Three-Year Academic Plan 2019-2022

Ka'elepulu Elementary School
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Submitted by Principal Jamie M Dela Cru	May 8, 2019
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Approved by Complex Area Superintendent Lanelle Hibbs	May 8, 2019
	May 8, 2019

Three-Year Academic Plan
2019-2022

Three-Year Academic Plan SY 2019-2020, 2020-2021, 2021-2022

Where are we now?

At Ka`elepulu, we choose to be mindful and embrace challenges with persistence and effort in order to be an intellectually safe and supportive learning environment (Re-Visioned March 2018).

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

- Comprehensive Needs Assessment
  - CNA Data Tables
- 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

1. Need: School-wide RtI/Tier 2 Supports System (CNA) (1.3b)
- How can we create and integrate an academic RtI system that is comprehensive and efficient?
- How can we create and integrate a behavioral RtI system that is comprehensive and efficient?

2. Need: Increase student achievement in math by 9%, ELA by 5%, and maintain Science proficiency (CNA) (1.2b, 1.3a)
- How can we increase our students math capabilities?
- How can we increase our ELA proficiencies?
- How do we maintain Science Proficiency?
- How can we schedule our time to enhance student learning with current staffing?
- How can we increase student engagement and positive well-being?
- How can we effectively utilize space in our small school for maximum learning?

3. Need: Teacher support plan that includes school-wide pdp, transitions, and mentors (CNA) (2.1d)
- How can we transition new teachers into our school family, and new programs transitions into current staff?
- How can we change student perceptions of management to match expected behaviors?

4. Need: Implementation/Refinement of ART/ILT (CNA)(3.1b, 3.3a/b/d)
- How can we ensure staff participation and understanding of the ART/ILT teams and processes?

5. Need: Student Personal Learning Plans (WASC) (1.1, 1.3)
- How can we promote student success through personalized learning plans?

6. Need: School-wide Systems for Data Collection to inform differentiated learning (WASC)(1.3, 3.3b, 3.3e)
- How can we keep track and use data in purposeful ways?

7. Need: Wellness plan that focuses on student engagement to include all parts of student life (CNA) (1.1, 1.2, 1.3)
- How can we raise student engagement in all activities?
- How can we increase a positive well-being mindset in students ?

Addressing Equity: Subgroup 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 subgroup(s) and their needs. ● Reviewed data found no significant needs identified for school sub groups

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead Navigator	**Responsible for vision and navigation of the school's strategies and initiatives**
1. Alder Taylor - SSC ● p4c ● Academic RtI Nicolle Grimes - Counselor ● SEL ● Behavioral RtI Laurie Ines - Academic Coach ● Academic RtI ● GT	1. p4c- philosophy pedagogy SELs (Choose Love) - Behavioral RtI, Parent, Family and Community Engagement RtI - academic RtI GT - Interdisciplinary Teaching
2. Katie Conger - 3rd Grade	2. Student Personal Learning Plans - self-motivation strategies
3. Roxanne Yamashiro - 4th Grade	3. Science - NGSS
4. Stephanie Taira - 2nd Grade Laurie Ines - Academic Coach	4. Integrated Units - CCSS, NGSS, C3
5. Jo Moser - Lower Resource	5. Student Transitions - transition strategies
6. Christina Teramura - PE/General Ed Paige Banninger - 5th Grade	7. Fit Students - P.E. strategies
7. Laurie Ines - AC ● Hā ● Math ● ELA ● New Teacher ● ILT/ART Refinement ● Data Collection Nicolle Grimes - Counselor ● Chronic Absenteeism	8. HĀ: Na Hopena A‘o Crosswalk (HĀ, GLOs, Choose Love) Math - CCSS ELA - CCSS New Teacher Transition - transition strategies Chronic Absenteeism Refinement of ILT/ART Data Collection

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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,	**Rationale:**
Ka`elepulu Elementary School will: ● EMPOWER students through ○ 1.1, 1.3 personal learning plans that include short and long term goals, learning styles, and interests as suggested in the WASC report (SSSI 4, 6, and 7). ○ 1.1, 1.2, 1.3 schedule changes based on student need ○ 1.1, 1.3 investigation of programs and strategies that engage students in learning in authentic ways ○ 1.1, 1.2, 1.3 improvements to the wellness plan to make holistic changes in student life	● Students setting goals improve academic performance, increase motivation, increase pride and satisfaction in work and improves self-confidence. It gives them long-term vision and short term motivation, and their own voice in their learning improving student achievement. This is one of the WASC recommendations. ● With limited staffing, student focused scheduling will help that resources are utilized where there are prioritized need. ● Students at KES have many opportunities to participate in various interests. By investigating new programs, and using strong student voice strategies in day to day instruction, students will be more engaged in classroom learning and beyond. ● Ongoing review and revision of the wellness plan will ensure that the student voice is present in what we do in all parts of student life at KES.

