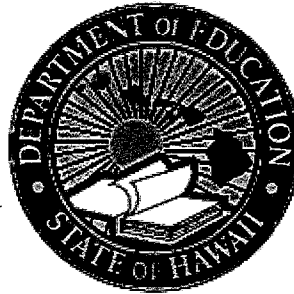


Three-Year Academic Plan
2017-2020



Enchanted Lake Elementary School

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School Website: goo.gl/cWNghG

Submitted by Pua McElhaney		Date
Signature	<i>Pua'ala McElhaney</i>	04-25-19

Approved by Lanelle Hibbs		Date
Signature	<i>Lanelle Hibbs</i>	05/09/2019

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

Where are we now?							
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● Other Equity and excellence Innovation-engineering and design process Student voice Teacher collaboration 	<ol style="list-style-type: none"> 1. Need: According to the WASC feedback and growth areas, fully implement with fidelity the Common Core State Standards (CCSS). 2. Need: According to the WASC feedback and growth areas and the Comprehensive Needs Assessment (CNA), strengthen the analysis and evaluation process that measures the effectiveness of core programs to effectively reduce the achievement gap. It has increased over the past 3 years from 28% to 32% from 2014-15 to 2017-18. 3. Need: According to the WASC feedback and growth areas, strengthen the Response to Intervention (RTI) program focusing on the components of a school wide Multi-tiered System of Support (MTSS) to provide structure and coherence for both student academic performance and behavior. According to the CNA, there is a lack of performance from economically disadvantaged and SpEd student population when compared to general education students. There is a need to decrease the achievement gap in ELA by 16% and Math by 12% by 2020. According to the Comprehensive Needs Assessment (CNA), Smarter Balanced Assessment (SBA) scores in ELA have decreased in the past 3 years. Particularly, SBA scores in ELA for Low SES students have decreased in the past 3 years. In 2015-16 57% of low SES was proficient, in 2017 it 52% was proficient 4. Need: According to the WASC feedback and growth areas, continue to revisit and improve vertical articulation to ensure school-wide alignment to foster high expectations for all students. 5. Need: Need: According to the Strive HI report, although we increased our inclusion rate by 10% from 2015-16 (30.1%) to 2017-18 (40%), there is still a need to increase the rate to 34% by 2020. 6. Need: According the the School Quality Survey (SQS), there is a need to increase positive school climate by 14% by 2020. The positive school climate went from 81% in SY 2014-15 to 73% in SY 2015-16 to 65% in 2017-18 						
	<p>Addressing Equity: Sub-Group Identification The purpose to address and attain equity and excellence for all students is to narrow the achievement gap between high-needs students and that of their non-high-needs peer groups.</p> <p>In order to address equity, list the targeted subgroups) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs</p> <table> <tr> <th>Subgroup</th><th>Need</th><th>Description</th></tr> <tr> <td>Economically Disadvantaged students receiving free and/or reduced meals that may include</td><td>The school needs to support Economically Disadvantaged Students to increase SBA scores</td><td>Number of Economically Disadvantaged students who met achievement</td></tr> </table>		Subgroup	Need	Description	Economically Disadvantaged students receiving free and/or reduced meals that may include	The school needs to support Economically Disadvantaged Students to increase SBA scores
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Economically Disadvantaged students receiving free and/or reduced meals that may include	The school needs to support Economically Disadvantaged Students to increase SBA scores	Number of Economically Disadvantaged students who met achievement					

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	breakfast and lunch.	in math and language arts.	standards/proficiency on statewide assessments: Math Achievement (40.37%) ELA Achievement (56.88%) 3rd Grade Literacy (56.9%)
	Special Education students struggle with an achievement gap that separates high-needs peers from their non-high-needs peers group.	The school needs to support Special Education student to increase scores in math and language arts.	Number of students who met achievement standards/proficiency on statewide assessments: Math Achievement (8.89%) ELA Achievement (24.44%)
	High Needs (Economically Disadvantaged and SPED) Students	The school needs to support high needs students in order to decrease behavior incidences.	High-needs student had 32 incidences and non-high needs students had 13 incidents is 2016-17.

