



# Three-Year Academic Plan 2017-2020

Kalihi Kai Elementary School

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Submitted by Laura Vines	Date
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Approved by CAS Catherine Payne	Date
<i>Catherine Payne</i>	<i>05-03-2018</i>

## 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"> <li>● Comprehensive Needs Assessment/OSSR Report (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Need:</b> Based on the Smarter Balanced Assessment reading claim, currently 67% of 3rd grade students are reading on grade level. By 2020, 76% of 3rd grade students will be reading on grade level. In addition, only 38% of students met proficiency on the 2016 Math SBA. By 2020 our targeted goal is 54% of students meeting proficiency on the math SBA.           <ul style="list-style-type: none"> <li>● (Trait 2B2)*: Students have access to a variety of intervention, support, and enrichment programs to address individual needs.</li> <li>● (Trait 7D)*: The school has mechanisms and programs to identify and meet the academic and social service needs of students at-risk of not completing school.</li> <li>● (Trait 7G2)*: Teachers know and prepare students for what will be required of them at the next grade or level (vertical articulation).</li> </ul> </li> <li>2. <b>Need:</b> Based on the SY 2016-2017 OSSR CNA report, 57% of student work was topically and taxonomically aligned with grade level pacing guides. Currently, 48% of Grades 3-5 students are proficient in ELA based on 2015-2016 SBA data. By 2020, 61% of students in Grades 3-5 will be proficient in ELA. In addition, only 38% of students met proficiency on the 2016 Math SBA. By 2020 our targeted goal is 54% of students meeting proficiency on the math SBA. On the 2016 Science HSA, 58% of 4th grade students met proficiency. By 2020, our targeted goal is 64% of 4th grade students meeting proficiency on the Science HSA.           <ul style="list-style-type: none"> <li>● (Trait 2A2)*: Instruction in English, math, science, and social studies is topically and taxonomically aligned with common grade level/course pacing charts.</li> <li>● (Trait 2D)*: Teachers have organized instruction to support clearly articulated and communicated learning targets (self-directed learning).</li> <li>● (Trait 3A1): Local assessments are aligned to the cognitive demand of the standards and to the written curriculum and pacing guides.</li> <li>● (Trait 2E2)*: Activities and assignments provide ample opportunities for students to demonstrate higher order thinking.</li> <li>● (Trait 3B1): Teachers frequently employ formative assessments to identify current knowledge and skill levels.</li> </ul> </li> <li>3. <b>Need:</b> Based on the SY 2016-2017 OSSR CNA report, 59% of teachers agreed to the statement "I trust and feel trusted by school administrators and others staff members." 63% of teachers agreed to the statement "Staff members respect each other." while 67% of administrators, instructional specialists and coaches agreed. By 2020, 80% of all staff members will report positively regarding statements about trust.           <ul style="list-style-type: none"> <li>● (Trait 2I2)*: School administrators ensure coordination of the instructional program and ensure that new initiatives align with existing instructional efforts.</li> </ul> </li> </ol>

