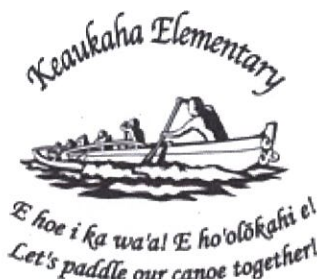




# Three-Year Academic Plan 2017-2020 REVISED



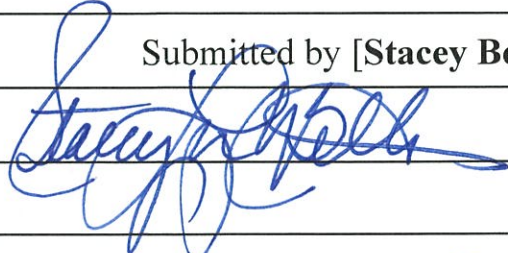
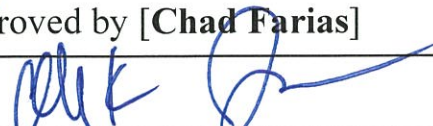
## Keaukaha Elementary School

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Submitted by [Stacey Bello]	Date
	3-8-2019
Approved by [Chad Farias]	Date
	3/15/19

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

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

### Where are we now?

**Based on the February 2019 WASC Self-Study, the following needs or areas of concerns have been identified.**

### Summary of Data, Root Causes and Priorities:

#### Summary of Data:

1. Demographic Data
  - The Native Hawaiian population continues to be the highest ethnicity.
  - IDEA population has been consistent at 18-19% over the years.
  - The Low SES population is above 60%, although the accurate percentage is questionable due to our CEP status.
  - Average daily attendance is at 95% over the years.
  - Chronic absenteeism average is at 10% over the past five years.
  - Chronic absenteeism, at 10%, is better than the Complex Area (14%) and State (13%).
  - Class D offenses continue to have the highest amount of incidents over the years.
  - Male students are responsible for about two to three times the discipline incidents when compared to female students.
  - School staff have been fairly stable over the years.
2. Student Achievement Data
  - 2018 SBA data shows ELA at 40%, Math at 37% and Science at 57%.
  - 2018 SBA data shows 79% of Non-High Needs students demonstrated proficiency in ELA, while only 34% of High Needs students demonstrated proficiency.
  - 2018 SBA data shows 72% of Non-High Needs students were proficient in Math, while only 31% of High Needs students demonstrated proficiency.
  - 2018 SBA data shows 70%+ of low SES students did not meet proficiency in ELA and Math.
  - For two years in a row, no IDEA student met proficiency in ELA; only two IDEA students met in Math.
  - An improvement of 11% (48% to 59%) was evident in 3<sup>rd</sup> graders reading near, at or above grade level when compared to the previous year.
  - I-Ready longitudinal data shows growth over the years.
  - In 2017-2018, I-Ready Tier I students moved from 15% to 52% in Reading and 14% to 58% in Math.
  - 2018 DIBELS data shows grades K-3 students struggling in basic foundational reading skills.
  - Reading fluency data indicates that 60% of 3<sup>rd</sup> grade students are reading fluently, while three grade levels are around 50% and two are below 50% as of November.
  - 100% of grade 6 students have been promoted to the intermediate level; 0% of students were retained in grades K-6.
  - Students consistently show improvements in all GLO areas throughout the year.

