

Kihei Elementary School Academic Plan SY 2016-17 11-15-16

1. Reflect. Briefly summarize your school’s progress on implementing all six of the Department’s priority strategies/Other Complex-wide and/or School strategies, and meeting key performance targets set in the prior year Academic Plan.

1. **Common Core State Standards:** During the 2015 – 2016 school year, we continued our implementation of Wonders for ELA and began our initial year implementing Stepping Stones for Math. We created pacing plans for the new Stepping Stones program and Origo provided professional development to support effective instruction. Academic committees met throughout the school year for cross grade level articulation. It has been determined that further technology is needed to better support our HCC aligned curriculum program and HCC aligned assessments.
2. **Comprehensive Student Supports:** During the 2015 – 2016 school year, we implemented an after-school tutoring program for students in Grades 2-5. Due to understaffing, the tutoring program for Grades 4-5 did not begin until February 1, 2016. Parents were continually informed of the need for regular school attendance in multiple ways (Open House, newsletter, etc.). The School Readiness and summer programs are scheduled to occur June 6 – June 30, 2016.
3. **Formative Instruction/Data Teams:** During the 2015 – 2016 school year, HCC-aligned formative assessments were administered by all grade levels regularly. STAR 360 was purchased as a universal screening tool for Grades K-5. Teachers administered STAR assessments in August and December and will administer them again in April, 2016. Teachers will review STAR data and HCC aligned assessments during Grade Level Data Team meetings. Grade Level Data Teams met or will meet at least ten times during the 2015-16 school year. Grade Level Articulation Meetings (GLAD) occurred three times with a focus on analyzing data, professional development, student achievement, and purposeful planning.
4. **Educator Effectiveness:** During the 2015 – 2016 school year, all teachers received the appropriate professional development to support them in the Educator Effectiveness System (EES). Each grade level assigned a classroom teacher to the Science Committee, ELA Committee, and Math Committee. The committees met in October and January, with two more meetings scheduled in quarters 3 and 4. To more effectively utilize meeting time, each committee will assign a chairperson who will lead the meetings.
5. **Induction & Mentoring:** During the 2015 – 2016 school year, we provided New Teacher Orientation for all teachers new to KES; and provided mentoring support for beginning teachers (new to the profession) for three teachers.
6. **Academic Review Team:** During the 2015 – 2016 school year, the Academic Review Team (ART) met once each quarter to analyze data, discuss student achievement, and review the progress of the school-wide Academic and Financial Plan.

2. Organize. Identify your Academic Review Team members, assign them specific strategies or activities to oversee, and set the cycle for the Academic Review Team to monitor implementation quality. Number of strategies/activities will vary across schools.

Name of lead who is responsible for reporting during ART process (can change if roles change)	Responsible for (link to strategy)
1. Jaime Hess & Sandra Rivas 2. Gwen Cesere 3. Julie Sturm 4. Rachel Reyes 5. Laura Guthrie 6. Lauren Stitt	1. Common Core State Standards 2. Comprehensive Student Supports 3. Formative Instruction/Data Teams 4. Educator Effectiveness 5. Induction & Mentoring 6. Academic Review Team (ART lead needs to be on the team, yet the strategy doesn’t need its own page in the plan)

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

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
1. Fully implement the Hawaii Common Core Standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
2. Tier and provide comprehensive student supports for all students	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
3. Implement data teams process within each grade span/content area and formative instruction within classrooms	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

Goal 1, Strategy 1: Common Core State Standards

Desired Outcome for this Strategy: Fully implement the Hawaii Common Core Standards				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Revise (as necessary), and implement Math pacing plans K-5 to reflect scope and sequence of <u>Stepping Stones</u> ; revise (as necessary) and implement ELA pacing plans K-5 to reflect scope and sequence of <u>Wonders</u> . (SW2)	Jaime/Sandy	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> On or before August 1, 2016, every grade level will submit a HCC Math and HCC ELA pacing plan to the CC, and revisions, if any, will be submitted to the CC during the year. All classroom teachers will be observed implementing grade level Math and ELA pacing plans.
2. Review and modify (if necessary) <u>Stepping Stones</u> and <u>Wonders</u> common grade level assessments to ensure the rigor and deeper understanding expectations of HCC are evident. (SW2, SW8)	Jaime/Sandy	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> Time is provided to grade levels to review HCC ELA and math assessments and revise/add additional items to increase rigor and deeper understanding, as needed. HCC ELA and math assessments are included on the HCC ELA and Math pacing plans for each grade level. HCC ELA and math assessments are used during GLDT meetings.

