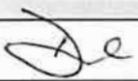
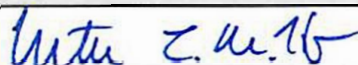


Three-Year Academic Plan 2017-2020

Kane'ohe Elementary School
45-495 Kamehameha Highway
Kaneohe, HI 96744
www.kaneohe.k12.hi.us



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| Submitted by: Derek Minakami, Kane'ohe Elementary School Principal | Date |
|  | May 6, 2019 |
| Approved by: Matthew C.W. Ho, Castle-Kahuku Complex Area Superintendent | Date |
|  | May 6, 2019 |

Where are we now?

1. Involve all stakeholders in examining the strengths and weaknesses of current school **communications** including:
 - a. developing a professional culture of trust
 - b. believing that all stakeholders deserve a voice in the educational process
 - c. accepting that effective communication is both listening to and being open to receiving communications
 - d. making sure that all communications are easily accessible by all stakeholders
 - e. and taking responsibility for accessing the communication.
2. Create a **school environment** that welcomes and encourages all stakeholders, including parents, students and the community, to participate in the self-study process.
3. The grade level **data teams** need to continue to collect, disaggregate, analyze student performance data. There is a need for cross grade level articulation to assist teachers in planning pacing and assessment maps and the use of common formative and summative strategies to assess students' learning styles, create a safe and supportive environment and modify their learning/teaching practices within a lesson to effectively meet the needs of all students.
4. Find ways to train students to self-monitor, track and reflect on their learning outcomes and needs on a regular basis to increase **student ownership of learning** criteria and continue to provide successful learning experiences for all students.
5. Continue to explore implementation **RTI** intervention strategies to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity of those interventions to effectively meet the needs of all students.

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

- **Subgroup**: Students participating in the Free or Reduced Lunch program. **Needs**: proficiency in ELA and math
- **Subgroup**: Students receiving special education services. **Needs**: proficiency in ELA and math

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

| Name and Title of ART Team Accountable Lead | Responsible for implementation of the school's strategies and initiatives |
|--|---|
| 1. Dyan Nakamura, Academic Coach | 1. G1EA1 - Student Self-Assessment Practices |
| 2. Tara Sakauye, tech coordinator PLCs@Work cohort 1 | 2. G2.EA1 - Communication and Inclusiveness |
| 3. Diane Choi, SASA | 3. G2.EA2 - Communication and Inclusiveness |
| 4. Diane Fujinaka, PCNC | 4. G2.EA3 & 4 - Communication and Inclusiveness |
| 5. Ikaika Plunkett, VP | 5. G2. EA5 - Communication and Inclusiveness |
| 6. Derek Minakami Principal | 6. G2.EA6 - Communication and Inclusiveness |
| 7. Diane Higa, RTI Coordinator/Academic Coach | 7. G2.EA7 & 11 - Data Teams and Formative Instruction |
| 8. Dyan Nakamura, Academic Coach | 8. G2.EA7 & 11 - Data Teams and Formative Instruction |
| 9. Megan Matsuzaki, teacher PLCs@Work cohort 1 | 9. G2.EA8-10, 12 - Data Teams and Formative Instruction |
| 10. Krystal Tim Sing, teacher PLCs@Work cohort 1 | 10. G2.EA8-10, 12 - Data Teams and Formative Instruction |
| 11. Diane Higa, RTI Coordinator/Academic Coach | 11. G3.EA1-5 - Response to Intervention |

