



Three-Year Academic Plan 2017-2020

Kihei Elementary School



**250 E. Lipoa Street
Kihei, HI 96753**

808-727-4400

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

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: <u>Technology Integration</u> <ul style="list-style-type: none"> ● Further technology integration and the support required to successfully acclimate our students and faculty to a more technology savvy classroom. 2. Need: <u>Increase SPED Proficiency</u> <ul style="list-style-type: none"> ● Set higher proficiency expectations for students who qualify for IDEA services. 3. Need: <u>Establish Behavior Expectations</u> <ul style="list-style-type: none"> ● Continuing to develop behavior expectations across grade levels. By establishing consistency, this will help students feel there is more control and help teachers feel that safety concerns are readily addressed. 4. Need: <u>Target Academic Growth</u> <ul style="list-style-type: none"> ● Target consistent academic growth for all students. Proficiency scores and growth need to increase across all grade levels and subject areas. 5. Need: <u>Strengthen ELL Plan and Shared Responsibility</u> <ul style="list-style-type: none"> ● Strengthen ELL program and policies by establishing shared responsibility and developing strong ELL Plan. As new procedures are established, the ELL Plan should be updated and shared with the entire faculty in order to be proactive in upcoming years. 6. Need: <u>Use Title I Funds to Build School/Family Partnerships</u> <ul style="list-style-type: none"> ● In accordance with Federal spending guidelines, Title I funds will be used to build positive opportunities for parents to interact with the school and serve as a partner in their child's education.
	<p>Addressing Equity: Sub Group Identification</p> <ul style="list-style-type: none"> ● SPED ● ELL ● Disadvantaged
	<p>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.</p> <ul style="list-style-type: none"> ● SPED <ul style="list-style-type: none"> - Goal 1, Enabling Activity 8

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	<ul style="list-style-type: none">- Goal 1, Enabling Activity 9- Goal 2, Enabling Activity 7- Goal 3, Enabling Activity 7● ELL<ul style="list-style-type: none">- Goal 1, Enabling Activity 5- Goal 1, Enabling Activity 8- Goal 2, Enabling Activity 9- Goal 2, Enabling Activity 7● Disadvantaged<ul style="list-style-type: none">- Goal 1, Enabling Activity 1- Goal 1, Enabling Activity 3- Goal 1, Enabling Activity 4- Goal 1, Enabling Activity 5- Goal 1, Enabling Activity 9- Goal 2, Enabling Activity 1- Goal 2, Enabling Activity 2- Goal 2, Enabling Activity 3- Goal 2, Enabling Activity 4- Goal 2, Enabling Activity 6- Goal 2, Enabling Activity 7- Goal 2, Enabling Activity 12- Goal 3, Enabling Activity 1- Goal 3, Enabling Activity 2- Goal 3, Enabling Activity 4- Goal 3, Enabling Activity 5- Goal 3, Enabling Activity 7- Goal 3, Enabling Activity 8
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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. Gwen Cesere	1. Technology Integration
2. Rachel Reyes	2. Increase SPED Proficiency
3. Joan Sokei-Vila	3. Establish Behavior Expectations
4. Laura Guthrie/ Elizabeth Villalpando	4. Target Academic Growth
5. Mahala Quintana	5. Strengthen ELL Plan and Shared Responsibility
6. Lauren Lott	6. Use Title I Funds to Build School/Family Partnerships

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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>Technology Integration:</p> <ul style="list-style-type: none"> ● Access to technology will increase annually. By SY 19-20 we would like to have 1:1 device access for all students in grades 3-5. (G1.N1.01) ● Students will have access to more online programs and resources to support learning. (G1.N1.02) ● Technology objectives will be tied to academic objectives and expectations will be shared with students (G1.N1.03) <p>Increase SPED Proficiency:</p> <ul style="list-style-type: none"> ● SPED ELA Proficiency will increase by 3% each year with SPED students achieving 24% ELA proficiency in SY 19-20. SPED Math Proficiency will increase by 3% each year with SPED students achieving 18% Math proficiency in SY 19-20 (G1.N2.01) <p>Establish Behavior Expectations:</p> <ul style="list-style-type: none"> ● Students will understand behavior expectations and feel safe at school. By the end of SY 19-20, our Tripod score for Control should increase by 24%. (G1.N3.01) ● Our PBIS program will address each grade level needs in a developmentally appropriate manner and increase in consistency. (G1.N3.02) <p>Target Academic Growth:</p> <ul style="list-style-type: none"> ● Through additional support programs, such as after school 	<p>Technology Integration: 1:1 devices are given priority for grades 3-5 students due to on-line curriculum, reading and math support applications and assessments needs.</p> <p>Increase SPED Proficiency: SPED proficiency increase reflects the state and district expectations.</p> <p>Establish Behavior Expectations: Consistent use of PBIS practices is functionally related to improvement in students' perception of school safety, well-being and improved academic achievement.</p> <p>Target Academic Growth: Considerations are being made to add more enrichment activities to our tutoring program to increase</p>