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Mari Sato, Curriculum Coordinator/Academic Coach	1. Common Core
2. Mari Sato, Curriculum Coordinator/Academic Coach	2. Data Teams
3. Mary Dolan, Student Services Coordinator	3. Education Comprehensive Student Support System (ECSSS)
4. Pua'ala McElhaney, Principal	4. Educator Effectiveness System (EES)
5. Torre Mozzachio, teacher	5. Positive Behavior Intervention Support System (PBIS)
6. Mari Sato, Curriculum Coordinator/Academic Coach	6. Response to Intervention (RTI)

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

- ☐ *Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*
- ☐ *Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- ☐ *Objective 3: Well Rounded - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*
- ☐ *Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	1. Rationale:
<p>Objective 1: Empowered. All students are empowered in their learning to set and achieve their aspirations for the future.</p> <p>1a. Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Student are encouraged to apply their learning through life experiences, questions and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impact our island and the world. Student voice will showcase life experiences addresses complex questions and challenges.</p> <p>All students demonstrate strong academic and life skills through college and career opportunities, General Learner Outcomes (GLO), Positive Behavior Intervention System (PBIS), and Philosophy for Children (P4C).</p> <p>ELES is student centered. Students demonstrate school success. Students think critically, problem solve, and apply knowledge across all content areas.</p>	<p>According to the Strategic Plan School-Level Target Setting, areas of improvement include inclusion rate, math proficiency, ELA and math gap and positive school climate.</p> <p>Continue and refine programs such as Philosophy for Children (p4C), Playworks and Positive Action to support student learning. P4C affords students opportunities to practice higher thinking skills, ask complex questions and meet challenges that impact real life experiences. Playworks and Positive Action promotes a positive school climate which improves student achievement and behavior..</p>
<p>Objective 2: Whole Child. All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</p> <p>2a. Whole Child-Provide students with learning environments that are caring, safe, healthy, and support high-quality learning.</p> <p>Tripod survey results show out of 228 responses, an overall score</p>	<p>According to the Strategic Plan School-Level Target Setting, there is a need to increase ELA proficiency by 14% and math proficiency by 21%. Additionally, there is a need to improve the learning environment so that all students feel safe and healthy in a caring environment. According to the SQS report, safety had the lowest score of students of</p>

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of 70% was obtained. Some of the categories included care at 88%, clarify at 84% and challenge at 81%	81.2%. The lowest comment within safety was, "I feel safe from the mean kids at my school."
2b. Whole Child-Students' physical, mental and behavioral health will be addressed through school programs and community organizations.	There is a need to create an environment that teaches healthy lifestyle choices to increase student engagement and improve attendance rates. Provide students with supports to be more healthy and feel safe in a caring environment. Provide all students with career and college opportunities with focused goals as students become more productive members of society. Provide supports for effective and ethical use of technology.
Objective 3: Well-Rounded. All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals. 3a. Well Rounded-All students receive a rigorous and quality standards-based education in all subject areas. 3b. Well Rounded-Students' learning will be personalized, driven by data and promotes growth to prepare students for the future.	Students of all backgrounds, ages, and needs deserve a challenging and quality standards-based education. Curriculum and instruction is differentiated according to student data and be driven by students' needs. Students are afforded the opportunity to reflect on their own learning. SpEd population include Individual Education Plans (IEP), Student Support Team meetings (Pookela), and Quality Assurance and Peer Review (QA/PR) monthly meetings.
Objective 4: Prepared and Resilient. All students transition successfully throughout their educational experiences. 4d. Prepared and Resilient -Students will successfully transition between grade levels or when transferring to a new school. Early learning at Enchanted Lake Elementary provides a solid foundation for the students.	Students who feel connected to school are more likely to engage and to learn. There is a need for a school transition plan. Students' transitions between schools and grade levels - whether advancing to and from preschool to elementary school or from 6th grade to middle school - can disrupt students sense of connectedness to school. Intentional and purposeful planning to support students' transitions can make the critical difference for student success.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1. Increase the math proficiency by 7% per year	1. Continue to implement the school's powerful instructional practice (PIP), small group instruction to provide targeted instruction to meet the needs of all students. Continue the Cycle of Professional Development, and provide PD on components of small group instruction. 2. Designate one faculty meeting per month for vertical articulation for planning instruction, sharing strategies and discussing student needs to increase student achievement. 3. Provide intervention students tutoring services at least three times per week outside	2017-20	Academic Coach, Instructional Leadership Team (ILT), District Math Resource Teacher (RT) Academic Coach Academic Coach	\$34,589	<p><u>Products</u></p> <ul style="list-style-type: none"> ● i-Ready Diagnostic Assessment Growth Report (SMARTe goal for Cycle of Professional Learning) ● Common Formative Assessments ● Smarter Balanced Assessments ● Interim Block Assessments ● PLC Feedback Reflection Sheets ● Pre and Post Assessments for Grade Level SMARTe goal ● Engineering Design Lesson student artifacts <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● PLC Minutes ● Faculty Meeting Agendas ● Teacher and Educational Assistance Discussions <p><u>Observations</u></p> <ul style="list-style-type: none"> ● Learning Walks ● Ghost Walks ● Guided Visits ● CAS/CAST Visitations