				<ul style="list-style-type: none"> GLDT notes will include copies of modified or created assessments.
<p>3. Provide professional development in effective HCC instruction to increase academic rigor using purchased curriculum tools: <u>Wonders</u> for HCC ELA and <u>Stepping Stones</u> for HCC Math. (SW2, SW4)</p>	Jaime/Sandy	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> A minimum of one professional development session focused on increasing rigor for HCC ELA using <u>Wonders</u> and a minimum of one professional development sessions focused on increasing rigor for HCC Math using <u>Stepping Stones</u> will take place during the school year. All teachers will be observed providing instruction with rigorous expectations for student achievement.
<p>4. Purchase and maintain technology equipment to support <u>Wonders</u>, <u>Stepping Stones</u>, <u>WIDA</u>, and <u>Smarter Balanced Assessment</u>. (SW2, SW8)</p>	Jaime/Sandy	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I \$8,400 4 carts for 120 laptops \$82,024: 120 Laptops \$10,000 Technology supply items (mouses, earphones, ink/toner, etc) <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$	<ul style="list-style-type: none"> IT service logs will be reviewed quarterly to ensure technology support is completed in a timely manner. All students in grades 3-5 will have the opportunity to complete technology based assessments for <u>Wonders</u> and utilize technology equipment for the <u>Smarter Balanced Assessment</u>.

			<input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • All students in grades 1-5 will have the opportunity to complete a technology based STAR screening during three screening windows. All students in kindergarten will have the opportunity to complete a technology based STAR screening during two screening windows. Data will be used to support targeted instruction. • Teachers will have timely access to technology equipment to support <u>Wonders</u>, <u>Stepping Stones</u>, <u>WIDA</u>, and <u>Smarter Balanced Assessment</u>. • ART will review technology schedule to ensure that scheduling is equitable across grade levels • Teachers will be observed utilizing technology to support instruction.
<p>5. Provide professional development in effective differentiated instruction to promote growth and achievement in all students, including higher-achieving students. (SW2)</p>	<p>Jaime/Sandy</p>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Teachers will be provided a minimum of one professional development session pertaining to the use of the Renaissance Learning system. • Teachers will be provided a minimum of one professional development session pertaining to small group instruction.

				<ul style="list-style-type: none"> • 95% of students in grades 1-5 will demonstrate growth as measured by the SGP on the STAR Early Literacy, STAR Reading, and STAR Math assessments administered 3-4 times during the school year. • 95% of students in kindergarten will demonstrate growth as measured by the Kindergarten Quarterly Assessment.
<p>6. Communicate academic standards to students regularly to establish learning and performance goals for students. (SW2)</p>	<p>Jaime/Sandy</p>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> • Grade level Common Core Standards will be posted in accordance with daily lesson objectives. • All teachers will consistently refer to and communicate the applicable academic standard(s) to students during instruction. • Number of students who receive a “Consistently” rating for GLO 1 (Self-Directed Learner) will increase each quarter.
<p>7. Develop and implement science pacing plans that bridge the HCPS III standards to the new NGSS and purchase science materials. (SW2)</p>	<p>Jaime/Sandy</p>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$	<ul style="list-style-type: none"> • Each grade level will submit a NGSS aligned pacing plan to the CC, and revisions, if any, will be submitted to the CC during the year. • All classroom teachers will be observed implementing grade level science pacing

			<input type="checkbox"/> N/A	<p>plan.</p> <ul style="list-style-type: none"> Student work samples will be shared during grade level meetings and with the Science committee
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Goal 1, Strategy 2: Comprehensive Student Supports

Desired Outcome for this Strategy: Tier and provide comprehensive student supports for all students				
Planning		Capacity		Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Provide additional instruction in ELA and Math for targeted students in Grades 2-5. Purchase on line subscriptions to STAR 360 and Accelerated Math to support instruction. (SW2, SW9)	Gwen	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Low performing, high needs students and high performing, low growth students	<input type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I \$39,287: 10 PTTs After School Tutoring \$11,500: STAR 360 Universal Screener \$4,500: Accelerated Math \$2,500: Tutor Supplies <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Students in grades 2-5 who receive additional ELA or Math instruction will increase their grade level equivalency (GE) performance on the STAR Reading or STAR Math by at least 0.5 between each STAR administrations (3-4 times) during the school year.