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- Foster the WHOLE CHILD through
    - 1.2c Absenteeism (ABS): a decrease in chronic absenteeism from 6% to 4% (SSSI 1)
    - 1.2a/b SC: an increase in School Climate measure from 87% to 94% (SSSI 2)
        - Wellness Plan
            - p4c: a p4c mindset through all subject areas
            - SEL: Social Emotional Learning
            - P.E.: varied physical education experiences
            - HA: Na Hopena A'o Crosswalk with GLOs, Habits of Mind, and Choose Love
    - 1.2b Physical space/creative learning spaces

Choose Love Connections with Kuʻulei

HA Crosswalk with pacing

- ABS: Because attendance is so strongly linked to performance, students need to be in school for the development of the whole child.
- In order to increase our School Climate measure, we need a Wellness Plan that encompasses different parts of a student's life. By implementing a plan that continues practice in p4c, SEL - Choose Love, P.E., creating a HA crosswalk, and creating a school-wide Student Solution Center we will be addressing the needs of the whole child. will address the needs of the whole child.
- SC - p4c: A p4c classroom is an intellectually safe place that stimulates inquiry in a reflective community. It has students think collaboratively on meaningful questions to engage them in critical thinking in appropriate educational experiences. This deeper thinking raises student achievement. In maintaining the p4c pedagogy, our children will continue to practice inquiry at deep levels in all subject areas.
- SC - SEL: Choose Love grounds children in who they are by:
    - incorporating Character Values, Courage, Gratitude, Forgiveness, and Compassion, that cultivate optimism, resiliency and personal responsibility bettering student achievement
    - helping students achieve academic and personal success through: better self-awareness and management skills, social awareness, improved relationship skills, responsible decision-making skills, enhanced self-control, and positive intention
- SC - P.E.: Provided activities for recess and a designated PE instructor develops the whole child by helping students stay physically healthy, developing interests in different types of activity, building team and other social skills and improves focus in academic performance.
- SC - HA: Our culture in Hawaii is so different from anywhere else in the world. HA: BREATH infuses our local culture with

	all that a student is and becomes. The outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total Well-being and Hawai‘i. Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions. ● With the growing enrollment, classroom spaces/learning spaces has become a growing need. By creating spaces that maximize efficient use of space and using creative learning spaces themes, we can provide physically safe educational environments.
● Nurture WELL-ROUNDED students through ○ 1.3a - a balanced math curriculum that focuses on a growth mathematical mindset, daily explicit usage of SMPs and content development ○ 1.3a - Increase student achievement in math by 3% every year to attain 9% target ○ 1.3a - a balanced and blended literacy program ○ 1. 3a - Increase student achievement in ELA by 2% every year to attain 6% target ○ 1.3a - maintenance of science proficiency ○ 1.3a - creation and implementation of integrated units ○ 1.3b - an RtI system that is school-wide and systematically monitored ■ An academic RtI system ■ A behavioral RtI system ○ 1.3b - a rigorous GT program (WASC) ○ 1.3 - an organized data collection system of formative assessments, summative assessments, and state data used by individual teachers and appropriate groups (ART, RtI,	● Data shows that math is the weaker CCSS core area for our school. ELA proficiency is 87%, Science is 93% and math is 78%. Targeting math, students will be afforded rigorous and tailored math instruction. Instruction delivered with explicit current math best practice strategies, connections to SMPs, and developing a mathematical growth mindset in students, teachers and parents will produce a well balanced math delivery that will ensure student academic success. ● By providing a balanced and blending literacy program, students will be provided a well balanced ELA program. Our current ELA proficiency is 87%. With focused data analysis and continued work in this area will increase our proficiency. ● By aligning our current Science teachings to NGSS standards, our Science proficiency will increase (SSSI 6) and provide deeper Science understanding of concepts and content. ● Interdisciplinary studies increase retention of information, and increased understanding and application of content material. ● By implementing a professional development plan that addresses school chosen goals in mathematics, RtI, NGSS, GT and other