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	<p>of school day</p> <p>4. Provide RTI time within the school day based on the student needs.</p> <p>5. Provide time for students before school to receive differentiated instruction daily via the i-Ready program.</p> <p>6. Teachers will receive 4 PD days, and implement the i-Ready and Ready Math</p>		<p>Coach</p> <p>Academic Coach</p>		
<p>2. Decrease the achievement gap in ELA by 16% and Math by 12% by 2020.</p>	<p>1. Provide professional development on quality inclusionary practices. Teachers will implement strategies learned to support students.</p> <p>2. Provide dedicated time for teachers to have an open and ongoing communication between general education teacher and care coordinator to increase student achievement.</p> <p>3. Provide intervention students tutoring</p>	2017-20	<p>SPED GLC and District SPED RT</p> <p>Academic Coach</p> <p>Academic</p>	\$2000	<p><u>Products</u></p> <ul style="list-style-type: none"> ● i-Ready Diagnostic Assessment results ● IEPs ● Report Card Grades ● Tutoring pre and post assessments ● Tutoring attendance ● Common Formative Assessments ● RTI pre and post assessments <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Weekly Professional Learning Community meetings ● Discussions between general ed. and EAs <p><u>Observations</u></p> <ul style="list-style-type: none"> ● Learning Walks ● Ghost Walks ● Guided Visits

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	<p>services at least three times per week outside of school day.</p> <p>4. Provide RTI time within the school day based on the needs of the students. Provide time for students before school to receive differentiated instruction daily.</p> <p>5. Use small group instruction strategies to meet the needs of all students based on data.</p> <p>6. Teachers will receive 4 PD days, and implement the i-Ready and Ready Math</p>		<p>Coach</p> <p>Academic Coach</p> <p>ILT</p> <p>Academic Coach</p>		<p>● CAS/CAST Visitations</p>
<p>3. Continue to fully implement, with fidelity, the Common Core State Standards.</p>	<p>1. Grade level and SPED teachers will work in Professional Learning Communities. Teachers will:</p> <p>a. Discuss research based teaching strategies to implement with students.</p> <p>b. Design Common Formative Assessments</p>	2018-20	GLCs	\$500	<p><u>Products</u></p> <ul style="list-style-type: none"> ● RTI Mondays attendance ● Afterschool tutoring attendance ● Common Formative Assessment results ● i-Ready Diagnostic and Growth Monitoring data ● Ready Math assessment data <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● PLCs ● Discussions with Teachers and EAs <p><u>Observations</u></p>

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	<p>c. Analyze data from assessments and create intervention and enrichment groups.</p> <p>2. Teachers will receive 4 PD days, and implement the i-Ready and Ready Math</p>		Academic Coach		<ul style="list-style-type: none"> ● RTI Mondays ● After School Tutoring
4. Strengthen the analysis and evaluation process that measures the effectiveness of core programs to effectively reduce the achievement gap.	<p>1. Provide introductory professional development of possible core programs to allow school to make educated decision on programs to be implemented.</p> <p>2. Provide samples of programs to teachers.</p> <p>3. Teachers will have articulation on what programs best benefits students</p>	2018-19	Academic Coach		<p><u>Products</u></p> <ul style="list-style-type: none"> ● Samples of common core curriculum <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Teacher discussions of curriculum ● PD from representatives from curriculum that addresses Common Core Standards <p><u>Observations</u></p> <ul style="list-style-type: none"> ● Teacher observations of student participation of core programs

