KEALAKEHE ELEMENTARY SCHOOL

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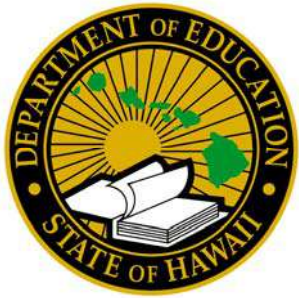
Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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	**1.** Need: The school will define areas of responsibility, develop inclusive processes for making decisions, and establish effective communication among all staff to promote a cohesive school culture. **2.** Need: The school will make arrangements regarding the functions, responsibilities, and protocols of the various instructional initiatives, including but not limited to Leadership Teams, Data Teams, and RtI and effectively communicate them to the entire staff. **3.** Need: Critical and high priority school wide data will be analyzed and reported to staff in order to draw conclusions and modify components of the school program to positively impact student achievement. 4. Need: The school will collaboratively develop and implement a Professional Development Plan with a focus on its high priority areas. Based on the Strive HI data from Spring 2016, there is an achievement gap in ELA and Math. Kealakehe Elementary needs to focus on Tier 1 differentiated instruction in ELA and Math to close the achievement gap. By emphasizing the quality of Tier 1 ELA and Math instruction, we aim to reduce the number of students that need Tier 2 and Tier 3 instruction.
	Addressing Equity: Sub Group Identification **In order to address equity, list the targeted subgroup(s) and their identified needs.** **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs. 1. **SPED students: 8.26% of all students** STRIVE HI Spring 2016 Proficiency results indicate 7% of this population were proficient in math. As a comparison, 28% of all students at KES were proficient in math. The state proficiency target was 40% proficient. STRIVE HI Spring 2016 Proficiency results indicate 11% of this population were proficient in ELA. As a comparison, 32% of all students at KES were proficient in ELA. The state proficiency target was 46% proficient.

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● Other	**Goal 1, EA 1, 2, 4, 9, 11, 15, 16, 17, 22, 23, 24, 25** **Goal 2, EA 39**
	2. ELL students: 22.26% of all students STRIVE HI Spring 2016 Proficiency results indicate 12% of this population were proficient in math. As a comparison, 28% of all students at KES were proficient in math. The state proficiency target was 40% proficient. STRIVE HI Spring 2016 Proficiency results indicate 8% of this population were proficient in ELA. As a comparison, 32% of all students at KES were proficient in ELA. The state proficiency target was 46% proficient. **Goal 1, EA 1, 2, 4, 9, 11, 15, 16, 17, 22, 23, 24, 25,** Goal 2, EA, 39, 40
	3. DISADVANTAGED students: 72.3% of all students* STRIVE HI Spring 2016 Proficiency results indicate 21% of this population were proficient in math. As a comparison, 28% of all students at KES were proficient in math. The state proficiency target was 40% proficient. STRIVE HI Spring 2016 Proficiency results indicate 25% of this population were proficient in ELA. As a comparison, 32% of all students at KES were proficient in ELA. The state proficiency target was 46% proficient. STRIVE HI Spring 2016 Proficiency results indicate 24% of this population were proficient in Science. As a comparison, 32% of all students at KES were proficient in ELA. The state proficiency target was 56% proficient. **Goal 1, EA 1, 2, 4, 9, 11, 14, 15, 16, 17, 22, 23, 24, 25,** Goal 2, EA, 39 *Given the high percentage of disadvantaged students at Kealakehe Elementary, their needs are addressed through school wide goals and programs.

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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. Lead - Organization Cadre	1. Administration, teachers
2. Lead - Curriculum Cadre	2. Administration, teachers
3. Lead - Instruction Cadre	3. Administration, teachers
4. Lead - Assessment and Accountability Cadre	4. Administration, teachers
5. Lead - School Culture and Support for Student Personal and Academic Growth Cadre	5. Administration, teachers
6.	6.
7.	7.
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:**
Kealakehe Elementary will have a well-defined, highly effective Tier 1, 2, and 3; RtI System for academics and behavior.	Kealakehe Elementary Students will have a quality education that meets the academic, social, creative, emotional, and physical needs of all students in a safe and nurturing environment. The Vision of Kealakehe Elementary School is to develop students who are effective communicators and complex thinkers. We believe that students need to have knowledge and skills in order to lead fulfilling lives in a diverse, global economy.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student voice. (Empowered - Obj. 1.a)	1. All teachers implement GLAD strategies to increase student engagement and support the needs of our ELLs. 2. All teachers implement student-driven, grade level CCSS /NGSS at least one standards-based inquiry project per semester. 3. Update Science curriculum to new NGSS standards. CNA pg 33, 34, 35	SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20 SY 18-19 SY 19-20	Instruction Cadre	X □ WSF □ Title I □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Interim data to assess and monitor: ● Quarterly walk-throughs ● GLAD PD day calendars/notes ● Biannual Teacher/Student Survey ● Evidence of standards-based inquiry projects (eg. Science Showcase)

