and protocols for ensuring successful implementation of the PD provided	CC SRS Counselor RTI coordinator		Regular Assessment data (STAR, SBAC, DIBELS, Achieve 3000, classroom assessments) utilizing Data Team process	96%
SY 2018-2019	The PD system will be refined to include additional trainings based on data and collaborative decision making	CC SRS Counselor RTI coordinator		The data team process will be utilized to examine a variety of assessment data points	97%
SY 2019-2020	The PD system will be refined to include additional trainings based on data and collaborative decision making	CC SRS Counselor RTI coordinator		The data team process will be utilized to examine a variety of assessment data points	98%

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

<ul style="list-style-type: none"> GOAL 2 STAFF SUCCESS <i>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.</i>
<ul style="list-style-type: none"> OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT- <i>Develop and grow employees to support student success and continuous improvement.</i> OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT- <i>Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.</i> OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE – <i>Expand well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.</i>

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<ul style="list-style-type: none"> Indicator 12: Teacher Retention - <i>Percentage of teachers retained after five years.</i> 	2016 BASELINE 52%	2020 TARGET 60%
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Desired Outcome: By the end of three years,		Rationale:			
The target will be met as the school provides a more stable learning and working environment for employees		By developing a stronger support system for staff, celebrate successes, provide PD opportunities and empowerment of teacher leadership, staff will demonstrate job satisfaction through retention rate.			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	Provide Professional Development in Project based learning to staff/community partners. Administer BIE/PBL Readiness Rubric	Administration	WSF No Cost	PBL Training evaluation/sign-in sheet. Reflection on how to implement into standards based classroom Rubric on file SQS	90% 90%
SY 2018-2019	Implement year 1 Project Based Learning opportunities to increase student engagement and empowerment through student voice.	Administration		As above Showcase to display student work	
SY 2019-2020	Implement year 2 Project Based Learning opportunities/program to include the demonstration of GLO's and/or Na Hopena A'o.	Administration		As above Showcase to display student work	

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INDICATOR 14: FAMILY & COMMUNITY ENGAGEMENT

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

Desired Outcome: By the end of three years,		Rationale:			
The school will be the community hub for learning		Through community partnerships and coordinated teamwork, the school can provide an innovative and engaging environment for learning			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	<ul style="list-style-type: none"> RA Open House Kui Student led conferences PCNC Newsletter, Website, Calendar 21st century partnership activities/classes 	Administration		School Quality Survey indicators, Surveys. Attendance at RAP and other Family school events such as Kui, Open House, conference week, student showcases	
SY 2018-2019	<ul style="list-style-type: none"> RAP, Open House, Kui Student led conferences PCNC Newsletter, Website, Calendar 21st century partnership activities/classes 	Administration		School Quality Survey indicators, Surveys. Attendance at RAP and other Family school events such as Kui, Open House, conference week, student showcases	

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

<p>SY 2019- 2020</p>	<ul style="list-style-type: none"> ● RAP ● Open House, ● Kui ● Student led conferences ● PCNC Newsletter, Website, Calendar ● 21st century partnership activities/classes 	<p>Administration</p>		<p>School Quality Survey indicators, Surveys. Attendance at RAP and other Family school events such as Kui, Open House, conference week, student showcases</p>	
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