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	<ul style="list-style-type: none"> <li>● (Trait 4H): School administrators address existing and potential conflicts.             <ul style="list-style-type: none"> <li>○ 4H1: School administrators act to resolve conflict between staff members (teachers). (2014 - 31% -&gt; 2016 - 37%)</li> <li>○ 4H2: School administrators act to defuse negative situations before they escalate (teachers). (2014 - 57% -&gt; 2016 - 27%)</li> </ul> </li> <li>● (Trait 8C)*: A culture of trust and respect exists at all of the school community.</li> </ul> <p>4. <u>Need:</u> Based on the SY 2016-2017 OSSR CNA report, 76% of teachers agreed, "School administrators ensure that the instructional program is coordinated." By 2020, 80% of all staff members will report positively regarding statements about the coordinated instructional program and sustainability of existing instructional efforts. (aligned, but pacing is overwhelming)</p> <ul style="list-style-type: none"> <li>● 2I2. School administrators ensure coordination of the instructional program and ensure the new initiatives align with existing instructional efforts.</li> </ul> <p>5. <u>Need:</u> Based on the SY 2016-2017 OSSR CNA report, only 37% of teachers agreed to the statement "School administrators act to resolve conflict between staff members." while 31% of teachers agreed to the same statement in 2014. In 2014, 57% of teachers agreed to the statement "School administrators act to diffuse negative situations before they escalate." which decreased to 27% in 2016.</p> <ul style="list-style-type: none"> <li>● 4H1. School administrators act to resolve conflict between staff members.</li> <li>● 4H2. School administrators act to diffuse negative situations before they escalate.</li> </ul> <p><b>Addressing Equity: Sub Group Identification</b></p>
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	<p><b>In order to address equity, list the targeted subgroups) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub-group(s) and their needs.</b></p> <p>EL - Based on the 2015-2016 SBA data, 4.55% of ELL students met proficiency in ELA and 6.67% of ELL students met proficiency in math. In AMAO 1 (0.5%gain), proficiency rate is decreased to 0.5724. 0.2643 difference from last SY 15-16. In AMAO 2(Exited ELL Students), proficiency rate is decreased to 0.2427. 0.0855 difference from last SY 15-16.</p> <p>SPED - Based on the 2015-2016 SBA data, 6.7% of SPED students met proficiency in ELA and 0% of SPED students met proficiency in math.</p> <p>Low SES - Based on the 2015-2016 SBA data, 43.3% of Low SES students met proficiency in ELA and 31.7% of Low SES students met proficiency in math.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

#### ORCA/NIZIP - Identify your Academic Review Team Accountable Leads (ART) (ART)

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Laura Vines- Principal	1. Educator Effectiveness System (EES)
2. Marc Kawahara - Vice-Principal	2. Academic Review Teams (ART)
3. Kimberly Saula- SSC	3. Comprehensive Student Support System and Response To Intervention (CSS)
4. Joy Sahagun- ELL Coord/ Title III	4. Comprehensive Student Support System and Response To Intervention (CSS)
5. Michelle Le- Academic Coach Gr. K-1	5. Common Core (CCSS); Formative Instruction & Data Teams (FI/DT)
6. Kimberly Parrilla- Academic Coach Gr. 2-3/ Title I Coord.	6. Formative Instruction & Data Teams (FI/DT)
7. Ferozah MacKenzie- Academic Coach Gr. 4-5	7. Formative Instruction & Data Teams (FI/DT)
8. Jessica Uptegrove- SPED Dept. Chair/ Tier 3 Interventionist	8. Comprehensive Student Support System and Response To Intervention (CSS)
9.	9.
10.	10.

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

**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 the year	Rationale
<p>All students are performing at or above grade level to be able to transition smoothly to the next grade level without needing remediation.</p> <p>By 2020, 76% of 3rd grade students will be reading on grade level.</p> <p>By 2020 our targeted goal is 54% of students meeting proficiency on the math SBA.</p> <p>By 2020, 61% of students in Grades 3-5 will be proficient in ELA.</p> <p>By 2020, 64% of students in Grade 4 or 5 will be proficient in Science.</p>	<p>All students receive the assistance needed to be able to read, write, think and perform at grade level through RtI. Based on the SY 2016-2017 OSSR CNA report, 57% of student work was topically and taxonomically aligned with grade level pacing guides.</p> <p>SY 15-16 Smarter Balanced, Assessment reading claim indicated that currently 67% of 3rd grade students are reading on grade level.</p> <p>In addition, only 38% of students met proficiency on the 2016 Math SBA.</p> <p>Currently, 51% of Grades 3-5 students are proficient in ELA based on 2015-2016 SBA data.</p> <p>Currently, 54% of students proficient in Science.</p>