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5. Increase the inclusion rate by 7% annually.	1. Create a system and coordinate a schedule to provide dedicated time for general education and SPED teacher and/or care coordinator to have an open and ongoing communication to increase student achievement.	2017-20	SPED and General Education Teachers	\$0	<ul style="list-style-type: none"> ● Report cards ● IEP ● Smarter Balanced Assessment Data ● SpEd Department/Teachers ● Educational Assistants
	2. Provide professional development on quality inclusion practices. Teachers will implement strategies learned to support students.	2018-20	Administration		
	3. Provide counseling services to support students in guidance, academic planning and goal setting, response services, and system support.	2019-20			

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6. Increase positive school climate by 14% by 2020	1. Implement a Philosophy for Children (P4C) instructional model to promote student voice, intellectual safety and discussion through collaborative conversations and inquiry.	2017-18	Teachers, Kailua Philosurfer Director	\$0	<p><u>Products</u></p> <ul style="list-style-type: none"> ● P4C Professional Development and Reflections ● Discipline referrals ● SQS Survey ● Student Tripod Survey ● Attendance Records ● Teacher Survey ● Kolea Code ● Schoolwide expectations matrix <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Student Discussions and Collaborative Conversations <p><u>Observations</u></p> <ul style="list-style-type: none"> ● Teacher Observations ● Recess observations ● Schoolwide behavior ● Lunch, recess and after school expectations
	2. Partner with Kailua High School's Philosurfers to support P4C lessons.	2017-20			
	3. Implement Positive Behavior Intervention System (PBIS)	2018-20	Counselor		
	a. Provide professional development to all faculty and staff on PBIS based on school data. b. Have monthly meetings to analyze data and create next steps to increase a positive learning environment and student achievement.				
	4. Continue to implement	2017-20	Administration	\$3200	

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	<p>Playworks at all recesses.</p> <p>a. Conduct monthly meetings within PBIS meetings to reflect and refine program</p> <p>5. Continue to implement Blue Zones School and Facility activities to increase the health and wellness of the students faculty and staff.</p>				
7. Decrease chronic absenteeism by 2% annually	1. Continue to implement Blue Zones School and Facility activities to increase the health and wellness of the students faculty and staff.	2018-20	Health and Wellness Committee	\$1000	
8. Strengthen the Response to Intervention (RTI) program focusing on the components of schoolwide Multi-tiered System of Support (MTSS) to provide structure and coherence for both student academic performance and behavior to increase student achievement.	<p>1. Provide professional development for teachers on the components of Universal Design Learning (UDL). Teachers will be proactive when planning lessons by adding UDL components to intentionally support students and provide equity in the classroom.</p> <p>2. Students will participate in a schoolwide weekly Intervention and/or Enrichment class based</p>	2017-20	Administrator	\$2000	<p><u>Products</u></p> <ul style="list-style-type: none"> ● Smarter Balanced Assessment Data ● Common Formative Assessment Results ● Report Card Data ● LDS Data ● Student Profile Binders ● Interim Block Assessments ● Lexia Data ● PLC Reflection Sheets ● Po'okela Action Plan ● RTI data on Google Docs <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Student Discussions and Collaborative Conversations ● PLC

