

Three-Year Academic Plan 2017-2020

Alvah Scott Elementary School
98-1230 Moanalua Road Aiea, HI 96701
808.483.7220

Submitted by Sandra Watanabe, Principal	Date
Signature: <i>(original on file in the office)</i>	<i>April 25, 2017</i>

Approved by John Erickson, CAS	Date
Signature: <i>(original on file in the office)</i>	<i>April 25, 2017</i>

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Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Needs Area	2016-2017	2017-2018 GOAL	2018-2019 GOAL	2019-2020 GOAL
MATH	35%	40%	45%	50%
ELA	48%	53%	58%	63%
SCIENCE	40%	45%	50%	55%

1. **Need: Increase Math Scores 5% minimum yearly.** *(The faculty will use these guiding questions to monitor student performance. ART members monitor student growth and teacher instruction)*
 - What do your students need to know by April? *(Align Wonders, Stepping Stones, Go Math, Achieve3000, Imagine Learning, Smarty Ants, Big Brains, IXL, Next Generation Science to curriculum pacing guides to improve math scores yearly)*
 - Have you backwards mapped your **Math** curriculum/pacing guides? *(Align Data Teaming articulation time/topics to the pacing guide to analyze data in a timely manner)*
 - How will you monitor student growth?
 - How will struggling learners be identified?
 - How will interventions be delivered to struggling learners?
2. **Need: Increase ELA Scores 5% minimum yearly.** *(The faculty will use these guiding questions to monitor student performance. ART members will monitor student growth and teacher instruction)*
 - What do your students need to know by April? *(Align Wonders, Stepping Stones, Go Math, Achieve3000, Imagine Learning, Smarty Ants, Big Brains, IXL, Next Generation Science Standards to curriculum pacing guides to improve ELA scores yearly)*
 - Have you backwards mapped your **ELA** curriculum/pacing guides? *(Align Data Teaming articulation time to the pacing guide)*
 - How will you monitor student growth?
 - How will struggling learners be identified?
 - How will interventions be delivered to struggling learners?
3. **Need: Increase Science Scores 5% minimum yearly.** *(The faculty will use these guiding questions to monitor student performance. ART members monitor student growth and teacher instruction)*
 - What do your students need to know by April? *(Align Wonders, Stepping Stones, Go Math, Achieve3000, Imagine Learning, Smarty Ants, Big Brains, IXL, Next Generation Science Standards to curriculum pacing guides to improve science scores yearly)*
 - Have you backwards mapped your **Science** curriculum/pacing guides? *(Align Data Teaming articulation time to the pacing guide)*
 - How will you monitor student growth?
 - How will struggling learners be identified?

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- How will interventions be delivered to struggling learners?

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

100% of students will be monitored and individual interventions inserted by teachers to improve each student’s academic growth.

100% of students will be monitored by;

1. **K-6 :**
Scantron (Universal Screener)
2. **PreK – 1:**
Smarty Ants (ELA)
Imagine Learning (ELA, Lexile)
Brainy Bunch (Math)
IXL (Math)
3. **2 – 6:**
Achieve 3000 (ELA)
Brainy Bunch (Math)
IXL (Math)
4. **3 – 6:**
HSA

	K	1	2	3	4	5	6
SCAN	x	x	x	x	x	x	x
SmAnt	x	x					
ImLrn		x	x	x			
Brain			x	x	x	x	x
IXL	x	x	x	x	x	x	x
HSA				x	x	x	x

Using the Strategic Plan School-Level Target Setting Guide, from 2016 to 2020 we need to;

- ✓ Chronic Absenteeism needs to be reduced by 6%
- ✓ School Climate needs to increase by 6%
- ✓ Inclusion Rate (LRE) needs to increase by 14%
- ✓ 3rd Grade Literacy needs to increase by 11%
- ✓ ELA Proficiency needs to increase by 10%
- ✓ Math Proficiency needs to increase by 12%
- ✓ Science Proficiency needs to increase by 21%
- ✓ ELA Gap needs to close by 50% (from 20% to 10%)
- ✓ Math Gap needs to close by 50% (from 23% to 11%)
- ✓ Science Gap needs to close by 50% (from 31% to 15%)

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Student Performance Data:

Smarter Balanced Assessment (SBA) and Hawaii State Assessment (HSA)
Source: Longitudinal Data System

2015-2016 SBA % Met Achievement Standard (Levels 3 & 4) All Students

In 2015-2016, 35.44 percent of students who took the Smarter Balanced Assessment (SBA) achieved levels 3 or 4 in mathematics, while 48.07 percent of students reached levels 3 or 4 in language arts. Mathematics proficiency decreased from 40.07 percent in 2014-2015, while language arts proficiency increased from 39.18 percent in 2014-2015.