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

<p>y</p> <ul style="list-style-type: none"> <li>• International Baccalaureate (IB) Authorization</li> <li>• Other</li> </ul>	<ol style="list-style-type: none"> <li>3. Perception Data <ul style="list-style-type: none"> <li>• Overall perception of Keaukaha Elementary is positive in all three SQS role groups: students, parents and staff.</li> <li>• SQS data shows Parent Involvement/Engagement at a 78.2%.</li> <li>• TRIPOD overall scores have been consistent for the past four years.</li> <li>• Care continues to be the highest TRIPOD area averaging 90%, while Control continues to be the lowest at 50%.</li> </ul> </li> </ol> <p><b><u>Possible Contributing/Root Causes:</u></b></p> <ol style="list-style-type: none"> <li>1. Demographic Data <ul style="list-style-type: none"> <li>• There are no concerns for demographic data at this time.</li> </ul> </li> <li>2. Student Outcome Data <ol style="list-style-type: none"> <li>a. A large gap exists between the SBA proficiency levels of Non-High Needs and High Needs students.</li> <li>a. SBA data shows 70%+ of low SES students did not meet proficiency in ELA and Math.</li> <li>a. Over the past two years, no IDEA student met proficiency in ELA; only two IDEA students met in Math. <ol style="list-style-type: none"> <li>i. Classroom instruction is not being tailored or adjusted to the various learners on campus in the form of differentiation.</li> <li>ii. Specially designed instruction is not occurring for special education students.</li> <li>iii. Limited understanding of what best practices to use with students of low SES background.</li> <li>iv. Not all classroom teachers hold the same high expectations of all students nor do all believe that every learner can learn.</li> </ol> </li> <li>b. DIBELS data shows grades K-3 students struggling in basic foundational reading skills. <ol style="list-style-type: none"> <li>i. The mandated Reading Wonders program does not teach basic reading skills to the extent necessary.</li> <li>ii. Phonics and Phonemic Awareness is not being taught in the primary grade levels.</li> </ol> </li> </ol> </li> <li>3. Perception Data <ol style="list-style-type: none"> <li>a. SQS data shows Parent Involvement/Engagement at a 78.2%. <ol style="list-style-type: none"> <li>i. Not all parents are aware of the school's parent group, Hui 'Ohana o Keaukaha.</li> <li>ii. Not all parents are aware that they can volunteer in their child's classroom.</li> <li>iii. Not all grade levels organize fundraising efforts for parents to participate in.</li> </ol> </li> </ol> </li> </ol> <p><b><u>Prioritize the Major/Common Contributing/Root Causes:</u></b></p> <ol style="list-style-type: none"> <li>1. Student Outcome Data <ol style="list-style-type: none"> <li>a. Implement Enhanced Core Reading Instruction (ECRI) in all classes in grades K-2 to address concerns of Phonics and Phonemic Awareness.</li> <li>b. Provide multiple professional development opportunities in differentiation for all staff.</li> <li>c. Provide multiple professional development opportunities in specially designed instruction for special education staff.</li> </ol> </li> </ol>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

d. Continued emphasis on having a growth mindset and high expectations for all.

2. Perception Data

- a. Continuously communicate the various opportunities families have to become involved in our school (e.g. volunteer work, parent group, principal monthly meetings, career day, etc.) through monthly newsletters and other correspondence.

**The following matrix highlights the schoolwide identified Areas of Growth and Challenges as determined by the work of the WASC Focus Groups:**

Category A	Category B	Category C	Category D	Category E
<b>Organization: Vision and Mission, GLOs, Governance, Leadership and Staff, and Resources</b>	<b>Standard-Based Student Learning: Curriculum</b>	<b>Standard-Based Student Learning: Instruction</b>	<b>Standard-Based Student Learning: Assessment and Accountability</b>	<b>School Culture and Support for Student Personal and Academic Growth</b>