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| Outcome: By the end of three years, | | | Rationale: | |
|--|---------------|----------------|---|----------------|
| Strategic Plan Target | 2016 Baseline | 2016-2017 Data | 2017-2018 Data | SY 2020 Target |
| Chronic Absenteeism | 9% | 9% | 9% | 8% |
| School Climate | 76% | 75% | 78% | 80% |
| Inclusion Rate (LRE) | 41% | 59% | 56% | 51% |
| 3rd Grade Literacy | 78% | 69% | 71% | 82% |
| ELA Proficiency | 68% | 59% | 58% | 74% |
| Math Proficiency | 58% | 60% | 55% | 64% |
| Science Proficiency | 76% | 54% | 68% | 80% |
| ELA Gap | 36% | 30 | 29 | 27% |
| Math Gap | 37% | 30 | 34 | 28% |
| Current data from StriveHI Report | | | | |
| <p>I. Student Success</p> <p>A. Self-Directedness Students take ownership of their learning by clearly understanding learning objectives, engaging in self-monitoring, and reflect on their learning outcomes.</p> <p>II. Staff Success</p> <p>A. Professional Learning Community All stakeholders feel welcome and encouraged to participate in the school improvement process. The culture of the school community is infused with <i>Aloha</i> and grounded in trust. Communication is effective, clear, and easily accessible.</p> <p>B. Data Teams</p> | | | <p>The desired outcomes for SY 2020 stems from Kāneʻohe Elementary School's recently completed WASC self-study process. Through this process the Focus On Learning (FOL) teams, validated by the WASC Visiting Committee, identified the following areas of growth:</p> <ul style="list-style-type: none"> ● School Communications <ul style="list-style-type: none"> ○ According to the 2016 School Quality Survey (SQS), less than half of the teachers surveyed are satisfied with the opportunity to contribute to policy decisions, which impact the school. Although the information is shared, the school recognizes that there is a continuous need to improve in this area; ○ There is an indicated need for continuing to improve communication within the school to ensure the school | |

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| <p>Teachers collaborate across and within grade levels “in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” They use common formative and summative strategies to assess students’ learning needs. They create a safe and supportive environment where all feel empowered to collaboratively modify their learning/teaching practices within a lesson to effectively meet the needs of all students.</p> <p>III. Successful Systems of Support</p> <p>A. Response to Intervention (RTI)</p> <p>Faculty and staff efficiently and accurately identify students at risk for poor learning outcomes. They monitor student progress, provide evidence-based interventions and adjust the intensity of those interventions to effectively meet the needs of all students.</p> | <p>planning process is broad-based, collaborative, and understood by all stakeholders;</p> <ul style="list-style-type: none"> ○ Grade-level chairpersons (GLCs) are expected to disseminate information to their grade level teachers. However, there are times when information gets “lost in translation” due to the amount of information, which needs to be shared; ○ There is a continuous need to for all stakeholders to be part of and responsible for school communication; <ul style="list-style-type: none"> ● School Environment <ul style="list-style-type: none"> ○ SQS: Students satisfaction - (no longer measured) Parents satisfaction - 91.3% Teachers satisfaction - 64.4%; Victoria Bernhardt survey; ○ Teacher morale continues to need improvement with responses at 3.6 on a 5-point scale; ○ Interview data of support staff indicated feeling a culture of trust, respect and professionalism in regards to working with most teachers. However, many support staff see a need for improvement in their relationship with administration. ● Data Teams <ul style="list-style-type: none"> ○ The continual decrease of SBA and Hawai‘i State Assessment (HSA) results during the past three years has proven that there is a need to reassess the effectiveness of the grading agreements (inter-rater reliability, grading cut scores) discussions in Data Team meetings on student progress and grade level collaboration to alter lessons or teaching strategies. ○ Generally, the data team will make decisions on instruction, content, assessment, and interventions. However, the depth of these decisions will vary by team. School states, there continues to be a need to involve all students in Data Team conversations, including those receiving special education and enrichment services. ● Student Ownership of Learning |
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| | <ul style="list-style-type: none"> ○ Teachers are beginning to utilize student feedback to adjust instruction as evidenced in formative and summative assessment and oral and written work samples. ○ Teachers are emerging facilitators within a student-centered classroom. They utilize student-led discussions and higher level thinking questions. Teachers facilitate discussions with students to choose topics of study through Accountable Talk. ○ There is a system in place, but there is a need to reevaluate and make improvements upon the system in the areas of student understanding of what is good work and parent understanding of how their child is progressing and the school's assessment practices. These processes have shown a need for improvement when looking at the lack of student growth as evidenced by the decreases in student achievement for the past two reporting periods in Strive HI reports. ● RTI <ul style="list-style-type: none"> ○ Faculty and staff strongly agree and believe student achievement can increase through differentiated instruction. The areas listed below include the challenges that Kāneʻohe Elementary is currently facing: ○ The RTI Flowchart is perceived as too complex. ○ The RTI process needs to be consistently followed. ○ The RTI Handbook and Flow Chart needs to be refined. ○ The initial confirmation of students at risk using the Universal Screener, but this was completed too early in the school year resulting in the improper placement of students. ○ Teachers still need to be trained in the implementation of a Universal Math Screening tool. ○ RTI for behavior is currently being piloted in kindergarten. |
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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.