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Ensure that students demonstrate the General Learner Outcomes in all aspects of the school day. (Empowered -Obj. 1.b)	4. GLOs are embedded across Pre K to Grade 5 curricula to help students focus on learning. 5. Grade level agreements are in place for targets of each GLO per quarter, based on PBIS Handbook/Statewide GLO rubrics. 6. Grade levels will continue to share quarterly expectations and strategies of GLOs at differentiated grade level assemblies. CNA pg 33	SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20	**Curricul-um Cadre**	X □ WSF □ Title I □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Interim data to assess and monitor: ● Quarterly walk-throughs ● Data Team meeting notes ● Report Card Data ● Grade Level Assemblies
Provide students with learning environments that are caring, safe, and supportive of high quality learning. (Whole Child - Obj. 2.a)	7. Review and continue to implement PBIS System described in the school's PBIS Handbook. 8. Provide differentiated review of updated PBIS Handbook to ALL staff at beginning of each school year. CNA pg 41	SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY18-19 SY 19-20	School Culture & Support for Students Personal and Academic Growth Cadre	X □ WSF X □ Title I □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Interim data to assess and monitor: ● Quarterly walk-throughs ● Biannual Teacher/Student Survey ● Meeting Notes

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	44. Develop restorative practice resources, provide restorative practice trainings for staff, and support the cultivation of restorative practices throughout the school community. (new Enabling Activity for SY 18-19)	SY 18-19 SY 19-20			
Address students' physical, mental, and social-emotional health through school programs and partnerships with families, community organizations, and agencies that support students' well being. (Whole Child - Obj.2.b)	9. Increase support for teachers in need of assistance implementing Behavioral Tier 1 and 2 (system to be included in PBIS Handbook). 10. Develop a process to share PBIS Handbook information with parents and community. 11. Plan and implement a number of family events that connect school and home ie literacy nights, math night, science night. 12. Social-Emotional Learning curriculum (e.g., Mind Up) is implemented	SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20 SY 19-20	School Culture & Support for Students Personal and Academic Growth Cadre	X ☐ WSF X ☐ Title I * ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A *Title 1 FRF #12 $125,594 FRF#13 $6750 FRF#23 $3699	Interim data to assess and monitor: ● Behavior Support Plan ● Biannual Teacher Survey ● ECSSS data ● PBIS Handbook on School Website ● Calendar of events ● Data from Pilot of Mind Up

	with fidelity across the school. ● MindUp pilot phase 1 with 1 teacher per grade level in SY 16-17. ● MindUp pilot phase 2 with 25% to 50% of teachers per grade level in SY 17-18. ● MindUp pilot phase 3 with 100% of teachers per grade level in SY 19-20] 13. Gr K-2 & 3-5 Health Standards are broken up by grade levels and discussed regularly within Data Teams. meetings. CNA pg 34, 41 FRF #12, 13, 23	SY 18-19 SY 19-20			● Document of Health standards by grade level, data team notes

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Cultivate a school environment where attendance is valued, encouraged, and supported. Extend this culture of attendance to the home. (Whole Child - Obj 2.c)	14. Reduce chronic absenteeism from current rate (17% to 9%) by SY 2020 through an early intervention program [and community partnerships/outreach.] CNA pg 34	SY 17-18 SY 18-19 SY 19-20	Organization Cadre	X ☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Interim data to assess and monitor: ● Attendance Plan