ILT, etc…) to inform present and future curricular and instructional decisions (WASC)	areas of pd need or maintenance, we can ensure growth and success for each student. ● A new, content specific school-wide RtI system will provide early identification and intervention of needs moving students back on track in a timely manner. It will target specific student needs based on performance on our diagnostic assessments, universal screeners and classroom performance. With this system in place, we expect an increase in math proficiency from 74% to 92% (SSSI 6), ELA proficiency from 84% to 96% (SSSI 6), and 3rd Grade Literacy from 85% to 98% (SSSI 4) in three years (end SY 2021-2022). ● A new, behavioral school-wide RtI system will provide formal identification and intervention of the behavioral needs of students. ● Continuing a rigorous gifted and talented program ensures that identified students needs are met. ● Maintenance of 100% Inclusion Rate (SSSI 3) will foster growth in all our students. ● Reviewing and analyzing current data benefits students through tailored instruction. It also validates school decision for targeted increased student achievement. Thorough examination of data will help us decrease the ELA gap from 35 percentage points to 17 percentage points (SSSI 7) and decrease the Math gap from 43 percentage points to 21 percentage points (SSSI 7).

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● Grow PREPARED and RESILIENT students through ○ 1.4a - kindergarten transition plans ○ 1.4b/d - 6th grade transition activities for those moving on to Kailua Intermediate School ○ 1.4 - support plans for SpEd and 504 students ○ 1.4d - plans for students new to the school ○ 1.4d - grade to grade transitions ○ 1.4 - yearly review and refinement of the current behavioral plan ensuring clear and complete understanding of all parts at all stages by those implementing the plan and the students (SSSI 2).	● Incoming Kindergarten students need transitions to be in place to help them start successfully in elementary school. ● Sixth grade transition plans to Kailua Intermediate School not only introduce them to another type of scheduling system but acclimate them to a world very different from our one class per grade level school where they know and have grown up with everyone around them. ● Students new to the school (not Kindergarten) have other needs that may be impacting their student achievement. Addressing their needs that help the impact of any transition will positively affect performance. ● Fly up day

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Planning			**Fund-ing**	**Interim Measures of Progress**
Island/Vision **Desired Outcome** Objective 1: EMPOWERED Kaelepulu students are empowered in their learning to set and achieve their aspirations for the future	**Canoe Path** **Enabling Activities & School Year(s) of Activity**	**Navigator** **ART Accountable Lead(s)**	**Source of Funds**	**Tools of Navigation** **Define the relevant data used to regularly assess and monitor progress**
All students will maintain Student Learning Plan Portfolios 1.1, 1.3	2019-2020 ● Students will continue to ○ set short and long term goals ○ complete interest assessments ○ reflect Performance/Growth Data (iReady Data) 3 times a year to adjust goals ● Students will complete self assessment in learning styles 2020-2022 ● Students continue all parts of the Student Learning Plan portfolios	Katie Conger	WSF Other (SEL Grant)	● Completed Student learning plan portfolio ● Evidence of goal setting, inventories, assessments, and reflection pieces over time ● Portfolio check 3 times a year

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Students are engaged in learning. 1.1, 1.2, 1.3	2019-20 ● Provide PD on student engagement ● Revise master schedule to support student needs ● Review wellness plan to ensure student engagement 2020-22 ● Incorporate student engagement piece in walk throughs ● Review and revise master schedule and wellness plan as needed	Laurie Ines	WSF	● PD log ● Master Schedule ● Wellness Plan ● Walk Through forms

