



Kilauea School

Three-Year Academic Plan

2017-2020



We Light the Way

- ★ Supporting
- ★ Honoring
- ★ Inspiring
- ★ Nurturing
- ★ Encouraging

Students for Success

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Where are we now?

A. The following needs were identified through our Comprehensive Needs Assessment process:

Student Learning Needs

1. All students need more support in the SBA claim areas of Reading, Writing, and Math Concepts and Procedures.
2. All students need standards-based Science instruction that is sequential and builds upon their prior learning'
3. All students need differentiated instruction (i.e. small group) through a coordinated RTI system.
4. ELL, Low SES, and SpEd (high needs subgroup) students need more differentiated support in all areas. (ELA, Math, and Science)
5. All students need instruction in the GLOs that includes clear and concise examples, especially in the areas of Quality Producer, Effective Communicator, and Complex Thinker.
6. All students need a safe and positive learning environment that enables them to reach their full potential.
7. All students need to attend school regularly in order to engage in quality instruction that maximizes learning.

SBA READING/ELA PROFICIENCY BY CLAIMS AND GRADE LEVEL										
Reading/ELA Claims	2014-15					2015-16				
	Grade 3	Grade 4	Grade 5	Grade 6	Average	Grade 3	Grade 4	Grade 5	Grade 6	Average
Listening and Speaking	68.2%	81.8%	85.4%	80.4%	78.95%	89.7%	76.2%	75%	86.1%	81.75%
Reading	50%	70.5%	68.3%	56.5%	61.33%	75.9%	64.3%	58.3%	72.1%	67.65%
Research/Inquiry	56.8%	72.7%	92.7%	78.3%	75.13%	86.2%	78.6%	79.2%	81.4%	81.35%
Writing	50%	68.2%	85.4%	56.5%	65%	82.8%	71.4%	68.8%	72.1%	73.8%

SBA MATH CLAIMS BY GRADE LEVEL										
Math Claims	2014-15					2015-16				
	Grade 3	Grade 4	Grade 5	Grade 6	Average	Grade 3	Grade 4	Grade 5	Grade 6	Average
Communicating/Reasoning	60.5%	73.3%	72.7%	47.8%	63.6%	86.2%	69.1%	72.9%	80.5%	77.2%
Concepts and Procedures	72.1%	64.4%	65.9%	58.7%	65.3%	69%	61.9%	66.7%	63.4%	65.3%
Problem Solving	65.1%	73.3%	75%	56.5%	67.5	75.9%	71.4%	64.6%	70.7%	70.7%

Source: <http://ids.k12.hi.us> Plan/AssessmentProficiency/SBAClaimsProficiency

CHRONIC ABSENTEEISM		
2013-14	2014-15	2015-16
17%	19%	18%

Source: <http://arch.k12.hi.us/> StriveHI Report

Other Critical Needs

8. There is a need for all faculty and staff members to be engaged in appropriate roles and responsibilities of the school improvement process that supports students.
9. All parents are needed as partners in supporting students' learning and overall well-being at school.

B. Recommendations from WASC Visiting Committee: (Initial Visit February 2016)

1. Improve expertise implementing the new curriculum.
2. Improve attendance.
3. Improve the Data Team process to close the achievement gaps and improve overall student achievement.

Addressing Equity: Sub Group Identification - In order to address equity, list the targeted subgroups) and their identified needs.

Our targeted subgroups and the percent of our overall student population for each:

- Economically Disadvantaged/Low SES Students (52.2% of our students)
- Children with Disabilities/SpEd (12.9% of our students)
- English Learners (7.8% of our students)

- Female students in Math (44.1% of our students)
- Male students in ELA (55.9% of our students)
- Asian students (13.2% of our students)
- Hispanic Students (18.0% of our students)
- Pacific Islander students (18.0% of our students)

READING/ELA PROFICIENCY BY SUB-GROUPS			
Group	2013-14	2014-15	2015-16
	HSA Bridge	SBA - ELA	SBA - ELA
All Students	60.2%	40.3%	53.7%
Low SES (Disadvantaged)	47%	33.3%	44.2%
IDEA (SpEd)	20%	5.3%	11.1%
English Language Learner (ELL)	0%	0%	0%
Female	67.5%	48.8%	58.9%
Male	53.9%	32.2%	49.4%
American Indian/Alaskan	NA	NA	NA
Asian	53.1%	29.6%	42.9%
Black	NA	NA	NA
Hispanic	56.5%	42.3%	37%
Multiple	60%	47.6%	64%
Pacific Islander	50%	22%	37.1%
White	83.8%	59.6%	76.6%
Source for above: http://lds.k12.hi.us Plan/SA/HSA-Reading AND LDS/Plan/SA/SBA-LA			
Native Hawaiian	55.5%	24.5%	-
Migrant	-	-	-
Source for Above: http://arch.k12.hi.us/ StriveHI School Accountability Reports			

MATHEMATICS PROFICIENCY BY SUB GROUPS			
Sub Groups	2013-14	2014-15	2015-16
	HSA Bridge	SBA - Math	SBA - Math
All Students	56%	38%	45%
Low SES (Disadvantaged)	44.6%	28.4%	34.1%
IDEA (SpEd)	15%	10.5%	22.2%
English Language Learner (ELL)	0%	0%	0%
Female	53.3%	36.8%	43.1%
Male	58.4%	39.1%	46.6%
American Indian/Alaskan	-	-	-
Asian	56.25%	28.6%	29.6%
Black	-	-	-
Hispanic	52.2%	39.3%	37%
Multiple	55%	42.9%	56%
Pacific Islander	42.6%	24%	20%
White	78.4%	53.9%	71.7%
Source for above: http://lds.k12.hi.us Plan/SA/HSA-Math AND LDS/Plan/SA/SBA-Math			
Native Hawaiian	45%	24%	-
Migrant	-	-	-
Source for Migrant: http://arch.k12.hi.us/ StriveHI School Accountability Reports			

HSA SCIENCE PROFICIENCY BY SUBGROUP			
Grade 4	2013-14	2014-15	2015-16
All Students	46.2%	54.4%	53.5%
Low SES (Disadvantaged)	35%	44.8%	45.5%
IDEA (SpEd)	0%	33.3%	33.3%
English Language Learner (ELL)	-	0%	0%
Female	47.1%	60%	50%
Male	45.5%	50%	56.5%
American Indian/Alaskan	-	-	-
Asian	27.3%	33.3%	57.1%
Black	-	-	-
Hispanic	50%	58.3%	33.3%
Multiple	100%	42.9%	85.7%
Pacific Islander	42.9%	33.3%	33.3%
White	62.5%	83.3%	52.9%
Source: http://lds.k12.hi.us Plan/Student Achievement/HSA-Science			