<p>2. Inform parents of the need for regular school attendance and its connection to student progress. (SW2)</p>	<p>Gwen</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Reduce chronic absenteeism from 15% to 10% as measured by the 2016-17 Strive HI report. • Counselors will keep and logs noting chronically absent students and dates letters were mailed to parents. ART will review logs quarterly.
<p>3. Continue School Readiness Program (SRP) for incoming kindergarten students and academic Summer Program for students entering Grades 1-5 during the summer, based on academic need. (SW7)</p>	<p>Gwen</p>	<p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Low performing, high needs students</p>	<p><input type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I \$18,823: 12 PTTs for Summer Program \$1,827: 2 PPTs for Summer Program <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • The School Readiness Program (SRP) and Summer Program will take place between June 1 and June 30, 2017. • Students who attend the SRP will demonstrate improvement in skills taught during SRP as measured by a pre- and post-observation log completed by SRP teachers. • Students who attend the Summer Program will demonstrate readiness in grade level skills for the grade level they enter in SY 2017-18 as measured by STAR grade level equivalency (GE).

<p>4. Provide a summer program for targeted ELL students in ELA, Math, and language acquisition for students entering Grades 1-5. (SW2, SW9)</p>	<p>Gwen</p>	<p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input checked="" type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • The summer program for ELL students will take place between June 1 and June 30, 2017. • Students who attend the ELL Summer Program will demonstrate improvement in skills taught during the ELL Summer Program as evidenced by their WIDA ACCESS scores (baseline) and their WIDA Formative Assessment scores (posttest).
<p>5. Increase understanding of the General Learner Outcomes (GLOs) and their connection to student achievement. (SW2)</p>	<p>Gwen</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • GLOs will be posted in all classrooms. • All teachers will consistently refer to and communicate the GLOs to students. • All teachers will share student progress toward GLOs during Parent/Teacher Conferences. • The principal will communicate information regarding GLOs during Open Houses, in parent newsletters, on the school website, etc. • All teachers will use the GLO Rubric provided by the state to determine student progress. • Each grade level will review

				<p>the GLO rubric and set grade level expectations for each GLO.</p> <ul style="list-style-type: none"> Faculty will meet for cross grade level articulation to verify consistency of rubric use.
<p>6. A Positive Behavioral Interventions and Supports (PBIS) program will be implemented for grades K-5. Program will be adapted to meet the needs of each grade level. (SW2)</p>	<p>Gwen</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A 	<ul style="list-style-type: none"> 90% of students will answer with a positive response (Agree-Completely Agree) in the Safety and Well-Being categories of the SQS administered in Spring 2017. 95% of students will answer with a positive response in the Care category of the Tripod Survey administered in Fall 2016. 75% of students will answer with a positive response in the Control category of the Tripod Survey administered in Fall 2016.

Goal 1, Strategy 3: Formative Instruction/Data Teams Process

Desired Outcome for this Strategy: Implement data teams process within each grade span/content area and formative instruction within classrooms				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Administer HCC-aligned formative assessments to monitor student achievement in order to provide differentiated instruction. (SW2, SW8, SW9)	Julie	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • HCC-aligned formative assessments will be used during GLDT meetings • 95% of students in grades 1-5 will demonstrate growth as measured by the SGP on the STAR Early Literacy, STAR Reading, and STAR Math assessments administered 3-4 times during the school year. • 95% of students in kindergarten will demonstrate growth as measured by the Kindergarten Quarterly Assessment during the first semester and the STAR Early Literacy assessment during the second semester.

<p>2. Grade Level Data Teams (GLDT) will identify standards-based skills as the subject for Data Team meetings. Teams will analyze data, discuss student achievement, collaborate, and reflect on instruction. (SW2, SW4, SW8, SW9)</p>		<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> • GLDT sign in sheets will be kept on record. • 95% of students in grades K-5 will demonstrate growth in the identified standards based skill as measured by HCC aligned assessments (<u>Wonders</u> and <u>Stepping Stones</u>) between GLDT meetings.
<p>3. Grade Level Articulation Days (GLAD) will occur on four full days during the school year for each grade level so teachers are able to analyze data, receive professional development, observe demonstration lessons, team teach, discuss student achievement, collaborate, and reflect on instruction. (SW4)</p>	<p>Julie</p>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I <p>\$43,005: 248 Substitute days for Glad Articulation</p> <p>\$300.00: Supplies for GLAD</p> <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • GLAD meetings will be tailored to meet grade level needs. • 95% of students in grades K-5 will demonstrate growth in the identified standards based skill as measured by HCC aligned assessments (<u>Wonders</u> and <u>Stepping Stones</u>).

