School: Kailua Intermediate School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

Principal (print): Jill LaBoy
Principal's signature: [Signature]
Date: June 3, 2020

Complex Area Superintendent (print): Lanelle Hibbs
Complex Area Superintendent's signature: [Signature]
Date: 06-03-2020

*Activities monitored through quarterly sharing of School Level ART reports
Where are we now?

Prioritize school’s needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - 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

**Student Achievement:**
Over the course of the last three years students have shown growth in all three tested areas of Math, ELA, and Science on the Hawai‘i State Smarter Balanced Assessment. The achievement gap, however, between High Needs students and Non-High Needs students in ELA has remained consistent at about 33% over the years.

**Kailua Inter School English Language Arts Percent Proficient (Exceeded or Met Standard) by High Needs (Low SES, IDEA, ELL) and Non-High Needs**

<table>
<thead>
<tr>
<th>Year</th>
<th>High Needs</th>
<th>Non-High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>
The achievement gap between High Needs students and Non-High Needs students in math has remained consistent at about 33% over the years.

**Kailua Inter School Mathematics Percent Proficient (Exceeded or Met Standard) by High Needs (Low SES, IDEA, ELL) and Non-High Needs**

The achievement gap between High Needs students and Non-High Needs students in math has remained consistent at about 33% over the years.

**Behavioral Incidents:**
High needs students have more incidents, 70 in 2018-19, than non-high needs students, 39, as shown by the chart below.
Western Association of Schools and Colleges has identified the following needs in the 2017 Accreditation Visit:

1 Need: Teachers and administrators will continue to engage in professional development to incorporate AVID strategies and refine the co-teaching process that support student achievement and reduces the achievement gap.

2 Need: Implement AMLE middle school standards including highly effective teams, interdisciplinary units, GLOs/HA instruction, and advisory through developmentally responsive learning environments that allow all young adolescents to achieve high standards with fidelity.

3 Need: Teachers and administrators will continue to refine and implement the data team and RTI process with fidelity across all departments to monitor curriculum and effective instructional strategies that affect student achievement.

Addressing Equity: Sub Group Identification
In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

- Low Socio-economic Status Students - Academic, Social, Emotional, and Behavioral
- Special Education Students - Academic Achievement
- Military Families - Social, and Emotional Needs

**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school’s strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jill LaBoy, Principal</td>
<td>1. ART</td>
</tr>
<tr>
<td>2. Kau‘i Tanaka, VP</td>
<td>2. ILT</td>
</tr>
<tr>
<td>3. Vernon McMillian, VP</td>
<td>3. MTSS</td>
</tr>
<tr>
<td>4. Rachel Compton, Academic Coach/Accreditation Coord./PLCs</td>
<td>4. Professional Development and RTI</td>
</tr>
<tr>
<td>5. Darren Yoshioka, AVID</td>
<td>5. AVID</td>
</tr>
<tr>
<td>6. BJ Naleieha, SSC</td>
<td>6. MTSS</td>
</tr>
<tr>
<td>7. Scott LaBoy, PBIS School Counselor</td>
<td>7. PBIS</td>
</tr>
<tr>
<td>8. Kathleen Nullet, Technology Coordinator</td>
<td>8. Technology and Innovation</td>
</tr>
</tbody>
</table>
**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.*