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

	<ul style="list-style-type: none"> <li>• There is a need for consistent use of a GLO rubric to evaluate the degree to which the school ensures student performance and alignment across grade levels.</li> <li>• To show depth of the vision and mission, there is a need for a clear measurable indicator of stakeholders understandings. Consider surveying students, parents, as well as the SCC board about their understanding of both.</li> <li>• To build a more effective professional development process, components of follow up, feedback, and reflection are necessary to</li> </ul>	<ul style="list-style-type: none"> <li>• Take a closer look at all programs used as part of the ELA and Math curriculum.</li> <li>• Investigate additional program options to supplement what is currently in place to target the needs of our students in both Math and ELA.</li> <li>• Address the lack of movement or growth for students identified as Special Education and Low SES.</li> <li>• Provide on-going professional development and support for teachers and staff (educational assistants and tutors) to focus on the needs of our struggling learners.</li> <li>• Strengthen our inclusion model</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiating instruction to meet our individual student needs is inconsistent.</li> <li>• Teachers attempt to provide students with voice and choice, however, the attempts are infrequent as the class is mostly teacher-centered.</li> <li>• A larger variety of activities should be used to support the different learning styles of students.</li> <li>• Teachers and support staff are emergent at clearly explaining the learning targets, explaining the standards/expected performance levels, and informing students of what they need to do to meet these expectations beforehand in each content area.</li> <li>• Teachers are open and willing to learn more about how to effectively use students' feedback to drive and adjust instruction, but still struggle with differentiating and</li> </ul>	<ul style="list-style-type: none"> <li>• Providing meaningful, descriptive feedback to students during the learning process.</li> <li>• Implementing student involvement practices (self-assessment, reflecting, and goal-setting) in daily instruction.</li> <li>• Effectively use assessment data and intervention process to make decisions to modify instructional practices to supplement the core programs and support student needs.</li> <li>• Develop a measurable process to support students in the development of the GLOs.</li> </ul>	<ul style="list-style-type: none"> <li>• KES needs to address differentiation, accommodation and modification, and specially designed instruction to address students with diverse needs.</li> <li>• Brainstorm ways to communicate the importance of General Learner Outcomes (GLOs) to our families and community to help them better understand.</li> <li>• Provide more opportunities for diverse learning that allow students to explore what our community has to offer.</li> <li>• Provide more career exploration to help students plan for their future.</li> </ul>	
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>improve growth in both teachers and students. Consider implementing frequent teacher and EA surveys to identify personal areas of growth.</p> <ul style="list-style-type: none"> <li>Due to a change this year, bi-weekly analyzation of data during data teams and planning times are not as effective as it was in year's past. Consideration could be given to revisit other possible solutions so that instructional time and planning time are beneficial to all.</li> </ul>	<p>to improve achievement levels for our varied learners.</p> <ul style="list-style-type: none"> <li>No consistent schoolwide Science or Social Studies curriculum exists at the time.</li> </ul>	<p>adjusting instruction to meet the needs of all students in the classroom.</p>			
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

### Addressing Equity: SubGroup 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.

#### Low SES Subgroup

##### SBA Proficiency Percentage – English Language Arts

LOW SES - ELA	2014-2015	2015-2016	2016-2017	2017-2018
Yes - Proficient	25.4% (n=45)	38.7% (n=75)	33.2% (n=63)	30.5% (n=46)
No - Not Proficient	74.6% (n=132)	61.3% (n=119)	66.8% (n=127)	69.5% (n=105)

##### SBA Proficiency Percentage – Math

LOW SES - Math	2014-2015	2015-2016	2016-2017	2017-2018
Yes - Proficient	26.6% (n=47)	32.5% (n=63)	30.5% (n=58)	27.3% (n=41)
No - Not Proficient	73.4% (n=130)	67.5% (n=131)	69.5% (n=132)	72.7% (n=109)

##### HSA Proficiency Percentage – Science

LOW SES - Science	2014-2015	2015-2016	2016-2017	2017-2018
Yes - Proficient	69.1% (n=29)	40.7% (n=22)	43.4% (n=23)	50.0% (n=24)
No - Not Proficient	30.9% (n=13)	59.3% (n=32)	56.6% (n=30)	50.0% (n=24)

- Percentage of low SES students meeting proficiency decreased over the past three years in ELA and Math.
- In 2017-2018, 70%+ of low SES students are not meeting proficiency in ELA and Math.
- There's been a steady improvement in Science proficiency over the past three years.