Goal 2 Staff Success

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
4. Provide all teachers with evaluation and feedback based on student growth and teaching practice	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
5. Fully implement beginning teacher induction and mentoring standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	
	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

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Goal 2, Strategy 4: Educator Effectiveness Systems

Desired Outcome for this Strategy: Provide all teachers with evaluation and feedback based on student growth and teaching practice				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Provide teachers with professional development opportunities, as needed: Thinking Maps, ELL strategies, HCC implementation, EES, Data Teams, Differentiated Instruction, Arts Integration, etc. (SW4)	Rachel	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Data will be collected at GLAD meetings to determine teacher participation in PD (including in-school, teacher-to-teacher, and formal PD). Form will be provided. All teachers will be observed implementing skills learned during their documented professional development
2. Each grade level will assign a classroom teacher representative to the school-wide ELA Committee, Math Committee, and Science Committee who will meet four times a year. Each committee will nominate a committee leader. (SW8)	Rachel	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> Sign-in sheets and meeting notes will be kept as records of attendance and discussions. Overall grade level performance on the STAR Early Literacy, STAR Reading and STAR Math assessments will increase between assessment administrations. Student performance on the

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				SY 2016-2017 Science HSA will be above 70% proficient.
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Goal 2, Strategy 5: Induction and Mentoring

Desired Outcome for this Strategy: Fully implement beginning teacher induction and mentoring standards				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Provide effective mentoring support for beginning teachers (new to the profession, years 1-3). (SW4)	Laura	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> All qualifying teachers will participate in the induction and mentoring program. All trained mentors will mentor at least one new teacher. Formal Observation data will indicate progress toward mentee's professional learning goals stated in their professional development plan.
2. Provide New Teacher Orientation for all teachers new to Kihei Elementary School. (SW4).	Laura	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> New Teacher Orientation will take place prior to the beginning of the new school year and as needed for new teachers throughout the year. All new teachers will participate in the New Teacher Orientation. New Teacher Informational packet provided to all new teachers

<p>3. Provide probationary teachers not assigned a mentor and teachers new to a grade level the opportunity to observe/ be observed and debrief with a veteran teacher. (SW2, SW4)</p>	<p>Laura</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Debriefing notes from teacher observations
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OPTIONAL Goal 3 Optional Strategy 1: Title 1

Desired Outcome for this Strategy: Partner with parents and families in supporting student success toward the goal of college and career readiness.				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Encourage parent and family involvement through regular communication between home and school. (SW6)	Lauren	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I \$2,000: Refreshments \$1,000: Parent Resources \$236: Supplies \$51: Postage <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> At least one formal communication will be sent home to parents each month (e.g., newsletter)
2. Encourage parent and family involvement by promoting and supporting responsible parenting. (SW6)	Lauren	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I See EA1 <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Brochures and information about relevant class offerings will be sent home to parents/families at least one time during the school year. Parents will be invited to attend at least one parent information session hosted by KES and presented by a professional guest speaker during the school year.

<p>3. Encourage parent and family involvement by involving parents in student learning activities. (SW6)</p>	<p>Lauren</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input checked="" type="checkbox"/> Title I See EA1 <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Parent sign-in sheets, invitations, and evaluations for each parent/student learning activity. • The percentage of parents who strongly agree or agree with the statement “The school has encouraged me to participate in classroom and school activities” on the SQS will increase from 78.9% on the 2015 report to at least 88.9% on the 2016 report.
<p>4. Encourage parent and family involvement by welcoming parent volunteers. (SW6)</p>	<p>Lauren</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Opportunities for parent volunteers will be shared regularly. • The percentage of parents who strongly agree or agree with the statement “The school staff makes me feel welcome at the school” on the SQS will increase from 92.6% on the 2015 report to at least 95% on the 2016 report.
<p>5. Encourage parent and family involvement by requesting input when making school decisions. (SW6)</p>	<p>Lauren</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • School Community Council meeting agendas, notes, and sign in • The percentage of parents who strongly agree or agree with the statement “The school gives me opportunities to participate in important decisions about my child’s education” on the SQS will increase from

				82.6% on the 2015 report to 92% on the 2016 report.
6. Encourage parent and family involvement through collaboration with the community. (SW6)	Lauren	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> Data will be collected on community involvement projects (e.g., garden and garden events, Ho'olaule'a, field trips, guest presenters, DARE)