ACHIEVEMENT GAP RATE			
Reading Gap Rate = (NHN - HN) / NHN	2013-14	2014-15	2015-16
High Need Student Proficiency	45%	33%	45%
Non-High Need Student Proficiency	81%	51%	74%
Gap Rate between Non-High Need and High Need Students	45%	36%	40%
Math Gap Rate = (NHN - HN) / NHN	2013-14	2014-15	2015-16
High Need Student Proficiency	40%	28%	35%
Non-High Need Student Proficiency	79%	54%	63%
Gap Rate between Non-High Need and High Need Students	50%	49%	45%
Source: http://arch.k12.hi.us/ StriveHI School Accountability Reports (newly released data via StriveHI Gap Data Report)			

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. Susie Pond, Mike Kline	Comprehensive Student Supports, ELL
2. Heather Devin, Michelle Gibson, Heather Cornell, Mike Kline	Instructional Strategies, RTI, NGSS, GLOs
3. Betsy Hickey	PLC/Data Teams
4. Maureen Chung	Future Ready
5. Sherry Gonsalves	WASC Lead

GOAL 1 STUDENT SUCCESS

State Goals and Objectives:	Goal 1 Outcomes:	Rationale:
<p>Goal 1: Student Success All students demonstrate they are on a path toward success in college, career and citizenship.</p> <p>Objective 1: Empowered <i>All students are empowered in their learning to set and achieve their aspirations for the future.</i></p> <p>Objective 2: Whole Child <i>All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</i></p> <p>Objective 3: Well Rounded <i>All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high</i></p>	<p>By the end of school year 2020, will...</p> <ol style="list-style-type: none"> <u>Increase student achievement levels</u> in ELA, Math and Science for all students and every subgroups. <ul style="list-style-type: none"> Target instructional support in the claim areas of Reading, Writing, and Math Concepts and Procedures Address all students at the primary, secondary and tertiary levels, in small group instruction through a coordinated and systematic RTI process that identifies and provides timely and effective support which are implemented and monitored frequently. Provide effective instructional strategies that will improve student engagement in and responsibility for their own learning that will be captivating and build interest; therefore, supporting classroom management/control. Continue to provide PLC/Data Team supports to address the needs of all students. Continue to explicitly embed the GLOs into learning opportunities 	<p>Empowered</p> <ol style="list-style-type: none"> Enabling Activities #1, 2, and 3 will increase student engagement and empowerment through relevant, rigorous learning opportunities that are tailored to meet the needs of the students. (Strategy 1a) Enabling Activity #6 will ensure that our students demonstrate the GLO's and have the abilities, habits, and knowledge to set and achieve their aspirations by explicitly incorporating the GLOs into instructional activities. (Strategy 1b) <p>Whole Child</p> <ol style="list-style-type: none"> Enabling Activity #9 will provide students a learning environment that is caring, safe, and supportive of high-quality learning by strengthening the school's anti-bullying efforts, implementing the Kimura Conflict Resolution and initiating a school wide Character Ed program tied to the GLOs. (Strategy 2a) Enabling Activity #9 will also address students' physical, mental, and social-emotional health through school programs and partnerships with families, community organizations and agencies that support students' well-being . (Strategy 2b) Enabling Activity #8 will cultivate a school environment where attendance is valued, encouraged, and supported, and will extend this culture of attendance to the home by including parent representatives in review and update of the school attendance

<p><i>school goals.</i></p> <p>Objective 4: Prepared and Resilient <i>All students transition successfully throughout their educational experiences.</i></p>	<ol style="list-style-type: none"> 2. Increase ELA, Math and Science growth of students in the high needs subgroups (ELL, Low SES & SPED) <ul style="list-style-type: none"> • more differentiated support for ELL students as they become proficient in the use of the English language • provide classroom instructional strategies which are research based and effective in addressing the needs of these subgroups 3. Cultivate and strengthen a school-wide culture that promotes respect, responsibility, cooperation and safety. <ul style="list-style-type: none"> • Address awareness of and adherence to the agreed upon behavioral expectations by students and all staff across all school settings (classroom, playground, cafeteria, etc) 4. Implement instruction in cross grade level character building that addresses the GLOs. 	<p>policy and ensuring that all staff are responsibly adhering to their role in the attendance policy. (Strategy 2c)</p> <p>Well Rounded</p> <ol style="list-style-type: none"> a) Enabling Activity #6 will provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas by delivering instructional strategies which are research based and meant to engage students in their own learning. (Strategy 3a) b) Enabling Activity #1,2 will ensure that each student’s learning is personalized, informed by high quality data, and advances them toward readiness for success in career, college, and community by providing students with personalized online opportunities in reading and math. (Strategy 3b) <p>Prepared and Resilient</p> <ol style="list-style-type: none"> a) Enabling Activity #1 and 7 will identify and address student strengths and challenges early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading by identifying students, through the RTI system and providing appropriate levels of intervention. (Strategy 4a) b) Enabling Activity #6and 9 will support students’ transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance total wellbeing by embedding the GLOs into classroom instruction and activities and by providing appropriate character education. (Strategy 4b)
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Goal 1 Planning				Funding	Interim Measures of Progress
1.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>RTI Reading (Tiers 1-3) By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in the ELA will improve from 56% to 78% as measured by the SBA. Student proficiency in 3rd Grade Literacy will increase from 66% to 83% as measured by SBA. The ELA Gap will be reduced from 29% to 15% as measured by SBA. Student proficiency in the ELA reading claim will improve from 67.65 to 85% as measured by the SBA. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 3, and 4</p> <p>Student Learning Need: 1. All students need more support in the SBA claim areas of Reading, Writing, and Math Concepts and Procedures.</p> <p>Contributing Cause: 1. Lack of consistent instructional methods and differentiation strategies that address students' varied needs and learning levels that at identified through data and progress monitored</p> <p>WASC Recommendations: 1. Improve expertise implementing the new curriculum. 3. Improve the Data Team process to close the achievement gaps and improve overall student achievement.</p> </div>	<p>a) All teachers will provide targeted small group Reading instruction for identified students.</p> <ul style="list-style-type: none"> Monitor student learning/ achievement of all students using STAR360 (early literacy/reading) and DIBELS. Utilize PLC time to identify instructional strategies to address students' needs in targeted Reading skills. <p>(Years 1-3)</p> <p>b) Students will use online research-based resources to provide individual tutorials in reading on the computer/iPads. (Achieve 3000, Smarty Ants, Read Naturally) (Years 1-3)</p>	<p>H. Devin M. Gibson H. Cornell M. Kline</p> <p>1. STAR 360 Title I 18902 B-3502- STAR 310 K-6 5/1/18-4/30/19 \$5,408</p> <p>2. Smarty Ants Title I 18902 B-3502 Smarty Ants 60 subscriptions & 1 on line PD 8/1/18-5/31/19 \$2,021</p> <p>3. Dibels Title I 18902 B-3502 DIBELS \$225</p>	<p>4. Achieve 3000 WSF 42101 B-3502 Achieve 3000 221 student subscriptions & Prof. Learning Services \$7,500</p> <p>5. Consumables WSF 42101 B-3006 ELA & Math consumables \$11,504</p> <p>6. Read Naturally Live & Starfall Title I 18902 B-3006 Supplemental ELA/Math materials for interventions \$2,221</p>	<p>100% (all) students will show growth as measured by the STAR Universal Screener given three times per year.</p> <p>100% (all) secondary and tertiary (Tier 2 & 3) identified students will show growth as measured by STAR Progress Monitoring given as appropriate (4-5 weeks).</p>
2.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