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

### IDEA Subgroup

#### SBA Proficiency Percentage – English Language Arts

IDEA - ELA	2014-2015	2015-2016	2016-2017	2017-2018
Yes - Proficient	5.3% (n=2)	2.0% (n=1)	0%	0%
No - Not Proficient	94.7% (n=36)	98.0% (n=48)	100% (n=53)	100% (n=44)

#### SBA Proficiency Percentage – Math

IDEA - Math	2014-2015	2015-2016	2016-2017	2017-2018
Yes - Proficient	0%	0%	3.8% (n=2)	4.6% (n=2)
No - Not Proficient	100% (n=38)	100% (n=49)	96.2% (n=51)	95.4% (n=42)

#### HSA Proficiency Percentage – Science

IDEA - Science	2014-2015	2015-2016	2016-2017	2017-2018
Yes - Proficient	40.0% (n=4)	6.7% (n=1)	12.5% (n=2)	9.1% (n=1)
No - Not Proficient	60.0% (n=6)	93.3% (n=14)	87.5% (n=14)	90.9% (n=10)

- In 2014-2015 and 2015-2016, no IDEA student met proficiency in Math.
- In 2016-2017 and 2017-2018, only 2 students met proficiency in Math each year.
- In 2016-2017 and 2017-2018, no IDEA student met proficiency in ELA.
- Only 1 of 10 IDEA students in grade 4 met proficiency in Science during the 2017-2018 school year.



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

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

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Stacey Bello, Principal	1. ART Lead, Parent & Community Involvement Lead
2. Harold Mizuno, Data Team Coach	2. Data Teams Lead, Formative Instruction Lead
3. Gale Taum, Student Services Coordinator (SSC)	3. Multi-Tiered Support System (MTSS) Lead
4. Loke Kamanu, Common Core Coach (Grades PreK- 2)	4. English Language Arts (ELA) Lead, Academic Coach (Preschool-2)
5. Tina Miyataki, Common Core Coach (Grades 3-4)	5. Math Lead, Academic Coach (Grades 3 & 4)
6. Lei Fa'anunu, Common Core Coach (Grades 5-6)	6. Health & Wellness Lead, Academic Coach (Grades 5 & 6)
7. Donna Foster, Classroom Teacher	7. S.T.E.M./S.T.E.A.M. Lead
8. Wendi Kimura, Classroom Teacher	8. Mentoring & Supports Lead
9. Janel Masuhara, Multi-Media Facilitator	9. Multi-Media Lead

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

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

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

Outcome:	Rationale:
<p>1. Identify school wide instructional practices and expectations to improve student achievement.</p> <p>2. Strengthen school wide Multi-Tier Support Systems/Intervention practices to close the achievement gap between high and non-high needs students.</p> <p>The Smarter Balanced Assessment (SBA) literacy rate for Grade 3 students will increase from:</p> <ul style="list-style-type: none"> <li>59% to 65% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>40% to 46% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>37% to 45% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Hawaii State Assessment (HSA) Science proficiency rate for Grade 4 students will increase from:</p> <ul style="list-style-type: none"> <li>57% to 64% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul>	<p><u>Student Achievement Data Concerns:</u></p> <ol style="list-style-type: none"> <li>1. 2017-2018 SBA Reading results are at 40% and Math is at 37%.</li> <li>2. I-Ready data continues to show students in Tier III in both Reading and Math at the end of the school year.</li> <li>3. Achievement gap between high needs and non-high needs continue to grow.</li> <li>4. Special Education students are not demonstrating proficiency on SBA testing in both areas of ELA and Math.</li> <li>5. Low SES students are demonstrating proficiency on SBA testing at a limited rate.</li> </ol>