OPTIONAL Goal 3 Optional Strategy 2: Academic Review Team

Desired Outcome for this Strategy: Maintain use of Academic Review Team (ART)				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. The Academic Review Team (ART) will meet once a quarter to analyze data, discuss student achievement, and review the progress of the Academic Plan. (SW2)	Lauren	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Quarterly Memos to Principal

OPTIONAL Goal 3 Optional Strategy 4: School Planning Process

Desired Outcome for this Strategy: Improve opportunities for all stakeholders (parents, students, and community members) to participate in the school planning process.				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Encourage attendance, participation and better representation in SCC meetings through advertising in parent newsletters, on the school website, and the <u>Maui News</u> prior to the SCC meeting dates. (SW2, SW6)	Lauren	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Attendance at SCC meetings will increase by at least 25% throughout the 2016-2017 school year as measured by the meeting attendance records.
2. Encourage parents, students, and community members to partake in the development of the next school year's Academic Plan. (SW2, SW6)	Lauren	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Create and advertise a parent/community meeting in February 2017 in order to gather input for the 2017-2018 Academic Plan. Use the Student School Quality Survey results data as a reference when creating the Academic Plan.

Title I Addendum (for Title I schools only)

Title I School Requirements for Schoolwide Components			
Schoolwide Components	Covered in the Academic Plan/ School Plan? If so, where?	If not, how will the school address the schoolwide components?	Accountable School Lead
The plan must...	(location in Academic Plan/Schoolwide Plan, page #, section)		
SW 1: Incorporate a comprehensive needs assessment of the entire school (including taking into account the needs of migratory students) that is based on information that includes student achievement relative to the State’s academic content and achievement standards		See attached Comprehensive Needs Assessment	Halle Maxwell, Principal
SW 2: Identify schoolwide reform strategies that - a) Provide opportunities for all students to meet proficiency b) Use effective methods and instructional strategies c) Include strategies to address the needs of all students in the school, but particularly the needs of low achieving students and those at-risk of not meeting the State’s student academic achievement standards d) Address how the school will determine if such needs have been met e) Are consistent with, and are designed to implement the state and Complex Area/Charter Governing Board improvement plans, if any	Goal 1, Strategy 1, EA 1, 2, 3, 4, 5, 6, & 7 Goal 1, Strategy 2, EA 1, 2, 4, 5 & 6 Goal 1, Strategy 3, EA 1 & 2 Goal 2, Strategy 5, EA 3 Goal 3, Strategy 2, EA 1 Goal 3, Strategy 4 EA 1 & 2		Halle Maxwell, Principal
SW 3: Provide instruction by highly qualified teachers	No	Highly qualified teachers will be hired for any open teaching positions.	Halle Maxwell, Principal

Title I School Requirements for Schoolwide Components			
SW 4: Provide high quality and on-going professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel	Goal 1, Strategy 1, EA 3 & 5 Goal 1, Strategy 3, EA 2 & 3 Goal 2, Strategy 4, EA 1 Goal 2, Strategy 5, EA 1, 2 & 3		
SW 5: Implement strategies to attract high quality, highly qualified teachers	No	What strategies are being used to recruit and to retain highly qualified teachers? <ul style="list-style-type: none"> • The principal interviews licensed and highly-qualified teachers • Ongoing professional development is provided to encourage effectiveness and retention of teachers 	Halle Maxwell, School Principal
SW 6: Implement strategies to increase parental involvement, such as family literacy services	Goal 3, Strategy 1, EA 1, 2, 3, 4, 5 & 6		Lauren Stitt, Curriculum Coordinator
SW 7: Incorporate transition plan for assisting preschool children from early childhood programs, such as Head Start, Early Reading First, or a State-run preschool program to local elementary school program	Goal 1, Strategy 2, EA 3		Halle Maxwell, Principal
SW 8: Include teachers in the decisions regarding the use of academic assessments in order to inform and improve individual student achievement and the overall instructional program	Goal 1, Strategy 1, EA 2 & 4 Goal 1, Strategy 3, EA 1 & 2 Goal 2, Strategy 4, EA 2		Halle Maxwell, Principal
SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely, additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance	Goal 1, Strategy 2, EA 1 & 4 Goal 1, Strategy 3, EA 1 & 2		Halle Maxwell, Principal

Title I School Requirements for Schoolwide Components			
SW 10: Coordinate and integrate federal, state, and local services and programs, including programs supported under No Child Left Behind: violence prevention program, nutrition program, housing programs, Head Start, adult education, vocational and technical education, and job training	No		Halle Maxwell, Principal