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<p>RTI Math (Tiers 1-3) By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in the Math will improve from 46% to 73% as measured by the SBA. Student proficiency in the Math Claim area of Concepts and Procedures will increase from 65.3% to 85% as measured by SBA. The math gap rate will be reduced from 29% to 14% as measured by SBA. <div style="border: 1px solid black; padding: 5px;"> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 3, and 4 Student Learning Need: 1. All students need more support in the SBA claim areas of Reading, Writing, and Math Concepts and Procedures. Contributing Cause: 1. Lack of consistent instructional methods and differentiation strategies that address students' varied needs and learning levels that at identified through data and progress monitored WASC Recommendations: 1. Improve expertise implementing the new curriculum. 3. Improve the Data Team process to close the achievement gaps and improve overall student achievement.</p> </div>	<p>a) All teachers will provide targeted small group Math instruction for identified students.</p> <ul style="list-style-type: none"> Monitor student learning/ achievement of all students using STAR360 (Math). Utilize PLC time to identify instructional strategies to address students' needs in targeted math concepts and skills. <p>(Years 1-3)</p> <p>b) Students will use online research-based Discovery Education will be used to provide students access to online and hands on science materials to help them develop a coherent and scientifically based view of the world around them so that instruction can be tailored to be sequential and build upon student prior learning, which will result in growth on a quarterly basis as measured by the FOSS Assessments on the computer/iPads. (StarFall, Mathletics, Kahn Academy) (Years 1-3)</p> <p>c)</p>	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>Mathletics Title I 18902 B-3502 Mathletics online subscriptions \$3,000</p> <p>(PD see Goal 2)</p>	<p>100% (all) students will show growth as measured by the STAR Universal Screener given three times per year.</p> <p>100% (all) secondary and tertiary (Tier 2 & 3) identified students will show growth as measured by STAR Progress Monitoring given as appropriate (4-5 weeks).</p>	
3.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
<p>RTI Writing (Tiers 1-3) By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in the ELA writing claim will improve from 73.8 to 85% as measured by the SBA. <div style="border: 1px solid black; padding: 5px;"> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 3, and 4 Student Learning Need: 1. All students need more support in the SBA claim areas of Reading, Writing, and Math Concepts and Procedures. Contributing Causes: 1. Lack of consistent instructional methods and differentiation strategies that address students' varied needs and learning levels that at identified through data and progress monitored. 6. Lack of school wide writing program</p> </div>	<p>a) All teachers will provide targeted small group Writing instruction for identified students.</p> <ul style="list-style-type: none"> Utilize PLC time to identify instructional strategies to address students' needs in targeted writing skills. <p>(Years 1-3)</p> <p>b) Renew schoolwide focus on writing within and across grade levels.</p> <ul style="list-style-type: none"> Grade levels will share writing rubrics, writing samples, and instructional strategies. Teacher/peer feedback and student self assessment and revision through Google Classroom and/or 	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>NA (PD see Goal 2)</p>	<p>100% of K-6 teachers will ensure implementation of writing lessons as measured by common grade level writing rubrics on a quarterly basis.</p> <p><i>(Grades 3-5: 30% argumentative 35%informative/explanatory 35% narrative Grades 6 70%informative/explanatory and argumentative 30% narrative.)</i></p>	

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<p>WASC Recommendations: 1. Improve expertise implementing the new curriculum. 3. Improve the Data Team process to close the achievement gaps and improve overall student achievement.</p>	<p>paper/pen methods. (Years 1-2)</p>				
4.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Science By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in Science will improve from 54% to 77% as measured by the HSA Science Assessment. The achievement gap in Science will improve from 16% to 8% as measured by the HSA Science Assessment. <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 3, and 4 Student Learning Needs: 2. All students need standards-based Science instruction that is sequential and builds upon their prior learning. Contributing Causes: 5. There is a lack of standards-based Science instruction that is sequential and builds upon student prior learning. WASC Recommendations: NA</p>	<p>a) Students in grades K-6 will receive science instruction aligned with the NGSS. (Year 1 PD, Year 2 Initial Implementation, Year 3 Full Implementation)</p> <p>b) Students will have access to online and hands on science materials to help them develop a coherent and scientifically based view of the world around them.</p> <ul style="list-style-type: none"> Discovery Ed Foss Science Kits 	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>Discovery Ed Title I 18902 B-3502 Discovery online subscriptions \$4,800</p> <p>(PD see Goal 2)</p>	<p>100% (all) students will show growth on a quarterly basis as measured by the FOSS Assessments.</p>
5.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Instructional Strategies By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in ELA will increase from 56% to 78% as measured by the SBA. Student proficiency in Math will increase from 46% to 73% as measured by the SBA. <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 2, 3, and 4 Student Learning Need: 3. All students need differentiated instruction (i.e. small group) through a coordinated RTI system.</p>	<p>a) All teachers will utilize identified innovative and effective instructional strategies school-wide in all content areas, such as methods to check for understanding and strategies that engage students in their learning (i.e. project-based learning).</p> <ul style="list-style-type: none"> All teachers will have the opportunity to conduct peer visitations of other teachers' classes to observe methods of checking for understanding and strategies that increase student engagement. 	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>(PD see Goal 2)</p>	<p>100% of teachers will participate in schedule walkthroughs and peer observations as evidenced by walkthrough data and PLC Min.</p> <p>100% of teachers will participate in scheduled PLC meetings as evidenced by PLC minutes.</p>