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	<p>on data.</p> <ol style="list-style-type: none"> 3. Provide dedicated time for articulation within and between grade levels about RTI process and closely monitor student progress. 4. All stakeholders will implement a school-wide PBIS system. 5. Designate one faculty meeting per month for vertical articulation for planning instruction, sharing strategies and discussing student needs to increase student achievement. 6. A MTSS cohort will be created that will require a 3 year commitment. It will include 8 days of PD in year 1 for a school team that will come back to school and systematize MTTS (RTI). 				<p><u>Observations</u></p> <ul style="list-style-type: none"> ● UDL in lesson observations ● Referral Data
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9. Increase HSA Science Scores by 2% every year.	1. Provide professional development on Engineering Design Thinking lessons to all teachers.	2017-18	Academic Coach		<p><u>Products</u></p> <ul style="list-style-type: none"> ● Smarter Balanced Assessment Data ● Common Formative Assessment Results ● Report Card Data ● LDS Data ● Student Profile Binders ● Interim Block Assessments ● Lexia Data ● PLC Reflection Sheets ● Po'okela Action Plan ● RTI data on Google Docs <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Student Discussions and Collaborative Conversations ● PLC <p><u>Observations</u></p>
	2. Teachers will implement at least one Engineer Design Thinking lesson per quarter with UDL components.	2019-20			
	3. Students will do learning activities beyond the classroom to support them in achieving Next Generation Science Standards.	2019-20	Grade Level Chairs		

Goal 2: Staff Success. Enchanted Lake Elementary School (ELES) has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success. ELES is accountable and transparent.

Outcome: By the end of three years,	Rationale:
<p>Objective 1: Focused Professional Development. Develop and grow employees to support student success and continuous improvement.</p> <p>1a. Enchanted Lake Elementary School (ELES) will become a Blue Zones facility to promote health and wellness for all faculty and staff.</p>	<p>Increase positive school climate and health and wellness capacity of faculty and staff. Faculty and staff recognizes that positive partnerships and community relationships help address the health and wellness of the entire school campus.</p>

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1b. ELES continues with the Instructional Leadership Team (ILT) process to provide guidance, input, and transparency for curriculum, instructional, and assessment decision making.	Increase teacher understanding, shared leadership and articulation to build capacity and teacher voice.
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Planning					Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)		Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
1. Promote teacher collaboration to evaluate practice, design learning collaboratives discuss student progress to increase student achievement. Increase teacher understanding, shared leadership, voice, articulation to build capacity.	1. Continue the Instructional Leadership Team to ensure the school's Cycle of Professional Learning 2. Designate one faculty meeting per month for vertical articulation for planning instruction, sharing strategies and discussing student needs to increase student achievement. 3. Grade level and SPED teachers will work in Professional Learning Communities	2017-19	Administration			<u>Products</u> <ul style="list-style-type: none"> • i-Ready • Diagnostic data • Faculty meeting minutes • GLC minutes • ILT minutes • PLC minutes • ART minutes <u>Conversations</u> <ul style="list-style-type: none"> • PLC discussions • GLC discussions • ILT discussions • ART discussions <u>Observations</u> <ul style="list-style-type: none"> • Vertical articulation • PLC meetings • GLC meetings • ART meetings • ILT meetings

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	<p>4. Grade Level Chair (GLC) meetings will occur once a month.</p> <p>5. The school's Academic Review Team (ART) will meet once a month</p>					
<p>2. Teachers receive support in implementing highly effective, student-centered practices that improve the school and raises student achievement.</p>	<p>1. Provide weekly faculty and staff professional development driven by school need.</p> <p>2. Streamline teacher PD attendance to align with school goals.</p> <p>3. Teachers will receive 4 PD days for support in the implementation of Ready Math.</p> <p>4. Teachers will receive PD on the school's Powerful Instructional Practice, small group instruction in math</p>	2017-20	Academic Coach		<p>\$1000 (WSF)</p> <p>\$0</p>	<p><u>Products</u></p> <ul style="list-style-type: none"> • PLC, GLC and ILT meeting • minutes • Preschool/Head Start Inclusion Classroom • Pookela pre-referral collaboration meeting agenda/action plan <p><u>Conversations</u></p> <ul style="list-style-type: none"> • Faculty Meetings • PLC Meetings • ILT Meetings • Vertical Articulation • ART Meetings <p><u>Observations</u></p> <ul style="list-style-type: none"> • Quality Assurance/Peer Review • Ghost Walks • Learning Walks