| Planning | | | | Interim Measures of Progress |
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| Desired Outcome | Enabling Activities | SY | ART Accountable Lead(s) | Define the relevant data used to regularly assess and monitor progress |
| Student Self-Assessment Practices Students take ownership of their learning by clearly understanding learning objectives, engaging in self-monitoring, and reflect on their learning outcomes as evidenced by: <ul style="list-style-type: none"> Seventy percent of students demonstrate proficiency in ELA on the SBA. Sixty percent of students demonstrate proficiency in math on the SBA. The achievement gap in ELA is at 33 percent. The achievement gap in math is at 34 percent | G1.EA1.Y18 Teachers learn-apply-review student self-assessment practices such as self-reported grades within Data Teams to develop student self-assessment opportunities | 2017-2018 | Nakamura | <ul style="list-style-type: none"> By the second quarter, Data Team minutes document professional learning regarding student self-assessment. By the third quarter, walkthroughs and Data Team minutes document application of student self-assessment practices. |
| Student Self-Assessment Practices Students take ownership of their | G1.EA1.Y19 Teachers learn-apply-review student self-assessment practices such as | 2018-2019 | Nakamura | <ul style="list-style-type: none"> By the second quarter, Data Team minutes document professional |

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| <p>learning by clearly understanding learning objectives, engaging in self-monitoring, and reflect on their learning outcomes. as evidenced by:</p> <ul style="list-style-type: none"> • Seventy-two percent of students demonstrate proficiency in ELA on the SBA. • Sixty-two percent of students demonstrate proficiency in math on the SBA. • The achievement gap in ELA is at 30 percent. • The achievement gap in math is at 31 percent | <p>self-reported grades within Data Teams to develop student self-assessment opportunities</p> | | | <p>learning regarding student self-assessment.</p> <ul style="list-style-type: none"> • By the third quarter, walkthroughs and Data Team minutes document application of student self-assessment practices on at least a bi-weekly basis. • By the third quarter, student work samples demonstrate a clear understanding of objectives and reflection on their progress. |
| <p>Student Self-Assessment Practices</p> <p>Students take ownership of their learning by clearly understanding learning objectives, engaging in self-monitoring, and reflect on their learning outcomes. as evidenced by:</p> <ul style="list-style-type: none"> • Seventy-four percent of students demonstrate proficiency in ELA on the SBA. • Sixty-four percent of students demonstrate proficiency in math on the SBA. • The achievement gap in ELA is at 27 percent. • The achievement gap in math is at 28 percent | <p>G1.EA1.Y.20</p> <p>Teachers learn-apply-review student self-assessment practices such as self-reported grades within Data Teams to develop student self-assessment opportunities</p> | <p>2019-2020</p> | <p>Nakamura</p> | <ul style="list-style-type: none"> • By the second quarter, Data Team minutes document deepened and refined professional learning regarding student self-assessment. • By the third quarter, walkthroughs, Data Team minutes, and student work samples document student understanding of objectives and reflection on their progress. • By the third quarter, student work samples demonstrate a clear understanding of objectives and reflection on their progress. |

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Goal 2: Staff Success. Kane'ohē Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