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<p>Contributing Cause: 2. Lack of common classroom instructional strategies that captivate and engage all students. WASC Recommendations: NA</p>					
6.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>GLOs By SY2020:</p> <ul style="list-style-type: none"> Students in each grade level will show growth on the General Learner Outcomes as evidenced by beginning of year and end of year GLO Grades. <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1 and 4 Student Learning Need: 5. All students need instruction in the GLOs that includes clear and concise examples, especially in the areas of Quality Producer, Effective Communicator, and Complex Thinker. Contributing Cause: 8. Lack of consistent instruction and modeling of the GLOs. WASC Recommendations: NA</p>	<p>a) Provide consistent instruction and modeling of GLO's with clear, concise examples (what it looks like and sounds like in the classroom) utilizing the Kilauea School GLO Rubric.</p> <p>Years 1-3</p> <ul style="list-style-type: none"> Incorporate and provide explicit instruction on the GLOs in all learning opportunities, with an extra focus on Quality Producer, Effective Communication, and Complex Thinking. Students will improve their ability to think critically, communicate effectively, and produce quality work. <p>Year 1</p> <ul style="list-style-type: none"> Scaffold strategies for "Complex Thinkers" across grade levels. 	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>NA (PD see Goal 2)</p>	<p>100% (all) students will show satisfactory progress on the General Learner Outcomes as evidenced by GLO Grades on report cards by the end of each quarter.</p>
7.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Data Teams By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in the ELA will improve from 56% to 78% as measured by the SBA. Student proficiency in the Math will improve from 46% to 73% as measured by the SBA. <p>State Goal and Objectives: Goal 1: Student Success, Objectives 2, 3, and 4 Student Learning Needs: 1. All student need more support in the SBA claim areas of Reading, Writing, and Math Concepts and Procedures. 3. All students need differentiated instruction (i.e. small group) students need more differentiated support in all areas. (ELA,</p>	<p>a) Provide weekly PLC's to enable all teachers (and mentor) to have collaborative discussions regarding data, aligning curriculum, and instructional strategies to support student learning.</p> <p>b) Utilize a portion of faculty meeting time to analyze and discuss student work/assessment data for subject areas selected by teachers.</p>	<p>B. Hickey</p>	<p>NA</p>	<p>100% of teachers will participate in the Data Team Process during weekly PLC mtgs.</p> <p>The Data Team/PLC process will provide for 4-6 cycles of instructional focus on agreed upon strategies to meet student growth needs of identified subgroups as measured by pre and post tests. Cycle 1: Math Cycle 2: TBA Cycle 3: TBA Cycle 4: TBA</p>

<p>Math, and Science) Contributing Causes: 1. Lack of consistent instructional methods and differentiation strategies that address students varied needs and learning levels that are identified through data and progress monitored. 2. Lack of common classroom instructional strategies that captivate and engage all students. 3. Teachers have a dedicated weekly collaboration time (PLC) facilitated by an instructional coach to enable focus on student learning needs. WASC Recommendation: 3. Improve the Data Team process to close the achievement gaps and improve overall student achievement.</p>					
8.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Attendance By SY2020:</p> <ul style="list-style-type: none"> Chronic absenteeism will be decreased from 18% to 9% for the 2019/20 school year as measured by LDS/EWS. <p>State Goal and Objective: Goal 1: Student Success, Obj.2 Student Learning Needs: 7. All students need to attend school regularly in order to engage in quality instruction that maximizes learning. Contributing Causes: 9. Lack of consistent understanding and follow-through with the school attendance policy. WASC Recommendations: 2. Improve attendance.</p>	<p>a) All teachers and staff (office staff, counselor, admin.) will implement and follow the determined procedures, roles and responsibilities for addressing student absences. (Years 1-3)</p> <p>b) Representatives from all stakeholder groups (PTSA, SCC, Faculty/Staff, parent/teacher) will be provided opportunities for input to strengthen our attendance policy in an effort to better address students who are at risk of chronic absenteeism. (Years 1) Year 2 pilot suggestions; monitor and adjust (grades to target)</p> <p>c) Provide identified students with engaging afterschool activities to improve school attendance.</p>	<p>S. Pond</p>	<p>WSF 42104 A1-2744 1 PTT 87 total hours for year \$1,951</p>	<p>The Kilauea School Attendance policy will be implemented by monitoring the LDS Daily Teacher Dashboard Student Attendance Risk data on a quarterly basis to identify and address students who are at risk of being chronically absent.</p>

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9.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p><u>Student Behavior</u> By SY2020:</p> <ul style="list-style-type: none"> Improve the number of students who feel safe at school and report positive responses on the School Safety Dimension of the SQS from 80.6% to 90.6%. Improve the Peer Support responses of Tripod School Group report from 59% to 79%. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1 and 2</p> <p>Student Learning Need: 6. All Students need a safe and positive learning environment that enables them to reach their full potential.</p> <p>Contributing Cause: 7. Lack of consistency in addressing playground conflict issues and the use of The Conflict Resolution Process.</p> <p>WASC Recommendations: NA</p> </div>	<p>a) Strengthen the school’s anti-bullying efforts by having all school employees trained in the implementation of the Kunimura Conflict Resolution Process. (Year 1)</p> <p>b) Adopt a social/emotional educational character ed program school wide (including 504/Sp.Ed eligible students). (Year 1: Explore Year 2: Implement)</p> <p>c) Revisit playground guidelines with Adult supervisors/teachers to address appropriate use of timeouts for infractions. (Years 1-3)</p>	S. Pond	NA	10% decrease in discipline referrals in eCSSS by end of 4th quarter. (Baseline to be determined at the end of 4th Q 2016-17)
10.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p><u>ELL Support</u> By SY2020:</p> <ul style="list-style-type: none"> ELL student proficiency in the ELA will improve from 0% to 20% as measured by the SBA. ELL student proficiency in the Math will improve from 0% to 20% as measured by the SBA. ELL students will improve the percent of ELL students making progress from 63% (2015-16) to 77% as measured by the AMAO 1 (Annual Measurable Achievable Outcomes). ELL students will improve the percent of ELL students meeting the state target (to exit) from 21% (2015-16) to 22% as measured by the AMAO 2 (to maintain current performance). 	<p>a) Strengthen our ELL system of support for all ELL students and their families.</p> <ul style="list-style-type: none"> Hire an additional PTT to better address the needs of our ELL population. 	S. Pond	<p>WSF 42102 A1-2744 ELL Interpreters \$22.43 x 5 NEP students x4 hrs each = 20 hrs = \$449</p> <p>WSF 42102 A1-2744 ELL PTTs - 1 PTT @ 17 hr/wk + 1 PTT @ 9 hr/wk = 26 hrs/wk x 40 wks = 1,040 hrs/yr \$23,327</p>	<p>All ELL students will show growth as measured by the STAR ELA/Math Universal Screener given three times per year.</p> <p>All secondary and tertiary (Tier 2 & 3) identified ELL students will show growth as measured by STAR ELA/Math Progress Monitoring given as appropriate (4-5 weeks).</p>