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

<p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for Low SES students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>31% to 40% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Low SES students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>27% to 35% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>By the end of SY 2019-2020, 80% of our special education students will receive special education services in the general education class for 80% or more of the school day as measured by eCSSS.</p> <p>3. Implement school wide behavior expectations and a positive behavior incentive program to promote a positive school climate.</p> <p>By the end of SY 2019-2020, 9% or less of our students in Kindergarten through Grade 6 will have 15 or days absent during the school year.</p> <p>By the end of SY 2019-2020, 85% of our students will report a positive school climate as measured through the TRIPOD survey, but reported on the SQS.</p>	<p><u>Student Behavioral Data:</u></p> <p>1. Although it is a low amount, discipline referrals continue to be submitted.</p> <p>a. Disciplinary issues occur during non-structured times and resource times.</p>
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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress

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

<p>The Smarter Balanced Assessment (SBA) literacy rate for Grade 3 students will increase from:</p> <ul style="list-style-type: none"> <li>59% to 65% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>40% to 46% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>37% to 45% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Hawaii State</p> <p>[Keaukaha Elementary]</p>	<p style="text-align: center;"><b><u>COMMON CORE - ELA</u></b></p> <p><b><u>Year 2: 2018-2019</u></b></p> <p><b><u>Year 3: 2019-2020</u></b></p> <p><b>READING WONDERS:</b></p> <ul style="list-style-type: none"> <li>Provide professional development in Wonders for grades K-6 to update for new program upgrades, technical enhancements, and developments made to the program</li> <li>Develop/adopt and utilize common formative assessments and rubrics (reading, writing, comprehension) to measure where students are performing in relation to Common Core ELA standards</li> <li>Provide planning time to revise and map pacing guides that reflect rigorous ELA learning opportunities for students.</li> <li>Provide planning time within the school day for teachers to Pace and/or diary map learning activities weekly that students participate in throughout the year to make adjustments that help improve student success in ELA components.</li> <li>Purchase Reading Materials for PreK-6 students in core program and extended reading activities.</li> </ul> <p><b>ECRI:</b></p> <ul style="list-style-type: none"> <li>Purchase and implement ECRI for K-2 to help build strong reading foundational skills.</li> <li>Provide for teacher training in ECRI Program for grades K-2</li> <li>Provide for PLC following ECRI observations to discuss and dissect student &amp; teacher data gathered</li> </ul> <ul style="list-style-type: none"> <li>Teachers will review data to evaluate challenged student progress and make adjustments as necessary to instructional</li> </ul>	<p style="text-align: center;">Loke Kamanu</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: Impact Aid <input type="checkbox"/> N/A</p>	<p>i-Ready Diagnostic Data (Beginning, Middle, Final)</p> <p>DIBELS Reading Data (Grades K-3)</p> <p>Pacing Guides as prepared on Wonders Teacher</p> <p>Professional Development Agenda &amp; Sign-In Sheets</p> <p>Grade Level/ Academic Coaches Observation</p> <p>Monitoring Logs reflecting on student/ teacher successes and needs</p> <p>Yr. 2 Reading Wonders shared grade level data</p> <p>Yr.3:</p>
	<p>Academic Plan</p>	<p>Page   12</p>	<p>Version</p>	<p>[6] [3/4/2019]</p>