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<p>tutoring/enrichment and summer school, targeted students will make academic gains that increase proficiency in both ELA and Math by at least 10%. (G1.N4.01)</p> <ul style="list-style-type: none">• Teachers will administer HCC-aligned assessments and evaluate them for rigor and value. Any unnecessary assessments will be eliminated or modified to ensure they provide valuable data. Data from assessments will drive instruction and help build to at least a 10% increase in both ELA and Math proficiency by the end of SY 19-20. (G1.N4.02).• Students will increase understanding of the GLOs and their connection to achievement. Through consistent understanding across each grade level, GLOs report card data should steadily increase throughout each school year. (G1.N4.03).• Available resources will be evaluated to ensure that all classes have access to materials that will improve classroom instruction and lead to a minimum of a 10% increase in student understanding and proficiency in both ELA and Math. (G1.N4.04). <p>Strengthen ELL Plan and Shared Responsibility:</p> <ul style="list-style-type: none">• Continue to build ELL program and document the progress to make it applicable and meaningful for students and teachers. (G1.N5.01)• Increase the number of students exiting the ELL program. (G1.N5.02) <p>Use Title I Funds to Build School/Family Partnerships:</p> <ul style="list-style-type: none">• No Enabling Activities for this Goal. Please refer to Goal 3.	<p>student motivation and offer learning opportunities that build on students' areas of strength.</p> <p>Strengthen ELL Plan and Shared Responsibility: After a thorough review by Catapult Learning, we would like to strengthen our program utilizing the suggestions and feedback from the visiting team.</p> <p>Use Title I Funds to Build School/Family Partnerships:</p> <ul style="list-style-type: none">• No Enabling Activities for this Goal. Please refer to Goal 3.
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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
<ul style="list-style-type: none"> ● G1.N1.01 ● G1.N1.02 ● G1.N1.03 	1. Establish solid educational objectives and a core vision for technology use to ensure that technology is being used effectively to meet educational goals: <ul style="list-style-type: none"> a) Establish technology objectives; b) Research additional programs with deeper rigor than programs that are being utilized now; c) Define job expectations for technology teacher and tech support; d) Determine teacher/grade level expectations for utilizing technology. 	2017-2018	Gwen	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> ● Monitor implementation of technology objectives through classroom walkthroughs.

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<ul style="list-style-type: none"> ● G1.N1.03 ● G1.N4.03 	<p>2. Communicate academic standards to students regularly to establish learning and performance goals for students.</p>	<p>2017-2018 2018- 2019 2019-2020</p>	<p>Gwen Laura Elizabeth</p>	<p><input type="checkbox"/> No funding required</p>	<ul style="list-style-type: none"> ● Review GLO 1 (Self-Directed Learner) Data. ● Observe posted student work/student learning goals during walkthroughs. ● Observe grade level Common Core Standards or “I Can” Statements in classrooms.
<ul style="list-style-type: none"> ● G1.N4.01 	<p>3. Provide after school instruction/enrichment:</p> <ul style="list-style-type: none"> a) Plan activities and instruction based on student need/interest. b) Purchase on-line subscriptions and materials to support instruction. 	<p>2017-2018 2018- 2019 2019-2020</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● STAR Growth Reports ● After School activities attendance records ● Feedback from students/teachers regarding enrichment activities
<ul style="list-style-type: none"> ● G1.N4.01 	<p>4. 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.</p>	<p>2017-2018 2018- 2019 2019-2020</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● STAR Growth Reports ● Kindergarten Readiness Assessment ● Summer School attendance records.