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of school year 2020, Kailua Intermediate School will:</td>
<td>The rationale for our desired outcomes by the end of school year 2020 are directly connected to Kailua’s Vision and Mission.</td>
</tr>
<tr>
<td>- Increase student empowerment through relevant, rigorous learning opportunities that incorporate students’ voices. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and will develop the knowledge, skills, and values to address complex questions and challenges that may impact their future.</td>
<td>Our Vision: Kailua Intermediate School Learners are empowered, compassionate, and inspired for the future.</td>
</tr>
<tr>
<td>- Provide all students with a challenging and quality standards-based education in all subject areas.</td>
<td>Our Mission: Kailua Intermediate School cultivates a safe, inclusive, and innovative environment to develop the potential of all learners to be successful.</td>
</tr>
<tr>
<td>- Address students’ academic, physical, social, emotional, and behavioral health through school programs and partnerships with families, community organizations, and government agencies that support students’ well-being.</td>
<td>Other rationale for our desired outcomes include:</td>
</tr>
<tr>
<td>- Cultivate a community and school culture where attendance is valued, encouraged, and supported.</td>
<td>- To increase the percentage of students who meet achievement standards/proficiency on SBA/HSA in ELA, math, and science by 5%. (CNA)</td>
</tr>
<tr>
<td></td>
<td>- To close the 33% achievement gap of our high needs and non-high needs students (CNA)</td>
</tr>
<tr>
<td></td>
<td>- To continue to increase our 72.38% inclusion rate, last year our inclusion rate was 52%. (CNA).</td>
</tr>
<tr>
<td>Planning</td>
<td>Funding</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Desired Outcome</strong></td>
<td><strong>Enabling Activities</strong></td>
</tr>
</tbody>
</table>
| 1. All students meet or exceed proficiency on state assessments in reading, math and science. | 1.1.1. Implement scientifically based core and intervention programs such as:  
- Springboard  
- CCSS Math Curriculum – GoMath! and Alg I  
- School-wide and Targeted Reading  
- GoMath Online Component  
- Reading Plus/ Reading Program  
- STAR & Accelerated Math Programs  
- Next Generation Science Standards Instruction | Admin | ✒ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | Classroom and teacher observations. Student work samples, and PLCs. |
| 1.1.2. Provide all classroom teachers the time to collaborate in a professional learning community to address the CCSS and share high quality instructional resources. | | Admin & Academic Coach | ✒ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | 100% of teachers engage in professional development. |
### Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| 1. All students meet or exceed proficiency on state assessments in reading math and science. | 1.1.3 Kailua Intermediate School continues to incorporate the elements of Response to Intervention to meet the individual needs of all students:  
   1. Core Curriculum  
   2. Universal Screener  
   3. Tiered Interventions  
   4. Progress Monitoring  
   5. Data-Based Decision Making *(WASC Need Area #3)* | Admin & Academic Coach SSC | ☒ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | Define the relevant data used to regularly assess and monitor progress.  
5% Increase in SBA scores, Reading Plus assessments, STAR scores, attendance, and 10% decrease in behavior referrals. |
| 1.1.4 Provide Academic and Behavior Supports:  
   ● In-school tutoring (pull outs)  
   ● Counselor study skills group  
   ● Intervention action periods (Math, Reading, & Study Hall)  
   ● Counselor A.I.M action period (Mindfulness)  
   ● trUSCenter  
   ● After school study hall for all students *(WASC Need Area #2)* | Principal & Academic Coach | ☒ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | 10% decrease in behavior and academic referrals. |
<table>
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</tr>
<tr>
<td>1. All students meet or exceed proficiency on state assessments in reading math and science.</td>
<td>1.1.5 Provide college and career opportunities for students such as implementation of interactive journals, focus note-taking strategies, close reading, assessment practices, and college readiness promotion through Early College activities that include presentations by college representatives at Kailua Intermediate and visits to a college campus. <em>(WASC Need Area #1)</em></td>
<td>Principal &amp; Academic Coach SSC</td>
</tr>
<tr>
<td>1.1.6 Provide PD for:</td>
<td></td>
<td>Principal &amp; Academic Coach</td>
</tr>
<tr>
<td>● Co-teachers on co-teaching practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● All teachers on differentiation of instruction and Universal Design to support more learner variability in all education settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● <strong>All teachers on formative assessment for learning strategies</strong> <em>(WASC Need Area #1)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas.

1.2.1. Provide professional development opportunities in scientific inquiry, engineering design, and critical thinking.
   - Google Summits
   - ISTE
   - Google School Training
   - Statewide ELA and Math Curriculum
   - Reading Plus
   - Makerspace
   - Engineering
   - Robotics
   - Cyber Patriots

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<tr>
<td>2. Students are prepared for college, careers, and citizenship and compete in a global economy with competencies in STEM areas.</td>
<td>1.2.1. Provide professional development opportunities in scientific inquiry, engineering design, and critical thinking.</td>
<td>Admin &amp; Academic Coach Tech Coord.</td>
</tr>
</tbody>
</table>