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

				Funding		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		
<p>Based on the Smarter Balanced, Assessment claim, currently 67% of 3rd grade students are reading on grade level. By 2020, 76% of 3rd grade students will be reading on grade level.</p> <p>In addition, only 38% of students met proficiency on the 2016 Math SBA. By 2020 our targeted goal is 54% of students meeting proficiency on the math SBA.</p> <p>HSA Science declined</p>	<p>1. Implementation of the data teams process during grade level articulation to focus on improving teaching and learning through the use of analyzing common formative assessment data.</p> <p>a. Development and refinement of rubrics and formative assessments</p> <p>b. Development and refinement of written instructional program and enacted instructional program</p> <p>c. Include effective practices and supports for struggling learners and enrichment activities for advanced students</p> <p>d. Classroom supplies provided to targeted high needs groups.</p>	2017-2020	Academic Coaches	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Documentation in GL articulation minutes</p> <p>Formative Assessment Tool- Analysis of Student Worksheet developed Qtr 1.</p> <p>Based on bi-monthly classroom observations, 80% of classes observed will demonstrate</p> <ul style="list-style-type: none"> <li>(Trait 3A1): Local assessments are aligned to the cognitive demand of the standards and to the written curriculum and pacing guides.</li> <li>(Trait 3B1): Teachers frequently employ formative assessments to identify current knowledge and skill levels.</li> </ul>		

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<p>for two years but went up in 2016. With NGSS starting, the teachers are seeking support in developing curriculum for the new science standards.</p> <p><i>100% of Grade Level pacing guides will include Traits 3A1 and 3B1.</i></p> <p><i>Professional Development in Arts strategies will enhance critical thinking, decision making and creativity.</i></p> <p><i>Transitions for all students is smooth and consistent in welcoming new students, attaining grade level</i></p>	<p>2. Train faculty in arts-integration strategies that engage students in creative processes which connect art forms with other subject areas.</p> <ol style="list-style-type: none"> <li>Focus 5</li> <li>Wolf Trap</li> <li>Substitutes for training (25 days)</li> <li>Teachers use multisensory strategies and skills to address the needs of the ‘whole child’.</li> <li>Use brain research to connect body and mind together for neurological connections to move learning from explicit to implicit, short-term to long term memory.</li> </ol>			<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input checked="" type="checkbox"/> Other SFR</p> <p><input type="checkbox"/> N/A</p>	<p>Documentation in GL articulation minutes</p> <ul style="list-style-type: none"> <li>Strategy Circles: cycles of implementation</li> <li>Arts Integration strategies added to grade level pacing guides</li> </ul> <p>Qtr 1: Art strategy implementation cycle for One Minute challenge is completed.</p> <p>Qtr 2: Art strategy circle implementation cycle for Portraiture is completed.</p> <p>Qtr 3: Art strategy implementation cycle for Wolf Trap</p> <p>Qtr 4: Implementation cycle for Leader in Me</p>
	<p>3. Support student transitions through implementation of schoolwide Response to Intervention and Tier 3 program using research-based strategies (OG, Sound Partners, etc.).</p> <ol style="list-style-type: none"> <li>School-wide RtI block- using PTTs</li> <li>Summer ELO- using teachers/EAs, PPTs.</li> <li>Tier 3 pull out program</li> <li>Purchase software to assist with RTI, iReady, ILE, Achieve 3000, Reading A-Z</li> <li>Train coaches to be OG trainers</li> <li>Kindergarten preparation to</li> </ol>	<p><b>2017-2020</b></p>	<p><b>SSC</b> <b>Counselor</b> <b>Ambassador</b> <b>team</b></p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input checked="" type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>ELA and Math scores in STAR and iReady will improve by 1.2 years growth annually. RTI B referrals for students new to the school will decrease each quarter as students acclimate to the school.</p> <p>Qtr 1: Students baseline in iReady/STAR</p> <p>Baseline in student behavioral referrals for RTI B.</p> <p>Qtr 2: Students will show an improvement by 4 years’s growth for example: Grade 5 will increase by 8 to 10 points in iReady. RTI B referrals decrease by 2% per quarter.</p>