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<ul style="list-style-type: none"> • G1.N4.01 • G1.N5.02 	<p>5. Provide a summer program for targeted ELL students in ELA, Math, and language acquisition for students entering Grades 1-5</p>	<p>2017-2018 2018- 2019 2019-2020</p>	<p>Laura Elizabeth Mahala</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title III (if available)</p>	<ul style="list-style-type: none"> • Summer program attendance reports. • WIDA reports
<ul style="list-style-type: none"> • G1.N4.03 	<p>6. Increase understanding of the General Learner Outcomes (GLOs) and their connection to student achievement.</p> <p>Develop aligned school wide GLO rubric to increase consistency in grading.</p> <p>Develop GLO awards to increase student understanding and expectations of GLOs.</p>	<p>2017-2018 2018-2019</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> No funding required</p>	<ul style="list-style-type: none"> • GLO data in LDS • Observation of GLO posters in all classrooms • GLO rubric
<ul style="list-style-type: none"> • G1.N3.02 	<p>7. 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.</p> <p>a) Review Behavior matrix with students at the beginning of the school year.</p> <p>b) Define responsibilities in carrying out PBIS strategies.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Joan</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> • PBIS plan • Behavior matrix schedule • Expected outcomes information

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	c) Set consistent outcomes for students who do not follow the expectations. These will need to be developmentally appropriate, yet consistent across all grade levels.				
<ul style="list-style-type: none"> ● G1.N2.01 ● G1.N4.02 ● G1.N5.01 ● G1.N5.02 	<p>8. Administer HCC-aligned formative assessments to progress monitor student achievement in order to provide differentiated instruction. <i>(SPED, ELL, Academic Growth)</i></p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Rachel Laura Elizabeth Mahala</p>	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> ● STAR Reading, STAR Math, & STAR Early Literacy data ● Curriculum based assessments ● Grade level created assessments
<ul style="list-style-type: none"> ● G1.N2.01 ● G1.N4.04 ● G1.N5.01 	<p>9. Evaluate currently implemented curriculum resources and develop a plan for purchasing additional classroom resources, as needed. <i>(SPED, ELL, Academic Growth)</i></p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Rachel Laura Elizabeth Mahala</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> ● Purchase orders ● Resource purchasing plan ● Achievement data to support need for purchased materials.
<ul style="list-style-type: none"> ● G1.N4.01 ● G1.N4.04 	<p>10. Establish PTTs for non-core classes (Art, Music, Garden, etc). Resources will be purchased for these courses to provide relevant and meaningful learning experiences.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> ● Purchase orders ● Non-core class schedules ● Student work

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Goal 2: Staff Success. Kihei 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:
<p>Technology Integration:</p> <ul style="list-style-type: none"> Teachers will be familiar with a variety of technology programs and resources and utilize them appropriately to support instruction. (G2.N1.01) Teacher representatives on the technology committee will have a hand in shaping the technology objectives that support appropriate implementation. (G2.N1.02) <p>Increase SPED Proficiency:</p> <ul style="list-style-type: none"> Teachers will receive additional professional development in effective HCC aligned instruction, differentiated instruction, and other opportunities, as needed. These activities will support the desired student growth of 24% proficient in ELA and 18% proficient in Math by SY 19-20. (G2.N2.01) <p>Establish Behavior Expectations:</p> <ul style="list-style-type: none"> Student Support Committee will work with counselors to enhance PBIS program (G2.N3.01) Professional development opportunities in classroom management, conflict resolution training, etc. will be offered by the school or district to support the desired 24% increase in the Tripod score for 'Control.' (G2.N3.02) <p>Target Academic Growth:</p> <ul style="list-style-type: none"> Teachers will receive additional professional development in effective HCC aligned instruction, differentiated instruction, and other opportunities, as needed. These activities will support the desired student growth of 10% proficiency in both ELA and Math. (G2.N4.01) Teachers will receive additional professional development in Next Generation Science Standards (NGSS) and science instruction. These activities will support the desired student 	<p>Technology Integration: To increase effective technology use in the classroom, teachers will need to be trained in appropriate use and have an understanding of the technology objectives. Effective implementation will subsequently encourage student growth.</p> <p>Increase SPED Proficiency: SPED proficiency increase reflects the state and district expectations.</p> <p>Establish Behavior Expectations: Increasing teachers' capacity in classroom management techniques will maximize instructional time leading to increased student achievement.</p> <p>Target Academic Growth: Increasing teachers' capacity in differentiating instruction to address a variety of student learning needs and learning styles will lead to increased student motivation and achievement.</p> <p>-Our science proficiency took a 12% decrease from SY 2014-15 to SY 2015-16,</p>