| Planning | | | | Interim Measures of Progress |
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| Desired Outcome | Enabling Activities | SY | ART Accountable Lead(s) | Define the relevant data used to regularly assess and monitor progress |
| <p>Communication and Inclusiveness All stakeholders feel welcome and encouraged to participate in the school improvement process. The culture of the school community is infused with Aloha and grounded in trust. Communication is effective, clear, and easily accessible as evidenced by</p> <ul style="list-style-type: none"> Seventy-seven percent of students report a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS). Fifty-six percent of teachers and staff have a positive response related to Involvement and Engagement on the SQS (baseline 52 percent) Fifty percent of teachers and staff have a positive response related to Satisfaction on the SQS (baseline 42 percent) | <p>G2.EA1.Y18 Provide professional development to first cohorts of faculty and staff in Aloha, restorative practices and Professional Learning Communities at Work to develop a professional culture of trust, accept effective communication is both listening to and being open to communication, and taking responsibility for accessing the communication.</p> <p>G2.EA2.Y18 Enlist all stakeholders to assist in developing protocols and organizing communication to ensure it's easily accessible.</p> <p>G2.EA3.Y18 Hold community meetings involving all stakeholders in the annual Comprehensive Needs Assessment as part of the self-study process as well as regularly monitor the school's progress on its Academic Plan.</p> <p>G2.EA4.Y18 Engage all stakeholders in examining the strengths and weaknesses of current school communications via the Hoshin Process to collectively determine the root causes that need to be addressed as well as action steps that all must commit to taking to improve school communications</p> <p>G2.EA5.Y18 Develop and implement</p> | 2017-2018 | <p>G2.EA1 - Sakauye</p> <p>G2.EA2 - Choi</p> <p>G2.EA3/4 - Fujinaka</p> <p>G2.EA5 - Plunkett</p> <p>G2.EA6 - Minakami</p> | <ul style="list-style-type: none"> By the end of the first quarter, first cohorts receiving PD develop a plan of implementation, monitoring and evaluation. By the end of the third quarter, evaluation of community meetings shows a vast majority of participants providing positive responses regarding inclusiveness. By the end of the fourth quarter information resources are organized. By the end of the fourth quarter essential protocols are documented in the staff handbook. |

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| | <p>practices in recruitment, retainment and assignment of faculty and staff that cultivates Aloha and Professional Learning Communities at Work.</p> <p>G2.EA6.Y18 Facilitate frequent face-to-face communications for co-teachers, vertical articulation, and whole staff meetings to solve challenges, develop effective plans, and celebrate accomplishments.</p> | | | |
| <p>Communication and Inclusiveness</p> <p>All stakeholders feel welcome and encouraged to participate in the school improvement process. The culture of the school community is infused with Aloha and grounded in trust. Communication is effective, clear, and easily accessible as evidenced by</p> <ul style="list-style-type: none"> Seventy-eight percent of students report a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS). Sixty percent of teachers and staff have a positive response related to Involvement and Engagement on the SQS. Fifty-eight percent of teachers and staff have a positive response related to Satisfaction on the SQS | <p>G2.EA1.Y19 Provide professional development to second cohorts of all faculty and staff in Aloha, restorative practices and Professional Learning Communities at Work</p> <p>G2.EA2.Y19 Enlist all stakeholders in continuing to develop and monitor protocols and organization of communication to ensure it's easily accessible.</p> <p>G2.EA3.Y19 Devote community meetings to involving all stakeholders in the annual Comprehensive Needs Assessment as part of the self-study process as well as regularly monitor the school's progress on its Academic Plan.</p> <p>G2.EA4.Y19 Engage all stakeholders in examining the strengths and weaknesses of current school communications via the Hoshin Process to collectively determine the root causes that need to be addressed as well as action steps that all must commit to taking to improve school communications</p> | 2018-2019 | <p>G2.EA1 - Sakauye</p> <p>G2.EA2 - Choi</p> <p>G2.EA3/4 - Fujinaka</p> <p>G2.EA5 - Plunkett</p> <p>G2.EA6 - Sakauye</p> | <ul style="list-style-type: none"> By the end of the first quarter, the leadership team develops a plan of implementation, monitoring and evaluation. By the end of the third quarter, evaluation of community meetings shows a vast majority of participants providing positive responses regarding inclusiveness. By the end of the fourth quarter new protocols are documented in the staff handbook. |