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Island/Vision **Desired Outcome** Objective 2: WHOLE CHILD Ka`elepulu students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.	**Canoe Path** **Enabling Activities & School Year(s) of Activity**	**Navigator** **ART Accountable Lead(s)**	**Source of Funds**	**Tools of Navigation** **Define the relevant data used to regularly assess and monitor progress**
Students are present and on time in order to be ready to learn. 1.2c	2019-2022 ● Continue Kids Count attendance flag program ● Incorporate Be Pono initiatives ● Include presentation of importance of attendance at all parent events ● Include information on the importance of attendance on school website and in student planners ● Continue attendance policy/practice of letters home regarding number of tardies and absences ● Continue counselor contacts with chronic students ● Continue curbside reminders at pickup and drop off ● Continue attendance monitoring process ● Revisit attendance policy and refine as necessary	Nicolle Grimes	WSF Other	● LDS attendance data ● Take Home Thursday newsletters ● Attendance awards at quarterly assemblies ● Updated school website on attendance data ● Student planners

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Students are critical thinkers (Wellness Plan). 1.2b	2019 - 22 ● Continue to use the strategies of the Good Thinker's Toolkit ● Implement p4c strategies across content areas ● Set up peer modeling for new teachers i.e. Dr. Chad or Kailua HS resource	Alder Taylor	WSF Other (SEL Grant)	● p4c Day debrief minutes ● Student work products ● Student data from the KES Questioning Rubric ● Student survey/voice
Students are good citizens who feel safe, empowered, and able to use strategies to self advocate (Wellness Plan). 1.2b	2019-22 ● Continue to provide Choose Love program via weekly guidance classes ● Provide PD for sister schools and outside organizations to integrate the Choose Love concepts	Nicolle Grimes	Other (SEL Grant)	● Guidance lesson plans ● Student work products ● Discipline data ● Choose Love awards ● GLO data ● Teacher feedback ● Student survey/voice
Students are engaged in physical activities and make healthy choices (Wellness Plan). 1.2b	2019-22 ● Continue to provide opportunities for physical activities before, during and after school ● continue to implement lessons in varied physical education exercises through PE teacher ● Zero Waste Initiative 2020 - 21 ● Implement PE lessons with grade level integrated thematic approach	Christina Teramura	WSF	● Student participation data in before and after school activities ● P.E. lesson plans ● P.E. quarter grades ● Zero Waste data book
To build a community of understanding and connect Habits of	2019 - 20 ● Develop connectivity crosswalk of Habits of Mind, Choose Love, GLOs and Na Hopena A`o	Laurie Ines	WSF Other (SEL Grant)	● Completed crosswalk ● Lesson plans on awareness of the crosswalk in integrated units ● Walk-through data ● Student interviews

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Mind, Choose Love, GLOs, and Na Hopena A'o to address the needs of the whole child. 1.1, 1.2	• Teachers will design integration of crosswalk through creation of an integrated unit • Explore connections relating to classroom instruction to deepen understanding to fully engage in high quality educational opportunities. 2020 - 22 • Sustain community of understanding and connections • Teachers deliver integration of crosswalk through integrated units			
Students feel physically safe and supported in high quality learning environments. 1.2b	2019-20 • Continue to review and revise existing classroom floor plans to efficiently use physical space. • Continue to investigate creative learning spaces to create productive and conducive learning environments	Laurie Ines	WSF	• Floor plans • Minutes on space ideas

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Island/Vision **Desired Outcome** Objective 3: WELL-ROUNDED Ka`elepulu students are offered and engaged in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.	**Canoe Path** **Enabling Activities & School Year(s) of Activity**	**Navigator** **ART Accountable Lead(s)**	**Source of Funds**	**Tools of Navigation** **Define the relevant data used to regularly assess and monitor progress**
School-wide Systems for Data Collection to inform differentiated learning 1.3, 3.3b, 3.3e	2019-20 ● Continue data collection system with information on students current levels of achievement to inform instruction ● Use information in data sheets for plans to address individual student need. 2020-2022 ● Continue systems	Laurie Ines	WSF	● Data evidence ● Data Teams notes ● RtI meeting notes
Increase in math achievement by 3% annually through a balanced math curriculum that focuses on a growth mathematical mindset, daily explicit usage of SMPs and content	2019-20 ● Continue implementation of Ready Classroom/GoMath with fidelity ● Continue discussions on mathematical discourse through book talk and pd ● Utilize the data teams process to inform whole class instruction and RtI during collaboration time ● Teachers/Students host and plan math nights twice a year for parents to be involved in their child's learning ● Teachers utilize research-based	Laurie Ines	WSF Other (SEL Grant)	● Professional development log ● Walk-through data ● STAR Learning Walks ● Student work products ● Collaboration Notes ● iReady Data ● Teacher assessments ● Curriculum embedded assessments ● SBA results ● Data collection binders ● Parent night agenda and surveys ● Literature reflections