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Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subjects. (Well Rounded Education - Obj 3.a)	15. With support, teachers provide differentiated instruction and support that enable all students to access a Free and Appropriate Public Education in their Least Restrictive Environment.	SY 17-18 SY 18-19 SY 19-20	Instruction Cadre	X □ WSF X □ Title I * □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other Migrant Ed □ N/A *Title 1 FRF#12 $125,594 FRF#16 $27,705 FRF#17 $10,453	Interim data to assess and monitor: ● Grade Level Curriculum maps ● Formative Assessments/CFAs ● Quarterly Walk-throughs ● 5-Step, Data Team Notes ● Cross Grade Articulation ● Student Work
	16. All teachers implement CCSS-based, Tier 1 core instruction (i.e., using Wonders, Stepping Stones) that includes differentiation (GLAD strategies) based on individual student needs.	SY 17-18 SY 18-19 SY 19-20	Instruction Cadre		
	17. All teachers implement school-wide and grade level agreements on CCSS Writing.	SY 17-18 SY 18-19 SY 19-20	Instruction Cadre A.R.T		● Curriculum Maps
	18. Streamline and carefully schedule multiple assessments K-5.	SY 17-18 SY 18-19 SY 19-20	Curriculum Cadre		
	19. Grade level ELA and math curriculum maps are aligned to the critical areas of CCSS.	SY 17-18 SY 18-19 SY 19-20	Curriculum Cadre		● Testing Schedule
	20. Supplemental ELA and math resources are identified	SY 18-19 SY 19-20			

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	and uploaded to google docs.				
	21. Teachers collaborate to ensure understanding of the vertical alignment of ELA and Math CCSS and SBA rigor across grade levels.	SY 17-18 SY 18-19 SY 19-20	Instruction Cadre		● PD/ Wednesdays
	22. Review and revise assessment practices in grades K-5 to align with the SBA format for grades 3-5.	SY 17-18 SY 18-19 SY 19-20	Curriculum Cadre		
	23. Kealakehe ILT agrees to adopt the Kealakehe Complex ILT goal: Construct viable arguments and critique the reasoning of others (all subjects, applies to listening, speaking, reading, writing, and math). (s CNA pg 33, 34, 41,42 FRF #12, 17	SY 17-18 SY 18-19 SY 19-20	ART, Admin		Complex target goal: 5th grade exit target Lexile 830 to 1010 [aligned to CCSS] [grade level targets to be determined by 1st semester 2017-18]

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Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward success in college, career, and community. (Well Rounded Education - Obj 3.b)	24. In grade level data teams, teachers will collaborate, analyze data, and plan next steps for Tier 1 and Tier 2 instruction to ensure personalized student growth. [Data is disaggregated to analyze the needs of the targeted subgroups (Disabled, ELL, Disadvantaged.)] CNA pg 42 FRF #10	SY 17-18 SY 18-19 SY 19-20	Assessment and Accountability Cadre	X □ WSF X □ Title I * □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A *Title 1 FRF#10 $97,665	Interim data to assess and monitor: ● Screener data ● Formative assessment ● Pre/Post Tests, CFAs ● Data Team notes
Ensure that critical and high priority school wide data is analyzed and reported to staff in order to draw conclusions and modify components of the school program to positively impact student achievement. (Schoolwide Critical Area for Focus - WASC)	25. Critical and high priority school wide data will be analyzed by the Assessment Cadre and the ART and reported to staff. 26. The faculty/staff will draw conclusions from schoolwide data and modify components of the SY 2017-20 Academic Plan, as needed. CNA pg 42	SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20	Assessment and Accountability Cadre ART Admin	X □ WSF □ Title I □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Interim data to assess and monitor: ● School wide assessment calendar ● Staff meeting Agenda ● SY 17-20 Academic Plan

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Identify and address student strengths and challenges early so that students transition into early elementary grades ready to learn and with a cognitive foundation for reading by the end of the grade 3. (Be prepared and Resilient - Obj 4.a)	27. Devise and implement literacy outreach programs (student-driven, volunteer-based) in targeted areas. CNA pg 34	SY 19-20	Organiza-tion Cadre	X ☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Interim data to assess and monitor: ● Literacy/Math Outreach Plan Community Service Project
Support students who are transitioning between grade levels or transferring to a new school. (Be prepared and Resilient - Obj 4.d)	28. Students will spend time, near the end of the school year, visiting the teachers/students in the grade they will be entering [with parents having the option to do the same.] 29. Develop and implement more vertically aligned academic and behavioral systems, procedures and communication [that is shared with parents.]. CNA pg 34	SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20	Organiza-tion Cadre ART Admin	X ☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Interim data to assess and monitor: ● Schedule Schedule

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

Outcome: By the end of three years,	Rationale:
Kealakehe Elementary School staff will have ongoing, effective training, support and professional development to contribute to student success.	All staff have responsibility for student success through modeling, teaching, and affirmation. Professional development provides staff with the necessary training to support the students. Staff refers to all adults who have a responsibility on the Kealakehe Elementary School campus.