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| | <p>G2.EA5.Y19 Develop and implement practices in recruitment, retainment and assignment of faculty and staff that cultivates Aloha and Professional Learning Communities at Work.</p> <p>G2.EA6.Y19 Facilitate frequent face-to-face communications for co-teachers, vertical articulation, and whole staff meetings to solve challenges, develop effective plans, and celebrate accomplishments.</p> | | | |
| <p>Communication and Inclusiveness All stakeholders feel welcome and encouraged to participate in the school improvement process. The culture of the school community is infused with Aloha and grounded in trust. Communication is effective, clear, and easily accessible as evidenced by</p> <ul style="list-style-type: none"> • Eighty percent of students report a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS). • Sixty-six percent of teachers and staff have a positive response related to Involvement and Engagement on the SQS. • Sixty-six percent of teachers and staff have a positive response related to Satisfaction on the SQS | <p>G2.EA1.Y20 Provide professional development to faculty, staff, parents and students in Aloha, restorative practices, ho‘oponopono, Trauma-Informed Schools and Professional Learning Communities at Work</p> <p>G2.EA2.Y20 Enlist all stakeholders in continuing to develop and monitor protocols and organization of communication to ensure it's easily accessible.</p> <p>G2.EA3.Y20 Devote community meetings to involving all stakeholders in the annual Comprehensive Needs Assessment as part of the self-study process as well as regularly monitor the school's progress on its Academic Plan.</p> <p>G2.EA4.Y20 Engage all stakeholders in examining the strengths and weaknesses of current school communications via the Hoshin Process to collectively determine the root causes that need to be addressed as well as action steps that all must commit to taking to improve school</p> | 2019-2020 | <p>G2.EA1 - Sakaue</p> <p>G2.EA2 - Choi</p> <p>G2.EA3/4 - Fujinaka</p> <p>G2.EA5 - Plunkett</p> <p>G2.EA6 - Sakaue</p> | <ul style="list-style-type: none"> • By the end of the first quarter, the leadership team refines its plan of PD implementation, monitoring and evaluation. • By the end of the third quarter, evaluation of community meetings shows a vast majority of participants providing positive responses regarding inclusiveness. • By the end of the fourth quarter new protocols are documented in the staff handbook. |

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| | <p>communications</p> <p>G2.EA5.Y20 Develop and implement practices in recruitment, retainment and assignment of faculty and staff that cultivates Aloha and Professional Learning Communities at Work.</p> <p>G2.EA6.Y20 Facilitate frequent face-to-face communications for co-teachers, vertical articulation, and whole staff meetings to solve challenges, develop effective plans, and celebrate accomplishments.</p> | | | |
| <p>Data Teams/Formative Instruction</p> <p>Teachers collaborate across and within grade levels “in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” Teachers use common formative and summative strategies to assess students’ learning needs. Teachers create a safe and supportive environment where all feel empowered to collaboratively modify their learning/teaching practices within a lesson to effectively meet the needs of all students as evidenced by:</p> <ul style="list-style-type: none"> • Seventy percent of students demonstrate proficiency in ELA on the SBA. • Sixty percent of students demonstrate proficiency in math on the SBA. • The achievement gap in ELA is at | <p>G2.EA7.Y18 Deliver professional development on the Data Team process so that grade level data teams can move effectively collect, disaggregate, analyze student performance data.</p> <p>G2.EA8.Y18 Teachers learn-apply-review Common Formative Assessment practices within Data Teams.</p> <p>G2.EA9.Y18 Teachers learn, apply, and assist in developing consistent and clear definitions, protocols and terms in reference to learning from CFAs, PLCs @ Work.</p> <p>G2.EA10.Y18 Teachers collaborate in creating and refining norms and expectations for Data Teams in reference to learning from CFAs, PLCs @ Work.</p> <p>G2.EA11.Y18 Administrators and Academic Coaches provide feedback and follow-up in reference to norms and expectations for Data Teams.</p> <p>G2.EA12.Y18 Redesign the calendar and</p> | 2017-2018 | G2.EA7&11 Higa/ Nakamura G2.EA8-10, 12 Matsuzaki/ Tim Sing | <ul style="list-style-type: none"> • By the end of the fourth quarter, Data Team minutes indicate the use of the Data Team Process and Common Formative Assessments to differentiate for students is Emergent. • By the end of the fourth quarter, walkthrough data indicate that fifty percent of visits feature differentiation. |