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Goal 3: Successful Systems of Support. The system and culture of Enchanted Lake works to effectively organize financial, human, and community resources in support of student success.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1. Partner with military and community residents to guide and challenge students to achieve their maximum potential in order to succeed and to improve the education, health, fitness and wellness, and citizenship of students.	1. Communicate with military and community residents to organize events such as tutoring and physical fitness to support students in learning to promote academic success. 2. Facilitate grants with local businesses to support school systems	2017-20	PCNC Administration	\$0	<u>Products</u> <ul style="list-style-type: none"> ● Military and school partnership meeting ● PTA and SCC minutes <u>Conversations</u> <ul style="list-style-type: none"> ● PTA and SCC Meetings <u>Observations</u> <ul style="list-style-type: none"> ● Jog-a-thon annual fitness meet ● SBA Fun Day ● Monday Volunteers

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2. Partner with families and communities to engage relationships, resources and expertise to support student success strategies.	<ol style="list-style-type: none"> 1. Students will participate in a career day to facilitate a connection between academic pursuits and potential professional achievements and to support students in setting future goals. 2. Communicate student learning strategies with parents to support academic success 	2017-20	Academic Coach PCNC	\$500 (WSF)	<p><u>Products</u></p> <ul style="list-style-type: none"> ● Career Day roster <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Students questioning <p><u>Observations</u></p> <ul style="list-style-type: none"> ● Career Day Presentations ● Students' reflections
3. Foster innovation and scaling of effective instructional and operational practices to meet educational goals.	<ol style="list-style-type: none"> 1. Enchanted Lake is a Blue Zones certified school and will continue Blue Zones activities <ol style="list-style-type: none"> a. Health and Wellness meeting will be conducted quarterly b. Communication with Blue Zones program will be conducted on an ongoing basis c. Implementation of Blue Zones activities will be scheduled throughout the school year. An action plan will be developed to provide system. 	2017-20	Health and Wellness Committee		<p><u>Products</u></p> <ul style="list-style-type: none"> ● Blue Zones Certification <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Health and Wellness Meetings <p><u>Observations</u></p> <ul style="list-style-type: none"> ● Health and Wellness Meetings ● Moai Walks ● Student Blue Zones activities
4. Develop 3-year leadership development plan, focus on school models, student voice, community engagement, innovation.	<ol style="list-style-type: none"> 1. Conduct Election Activities <ol style="list-style-type: none"> a. Students in Grades 4-5 will run for executive council (i.e President, VP, Secretary, Treasurer). 	2018-20	Student Council Advisor	\$0	<p><u>Products</u></p> <ul style="list-style-type: none"> ● Student voting ballots <p><u>Communication</u></p> <ul style="list-style-type: none"> ● Student speeches

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	<ul style="list-style-type: none"> b. Students will campaign and the cafeteria will be turned into a voting poll that reenacts a “real-life” polling place. c. Students in Grades 3-5, will have the opportunity to go to the polling booths and vote on the candidates as well as “propositions” that will provide students with an opportunity to vote to make improvements on our campus. 				<p><u>Observations</u></p> <ul style="list-style-type: none"> ● Student-led activities ● Speech festival
5. HA-a sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai’i will be infused throughout the school	<ul style="list-style-type: none"> 1. Student council will experience HA through workshops and other experiences. 2. Student council will model and teach what they have learned through grade level representation and whole school activities 	2018-20	Student Council Chairperson		<p><u>Products</u></p> <ul style="list-style-type: none"> ● Student council minutes <p><u>Communication</u></p> <ul style="list-style-type: none"> ● Grade level representation meetings <p><u>Observations</u></p> <ul style="list-style-type: none"> ● Student council activities, assemblies and in-class activities
6. Leverage community engagement to define career pathways and provide student choice	<ul style="list-style-type: none"> 1. Conduct a career fair for all students and promote student choice and voice by having them select which career they want to learn about. 	2018-20	Academic Coach/ Counselor	\$0	<p><u>Products</u></p> <ul style="list-style-type: none"> ● Career Fair rosters ● Student choices on Google Forms <p><u>Conversations</u></p> <ul style="list-style-type: none"> ● Students

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					discussions and interviews <u>Observations</u> <ul style="list-style-type: none">● Career Fair presentations
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