Mathematics

School	School Year	% Met Achievement Standard
Scott Elem School	2014-2015	40.07%
Scott Elem School	2015-2016	35.44%

Language Arts

School	School Year	% Met Achievement Standard
Scott Elem School	2014-2015	39.18%
Scott Elem School	2015-2016	48.07%

2015-2016 SBA % Met Achievement Standard (Levels 3 & 4) Disadvantaged

The percentage of disadvantaged students proficient in math in 2015-2016 was 26.24 percent, down from 28.0 percent in 2014-2015. The percentage of disadvantaged students proficient in language arts in 2015-2016 was 40.43 percent, up from 30.89 percent in 2014-2015.

Mathematics

School	School Year	% Met Achievement Standard
Scott Elem School	2014-2015	28.0%
Scott Elem School	2015-2016	26.24%

Language Arts

School	School Year	% Met Achievement Standard
Scott Elem School	2014-2015	30.89%
Scott Elem School	2015-2016	40.43%

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2015-2016 SBA % Met Achievement Standard (Levels 3 & 4) IDEA

The percentage of IDEA students proficient in math in 2015-2016 was 6.25 percent, up from 3.45 percent in 2014-2015. The percentage of disadvantaged students proficient in language arts in 2015-2016 was 6.25 percent, up from zero percent in 2014-2015.

Mathematics

School	School Year	% Met Achievement Standard
Scott Elem School	2014-2015	3.45%
Scott Elem School	2015-2016	6.25%

Language Arts

School	School Year	% Met Achievement Standard
Scott Elem School	2014-2015	.%
Scott Elem School	2015-2016	6.25%

HSA Percentage Proficient Overall – Science

The percentage of grade 4 students scoring proficient or better in the Hawaii State Assessment (HSA) for science in 2015-2016 was 40.58 percent. This is an increase from 29.87 percent in 2014-2015.

Overall	2012-2013	2013-2014	2014-2015	2015-2016
Overall	49.21%	64.29%	29.87%	40.58%

The percentage of grade 4 students in the low SES category scoring proficient or better in the Hawaii State Assessment (HSA) for science in 2015-2016 was 33.33 percent. This is an increase from 18.92 percent in 2014-2015.

Low SES	2012-2013	2013-2014	2014-2015	2015-2016
No	56.25%	72.73%	40.%	47.22%
Yes	41.94%	56.76%	18.92%	33.33%

Three-year Summary of Student Growth
Source: Longitudinal Data System

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Student growth percentile (SGP) is determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Hawaii Student Assessment (HSA) scores and Smarter Balanced Assessment (SBA) in reading and mathematics over consecutive years. These individual growth scores are categorized in to 4 categories; high, typical, low, and not specified. Students in the “high” growth category have demonstrated growth higher than their peers. Students in “typical” category have demonstrated typical growth when compared to their peers. Students in the “low” category have demonstrated growth lower than their peers. Students in the “not specified” group do not have a growth score.

The data shows a decrease in the percentage of students in both math and reading/language arts that show high growth. In math the percentage of students who have demonstrated low growth has increased from 21.4% to 43.2%, while the percentage of students showing typical growth has not changed much. In reading/language arts the percentage of students who have demonstrated typical growth has increased from 20.4% to 26.3%, while the percentage of students who show low growth has varied over the past three years.