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

<p>Assessment (HSA) Science proficiency rate for Grade 4 students will increase from:</p> <ul style="list-style-type: none"> <li>57% to 64% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA)</p>	<p>strategies, modifications, accommodation, and assignments including tier III programs to help ELA progress (examples: Wonderworks and Phonics for reading)</p> <ul style="list-style-type: none"> <li>Provide on-going training in ELA as necessary to teachers that may include inclusion instructional strategies, differentiation, high expectations, and growth mindset in instruction to help student success</li> <li>Coaches (data, academic, grade level) will share in discussion with grade levels to help make decisions for all students' progress</li> </ul> <p style="text-align: center;"><b><u>COMMON CORE - ELA</u></b></p> <p>All K-6 students will be screened and practice in weekly reading activities to build their fluency, vocabulary, and comprehension in reading.</p> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>Monitor K-3 students' progress in foundational reading skills using DIBELS Benchmark and progress monitoring protocol</li> <li>Students will set fluency goals following their cold read</li> <li>Students will track the progress of their goals set</li> <li>A comprehension component shall be added to fluency reading program at second semester.</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>K-6 will continue with monitoring of fluency building of reading skills and measure progress using program and DIBELS protocol</li> <li>K-6 will use a variety of genre to improve reading fluency</li> </ul>	<p style="text-align: center;">Loke Kamanu</p>	<p>X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: Kamehameha Grant <input type="checkbox"/> N/A</p>	<p>Grade Level Fluency Data monitored K-6</p> <p>Reading Wonders Assessment Data</p> <p>i-Ready Diagnostic Data (Beginning, Middle, Final)</p> <p>DIBELS Data (Grades K-3)</p> <p>Year 2 &amp; 3 Student recorded data on fluency</p> <p>Bi-Monthly submissions to teachers on student progress in fluency</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>ELA proficiency rate for Low SES students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>31% to 40% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Low SES students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>27% to 35% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>By the end of SY 2019-2020, 80% of our special education students will receive special education services in the general education class for 80% or more of the school day as measured by eCSSS.</p>	<p style="text-align: center;"><b><u>COMMON CORE - ELA</u></b></p> <p>All classroom teachers will build time (15-20 minutes) for S.U.R.F. (Silent Uninterrupted Reading for Fun) or READ ALOUDS into their daily schedule in an effort to support student's love of reading, build fluency, increase vocabulary and improve overall comprehension of printed text and genre.</p> <p><b><u>Year 2: 2018-2019</u></b></p> <p>Grade 3-6 students will begin to self-monitor their SURF materials and intermittently submit summaries of reading. Classrooms will alternate between Silent Uninterrupted Reading for Fun and Silent Uninterrupted Writing for Fun (SUWF) beginning the 1st quarter.</p>	<p style="text-align: center;">Loke Kamanu</p>	<p> <input type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other:                      Impact Aid  <input type="checkbox"/> N/A                 </p>	<p>Weekly Grade Level Fluency Data</p> <p>Weekly Teacher Schedules indicate dedicated time to S.U.R.F./Read Aloud and SUWF activities</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>COMMON CORE - ELA</u></b></p> <p>A Schoolwide Reading Challenge will be established yearly to inspire and motivate students to set goals and read books at their lexile level.</p> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>• Set personal, classroom, &amp; school wide goals.</li> <li>• Create motivating incentives, one per semester, with student and teacher input</li> <li>• Student Showcase for Grades Pre-K to 6th.</li> <li>• Create book swap opportunities.</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>• Set personal, classroom and schoolwide goals with follow-up.</li> <li>• Create and survey students regarding incentives that they would want and share with teachers.</li> <li>• Student Showcase for Grades Pre-K to 6th in March and invite parents to attend.</li> <li>• Continue book swap opportunities.</li> </ul> <ul style="list-style-type: none"> <li>• Update all classroom libraries to provide students with a variety of reading material within their classrooms</li> </ul>	<p>Lei Fa'anunu</p>	<p> <input checked="" type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other:                      Impact Aid  <input type="checkbox"/> N/A                 </p>	<p>Weekly Book Totals submitted by classroom teachers.</p> <p>Totals posted on Keaukaha School Wide Reading Thermometer in cafeteria</p> <p>Student survey results</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>COMMON CORE - ELA</u></b></p> <p>Students in grades K-2 will utilize Smarty Ants at least twice a week for at least 30 minutes each session to help increase their phonics and reading scores when assessed with protocol.</p> <p>Students in grades 3- 6 will utilize Achieve 3000 twice a week for at least 45 minutes each session to improve their Lexile scores in informational text.</p>	<p style="text-align: center;">Loke Kamanu</p>	<input type="checkbox"/> WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: Impact Aid <input type="checkbox"/> N/A	<p>Achieve 3000 Usage Data</p> <p>Smarty Ants Usage &amp;Level Data</p> <p>Achieve3000 student / class data for Smarty Ants</p> <p>DIBELS Progress Monitoring/BM</p>
	<p style="text-align: center;"><b><u>COMMON CORE - WRITING</u></b></p> <p>Integrate the Writing Process Stages into curricula as a way for student internalization of the content</p> <ul style="list-style-type: none"> <li>● Use of TEC (Topic, Evidence, Conclusion) paragraph design with reading and math responses</li> </ul> <p>Provide instruction and guidance to students in the formative instruction process:</p> <ul style="list-style-type: none"> <li>● Self-assess based on text type rubrics;</li> <li>● Use and provide revision feedback to peers; and</li> <li>● Use and provide editing feedback to peers.</li> </ul> <p>Full implementation of the Writing Process Stages into curricula as a way for student internalization of the content</p> <ul style="list-style-type: none"> <li>○ Use of TEC (Topic, Evidence, Conclusion) paragraph design to strengthen content knowledge</li> </ul>	<p style="text-align: center;">Harold Mizuno</p>	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: Impact Aid <input type="checkbox"/> N/A	<p>Data Team Minutes</p> <p>Data Team Writing Data</p> <p>Writing Process Vertical Alignment</p> <p>Calibrated student work samples with teacher commentary</p> <p>Vertically-aligned Writing Process and text typed rubrics</p>