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development 1.3a	literature to improve practice 2020 - 22 ● Teachers continue to use data to inform whole class instruction and RtI ● Continue above practices			● Student survey/voice
Increase in ELA achievement by 2% annually through a balanced and blended literacy program 1.3a	2019 - 20 ● Teachers individually utilize the data teams process to inform whole class instruction and RtI ● Investigate a writing program or framework ● Refine Reading Buddy Program to support reading skills ● Refine ELA subject area into a KES curriculum 2020 - 21 ● Teachers continue to use data to inform whole class instruction and RtI ● Students engage in one integrated unit to strengthen Math, ELA, and Science/Social Studies ● Implement and monitor new reading and writing program(s) ● Students write to demonstrate CCSS writing across content areas 2021 - 22 ● Teachers continue to use data to inform whole class instruction and RtI ● Maintain new reading and writing	Laurie Ines	WSF	● Walk-through data ● STAR Learning Walks ● Student work products ● iReady Data ● Teacher assessments ● SBA results ● Curriculum embedded assessments ● Professional development log ● Data collection binders ● Collaboration notes ● Student survey/voice

	program(s) ● Students engage in integrated units to strengthen Math, ELA, and Science/Social Studies			
Strive for Science proficiency at 100% 1.3a	2019-20 ● Continue to provide opportunities to increase relevance of science content and skills in real world application ● Students engage in one integrated unit to strengthen Math, ELA, and Science/Social Studies 2020 - 22 ● Continue to provide opportunities to increase relevance of science content and skills in real world application ● Students engage in integrated units to strengthen Math, ELA, and Science/Social Studies	Roxanne Yamashiro	WSF	● Professional development log ● Created units ● Collaboration notes ● Walk-throughs ● STAR Learning Walks ● Student survey/voice ● Student work products
Ensure that each student's learning is personalized and informed by high quality data 1.3b	2019-20 ● Provide professional development on RtI and effective strategies as necessary ● Continue to use binders to collect data and schedule for academic RtI (identify, support, assess and respond) ● Continue to schedule regular review by designated people on school-wide student data ● Create model for behavioral RtI to include data on tardy and absent students 2020-22 ● Continue implementation of academic	Alder Taylor	WSF	● RtI data collection ● Professional development log ● SBA results ● iReady data ● Teacher formative data ● RtI meeting minutes ● RtI implementation logs ● Behavior matrix

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	and behavioral RtI			
A gifted and talented program that meets the needs of all identified students 1.3b	2019 - 20 ● Maintain implementation of GT process with yearly review of the program ● Create a model for GT inclusion ● Provide professional development on GT inclusion 2020-2021 ● Launch GT inclusion model 2021-2022 ● Continue GT inclusion	Laurie Ines	WSF	● Student survey/voice ● Student work projects ● Screening data ● Yearly review minutes ● Professional development log

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Island/Vision **Desired Outcome** Objective 4: PREPARED AND RESILIENT Ka`elepulu students transition successfully throughout their educational experiences.	**Canoe Path** **Enabling Activities & School Year(s) of Activity**	**Navigator** **ART Accountable Lead(s)**	**Source of Funds**	**Tools of Navigation** **Define the relevant data used to regularly assess and monitor progress**
Comprehensive transition plans 1.4	2019 - 22 ● Review existing plans and revise as necessary: ○ kindergarten ○ 6th grade for those moving on to Kailua Intermediate School ○ support for SpEd, 504, ELL and GT students ○ students new to the school ○ grade to grade end of the year ● Continue monitoring, revising and implementing plans to determine needs for removing/revising/adding any additional programs	Jo Moser	WSF	● Documented plans ● Transition Data/Partnerships ● Transition planning minutes ● Log of outreach activities ● Student survey/voice (Fly Up)