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<p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 2, 3, and 4</p> <p>Student Learning Need: 4. ELL, Low SES and Sp.Ed. (High Needs Sub Group) students need more differentiated support in all areas. (ELA, Math and Science)</p> <p>Contributing Causes: 1. Lack of consistent instructional methods and differentiation strategies that address students' varied needs and learning levels that are identified through data and progress monitored.</p> <p>WASC Recommendations: 3. Improve the Data Team process to close the achievement gaps and improve overall student achievement.</p>					
11.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>School Family Partnerships</p> <p>By SY2020, Kilauea School will continue to have strong partnerships with families in support of student learning by maintaining 94.9% or better as measured by the SQS.</p> <p>State Goal and Objectives: Goal 1, Objectives 1 and 2</p> <p>Student Learning Need: 9. All parents are needed as partners in supporting students' learning and overall well-being at school.</p> <p>Contributing Cause: 10. There is a lack of parent involvement and engagement in students' learning and wellbeing at school.</p> <p>WASC Recommendation: NA</p>	<p>a) Provide activities for families to engage in that support student learning through Parent Engagement Nights such as:</p> <ul style="list-style-type: none"> ● STEAM Night ● Math Night ● Family Safety Night ● ELA Night ● School Play/presentations of learning <p>b) Provide PCNC support:</p> <ul style="list-style-type: none"> ● Ensure school-to-home communication ● Serve as a liaison between parents and school ● Serve on a Family Focus Team ● Develop family partnerships ● Recruit and organize parent/community volunteers ● Explore parent connection text applications (i.e. Dojo or Remind) 	<p>S. Gonsalves M. Chung</p>	<p>Title I 18935 B-3301 Refreshments \$500</p> <p>Title I 18935 B-3401 Supplies/Materials for Parent Act. \$252.</p> <p>WSF 42104 A1-2744 Parent Coord PTT: 1 @17hr/wk x 42 weeks = \$16,015</p>	<p>Increase family participation in Parent Engagement Activities by 20% for each activity.</p> <p>*ELA Parent Night 113(55 A & 58K) 16-17 *STEAM Night 215 (103 A & 112K) 16-17 *Safety Night 54 (35 A & 19 K) 15-16</p> <p>100% of attendees will respond positively on the Parent Engagement Night Evaluations.</p>

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12.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Future Ready By SY2020:</p> <ul style="list-style-type: none"> Foster innovative instructional practices and expand the integration of technology into student digital learning as measured by the Kilauea School Future Ready Plan. Increase the percent of positive student responses in the captivate category from 66% to 85% as measured by Tripod Results. 	<p>The school will develop an effective but realistic Future Ready plan which will include engaging learning opportunities for student centered classrooms that incorporate the GLOs such as:</p> <ul style="list-style-type: none"> Project Based Learning Real-World Problem Solving Technology Integration Personalized Student Learning 	M. Chung	(PD see Goal 2)	Adequate progress will be made on the Future Ready Plan to be monitored on a quarterly basis by ART.
<p>State Goal and Objectives: Goal 1: Student Success, Objectives 1 and 3</p> <p>Student Learning Needs: 1. All students need more support in the SBA claim areas of Reading, Writing and Math Concepts and Procedures. 5. All students need instruction in the GLOs that include clear and concise examples especially in the area of Quality Producer, Effective Communicator and Complex Thinker.</p> <p>Contributing Cause: 2. Lack of common classroom instructional strategies that captivate and engage all students.</p> <p>WASC Recommendations: NA</p>					

Possible Enabling Activities if Additional Funding is Available (Goal 1)				Funding	Interim Measures of Progress
P.EA1	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Small Group Instruction Support By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in ELA will increase from 56% to 78% as measured by the SBA. Student proficiency in Math will increase from 46% to 73% as measured by the SBA. 	Provide PTT support to classroom teachers to assist with targeted small group instruction (secondary and tertiary) to supplement primary instruction.	S. Gonsalves	1.PTTs \$46,000 (3 17 hour PTTs for 40 weeks)	<p>100% (all) students will show growth as measured by the STAR Universal Screener given three times per year.</p> <p>100% (all) secondary and tertiary (Tier 2 & 3) identified students will show growth as measured by STAR Progress Monitoring given as appropriate (4-5 weeks).</p>
P.EA2	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