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<p>growth of 17% proficiency in Science. (G2.N4.02)</p> <ul style="list-style-type: none"> Grade Level Articulation Days (GLAD), Grade Level Data Teams (GLDT), the Academic Review Team (ART) and academic committees will be used to support instruction. These activities will support the desired student growth of 10% proficiency in both ELA and Math and the 17% gain in Science proficiency. (G2.N4.03) Teachers new to the profession and teachers new to the school will receive support in the form of mentors, new teacher orientation, and opportunities for observation of veteran teachers. Surveys will be administered to gauge teacher satisfaction with the working environment and support and a goal will be set after baseline data is established. (G2.N4.04) <p>Strengthen ELL Plan and Shared Responsibility:</p> <ul style="list-style-type: none"> Teachers will receive additional professional development in effective ELL instruction, differentiated instruction, and other opportunities, as needed. These activities will support the desired student growth of 0.5 as measured by the WIDA ACCESS, per district guidelines (G2.N5.01) <p>Use Title I Funds to Build School/Family Partnerships:</p> <ul style="list-style-type: none"> No Enabling Activities for this Goal. Please refer to Goal 3. 	<p>-Teachers will use the Data Team Process to analyze data and use the results as a basis for creating smart goals and implementing research-based interventions for diverse learners.</p> <p>-Mentors help promote the growth and development of new teachers by providing guidance in planning, instruction, classroom management, and content knowledge in order to increase students achievement.</p> <p>Strengthen ELL Plan and Shared Responsibility: Teachers will embed ELL strategies into their daily instruction to support the needs of ELL students.</p> <p>Use Title I Funds to Build School/Family Partnerships:</p> <ul style="list-style-type: none"> No Enabling Activities for this Goal. Please refer to Goal 3.
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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
<ul style="list-style-type: none"> G2.N1.01 	1. Develop technology implementation professional development plan for staff.	2017-2018 2018-2019 2019-2020	Gwen	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> Professional Development Agendas Professional Development Sign-In Sheets Professional Development Session Feedback Forms
<ul style="list-style-type: none"> G2.N2.01 G2.N4.01 G2.N5.01 	2. Provide professional development in effective HCC instruction to increase academic rigor and promote a variety of instructional strategies.	2017-2018 2018-2019 2019-2020	Rachel Laura Elizabeth Mahala	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> Professional Development Agendas Professional Development Sign-In Sheets Professional Development Session Feedback Forms
<ul style="list-style-type: none"> G2.N2.01 G2.N4.01 	3. Provide professional development in effective differentiated instruction to promote growth and achievement in all students, including higher-achieving students.	2017-2018 2018-2019 2019-2020	Rachel Laura Elizabeth	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> Professional Development Agendas Professional Development Sign-In Sheets Professional Development Session Feedback Forms

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<ul style="list-style-type: none"> • G2.N4.02 	<p>4. Provide professional development in Next Generation Science Standards (NGSS) and science instruction.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> • Professional Development Agendas • Professional Development Sign-In Sheets • Professional Development Session Feedback Forms
<ul style="list-style-type: none"> • G2.N4.03 	<p>5. 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.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> No funding required</p>	<ul style="list-style-type: none"> • Grade Level Data Team Meeting Notes
<ul style="list-style-type: none"> • G2.N4.03 	<p>6. 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.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> • GLAD meeting agendas • GLAD meeting sign in sheets

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<ul style="list-style-type: none"> ● G2.N2.01 ● G2.N3.02 ● G2.N4.01 ● G2.N5.01 	<p>7. Provide teachers with professional development opportunities, as needed. (eg. Thinking Maps, ELL strategies, HCC implementation, EES, Data Teams, Differentiated Instruction, Arts Integration, etc.)</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Rachel Joan Laura Elizabeth Mahala</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> ● Professional Development Agendas ● Professional Development Sign-In Sheets ● Professional Development Session Feedback Forms
<ul style="list-style-type: none"> ● G2.N1.02 ● G2.N3.01 ● G2.N4.03 	<p>8. Each grade level will assign a classroom teacher representative to the school-wide ELA Committee, Math Committee, Science Committee, Safety Committee, Technology Committee, and Student Support Committee who will meet four times a year. Each committee will nominate a committee leader.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Gwen Joan Laura Elizabeth</p>	<p><input type="checkbox"/> No funding required</p>	<ul style="list-style-type: none"> ● Meeting Agendas ● Meeting Minutes ● Committee Rosters
<ul style="list-style-type: none"> ● G2.N4.04 	<p>9. Provide effective mentoring support for beginning teachers (new to the profession, years 1-3)</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title II <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> ● Review mentor/mentee observation schedule. ● Survey new teachers regarding mentor support. ● Review mentor/mentee meeting schedule.