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<p><i>proficiencies in CCSS/NGSS, and, from elementary to middle school.</i></p>	<p>improve transitions for students without preschool experience</p> <p>g. Counselors and grade 5 teachers to articulate transition plan with KMS</p> <p>h. Ambassador program that has trained students to welcome and transition students new to the school</p>			<p><input type="checkbox"/> WSP</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Qtr 3: Students will show an improvement by .4 year's growth RTI B referrals will decrease by 2%</p> <p>Qtr 4: Students will show an increase of 1.2 years growth in iReady/STAR in ELA and Math. RTI B referrals will show a decrease by 2%.</p>
<p><i>Based on the SY 2016-2017 OSSR CNA report, 57% of student work was topically and taxonomically aligned with grade level pacing guides. Currently, 51% of Grades 3-5 students are proficient in ELA based on 2015-2016 SBA data. By 2020, 61% of students in Grades 3-5 will be proficient in ELA. In addition, only 38% of students met proficiency on the 2016 Math SBA. By 2020 our targeted</i></p>	<p>4. Teachers recalled for 2 days during the summer to revise pacing guides for ELA, Science, Social Studies and Math.</p> <p>a. include higher-order thinking activities for each lesson (as appropriate) and unit of study.</p> <p>b. Deconstructed learning targets and create success criteria to ensure student understanding their progression of learning.</p> <p>c. Daily/on the spot formative assessments to differentiate instruction and inform interventions and enrichment.</p> <p>d. Math problem solving and re-pace math pacing guides to address changes in Stepping Stones 2.0</p>	<p><b>2017-2020</b></p>	<p><b>Admin Coaches</b></p>		<p>Documentation in GL articulation minutes and updated pacing guides.</p> <p>Based on bi-monthly classroom observations,</p> <p>1. 80% of classrooms observed will demonstrate activities and assignments that provide ample opportunities for students to demonstrate higher order thinking.</p> <p>2. Based on bi-monthly classroom observations, 80% of teachers observed will clearly articulate and communicate learning targets (self-directed learning).</p>

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

<p><i>goal is 54% of students meeting proficiency on the math SBA.</i></p> <p><i>100% of Grade Level pacing guides are taxonomically and topically aligned to CCSS and NGSS.</i></p>					<p>3. Based on bi-monthly classroom observations, 80% of teachers observed will clearly articulate and communicate learning targets (self-directed learning).</p> <p>4. Based on bi-monthly classroom observations, 80% of classes observed will provide enrichment and intervention opportunities that are engaging and challenging.</p> <p>5. Based on bi-monthly classroom observations, 80% of classes observed will demonstrate instruction that is topically and taxonomically aligned with common grade level/course pacing charts.</p>
<p>Kalihi Kai Elementary</p>	<p>School, Academic Plan Version #3</p>	<p>April 2, 2018</p>			

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	<p>6. Training of teachers in Math problem solving instruction - explicit and systematic instruction in Math.</p> <ul style="list-style-type: none"> <li>a. Contract Yureka, Wesley Yuu, 4 days             <ul style="list-style-type: none"> <li>i. 1 stipend day for Summer 2018</li> <li>ii. Substitute days to support the training days during the school year.</li> </ul> </li> <li>b. 6 days in 2018-19 (3 days in the fall and 3 days in the spring)</li> </ul>	2017 to 2020	Coaches Admin GLCs	<input type="checkbox"/> WSP <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other SFR <input type="checkbox"/> N/A	<p>iReady scores for Math will improve by 1.2 years growth annually:</p> <p>Qtr 1: Students baseline in iReady.</p> <p>Qtr 2: Students will show an improvement of .4 years growth, for example: Grade 5 will increase by 8-10 points in iReady.</p> <p>Qtr 3: Students will show an improvement of .4 years growth.</p> <p>Qtr 4: Students will show an increase of 1.2 years in iReady Math.</p>
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**Goal 2: Staff Success.** Kalini Kai 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:**