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<p>Science Curriculum</p> <p>By SY2020:</p> <ul style="list-style-type: none"> • Student proficiency in Science will improve from 54% to 77% as measured by the HSA Science Assessment. • The achievement gap in Science will improve from 16% to 8% as measured by the HSA Science Assessment. 	<p>Funds for hands-on science curriculum (Foss Kits, etc.)</p>	<p>S. Gonsalves</p>	<p>1.Science Kits \$10,000</p>	<p>100% (all) students will show growth on a quarterly basis as measured by the FOSS Assessments.</p>	
P.EA3	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
<p>Curriculum Needs</p> <p>By SY2020:</p> <ul style="list-style-type: none"> • Student proficiency in Science will improve from 54% to 77% as measured by the HSA Science Assessment. • The achievement gap in Science will improve from 16% to 8% as measured by the HSA Science Assessment. 	<p>Purchase additional library sets to check out for nonfiction readers. These should also be linked to Science and Social Studies units.</p> <p>Select and purchase a K-6 science curriculum. (Inquiry- based learning & and related grade level Science kits.</p> <p>Purchase Imagine Learning for student support.</p>	<p>S. Gonsalves</p>	<p>C-7706 \$5,000</p> <p>B-3006 \$50,000</p> <p>B-3502 \$10,000</p>	<p>100% (all) students will show growth on a quarterly basis as measured by the FOSS Assessments.</p>	
P.EA4	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
<p>Student Support</p> <p>By SY2020:</p> <ul style="list-style-type: none"> • Student proficiency in ELA will increase from 56% to 78% as measured by the SBA. • Student proficiency in Math will increase from 46% to 73% as measured by the SBA. 	<p>Provide intervention services to identified students in Reading and/or Math content area(s) before, during, and after the school day as well as during summer/intersessions.</p> <p>Additional ELL PTT</p> <p>PTT 17 hrs/40 weeks with identified students/grade levels during or after school</p> <p>Hire Additional Classroom Teacher, Librarian, Art Teacher, PE Teacher</p>	<p>S. Gonsalves</p>	<p>A1-2744 \$5,000</p> <p>A1-2744 10 hours a week x 40 weeks. \$8,972.</p> <p>A1-2744 -\$15,253.</p> <p>A-2510 \$58,959 x 4= \$235,836</p>	<p>All ELL students will show growth as measured by the STAR ELA/Math Universal Screener given three times per year.</p> <p>All secondary and tertiary (Tier 2 & 3) identified ELL students will show growth as measured by STAR ELA/Math Progress Monitoring given as appropriate (4-5 weeks).</p>	
P.EA5	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

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<p><u>School Culture</u> By SY2020:</p> <ul style="list-style-type: none"> • Improve the number of students who feel safe at school and report positive responses on the School Safety Dimension of the SQS from 80.6% to 90.6%. • Improve the Peer Support responses of Tripod School Group report from 59% to 79%. 	<p>School Wide Character Education program i.e: Tribes</p>		<p>\$15,000</p>	<p>10% decrease in discipline referrals in eCSSS by end of 4th quarter. (Baseline to be determined at the end of 4th Q 2016-17)</p>
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GOAL 2 STAFF SUCCESS		
State Goals and Objectives:	Goal 2 Outcomes:	Rationale:
<p>Goal 2: Staff Success Kilauea Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.</p> <p>Objective 1: Focused PD <i>Develop and grow employees to support student success and continuous improvement.</i></p>	<p>By the end of SY2020, Kilauea School staff will have participated in professional development in Math, Science, Curriculum, Instruction, Assessment, and other areas of need to support a high-performing professional culture that contributes to student success.</p> <p>The professional development will address identified achievement areas which are aligned to our student learning needs identified in our Comprehensive Needs Assessment.</p>	<p>Focused PD</p> <p>a) Enabling Activity #14 will provide PD that supports Goal 1 Student Success Objective #1,3 by specifically focusing on the SBA Claims: Reading, Writing, and Math Concepts and Procedures. (Strategy 1a)</p> <p>b) Enabling Activity #15 will provide PD that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods including special education students and English learners by focusing on instructional best practices. (Strategy 1b)</p> <p>c) Enabling Activity #15 will increase consistency of all students having a caring teacher who provides quality instruction that meets their needs by focusing on instructional best practices. (Strategy 1c)</p>

Goal 2 Planning				Funding	Interim Measures of Progress
13.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Science PD By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in Science will improve from 54% to 77% as measured by the HSA Science Assessment. The achievement gap in Science will improve from 16% to 8% as measured by the HSA Science Assessment. 	<p>a) Provide all teachers with training / PD in NGSS.</p> <p>b) Provide sub days for teacher collaboration and discussion:</p> <ul style="list-style-type: none"> researching curriculum options (i.e. kits) curriculum mapping sharing of ideas for hands-on project-based learning 	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>1.Subs for PD Title I 18902 A1-2769/2702 Subs for 14 days for NGSS PD. \$2413+219 (fringe)= \$2,632</p>	<p>100% (all) students will show growth on a quarterly basis as measured by the FOSS Assessments.</p>
<p>State Goal and Objective: Goal 2: Staff Success, Objective 1</p> <p>Student Learning Need: 2. All student need standards-based Science instruction that is sequential and builds upon their prior learning.</p> <p>Contributing Cause: 5. There is a lack of standards-based Science instruction that is</p>					

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sequential and builds upon student prior learning. WASC Recommendations: NA					
14.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Math PD</p> <p>By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in the Math will improve from 46% to 73% as measured by the SBA. Student proficiency in the Math Claim area of Concepts and Procedures will increase from 65.3% to 85% as measured by SBA. The math gap rate will be reduced from 29% to 14% as measured by SBA. <p>State Goal and Objective: Goal 2: Staff Success, Objective 1</p> <p>Student Learning Need: 1. All students need more support in the SBA claim areas of Reading, Writing, and Math Concepts and Procedures.</p> <p>Contributing Cause: 1. Lack of consistent instructional methods and differentiation strategies that address students' varied needs and learning levels that at identified through data and progress</p> <p>WASC Recommendation: 1. Improve expertise implementing the new curriculum.</p>	<p>a) Teachers will receive Professional Development in methods and strategies for differentiating math instruction.</p> <ul style="list-style-type: none"> i) Small Group instruction? ii) Digital Differentiation (FRL) iii) Collaborative Math Work 	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>3. Subs for PD Title I 18902 A1-2769/2702 Subs for 14 days for CCSS in Math PD x \$172.39/sub + (fringe -9.07%) \$2413+\$219 (fringe) = \$2,632</p>	<p>100% (all) students will show growth as measured by the STAR Universal Screener given three times per year.</p> <p>100% (all) secondary and tertiary (Tier 2 & 3) identified students will show growth as measured by STAR Progress Monitoring given as appropriate (4-5 weeks).</p>
15.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Curriculum Instruction and Assessment (CIA) PD</p> <p>By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in the ELA will improve from 56% to 78% as measured by the SBA. The ELA Gap will be reduced from 29% to 15% as measured by SBA. Student proficiency in the Math will improve from 46% to 73% as measured by the SBA. The math gap rate will be reduced from 	<p>a) Provide school level Professional Development (PD) determined by school through data and teacher input. For example:</p> <ul style="list-style-type: none"> Instructional Strategies to build student engagement PBL ELA/Writing RTI (Primary, Secondary & Tertiary) Future Ready Google SPED ELA Training: GRADE PD in school wide agreement in 	<p>H. Devin M. Gibson H. Cornell M. Kline</p>	<p>Title I 18902 A1-2769/2702 Subs for 14 days PD. \$ 2413+ 219(fringe)= \$2,632</p> <p>WSF 42106 A1-2769 18 subs for 9 teachers \$ 3,103</p>	<p>100% (all) students will show growth as measured by the ELA/Math STAR Universal Screener given three times per year.</p> <p>100% (all) secondary and tertiary (Tier 2 & 3) identified students will show growth as measured by ELA/Math STAR Progress Monitoring given as appropriate (4-5 weeks).</p>