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<ul style="list-style-type: none"> G2.N4.04 	<p>10. Provide New Teacher Orientation for all teachers new to Kihei Elementary School.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> Review agenda Review teacher feedback from New Teacher Orientation
<ul style="list-style-type: none"> G2.N4.04 	<p>11. 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.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title II <input type="checkbox"/> Other	<ul style="list-style-type: none"> Debriefing notes from teacher observations Schedule of sub days offered to probationary teachers for observing veteran teachers
<ul style="list-style-type: none"> G2.N4.03 	<p>12. The Academic Review Team (ART) will meet once a quarter to analyze data, discuss student achievement, and review the progress of the Academic Plan.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Gwen Rachel Joan Laura Elizabeth Mahala Lauren</p>	<input type="checkbox"/> Title I	<ul style="list-style-type: none"> Exercise 4 Memos to Principal Data reviewed as part of ART process

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

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community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Technology Integration:</p> <ul style="list-style-type: none"> A purchasing plan will be completed and implemented by the end of SY 19-20 with the intention of achieving 1:1 device access for all students in grades 3-5. This plan will address not only devices, but also supplemental online resources and other technology supplies. (G3.N1.01) <p>Increase SPED Proficiency:</p> <ul style="list-style-type: none"> By providing time each year for SPED teachers to collaborate with homeroom teachers and review data and plan targeted instruction, we aim to support our SPED student growth goal of 24% proficiency in ELA and 18% proficiency in Math by SY 19-20. (G3.N2.01) By increasing the number of SPED students who receive inclusion time in the general education classroom, we aim to support our SPED student growth goal of 24% proficiency in ELA and 18% proficiency in Math by SY 19-20. (G3.N2.02) <p>Establish Behavior Expectations:</p> <ul style="list-style-type: none"> No Enabling Activities for this Goal. Please refer to Goals 1 & 2. <p>Target Academic Growth:</p> <ul style="list-style-type: none"> By providing time each year for teachers to revise pacing plans and revise/modify assessments, we aim to support our student growth goal of 10% proficiency in both ELA and Math and the 17% gain in Science proficiency by SY 19-20. (G3.N4.01) Establish a plan to improve our attendance and reduce our Chronic Absenteeism by 2% each year with a target of 9% by SY 19-20. (G3.N4.02) Through the revitalization of our intervention program, (i.e. effective scheduling, better resources, more collaboration time), we aim to support our student growth goal of 10% proficiency in both ELA and Math and the 17% gain in Science 	<p>Technology Integration: A purchasing plan will streamline the process of implementation and support student achievement.</p> <p>Increase SPED Proficiency: Collaboration time between homeroom teachers and SPED teachers will allow more time for data review and instructional planning, which will support SPED student growth</p> <p>Target Academic Growth: Providing time to review and revise pacing plans and assessments will support differentiated planning to meet students needs, which will support student growth</p> <p>- Consistent student attendance has a direct correlation to student academic success.</p> <p>-Appropriate, differentiated, and regular interventions will support academic areas that students may struggle with, which will support student growth.</p> <p>Strengthen ELL Plan and Shared Responsibility: Collaboration time between homeroom teachers and ELL teachers will allow more time for data review and instructional planning, which will support</p>

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<p>proficiency by SY 19-20. (G3.N4.03)</p> <p>Strengthen ELL Plan and Shared Responsibility:</p> <ul style="list-style-type: none"> By providing time each year for ELL teachers to collaborate with homeroom teachers and review data and plan targeted instruction, we aim to support our ELL student growth goal of ___% by SY 19-20. (G3.N5.01) <p>Use Title I Funds to Build School/Family Partnerships:</p> <ul style="list-style-type: none"> Title I funds will be used to promote a positive partnership between the school and home. Funds will be used for family events, to support communication (website and newsletters), and encourage parent involvement on campus. (G3.N6.01) 	<p>ELL student growth</p> <p>Use Title I Funds to Build School/Family Partnerships: Funds will be used in accordance with Federal spending guidelines and will support the building of a positive relationship between home and school.</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
<ul style="list-style-type: none"> G3.N1.01 	<ol style="list-style-type: none"> Purchase and maintain technology equipment to support <u>Wonders</u>, <u>Stepping Stones</u>, <u>WIDA</u>, and <u>Smarter Balanced Assessment</u>. 	<p>2017-2018 2018-2019 2019-2020</p>	<p>Gwen</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> IT Service logs will be reviewed quarterly to ensure technology support is completed in a timely manner. Review technology schedule to ensure that scheduling is equitable within each grade level. Monitor technology equipment inventory on a quarterly basis.