	SGP Math Overall			
	High	Typical	Low	Not Specified
2013-2014 (t = 280)	25.4%	20.0%	21.4%	33.2%
2014-2015 (t = 272)	21.0%	19.9%	30.9%	28.3%
2015-2016 (t = 285)	6.7%	21.4%	43.2%	28.8%

	SGP Reading/Language Arts Overall			
	High	Typical	Low	Not Specified
2013-2014 (t = 279)	22.9%	20.4%	23.3%	33.3%
2014-2015 (t = 268)	19.0%	25.4%	28.4%	27.2%
2015-2016 (t = 285)	17.9%	26.3%	25.6%	30.2%

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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
1. Lance Miyahira	1. ART/EES/Visible Learning (priority strategy ART)
2. Sandra Watanabe	2. Title I/RTI/WASC (priority strategy EES)
3. Suzanne Saito	3. Curriculum Coach (priority strategy DT/FI/IM/RTI)
4. Vicki Minello	4. Technology Coach (priority strategy CCSS)
5. Richard Nakatsu	5. CSSS (priority strategy CSSS/RIT)
6. Kelly Kakigi	6. ELL (priority strategy ELL/RTI)
7. Ardis Apuna	7. Curriculum Coach (priority strategy DT/fi/IM/RTI)
8.	8.
9.	9.

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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>Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.</p> <p>“Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie,” Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.” http://visible-learning.org/</p> <p>If our instruction is collaboratively planned and aligned with CCSS, it is driven by formative and summative assessments and research based, our students will show marked growth.</p>	

Planning	Funding	Interim Measures of Progress
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Teachers are fully implementing the RTI process by identifying individual student needs, providing proper interventions that raise student achievement and close the achievement gaps.	<p>Continue to refine/design RTI processes by pushing into classrooms through instructional stations.</p> <p>Continue to build RTI in to our after school program by coordinating A+ and PTA.</p>	<p>2017-2020</p> <p>2017-2020</p>	<p><input checked="" type="checkbox"/> Sandra Watanabe</p> <p><input checked="" type="checkbox"/> Lance Miyahira</p> <p><input checked="" type="checkbox"/> Suzanne Saito</p> <p><input checked="" type="checkbox"/> Ardis Apuna</p> <p><input type="checkbox"/> Kelly Kakigi</p> <p><input type="checkbox"/> Richard Nakatsu</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" 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><input checked="" type="checkbox"/> HSA</p> <p><input checked="" type="checkbox"/> Scantron (Universal Screener)</p> <p><input checked="" type="checkbox"/> Achieve3000 (Lexile gains)</p> <p><input checked="" type="checkbox"/> Imagine Learning (ELL)</p> <p><input checked="" type="checkbox"/> Smarty Ants (Pre – K ELA)</p> <p><input checked="" type="checkbox"/> Big Brains (Math gains)</p> <p><input checked="" type="checkbox"/> iXL (Math gains)</p> <p><input checked="" type="checkbox"/> CFA & Teacher Observations (assessments and records)</p> <p><input checked="" type="checkbox"/> Data team minutes reflect discussions on professional development practices and application.</p> <p><input checked="" type="checkbox"/> Lesson plans identify student needs identified from data team analysis.</p>
Teachers understand the impact of Visible Learning and are using it in concert with RTI to meet the needs of all students.	<p>Members of ART will meet with Data Teams bimonthly to monitor that Visible Learning and RTI practices are effectively being implemented by raising student growth.</p> <p>Continue to build in vertical articulation for grade levels to share data team analysis, Visible Learning and RTI practices.</p> <p>Through Visible Learning teachers build their Professional</p>	<p>2017-2020</p> <p>2017-2020</p>	<p><input checked="" type="checkbox"/> Sandra Watanabe</p> <p><input checked="" type="checkbox"/> Lance Miyahira</p> <p><input checked="" type="checkbox"/> Suzanne Saito</p> <p><input checked="" type="checkbox"/> Ardis Apuna</p> <p><input type="checkbox"/> Kelly Kakigi</p> <p><input type="checkbox"/> Richard Nakatsu</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" 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>Admin, students and teachers use the data below to make their teaching and student learning transparent to both parties.</p> <p><input checked="" type="checkbox"/> HSA</p> <p><input checked="" type="checkbox"/> Scantron</p> <p><input checked="" type="checkbox"/> Achieve3000</p> <p><input checked="" type="checkbox"/> Imagine Learning</p> <p><input checked="" type="checkbox"/> Smarty Ants</p> <p><input checked="" type="checkbox"/> Big Brains</p> <p><input checked="" type="checkbox"/> iXL</p> <p><input checked="" type="checkbox"/> CFA & Teacher Observations</p> <p><input checked="" type="checkbox"/> Data team minutes reflect discussions on professional development practices and</p>