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<p>29% to 14% as measured by SBA.</p> <p>State Goal and Objective: Goal 2: Staff Success, Objective 1</p> <p>Student Learning Need: 1. All students need more support in the SBA claim areas of Reading, Writing, and Math Concepts and Procedures.</p> <p>Contributing Cause: 1. Lack of common classroom instructional strategies that captivate and engage all students.</p> <p>WASC Recommendations: 1. Improve expertise implementing the new curriculum.</p>	<p>grading</p> <ul style="list-style-type: none"> • GLOs: Clear and Concise examples to accompany the "I Can Statements" • Provide stipends/subs for teachers to participate in PD in SLO. 			
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Possible Enabling Activities if Additional Funding is Available (Goal 2)				Funding	Measurable Data Monitoring
P.EA6	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>PD Needs: By SY2020:</p> <ul style="list-style-type: none"> • Foster innovative instructional practices and expand the integration of technology into student digital learning as measured by the Kilauea School Future Ready Plan. • Increase the percent of positive student responses in the captivate category from 66% to 85% as measured by Tripod Results. 	<p>Provide subs for teacher to participate in GAFE PD training.</p> <p>Provide subs for teacher to participate in PBL PD training.</p> <p>Provide subs for PD STEAM, Quad D,DOK, Differentiation, student engagement, peer observation and technology integration</p> <p>Hire additional substitutes for teachers to develop curriculum maps.</p> <p>Provide subs for teachers to attend meetings such as 504, SST, IEP, etc. during the school day.</p> <p>Provide funds for trainers and travel</p>	S. Gonsalves	<p>A1-2769</p> <p>100 Subs \$172.39 x 100 = \$17,239</p> <p>B-7104-04 Contracted PD \$10,000</p>	Adequate progress will be made on the Future Ready Plan to be monitored on a quarterly basis by ART.

GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT

State Goals and Objectives:	Goal 3 Outcomes	Rationale:
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<p>Goal 3: Successful Systems of Support The system and culture of Kilauea Elementary works to effectively organize financial, human, and community resources in support of student success.</p> <p>Objective 1: Innovation <i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i></p> <p>Objective 2: Adequate and Expanded Resources <i>Secure adequate resources to support school and community-based plans for student success.</i></p> <p>Objective 3: Efficient and Transparent Supports <i>Increase efficiency and transparency of instructional and operational supports to promote student learning while stewarding public education resources.</i></p>	<p>By the end of SY 2020,</p> <ul style="list-style-type: none"> We will establish a culture of continuous improvement, led by ART, which includes collaboration and input from all staff members as well as stakeholder group representatives (i.e.: parents, community, students). We will initiate an effective and realistic Future Ready Plan which will include engaging learning opportunities for student centered classrooms that incorporate the GLOs. Our school will continue to support 1 to 1 technology for every child so that teachers integrate technology effectively in order to prepare students for college and careers that require digital citizenship and high academic achievement. 	<p>Innovation Enabling Activity #16 will foster a culture of innovation to support Student Success and to improve operations by meeting on a regular basis to lead and facilitate WASC focus groups. (e.g. through collaboration, time, resources, flexibility, safe space for risk taking, recognition.) (Strategy 1b)</p> <ul style="list-style-type: none"> a) Goal 1 Enabling Activity #11 will partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g. through SCC's, grants and gifts, family education, partnerships, etc.) by providing parent engagement nights (STEAM, ELA, Math, Safety). (Strategy 2b) b) Enabling Activity #16, 17 will maximize allocation of resources toward strategic uses to advance equity and excellence (e.g. through review of base funding in WSF, charter schools PPF) by reviewing school data on a regular basis, monitoring the academic plan and identifying needs according to the updated CNA . (Strategy 2c) c) Enabling Activity #1 and 2 will enhance support for development, implementation, and reporting of schools Academic and Financial plans and expenditures by systematic planning for input from all stakeholders . (Strategy 3a) d) Enabling Activity #1 will provide timely and user-friendly data to support strategic decision-making and accountability for Student Success by: Progress monitoring via the RTI system, quarterly ART meeting during which the AcPlan is monitored and the Implementation Continuum is updated and discussed. (Strategy 3b) e) Enabling Activity #2 will strengthen culture of continuous improvement to provide efficient transactions and operations by promoting inclusion of all stakeholders. (Strategy 33) f) Enabling Activity #17 will continue to improve communication to promote understanding and engagement of stakeholders by providing opportunities for input. (Strategy 3e)
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Goal 3 Planning				Funding	Interim Measures of Progress
16.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring