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<ul style="list-style-type: none"> G3.N1.01 	<p>2. Outline purchasing plan for new technology resources.</p>	<p>2017-2018 2018-2019 2019-2020</p>	Gwen	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> Monitor technology equipment inventory on a quarterly basis. Monitor Fiscal Requirements Form (FRF)
<ul style="list-style-type: none"> G3.N4.01 	<p>3. 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>.</p>	<p>2017-2018 2018-2019 2019-2020</p>	Laura Elizabeth	<input type="checkbox"/> No funding required	<ul style="list-style-type: none"> Review all grade level pacing plans at the start of the school year. Review revisions to pacing plans quarterly.
<ul style="list-style-type: none"> G3.N4.01 	<p>4. 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.</p>	<p>2017-2018 2018-2019 2019-2020</p>	Laura Elizabeth	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> Review assessments
<ul style="list-style-type: none"> G3.N4.01 	<p>4. Develop and implement science pacing plans that bridge the HCPS III standards to the new NGSS and purchase science materials.</p> <p>Implement fully aligned NGSS pacing plans in SY 18-19.</p>	<p>2017-2018</p> <p>2018-2019 2019-2020</p>	Laura Elizabeth	<input type="checkbox"/> WSF <input type="checkbox"/> Title I	<ul style="list-style-type: none"> Review all grade level pacing plans at the start of the school year. Review revisions to pacing plans quarterly.

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<ul style="list-style-type: none"> ● G3.N4.02 	<p>5. Inform parents of the need for regular school attendance and its connection to student progress.</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Laura Elizabeth</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Attendance Reports ● Logs of Parent Communication regarding attendance.
<ul style="list-style-type: none"> ● G3.N2.01 ● G3.N4.01 ● G3.N5.01 	<p>6. Provide dedicated time each quarter for collaboration between homeroom teachers and support teachers (ELL, SPED, Academic Support)</p> <p>a) Review student data b) Discuss student needs c) Create and monitor instructional support plans</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Rachel Laura Elizabeth Mahala</p>	<p><input type="checkbox"/> WSF</p>	<ul style="list-style-type: none"> ● Meeting Agendas ● Data discussed will be provided to ART team for review ● Review instructional support plans
<ul style="list-style-type: none"> ● G3.N2.02 ● G3.N4.03 	<p>7. Revitalize Intervention Program</p> <p>a) Increase support staff b) Define roles and responsibilities of support teachers c) Develop effective scheduling system d) Evaluate resources available to support teachers e) Develop plan to increase number of SPED students who receive more inclusion time in the general education classroom. f) Establish gifted and</p>	<p>2017-2018 2018-2019 2019-2020</p>	<p>Rachel Laura Elizabeth</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>	<ul style="list-style-type: none"> ● Job descriptions ● Support Teacher schedules ● Student Achievement Data ● Meeting notes from support/homeroom teacher collaboration time

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	talented (GT) program g) Develop process for identifying students who qualify for GT program.				
<ul style="list-style-type: none"> G3.N6.01 	<p>8. Encourage parent and family involvement:</p> <p>a) Through regular communication between home and school;</p> <p>b) By promoting and supporting responsible parenting;</p> <p>c) By involving parents in student learning activities;</p> <p>d) By welcoming parent volunteers;</p> <p>e) By requesting input when making school decisions;</p> <p>f) Through collaboration with the community.</p> <p>(Title 1)</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	Lauren	<input type="checkbox"/> Title I	<ul style="list-style-type: none"> a & b) Review Parent Newsletters f) Review SCC meeting minutes and agendas c) Review agendas and feedback from parent involvement events. c & e) Tabulate attendance at events and monitor parent interest through sign in sheets d) Review Parent Volunteer sign-in sheets