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	Development to meet student needs.				application. <input checked="" type="checkbox"/> Lesson plans identify student needs identified from data team analysis.
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Goal 2: Staff Success. Alvah Scott Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>Teachers and staff implement the Alvah Scott’s Professional Development Plan.</p>	<p>Student performance data and teacher reflection on their instruction will reveal what further professional development is needed to improve instruction and learning.</p>
<p>Teachers share and plan their data team processes and findings monthly through vertical articulation.</p>	<p>Increasing communication through ART members attending data team meetings ensures effective use of allocated time, rich academic conversation and monitoring of the data team process.</p>
<p>Through effective data team analysis teachers use identified student needs in augment their instruction/stations.</p>	<p>The use of learning stations allows the teacher to tailor instruction to meet student needs.</p>
<p>Teachers are able to design their own professional development needs to increase student achievement.</p>	<p>By effectively identifying student needs to raise achievement teachers development is visibly identified to meet those needs.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Refine the Professional Development Plan structure to increase input from grade levels monthly meetings.	Teachers place data team minutes and findings on Goggle Docs to share information cross grade levels.	2017-2020	<input checked="" type="checkbox"/> Sandra Watanabe <input checked="" type="checkbox"/> Lance Miyahira <input checked="" type="checkbox"/> Suzanne Saito <input checked="" type="checkbox"/> Ardis Apuna <input type="checkbox"/> Kelly Kakigi <input type="checkbox"/> Richard Nakatsu	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" 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	Teachers use the data below to analyze student areas of need and their own professional development needs. <input checked="" type="checkbox"/> HSA <input checked="" type="checkbox"/> Scantron <input checked="" type="checkbox"/> Achieve3000 <input checked="" type="checkbox"/> Imagine Learning <input checked="" type="checkbox"/> Smarty Ants <input checked="" type="checkbox"/> Big Brains <input checked="" type="checkbox"/> iXL <input checked="" type="checkbox"/> CFA & Teacher Observations <input checked="" type="checkbox"/> Data team minutes reflect discussions on professional development practices and application. <input checked="" type="checkbox"/> Lesson plans identify student needs identified from data team analysis.

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<p>Teachers begin to share grade level finding with faculty and use the data team process vertically with the grade level above and below for seamless delivery and monitoring of learning.</p>	<p>Teachers place data tem findings and faculty team minutes (multi grade level findings) on Goggle Docs.</p>	<p>2017-2020</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sandra Watanabe <input checked="" type="checkbox"/> Lance Miyahira <input checked="" type="checkbox"/> Suzanne Saito <input checked="" type="checkbox"/> Ardis Apuna <input type="checkbox"/> Kelly Kakigi <input type="checkbox"/> Richard Nakatsu 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" 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>Teachers share out their DT findings vertically using the data below to close instructional gaps and improve student achievement.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> HSA <input checked="" type="checkbox"/> Scantron <input checked="" type="checkbox"/> Achieve3000 <input checked="" type="checkbox"/> Imagine Learning <input checked="" type="checkbox"/> Smarty Ants <input checked="" type="checkbox"/> Big Brains <input checked="" type="checkbox"/> iXL <input checked="" type="checkbox"/> CFA & Teacher Observations <input checked="" type="checkbox"/> Data team minutes reflect discussions on professional development practices and application. <input checked="" type="checkbox"/> Lesson plans identify student needs identified from data team analysis.
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Goal 3: Successful Systems of Support. The system and culture of Alvah Scott Elementary works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Alvah Scott will create a culture of reflective practice and goal setting that result in student growth.</p>	<p>Instructional staff collaborates to review, reflect on, and refine their instructional practices based on multiple assessments, observations and resources.</p> <p>Feedback from students is solicited and reflected upon to improve learning environment to support student achievement.</p>
<p>Alvah Scott stakeholders understand the purposes and direction of the Academic Plan and its impact on student growth.</p>	<p>The Academic Plan demonstrates the organized financial, human and resourced needed to increase student’s identified needs to increase student growth.</p>
<p>Alvah Scott is an environment where all students and staff succeed.</p>	<p>School leaders are working to intentionally develop relationships that model respect, trust, collaboration and high expectations for all we will create a positive culture so students will thrive.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Teachers ensure that their instructional design meets the needs of all learners.	Teachers reflect on the impact of their instruction and set goals that further impact student growth by incorporating appropriate formative and summative assessments data to drive their instruction.	2017-2020	<input checked="" type="checkbox"/> Sandra Watanabe <input checked="" type="checkbox"/> Lance Miyahira <input checked="" type="checkbox"/> Suzanne Saito <input checked="" type="checkbox"/> Ardis Apuna <input type="checkbox"/> Kelly Kakigi <input type="checkbox"/> Richard Nakatsu	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Using the data below teachers are able to insure their instruction is on the right course. Data drives instruction. Specific instruction improves student achievement. <input checked="" type="checkbox"/> HSA <input checked="" type="checkbox"/> Scantron <input checked="" type="checkbox"/> Achieve3000 <input checked="" type="checkbox"/> Imagine Learning <input checked="" type="checkbox"/> Smarty Ants <input checked="" type="checkbox"/> Big Brains <input checked="" type="checkbox"/> iXL <input checked="" type="checkbox"/> CFA & Teacher Observations <input checked="" type="checkbox"/> Data team minutes reflect discussions on professional development practices and application. <input checked="" type="checkbox"/> Lesson plans identify student needs identified from data team analysis.