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Goal 2: Staff Success. **Ka`elepulu** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	**Rationale:**
Ka`elepulu Elementary School will: ● 2.1a Realign professional development resources to support student success. The aim is constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college, and community. ● 2.1b 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. ● 2.1d Provide support for new employees and those new to the school (refreshers for existing staff) to become effective. ● 2.1a, 2.1b Provide regular and structured experiences to raise teacher efficacy to include accountable moves by all. ● 2.1b, 2.1d Provide varied communication systems to keep all stakeholders informed KES Teacher Information Handbook	● With teachers who are trained in school driven initiatives, student achievement will increase. ○ By providing professional development in STAR Learning Walks, Choose Love, Mathematics, Science and integrated units, teachers are able to grow in their practice and increase student achievement ○ By providing professional development in RtI systems and GT inclusion, teachers can strengthen their professional practices to address the needs of all students. ○ New staff transitions will create a sense of belonging and reduce breaks in systems. ○ Strong positive teacher environments, create strong student learning environments. Strong classroom management provides students with the intellectual safety needed to thrive. ○ Informed stakeholders can make decisions for the school that best fulfill student need.

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Planning			Funding	Interim Measures of Progress
Island/Vision **Desired Outcome** Objective 1: FOCUSED PROFESSIONAL DEVELOPMENT Develop and grow employees to support student success and continuous improvement	**Canoe Path** **Enabling Activities & School Year(s) of Activity**	**Navigator** **ART Accountable Lead(s)**	**Source of Funds**	**Tools of Navigation** **Define the relevant data used to regularly assess and monitor progress**
Teachers utilize STAR Learning Walk tool to self-reflect and improve their teaching practice 2.1	2019-22 ● Continue to provide relevant opportunities for professional development in this area	Laurie Ines	WSF	● STAR Learning Walk tool data ● Teacher voice ● SQS
Teachers integration of Choose Love 2.1a	2019-22 ● Teachers integrate Choose Love into integrated units	Nicolle Grimes	WSF	● Professional development log ● Collaboration notes ● Walk-throughs ● Teacher survey/voice ● Created units
Teachers learn Ready Classroom curriculum and mathematical best practices	2019-20 ● Continue discussion on mathematical discourse in book talks and pd ● Continue discussion on problem solving	Laurie Ines	WSF	● Faculty meeting notes ● Walk-throughs ● STAR Learning Walks ● Teacher survey/voice

2.1a	2020-22 ● Continue to provide relevant opportunities for professional development on updates on curriculum			
Teachers apply NGSS in their classrooms 2.1.a	2019-20 ● Provide pd as needed on NGSS shifts ● Provide NGSS embedded template for creation of integrated units 2020-22 ● Continue to provide relevant opportunities for discussion in this area	Roxanne Yamashiro	WSF	● Professional development log ● Faculty meeting notes ● Walk-throughs ● STAR Learning Walks ● Teacher survey/voice ● Created units
Teachers design and implement integrated units of study to increase relevance, content, and skills in real world applications 2.1a	2019-20 ● Provide a template on integrated curriculum design ● Provide collab time in the development of units 2020-22 ● Classroom teachers implement one integrated unit to strengthen Math, ELA, and Science/Social Studies ● Support teachers implement their subject lessons with grade level integrated units in mind	Stephanie Taira	WSF	● Professional development log ● Created units ● Collaboration notes ● Walk-throughs ● STAR Learning Walks ● Teacher survey/voice
Teachers have a shared understanding of RtI to enable teachers to implement a school-wide RtI program 2.1b	2019-20 ● Provide/practice systemic academic RtI framework/model ● Create model for behavioral RtI to include data on tardy and absent students 2020-22 ● Continue to implement RtI frameworks	Alder Taylor	WSF	● Evidence of RtI in class ● RtI classroom logs ● RtI teacher schedule ● Teacher survey/voice ● PD agenda and evaluation

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Teachers gain knowledge about GT inclusion 2.1b	2019-20 ● Provide professional development on GT inclusion 2020-22 ● Full GT inclusion	Laurie Ines	WSF	● Evidence of GT Inclusion ● GT meeting notes ● GT lesson plans ● Teacher survey/voice ● PD agenda and evaluation
A program to welcome new teachers and ensure that they have the information and support they need to transition into the staff at Ka'elepulu 2.1d	2019 - 20 ● Continue transition plan for new staff (and refresher for existing staff) to include: ○ an assignment of a current staff mentor ○ a handbook that will consist of school discipline procedures, classroom expectations, grading expectations, communication systems, existing programs summaries, etc… ○ a documents folder for all important information/systems in the school 2020-22 ● Review and refine transition plan	Laurie Ines	Other N/A	● Documented plan ● Academic coaching notes ● Teacher survey/voice
Students perception of positive classroom management will increase, and staff will have a better understanding of our students' voices.	2019-20 ● Investigate root causes of student perceptions, especially in classroom management to address possible gaps in classroom and school behavioral management. ● Collect data on behavioral interventions, monitoring, and adjusting to inform behavioral RtI system.	Nicolle Grimes	WSF	● Collaboration minutes ● RtI data