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

<p>By 2020, 80% of all staff members will report positively regarding statements about trust.</p>	<p>Trust has been an issue that administration has been continuously worked on since principal started at this school 4 years ago. Based on the SY 2016-17 OSSR CNA report, trust continues to be an issue as noted below:</p> <ul style="list-style-type: none"> <li>● 59% of teachers agreed to the statement “I trust and feel trusted by school administrators and others staff members.”</li> <li>● 63% of teachers agreed to the statement “Staff members respect each other.”</li> <li>● 67% of administrators, instructional specialists and coaches agreed.</li> </ul>
<p>By 2020, 100% of all teachers are trained in:</p> <ul style="list-style-type: none"> <li>● GLAD</li> <li>● Arts Integration strategies</li> <li>● Leader in Me</li> </ul>	<p>Thus faculty was surveyed because trust issues continued to be identified in the 2nd OSSR report, we collected the responses from the survey and organized the responses by topics. ICLE consultant facilitated the staff meeting to look at the responses and generate solutions to issues. We then posted all ideas by topics and all staff had 5 dots to vote with. The top 3 solutions were selected to be worked on.</p> <ul style="list-style-type: none"> <li>● Leader in Me Program</li> <li>● Improve communication - for example a weekly newsletter</li> <li>● Specific timelines and accessible checks and balances</li> </ul>
<p>By 2018, all major systems will have a process map in place.</p> <ul style="list-style-type: none"> <li>● RTI A and B/Referral</li> <li>● Decision Making Process</li> <li>● Implementation Process</li> </ul>	

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

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
<p><i>Based on the SY 2016-2017 OSSR CNA report, 59% of teachers agreed to the statement "I trust and feel trusted by school administrators and others staff members." 63% of teachers agreed to the statement "Staff members respect each other." while 67% of administrators, instructional specialists and coaches agreed. By 2020, 80% of all staff members will report positively regarding statements about trust.</i></p>	<p>1. Implementation of The Leader in Me to establish a positive school community.                      a. Purchase Annual Membership Fee                      b. All staff trained in the 7 habits                          i. Recall day for teachers and EAs during summer 2017                      c. All students trained in the 7 habits                      d. Parents trained in the 7 habits.                      e. Participation in Community Coaching sessions (13 sub days)                      f. Participation in attending a Leader in Me Symposium (38 sub days, registration fee and travel costs)                      g. Visit to A B Coombs Elementary the first Leader in Me School. (2 sub days, registration fee and travel costs)                      h. Aligning Academics training for teachers on June 4 (stipend)                      i. Leader in Me training for administration (travel to Maui).</p>	<p>2017-20202</p>	<p>Admin Counselors Lighthouse Coordinators</p>	<p><input type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other SFR, Grant  <input type="checkbox"/> N/A</p>	<p>Teachers and students report feeling safe and respected on school quarterly surveys.                      Qtr 1: Student and teacher baseline on school developed survey.                      Qtr 2: Students and teacher survey will increase by 3 - 4%                      Qtr 3: Students and teacher survey will increase by 3 - 4%                      Qtr 4: Students and teacher survey will increase by 3 - 4%</p> <p>Annual increase in SSIR by 7 - 10%                      SY 2016-17 baseline:                      Teacher Safety: 57.4%                      Teacher Wellbeing: 61.1%                      Teacher Satisfaction: 54.4%                      Annual increase in SSIR by 3.5%                      SY 2016-17 baseline:                      Student Safety: 76.4%                      Student Wellbeing: 78.3%                      Student Satisfaction: 91.5%</p>