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<p>All stakeholders understand and commit to attaining our school’s vision.</p> <p><i>“We envision the students of Alvah Scott Elementary as responsible, productive citizens who become life long learners.”</i></p>	<p>School leaders collaboratively create and communicate a shared vision for learning.</p> <p>The vision is understood and supported by students, staff, families and community members.</p>	<p>2017-2020</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sandra Watanabe <input checked="" type="checkbox"/> Lance Miyahira <input checked="" type="checkbox"/> Suzanne Saito <input checked="" type="checkbox"/> Ardis Apuna <input type="checkbox"/> Kelly Kakigi <input type="checkbox"/> Richard Nakatsu 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>All stakeholders understand how we use the data below to make sure that we are responsible for student learning and students are responsible for their own learning.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> HSA <input checked="" type="checkbox"/> Scantron <input checked="" type="checkbox"/> Achieve3000 <input checked="" type="checkbox"/> Imagine Learning <input checked="" type="checkbox"/> Smarty Ants <input checked="" type="checkbox"/> Big Brains <input checked="" type="checkbox"/> iXL <input checked="" type="checkbox"/> CFA & Teacher Observations <input checked="" type="checkbox"/> Data team minutes reflect discussions on professional development practices and application. <input checked="" type="checkbox"/> Lesson plans identify student needs identified from data team analysis.
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ASSURANCES FOR THE TITLE I SCHOOLWIDE PROGRAM
TO BE COMPLETED BY THE SCHOOL

The principal assures the following and will provide evidence upon request:

Check all.

	The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.
	The school's Academic Plan provides opportunities and addresses the needs of all children, including each of the subgroups, particularly those at risk, to meet the challenging State academic standards.
	The school's Academic Plan uses methods and instructional strategies that strengthen the academic program, increases learning time, and provides an enriched and accelerated curriculum to provide a well-rounded education.
	The school's Academic Plan includes Title I funded activities, which are considered to be the Title I Schoolwide Program. The Schoolwide Program is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
	The school's Academic Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.
	The school's Academic Plan is available to the Department of Education, parents, and the public.
	The school's Academic Plan remains in effect for school years 2017-18, 2018-19 and 2019-20, except that the plan and its implementation shall be <u>regularly</u> monitored and revised as necessary based on monitoring and evaluation.
	The school's Academic Plan will be <u>annually</u> evaluated by the school using data from the STRIVE HI indicators, other student performance data and perception data to determine if the school's Academic Plan has been effective in addressing the contributing/root causes and, in turn, increasing student achievement, particularly for the lowest-achieving students.
	A description of expenditure item(s) to support the school's Academic Plan strategies and enabling activities are documented in the Title I Handbook housed at the school. The Title I Handbook describes how the school's Academic Plan Title I expenditure addresses the contributing/root cause(s) and supports the Academic Plan's strategies and enabling activities.