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

	Facilitate active self-assessing, using and providing revising and editing feedback to peers that supports writing instruction, setting goals, self-reflecting, and monitoring and tracking progress in all curricula.			
	<p style="text-align: center;"><b><u>COMMON CORE - MATH</u></b></p> <p>Teachers in grades K-6 will continue to implement the Math programs of Stepping Stones (gr. K-5) &amp; GoMath (gr. 6) and participate in the following:</p> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>• Implement revised/updated pacing guides and diary maps to make necessary changes to enhance the core program</li> <li>• Provide Professional Development and materials for additional math opportunities</li> <li>• Opportunities to develop/adopt and utilize common formative assessments and rubrics to measure and analyze where students are performing in relation to Common Core Math standards.</li> <li>• Purchase new contract and materials for Stepping Stones program</li> <li>• Continue vertical alignment of math concepts with math committee (i.e. fractions)</li> <li>• Start investigation and discussion for a new math program</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>• Implement revised/updated pacing guides and diary maps to make necessary changes to enhance the core program</li> </ul>	Tina Miyataki	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: Impact Aid <input type="checkbox"/> N/A	i-Ready Diagnostic Data (Beginning, Middle, Final)  Stepping Stones Math Pre and check up data  Data and Planning Team Meeting minutes  Updated Pacing guides and diary maps  Teacher sign-in and sharing with faculty (Faculty meeting agenda/notes)  Teacher observations

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

	<ul style="list-style-type: none"> <li>• Provide Professional Development and materials for additional math opportunities</li> <li>• Continue vertical alignment of math concepts with math committee (i.e. decimals)</li> <li>• Continue investigation and discussion of a new math program or decide on a new program</li> <li>• Provide specific professional development on Stepping Stones to enhance the program</li> </ul>			Math Committee minutes
	<p style="text-align: center;"><b><u>COMMON CORE - MATH</u></b></p> <p>Students in grades PreK-6 will utilize the computer based program IXL for additional practice with math concepts, skills, and fluency.</p> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>• All teachers will review IXL data with grade level teams during planning time to drive instruction</li> <li>• Math Lead will monitor IXL data and make recommendations to help increase math achievement</li> <li>• Math Lead to keep in contact with teachers and IXL for any professional development</li> <li>• Provide professional development if needed</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>• All teachers will review program data and discuss benefits of program for future use</li> <li>• ART will also review program data and discuss benefits of the program for future use</li> <li>• Math Lead to keep in contact with teachers and IXL for any professional development and provide professional development if needed</li> </ul>	Tina Miyataki	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other: Impact Aid <input type="checkbox"/> N/A	IXL Weekly/Monthly data  i-Ready Diagnostic Data (Beginning, Middle, Final)  Math Committee minutes