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<p>2. Implementing activities to build school vision and mission:</p> <ul style="list-style-type: none"> <li>a. Coaches and GLCs will lead monthly community building activities in faculty meetings</li> <li>b. Weekly newsletter will be developed and distributed to all faculty and staff</li> <li>c. Adaptive Schools practices incorporated into all meeting agenda.             <ul style="list-style-type: none"> <li>i. Collaborative Norms</li> <li>ii. Working agreements</li> </ul> </li> </ul>	<p><b>2017-2020</b></p>	<p><b>Admin Coaches GLCs</b></p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A         </p>	<p>Qtr 1: Teacher baseline on grade exit passes and reflections from grade level artic meetings.</p> <p>Qtr 2: Teacher exit passes and reflections will show an increase in positive climate and community by 3 - 4%</p> <p>Qtr 3: Teacher exit passes and reflections will show an increase in positive climate and community by 3 - 4%</p> <p>Qtr 4: Teacher exit passes and reflections will show an increase in positive climate and community by 3 - 4%</p>
<p>3. Required participation for Turnaround Arts Kennedy Center Summer Institute Training in Washington D.C. Program</p> <ul style="list-style-type: none"> <li>a. Continue Arts Integration Strategies training by attending the Kennedy Center Summer conference</li> <li>b. Participation in the Turnaround Arts Talent Show at the Kennedy Center in Washington D. C. (3 sub days)</li> </ul>	<p><b>2017 - 2018</b></p>	<p><b>Admin Coaches TAP AFP team</b></p>	<p> <input type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other SFR  <input type="checkbox"/> N/A         </p>	<p>Qtr 1: 60% of classroom observed will demonstrate ART strategies used to provide ample opportunities for students to demonstrate higher-order thinking.</p> <p>Qtr 2: 65% of classrooms observed will demonstrate ART strategies used to provide ample opportunities for students to demonstrate higher-order thinking.</p> <p>Qtr 3: 70% of classrooms observed will demonstrate ART strategies used to provide ample opportunities for students to demonstrate higher-order thinking.</p>

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					<p>Qtr 4: 75% of classrooms observed will demonstrate ART strategies used to provide ample opportunities for students to demonstrate higher-order thinking.</p>
<p><i>Teachers feel supported and encouraged to implement best strategies to increase student achievement and having a positive coaching experience</i></p>	<p>4. Continuing coaching for Coaches to support teachers to improve their practice around the Synergy Traits:</p> <ul style="list-style-type: none"> <li>• Develop leadership skills of Grade Level Chairs to support the coaching system</li> <li>• Continue to develop coaches</li> <li>• Provide support to teachers in key school improvement areas for student achievement: academic program - written curriculum, the use of assessment data, and PD.</li> </ul>	<p>2017-18 2017-18 accomplished.</p>	<p><b>Admin Coaches</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other SFR  <input type="checkbox"/> N/A</p>	<p>Qtr 1: 70-75% of classroom observed will demonstrate improved teaching strategies as noted in bi-monthly walkthroughs.</p> <p>Qtr 2: 75-80% of classroom observed will demonstrate improved teaching strategies as noted in bi-monthly walkthroughs.</p> <p>Qtr 3: 80-85% of classroom observed will demonstrate improved teaching strategies as noted in bi-monthly walkthroughs.</p> <p>Qtr 4: 85-90% of classroom observed will demonstrate improved teaching strategies as noted in bi-monthly walkthroughs.</p>

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	<p>5. Process Mapping Training to clearly communicate school systems:</p> <ul style="list-style-type: none"> <li>a. Admin team to continue process mapping all school systems to build clarity and understanding of how school systems work.</li> <li>b. Build sustainability plan for ensuring systems continue beyond changes in administration</li> <li>c. Stipend for Process Mapping training during summer.</li> </ul>	<p><b>2017 to 2019</b></p>	<p><b>Admin ART GLCs</b></p>	<p><input type="checkbox"/> WSP  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other SFR  <input type="checkbox"/> N/A</p>	<p>Qtr 1: Teacher baseline on faculty exit passes and reflections from grade level artic meetings.</p> <p>Qtr 2: Teacher exit passes and reflections will show an increase in positive climate and community by 3 - 4%</p> <p>Qtr 3: Teacher exit passes and reflections will show an increase in positive climate and community by 3 - 4%</p> <p>Qtr 4: Teacher exit passes and reflections will show an increase in positive climate and community by 3 - 4%</p>
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**Goal 3: Successful Systems of Support.** The system and culture of Kalihī Kai Elementary School works to effectively organize financial, human, and community resources in support of student success.