Seventy-five percent of teachers understand scientific inquiry, engineering design, and critical thinking. STEM opportunities are available to all students through required science fair and inquiry project participation.
<table>
<thead>
<tr>
<th>1.2.2. Provide Professional development for innovative practices and use of technology to enhance student learning.</th>
<th>Admin &amp; Academic Coach</th>
<th>☒ WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A</th>
<th>100% of teachers incorporate an innovative practice into their classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.3. Partner with High Schools and Industry partners to design and implement exploratory programs that feed into CTE pathways for a complete P20 experience for students.</td>
<td>Admin &amp; Academic Coach</td>
<td>☒ WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☒ Other P20  ☐ N/A</td>
<td>Students enroll in exploratory courses.</td>
</tr>
</tbody>
</table>
### Desired Outcome

3. The school incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills.

### Enabling Activities

1.3.1. Students with more than ten absences in the 2018-2019 school year, and/or more than five absence in the first quarter of the 2019-2020 school year are monitored through CORE team meetings and receive additional supports from counselors.

1.3.2. Provide students with access to supports for positive academic, social, and emotional behaviors.

- **trUST Center**
- SBBH Counseling
- MFLC
- Outreach Counseling
- **Choose Love SEL curriculum to be taught in Health classes.**

### ART Accountable Lead(s)

Admin &
Academic
Counselors

### Source of Funds

- WSF
- Title I
- Title II
- Title III
- IDEA
- Homeless
- CTE
- Other
- N/A

### Interim Measures of Progress

Define the relevant data used to regularly assess and monitor progress

Chronic absenteeism will decrease by 5% annually.

Behavior Referrals decrease by 20%.
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</table>
| 3. The school incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills. | 1.3.3. Implement Positive Behavior Program  
- Quarterly Perfect Attendance recognition  
- Quarterly Honor Roll recognition for students who have earned a 3.0-4.0 GPA  
- Tribes Agreements in all classrooms creating positive expectations  
  - Pono bucks and other positive incentives. *(WASC Need Area #2)* | Admin & Academic Coach  
MTSS | ☒ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | Behavior Referrals decrease by 20%. |
| | 1.3.4. Implement AMLE Standards:  
- Action Periods  
- Exploratory Wheel Electives  
- Quarterly Exploratory Days  
Implement Ha initiated cultural awareness activities developed by students.  
- Zero Waste Initiative  
- AVID & Student Leadership created school-wide initiatives/activities.  
- Restorative practices *(WASC Need Area #2)* | Admin & Academic Coach | ☒ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | Behavior Referrals decrease by 20%. |
### Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
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<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
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</tr>
</thead>
</table>
| 3. The school incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills. | 1.3.5. Provide instructional supports for wellness, health, and nutrition such as:  
- Required Health and PE classes.  
- PE Electives like Team Sports and Body and Conditioning  
- PEP activities that promote wellness  
- School-wide offered volleyball, basketball, and soccer tournaments  
- Intramural Goodwill Games (football, volleyball, soccer) with other middle schools. | Admin & Academic Coach | ☒ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | Chronic absenteeism will decrease by 5%. |
**Goal 2: Staff Success. Kailua Intermediate** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of school year 2020, Kailua Intermediate School will:</td>
<td>The rationale for our desired outcomes by the end of school year 2020 are directly connected to Kailua’s Vision and Mission.</td>
</tr>
<tr>
<td>• Realign professional development resources to support student success objectives as needed (e.g., interdisciplinary and relevant lessons, social-emotional learning, language development, instructional strategies to address all types of learners, quality classroom assessments). Aim for a constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college, and community.</td>
<td>Our Vision: Kailua Intermediate School Learners are empowered, compassionate, and inspired for the future.</td>
</tr>
<tr>
<td>• Prioritize professional development for educators and leaders 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.</td>
<td>Our Mission: Kailua Intermediate School cultivates a safe, inclusive, and innovative environment to develop the potential of all learners to be successful.</td>
</tr>
<tr>
<td>• Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers)</td>
<td>Other rationale for our desired outcomes include:</td>
</tr>
<tr>
<td></td>
<td>• The need for a focused PD program to address the priority needs of the school with regard to student learning.</td>
</tr>
<tr>
<td></td>
<td>• To increase our inclusion rate of students receiving special education services (CNA)</td>
</tr>
<tr>
<td></td>
<td>• Ensure that our new teachers have the knowledge and skills to be prepared for engaging, innovative, and relevant classroom instruction.</td>
</tr>
<tr>
<td>Desired Outcome</td>
<td>Enabling Activities</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1. The staff is trained and supported to best meet the needs of students and their learning.</td>
<td>2.1 Recruit and retain Highly Qualified Teachers (HQT) by providing assistance and support for teachers who are Not Highly Qualified (NHQ), new to the profession, new to the school.</td>
</tr>
<tr>
<td></td>
<td>2.2. Ongoing monitoring of the Educator Effectiveness System (EES) components during school hours.</td>
</tr>
<tr>
<td>Planning</td>
<td>Funding</td>
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<tr>
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<td>---------</td>
</tr>
<tr>
<td>Desired Outcome</td>
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</tbody>
</table>
| 2. The staff incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills. | 2.3. Provide professional development and time for professional learning team collaboration to:  
- Develop common grade level pacing calendars based on CCSS, NGSS, C3, and HCPS  
- Develop common unit, formative and intervention assessments  
- Analyze student work using the various types of assessments  
- Triangulate the data  
- Share and implement research-based instructional strategies  
- Monitor progress  
- Create Student Learning Objectives  
- Analyze Student Growth Percentile  
- Analyze School Tripod Survey  
- Whole school attendance at HAMLE Conference  
- Nā Hopena Aʻo Professional Development (WASC Need Area #3) | Admin  
Academic Coach  
PBI S Counselor | ☐ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | Monthly meeting minutes are submitted, indicate that 100% teachers use a protocol to look at common assessments and student work, data analysis form is completed. |
<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
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</thead>
<tbody>
<tr>
<td>3. The staff incorporates a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills.</td>
<td>2.4. Provide time for professional learning team collaboration and training for MTSS Cadre. <em>(WASC Need Area #3)</em></td>
<td>MTSS Cadre</td>
<td>☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A</td>
<td>15% Decrease of behavior referrals.</td>
</tr>
</tbody>
</table>
**Goal 3: Successful Systems of Support.** The system and culture of Kailua Intermediate works to effectively organize financial, human, and community resources in support of student success.