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2.1a, 2.1b	2020-22 ● Review and revise above activities			
Teachers will create/maintain a culture of professional support and trust. 2.1a, 2.1b	2019-22 ● Engage in accountable practices in norms, agreements, assignments, positions, etc… with the support of administration ● Participate in team building activities to build professional cohesion.	Laurie Ines	WSF	● Faculty minutes ● Collaboration minutes
Teachers will be informed about class, group and school activities to help facilitate student learning and student voice. 2.1b, 2.1d	2019-22 ● Maintain communication systems of ○ GAFEs ○ THT ○ Morning Mana‘o ○ Faculty & staff newsletter ○ Website ● Review/revise/remove any existing communication systems not reaching a majority of appropriate stakeholders.	Laurie Ines	WSF	● Google docs, sheets, forms, calendar, etc… ● THT ● Morning Mana‘o ● Ka Leo ● Website

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

Outcome: By the end of three years,	**Rationale:**
Ka`elepulu Elementary School will: ● 3.1 Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals. ● 3.2 Secure adequate resources to support school and community-based plans for student success. ● 3.3 Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources	● In order for Ka`elepulu to successfully nurture and grow our students foundational supports must be systemic and adaptable. ● 3.2.b and 1.1.3b - Seeking PTSA support in staffing and programs will support student success and foster community (SSSI 2). PTSA currently supports our Art, Music and PE positions. They also contribute to many different programs to support student success. With continued support, Ka`elepulu can offer programs to include the arts leading to a well-rounded student. ● 3.1b, 3.3a/b/d - Refining our ART and ILT processes will promote student learning and steward our resources wisely (SSSI 2 and 12). As Ka`elepulu is a small school, teachers sit on several teams (ILT, ART, Collab, etc….). Because teachers have so many responsibilities, some of the systems have been muddled and need to be restored for proper functioning. ● 3.3b, 3.3e Creating a School-wide Systems for Data Collection to inform differentiated learning will ensure that all stakeholders have the information they need to make the best decisions for our students. Timely and user-friendly data will support strategic decision-making and accountability for student success.

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Planning			Funding	Interim Measures of Progress
Desired Outcome (Island/Vision)	**Enabling Activities & School Year(s) of Activity (Canoe Path)**	**ART Accountable Lead(s) (Navigator)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress (Tools of Navigation)**
Continue to close the achievement gap and improve student achievement through sharing of successful programs. 3.1a	2019-22 ● Continue sharing Choose Love program with the greater community	Nicolle Grimes	WSF	● Agendas from sharing opportunities ● Conference attendance and feedback
School-wide culture of continuous improvement 3.1b	2019-22 ● Continue to implement Instructional Leadership Team to support identified powerful instructional practices ● Continue to implement Academic Review Team to support school based needs	Laurie Ines	WSF	● Continuum Rubrics

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Communication improvement to promote understanding and engagement of stakeholders 3.2b	2019-22 ● Maintain timely web presence to communicate achievements and challenges to engage school and communities ● Plan and implement content area education events (parent nights and the like) ● Continue to nurture/build/seek Partnerships to engage stakeholders	Jamie M Dela Cruz	WSF	● Surveys ● SQS
Efficient and effective system to develop, implement, and monitor Academic and Financial Plans 3.3a	2019-22 ● Provide safe practice in responsibilities for ART Team ● Reflect/Refine	Laurie Ines	WSF Other	● Self Assessment ● Continuum Rubrics ● On-going growth and development of data/purpose driven AcPlan
School-wide Systems for Data Collection to inform differentiated learning 3.3b, 3.3e, 1.3	2018-19 ● Create data collection system with information on students current levels of achievement ● Use information in data teams for plans to address individual student need.	Laurie Ines	WSF	● Binders ● iReady Data ● Data Teams notes ● RtI meeting notes