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<p>Academic Review Team (ART)</p> <p>By SY2020:</p> <ul style="list-style-type: none"> • Student proficiency in the ELA will improve from 56% to 78% as measured by the SBA. • The ELA Gap will be reduced from 29% to 15% as measured by SBA. • Student proficiency in the Math will improve from 46% to 73% as measured by the SBA. • The math gap rate will be reduced from 29% to 14% as measured by SBA. <div style="border: 1px solid black; padding: 5px;"> <p>State Goal and Objective: Goal 3 Successful System of Support Objectives 1 and 3</p> <p>Student Learning Need: 8. There is a need for all faculty and staff members to be engaged in appropriate roles and responsibilities of the school improvement process that supports students.</p> <p>Contributing Cause: 11. There are inexperienced and varied levels of involvement in the school improvement process.</p> <p>WASC Recommendations: NA</p> </div>	<p>a) The Academic Review Team will utilize school data to guide school wide decisions in meeting the needs of students.</p> <ul style="list-style-type: none"> • Meet on a quarterly basis to monitor our school's progress on the Academic Plan using the Implementation Continuum Rubrics, the AcPlan Monitoring Template, and the Programs and Processes Tables. • ART members share and gather input at Grade Level Meetings to ensure school wide involvement and communication. • ART members will continue to serve as WASC focus group leaders. 	<p>M. Chung S. Gonsalves</p>	<p>Subs for ART Title I 18902 -Quarterly Mtgs. -School Improvement -Google 30 subs @\$172.39 (fringe 9.07%) \$5,171 + 469 = \$5,640</p> <p>Title I 18902 A1-2769/2702 Subs Teacher 12 for ART to attend PD/WASC \$172.39 -Sub (fringe -9.07%) \$2,069+\$188 (fringe)= \$2,257</p>	<p>ART Implementation Continuum Continue to work towards Stage 4 Sustainability & Innovation as measured by the ART Implementation Continuum.</p>	
17.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>School Improvement Process</p> <p>By SY2020:</p> <ul style="list-style-type: none"> • Student proficiency in the ELA will improve from 56% to 78% as measured by the SBA. • The ELA Gap will be reduced from 29% to 15% as measured by SBA. • Student proficiency in the Math will improve from 46% to 73% as measured by the SBA. • The math gap rate will be reduced from 29% to 14% as measured by SBA. <div style="border: 1px solid black; padding: 5px;"> <p>State Goal and Objectives: Goal 3: Successful Systems of Support, Objectives 1 and 3</p> <p>Student Learning Need:</p> </div>	<p>a) The school's Leadership Team and available ART members will meet as needed to discuss and collaborate on school-wide initiatives.</p> <p>b) All teachers/staff and parents/community representatives will continue to be provided opportunities to contribute to the school's Self Study and Academic Plan process.</p> <p>c) Utilize Google platform schoolwide to ensure communication, participation, and collaboration amongst teachers and staff in the school improvement process.</p> <p>d) All teachers will fulfill their professional responsibilities in the</p>	<p>M. Chung S. Gonsalves</p>	<p>1.Subs for WASC Title I 18902 A1-2769/2702 Subs Teacher 21 for WASC \$172.39 -Sub (fringe -9.07%) \$3,620+\$328 (fringe) = \$3,950</p>	<p>100% (all) enabling activities on Kilauea School Academic Plan will show improvement/growth as measured by quarterly ART monitoring.</p>

<p>8. There is a need for all faculty and staff members to be engaged in appropriate roles and responsibilities of the school improvement process that supports students. Contributing Cause: 11. There are inexperienced and varied levels of involvement in the school improvement process. WASC Recommendations: NA</p>	<p>school improvement process.</p> <p>e) Time will be provided for teachers to engage in the school improvement process:</p> <ul style="list-style-type: none"> Extended Faculty Mtg. time as well as substitutes will be provided for teachers to participate in the school improvement process. <p>f) Continue to align the school improvement plan/Academic Plan with all Title I guidelines and requirements.</p> <p>g) Title I Coordinator will support student success by providing the following services:</p> <ul style="list-style-type: none"> Coordinates Title I Program Ensures compliance towards federal Title I guidelines Assists with the coordination of PD and parental involvement Assists with coordination of RTI Provide ongoing PD/assistance to teachers in the use of Mathletics and STAR360 <p>h) Title I Coordinator supports school improvement by...</p> <ul style="list-style-type: none"> Serves as a member of ART/Leadership teams Serves as co-coordinator for WASC Self-Study <p>i) Title I Coordinator ensures accurate record keeping:</p> <ul style="list-style-type: none"> Maintains Title I records Maintains school student learning data profiles. 		<p>Title I Coord Title I 18902 B-7104/04 Title I Coordinator \$20,500</p>		
18.	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Technology By SY2020:</p> <ul style="list-style-type: none"> Foster innovative instructional practices and expand the integration of technology into student digital learning as measured 	<p>a) Integrate and maintain the use of technology in all classrooms to support curriculum, instruction, assessment (CIA).</p> <p>b) Additional funds for a PTT to assist with tech support.</p>	M. Chung	<p>WSF 42101 B-5809 \$3,355</p>	<p>100% of teachers will report that classroom technology is maintained on a timely basis as measured by a google survey.</p>

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<p>by the Kilauea School Future Ready Plan.</p> <ul style="list-style-type: none"> Increase the percent of positive student responses in the captivate category from 66% to 85% as measured by Tripod Results. <div style="border: 1px solid black; padding: 5px;"> <p>State Goal and Objectives: Goal 3: Successful System of Support, Objectives 2 and 3</p> <p>Student Learning Needs:</p> <ol style="list-style-type: none"> All students need more support in the SBA claim areas of Reading, Writing and Math Concepts and Procedures. All need differentiated instruction (i.e. small group) through a coordinated RTI system. ELL, Low SES and Sp. Ed. (high needs subgroup) student need more differentiated support in all areas. (ELA, Math and Science) <p>Contributing Cause:</p> <ol style="list-style-type: none"> Lack of common classroom instructional strategies that captivate and engage all students. <p>WASC Recommendations: NA</p> </div>	<p>c) Teachers will integrate innovative practices</p>		<p>42101 B-7104/10 Technology Support \$16,500</p> <p>Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Adequate progress will be made on the Future Ready Plan to be monitored on a quarterly basis by ART.</p>
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Possible Enabling Activities if Additional Funding is Available (Goal 3)				Funding	Interim Measures of Progress
P.EA7	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>School Operations</p> <p>By SY2020:</p> <ul style="list-style-type: none"> All office staff will be cross trained in all office duties as means of supporting the efficiency of office task. 	Hire additional .5 office clerk to assist with daily operations in the school.	S. Gonsalves	A1-2350 \$14, 575	100% of office duties will be completed in a timely manner as determined by the monthly checklist.
P.EA8	Measurable Desired Outcome	Enabling Activity	Lead(s)	Funds	Measurable Data Monitoring
	<p>Technology</p> <p>By SY2020:</p> <ul style="list-style-type: none"> Foster innovative instructional practices and expand the integration of technology into student digital learning as measured by the Kilauea School Future Ready Plan. 	<p>Chrome Book licenses (every 2 years)</p> <p>Maintain and Update all school computers/printers</p> <p>Contract Tech Support</p>	S. Gonsalves	C-7708 \$25 /Chr Bk x 180 \$4,000 \$30,000	100% of teachers will report that classroom technology is maintained on a timely basis as measured by a google survey.