**Outcome:** By the end of three years, **Rationale:**



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

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
<p>ART evaluation used to monitor and adjust RTI and Tier 3 programs for maximum effectiveness.</p>	<p>1. Evaluation of school-wide Response to Intervention and Tier 3 program</p> <p>a. ART to evaluate RTI and Tier 3 Implementation Schedules and reviewed at monthly ART and Leadership team meetings that include RTI Data for:</p> <p>i. Tier 2 students</p> <p>ii. Tier 3 students</p> <p>b. Monthly reviews attend to program adjustments as needed.</p> <p>c. Continued maintenance and upgrading of the computers for students and teachers</p> <p>d. Continued use of Universal screener and software that supports RTI</p>	<b>2017-2020</b>	<p><b>ART Team Leadership Team</b></p>	<input type="checkbox"/> W/SF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Monthly Leadership Team minutes shows RTI and Tier 3 monitoring for improvement.</p> <p>Data from STAR and iReady show increase per 6 week RTI cycle.</p> <p>Each quarter shows growth to meet annual school goal of 1.2 years growth per student at risk.</p>
<p><i>Build sustainability in existing instructional systems through professional development</i></p>	<p>2. Determine professional development needs based on aggregated bi-monthly observation data for programs, grade levels and individual teachers as needed.</p> <p>a. Substitutes provided for teachers to attend PD as needed to address iPPDs.</p>	<b>2017-2020</b>	<p><b>Admin Coaches GLCs</b></p>	<input type="checkbox"/> W/SF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Annual evaluation to determine level of implementation and efficacy of existing initiatives (GLAD, TAP, 1:1 computing, RTI, <i>Leader in Me...</i>)</p> <ul style="list-style-type: none"> <li>● Self-assessment survey for faculty</li> <li>● iPPD</li> <li>● Quality SPED IEPs and</li> </ul>

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

	<p>b. Substitutes provided to assist SPED teachers with SOPs: IDP</p> <p>c. Travel to Pomakai to plan future professional development for teachers in Arts integration strategies</p>				<p>Inclusion program.</p>
<p><i>New initiatives are coordinated, monitored and adjusted as needed based on student performance.</i></p>	<p>3. Develop a Strategic Planning Process that is collaborative and transparent to document and coordinate new initiatives:</p> <ul style="list-style-type: none"> <li>● Academic Plan</li> <li>● Leader in Me</li> <li>● RTI A and B</li> </ul>	<p><b>2017 to 2020</b></p>	<p><b>Admin ART</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Process Map of the planning process by Fall 2017.</p> <p>By December 2017, process is used to revisit the 3 year plan.</p>
<p><i>Parents are supportive of school initiatives in building a positive school community.</i></p>	<p>4. Parent Involvement and Engagement:</p> <p>a. Provide parent training in The Leader in Me to build a positive school community (based on 7 Habits of Highly Effective People)</p> <p>b. Continue grade level parent nights, parent workshops and parent/teacher conferences.</p>	<p><b>2017 to 2020</b></p>	<p><b>PCNC Admin ELL Coordinator Coaches Counselors</b></p>	<p><input type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Parent exit passes show an increase in satisfaction and engagement in school initiatives by 3 - 5 % quarterly. Baseline established Qtr. 1.</p> <p>Sign in sheets show an increase in attendance to parent and community activities.</p>