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<td>The rationale for our desired outcomes by the end of school year 2020 are directly connected to Kailua’s Vision and Mission.</td>
</tr>
<tr>
<td>● Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, recognition).</td>
<td>Our Vision: Kailua Intermediate School Learners are empowered, compassionate, and inspired for the future.</td>
</tr>
<tr>
<td></td>
<td>Our Mission: Kailua Intermediate School cultivates a safe, inclusive, and innovative environment to develop the potential of all learners to be successful.</td>
</tr>
<tr>
<td></td>
<td>Other rationale for our desired outcomes include:</td>
</tr>
<tr>
<td></td>
<td>● Time for teachers to plan, collaborate, and participate in the data teams process to ensure that the curriculum and instruction is aligned and we are meeting the needs of all students (CNA)</td>
</tr>
<tr>
<td>Planning</td>
<td>Funding</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Desired Outcome</strong></td>
<td><strong>Enabling Activities</strong></td>
</tr>
<tr>
<td>1. Technology is available, innovative and inspiring for students in a blended learning environment.</td>
<td>3.1. Develop and implement a comprehensive blended learning technology plan to cover, repair, maintenance, replacement, and growth in technology and innovation.</td>
</tr>
<tr>
<td>2. The staff incorporates a multi-tiered continuum of proactive student supports focusing on positive corrective response toward misbehavior, celebrate the learning and teaches social character value and other behavioral skills.</td>
<td>3.2 Develop and implement a comprehensive behavior plan which incorporates community and cultural place-based practices and restorative discipline.</td>
</tr>
<tr>
<td>Desired Outcome</td>
<td>Enabling Activities</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. The school articulates with feeder schools to increase student achievement in the area of math.</td>
<td>3.3 KIS math department quarterly collaborates with feeder schools to develop scaffolded professional development to strengthen mathematical mindsets for students K - 12.</td>
</tr>
</tbody>
</table>

*All progress monitored by the complex area through quarterly sharing of School Level ART reports*