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| <p>33 percent.</p> <ul style="list-style-type: none"> The achievement gap in math is at 34 percent | <p>devote faculty meeting time for cross grade level articulation to assist teachers in planning pacing and assessment maps and the use of common formative and summative strategies to assess students' learning styles, create a safe and supportive environment and modify their learning/teaching practices within a lesson to effectively meet the needs of all students</p> | | | |
| <p>Data Teams/Formative Instruction</p> <p>Teachers collaborate across and within grade levels “in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” Teachers use common formative and summative strategies to assess students’ learning needs. Teachers create a safe and supportive environment where all feel empowered to collaboratively modify their learning/teaching practices within a lesson to effectively meet the needs of all students as evidenced by:</p> <ul style="list-style-type: none"> Seventy-two percent of students demonstrate proficiency in ELA on the SBA. Sixty-two percent of students demonstrate proficiency in math on the SBA. The achievement gap in ELA is at 30 percent. The achievement gap in math is at 31 percent | <p>G2.EA7.Y19 Deliver professional development that deepens and refines understanding the Data Team process.</p> <p>G2.EA8.Y19 Teachers refine understanding of Common Formative Assessment practices within Data Teams focusing on data analysis and developing next steps for differentiation.</p> <p>G2.EA9.Y19 Teachers monitor and refine consistent and clear definitions, protocols and terms in reference to learning from CFAs, PLCs @ Work.</p> <p>G2.EA10.Y19 Teachers monitor and refine norms and expectations for Data Teams in reference to learning from CFAs, PLCs @ Work.</p> <p>G2.EA11.Y19 Administrators and Academic Coaches provide feedback and follow-up in reference to norms and expectations for Data Teams.</p> <p>G2.EA12.Y19 Continue to devote meeting time for cross grade level articulation.</p> | <p>2018-2019</p> | <p>G2.EA7&11 Higa/ Nakamura G2.EA8-10, 12 Matsuzaki/ Tim Sing</p> | <ul style="list-style-type: none"> By the end of the fourth quarter, Data Team minutes indicate the use of the Data Team Process and Common Formative Assessments to differentiate for students is Effective. By the end of the fourth quarter, walkthrough data indicate that two-thirds of visits feature differentiation. |

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| <p>Data Teams/Formative Instruction</p> <p>Teachers collaborate across and within grade levels “in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” Teachers use common formative and summative strategies to assess students’ learning needs. Teachers create a safe and supportive environment where all feel empowered to collaboratively modify their learning/teaching practices within a lesson to effectively meet the needs of all students as evidenced by:</p> <ul style="list-style-type: none"> • Seventy-four percent of students demonstrate proficiency in ELA on the SBA. • Sixty-four percent of students demonstrate proficiency in math on the SBA. • The achievement gap in ELA is at 27 percent. • The achievement gap in math is at 28 percent | <p>G2.EA7.Y20 Deliver professional development that deepens and refines understanding the Data Team process.</p> <p>G2.EA8.Y20 Teachers refine understanding of Common Formative Assessment practices within Data Teams focusing on data analysis and developing next steps for differentiation.</p> <p>G2.EA9.Y20 Teachers monitor and refine consistent and clear definitions, protocols and terms in reference to learning from CFAs, PLCs @ Work.</p> <p>G2.EA10.Y20 Teachers monitor and refine norms and expectations for Data Teams in reference to learning from CFAs, PLCs @ Work. Teachers assume ownership over the PLC process through a Guiding Coalition that supports the efforts made in Data Teams.</p> <p>G2.EA11.Y20 Administrators and Academic Coaches provide feedback and follow-up in reference to norms and expectations for Data Teams.</p> <p>G2.EA12.Y20 Continue to devote meeting time for cross grade level articulation.</p> | <p>2019-2020</p> | <p>G2.EA7&11 Higa/ Nakamura G2.EA8-10, 12 Matsuzaki/ Tim Sing</p> | <ul style="list-style-type: none"> • By the end of the fourth quarter, Data Team minutes indicate the use of the Data Team Process and Common Formative Assessments to differentiate for students is Excellent. • By the end of the fourth quarter, walkthrough data indicate that the eighty percent of visits feature differentiation. |
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Goal 3: Successful Systems of Support. The system and culture of Kane’ohe Elementary School works to effectively organize financial, human, and community resources in support of student success.