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

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Develop and implement a professional development plan with a focus on high priority areas. (Schoolwide Critical Area for Focus - WASC) Based on Strive HI data from Spring 2016, there is an achievement gap in ELA and Math. KES needs to focus on Tier 1 differentiated instruction in ELA and Math for all students to close the achievement gap. By emphasizing the quality of Tier 1 ELA and Math instruction, we aim to reduce the number of students that need Tier 2 and Tier 3 instruction.	30. PD: Stepping Stones 31. PD: Using Universal Screener data to effectively inform whole and small group instruction. 32. Continuous PD: GLAD - implement strategies school wide, with a focus on addressing the needs of ELLs. 33. Continuous PD: Wonders Integration with Science, Social Studies, and Health 34. PD for Social-Emotional Learning program CNA pg 34, 41, 42 FRF #13, 16, 17, 19	SY 17-18 SY 17-18 SY 17-18 SY 18-19 SY 19-20 SY 18-19 SY 19-20 SY 18-19 SY 19-20	ART Admin	X ☐ WSF X ☐ Title I* ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A *Title 1 FRF#13 $6750 FRF#16 $27,705 FRF#17 $10,453 FRF#19 $3000	Interim data to assess and monitor: ● Schedules ● Agendas ● Sign-in Sheets

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Continue to provide district and school level induction and mentoring programs and PD for new teachers. (Focused Professional Development)	35. All first and second-year teachers to the profession (excluding TFA) will participate in the district's induction and mentoring program. 36. All teachers and counselors new to KES will be assigned an on-campus mentor who will be responsible for answering operational questions. Mentors and mentees will meet monthly as a group to collaborate. CNA pg 42	SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 19-20	ART Admin	X ☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Interim data to assess and monitor: ● Sign-in ● Agenda ● School Calendar ● Sign-in ● Agenda ● Minutes Coordinated Council

Goal 3: **Successful Systems of Support.** The system and culture of Kealakehe Elementary School works to effectively organize financial, human,

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and community resources in support of student success.

Outcome: By the end of three years,	Rationale:

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Kealakehe Elementary School will have a well defined, effective school governance system that meets the communication needs of all staff in a safe and nurturing environment.	The school governance system provides the organizational structure that determines the functions, responsibilities, and protocols for various organizations within the school, including but not limited to leadership, PLCs, and cadres.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Define areas of responsibility, develop inclusive processes for making decisions, and establish effective communication among all staff to promote a cohesive school culture. (Critical Area For Focus Schoolwide WASC, Efficient and Transparent Supports)	37. Increase time teachers and staff have to share and collaborate with one another on differentiation and best practices to meet student needs. CNA pg 33	SY 17-18 SY 18-19 SY 19-20	ART Admin	X ☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Interim data to assess and monitor: ● Agenda ● Wednesday meeting ● Grade level meeting notes, with times

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Agree to functions, responsibilities, and protocols of the various instructional initiatives including but not limited to Leadership Teams, Data Team, and RtI and effectively communicate them to all staff. (Schoolwide Critical Area for Focus - WASC, Efficient and Transparent Supports)	38. Revise school-wide discipline system to make it cohesive and effective, and make the information available to the community. 39. Clarify functions, expectations, and protocols for leadership, data teams, and RTI systems to ensure the work is impacting personalized student growth with standards-based instruction. 40. Continue to develop and implement a ELL Program that includes instruction, support, progress monitoring, and supervision of personnel. [i.e. Newcomers Club] 41. Clarify areas of responsibility and processes of decision-making in an accessible format (including visuals). 42. Research and Develop Peer Coaching System and Microteaching 43. Implement Peer Coaching System and Microteaching CNA pg 42 FRF #10	SY 17-18 SY 18-19 SY 17-18 SY 18-19 SY 17-18 SY 18-19 SY 19-20 SY 17-18 SY 18-19 SY 18-19 SY 19-20	ART Admin	X ☐ WSF X ☐ Title I * ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A *Title 1 FRF#10 $97,665	Interim data to assess and monitor: ● Kealakehe Elementary Handbook ● Agenda ● Schedule ● Notes ● Teacher Survey

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