| Planning | | | | Interim Measures of Progress |
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| Desired Outcome | Enabling Activities | SY | ART Accountable Lead(s) | Define the relevant data used to regularly assess and monitor progress |
| <p>Response to Intervention (RTI) Faculty and staff efficiently and accurately identify students at risk for poor learning outcomes. They monitor student progress, provide evidence-based interventions and adjust the intensity of those interventions to effectively meet the needs of all students as evidenced by:</p> <ul style="list-style-type: none"> Seventy percent of students demonstrate proficiency in ELA on the SBA. Sixty percent of students demonstrate proficiency in math on the SBA. The achievement gap in ELA is at 33 percent. The achievement gap in math is at 34 percent | <p>G3.EA1.Y18 Provide continuous professional development on RTI strategies (including reading and math interventions, differentiation, and diagnostic assessments) so faculty and staff may improve on identifying students at risk for poor learning outcomes, monitoring student progress, providing evidence-based interventions and adjusting the intensity of those interventions to effectively meet the needs of all students.</p> <p>G3.EA2.Y18 Teachers learn, apply, and assist in developing consistent, clear, simple definitions, protocols, terms, roles and responsibilities in reference to learning from PD.</p> <p>G3.EA3.Y18 Teachers collaborate in creating and refining norms and expectations for RTI in reference to PD</p> <p>G3.EA4.Y18 Administrators provide feedback and follow-up in reference to norms and expectations for RTI.</p> <p>G3.EA5.Y18 Facilitate frequent face-to-face communications for intervention teams to meet and coordinate work and conduct listening sessions with the RTI Team.</p> | 2017-2018 | SSC - TBD | <ul style="list-style-type: none"> By the fourth quarter, the RTI Handbook has been updated and simplified. By the fourth quarter, 85 percent or more receiving intervention show progress. By the end of the fourth quarter, walkthrough data indicate that fifty percent of visits feature differentiation. |

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| <p>Response to Intervention (RTI) Faculty and staff efficiently and accurately identify students at risk for poor learning outcomes. They monitor student progress, provide evidence-based interventions and adjust the intensity of those interventions to effectively meet the needs of all students as evidenced by:</p> <ul style="list-style-type: none"> • Seventy-two percent of students demonstrate proficiency in ELA on the SBA. • Sixty-two percent of students demonstrate proficiency in math on the SBA. • The achievement gap in ELA is at 30 percent. • The achievement gap in math is at 31 percent | <p>G3.EA1.Y19 Provide continuous professional development on RTI strategies (including interventions and differentiation)</p> <p>G3.EA2.Y19 Teachers continue to simplify and refine definitions, protocols, terms, roles and responsibilities in reference to learning from PD.</p> <p>G3.EA3.Y19 Teachers continue to refine norms and expectations for RTI in reference to PD</p> <p>G3.EA4.Y19 Administrators provide feedback and follow-up in reference to norms and expectations for RTI.</p> <p>G3.EA5.Y19 Facilitate frequent face-to-face communications for intervention teams to meet and coordinate work and conduct listening sessions with the RTI Team.</p> | 2018-2019 | Higa | <ul style="list-style-type: none"> • By the fourth quarter, Data Team minutes indicate the RTI Handbook is actively referred to and processes are being implemented with fidelity. • By the fourth quarter, 85 percent or more receiving intervention show progress. • By the end of the fourth quarter, walkthrough data indicate that two-thirds of visits feature differentiation |
| <p>Response to Intervention (RTI) Faculty and staff efficiently and accurately identify students at risk for poor learning outcomes. They monitor student progress, provide evidence-based interventions and adjust the intensity of those interventions to effectively meet the needs of all students as evidenced by:</p> <ul style="list-style-type: none"> • Seventy-four percent of students demonstrate proficiency in ELA on the SBA. • Sixty-four percent of students demonstrate proficiency in math on the SBA. • The achievement gap in ELA is at 27 percent. | <p>G3.EA1.Y20 Provide continuous professional development on academic and behavioral RTI strategies (including interventions and differentiation)</p> <p>G3.EA2.Y20 Teachers continue to simplify and refine definitions, protocols, terms, roles and responsibilities in reference to learning from PD.</p> <p>G3.EA3.Y20 Teachers continue to refine norms and expectations for academic and behavioral RTI in reference to PD</p> <p>G3.EA4.Y20 Administrators provide feedback and follow-up in reference to norms and expectations for academic and behavioral RTI.</p> | 2019-2020 | Higa | <ul style="list-style-type: none"> • By the fourth quarter, Data Team minutes indicate the RTI Handbook is actively referred to and processes are being implemented with fidelity. • By the fourth quarter, 85 percent or more receiving intervention show progress. • By the end of the fourth quarter, walkthrough data indicate that eighty percent of visits feature differentiation |

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

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| <ul style="list-style-type: none">• The achievement gap in math is at 28 percent | G3.EA5.Y20 Facilitate frequent face-to-face communications for intervention teams to meet and coordinate work and conduct listening sessions with the RTI Team. | | | |
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