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

	<p style="text-align: center;"><b><u>COMMON CORE - MATH</u></b></p> <p>All students will practice weekly math fluency and vocabulary activities to improve their math foundational skills.</p> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>Teachers will provide weekly fluency/vocabulary activities, monitor progress, and provide intervention for students</li> <li>Teachers will set monthly goals with students and celebrate their success</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>Teachers will do bell work or some kind of review to maintain previously taught skills</li> <li>Teachers will continue to provide weekly fluency/vocabulary activities, monitor progress, and provide intervention for students</li> <li>Teachers will continue to set monthly goals with students and celebrate their success</li> </ul>	<p style="text-align: center;">Tina Miyataki</p>	<input type="checkbox"/> WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: Kamehameha Grant <input type="checkbox"/> N/A	<p>Classroom math fluency/vocabulary Data</p> <p>i-Ready Diagnostic Data (Beginning, Middle, Final)</p> <p>Math Committee minutes</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>MTSS - ACADEMIC:</u></b></p> <p>Utilize i-Ready as the school's Universal Screener in the beginning, middle, and end of the year. Diagnostic assessment data will be analyzed and used to determine student needs and appropriate interventions. Primary, secondary and tertiary supports will be adjusted as a result of the universal screener.</p> <p>Utilize i-Ready as a Tier 1 support for Reading and Math, at least 20 minutes daily, for all students. Utilize iReady as a Tier 2 &amp; 3 support for students who need additional support for reading and / or math.</p>	Gale Taum	<input type="checkbox"/> WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>All students complete iReady Diagnostic in the beginning of the year, middle of the year, end of the year</p> <p>Analysis of iReady data (Data Team Minutes, Faculty Meeting sign in)</p> <p>Increase in scores on iReady. Increase number of students at or above grade level (green) and decrease number of students 2 grade levels below (red).</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>MTSS - ACADEMIC:</u></b></p> <p>Provide training and implement &amp; monitor practices on inclusive instructional classroom practices (Inclusion, Differentiation &amp; Specially Designed Instruction) for Special Education &amp; Disadvantaged students with the support of the general education teacher, special education teacher, ELL Teacher and other personnel resources on campus.</p> <p>Continue participation in Hui Pu, Inclusion Cadre 3.</p> <p>Monitor the effectiveness of targeted interventions in Tiers I, II and III to reduce the achievement gap between “low needs” students and “high needs” students (particularly SPED and low SES)</p>	Gale Taum	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Increase in SBA scores in ELA and Math for students who are identified as :</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• ELL</li> <li>• Disadvantaged</li> </ul>
	<p style="text-align: center;"><b><u>MTSS - ACADEMIC:</u></b></p> <p>Based on I-Ready Universal Screening data and other student achievement data, identify students who are in need of assistance (academic, behavioral, emotional and social concerns) and ensure supplementary instruction is provided to all students with identified needs.</p> <ul style="list-style-type: none"> <li>• in the classroom daily</li> <li>• during the school day (45 minute Intervention- Enrichment block 2 - 3 days per week)</li> <li>• after the school day (tutoring services=1.5 hours/day at 3 days/week for 17-18 days per quarter)</li> <li>• 5-week Summer Extended Program at 4 hours per day @ 4 days per week</li> </ul>	Gale Taum	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: Kamehameha Grant <input type="checkbox"/> N/A	<p>Attendance rosters from Extended day, Summer Extended Program</p> <p>Increase in iReady scores</p>

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

	<p style="text-align: center;"><b><u>MTSS - BEHAVIOR:</u></b></p> <p>Implement and monitor school wide behavior expectations and a positive behavior incentive program to promote a positive school climate.</p> <ul style="list-style-type: none"> <li>• Strengthen implementation of the school wide program of HERO with fidelity.</li> <li>• Encourage and enforce implementation of schoolwide behavioral expectations through the continued implementation of the Second Steps program and a School wide Behavioral Matrix.</li> <li>• Monitor classroom management practices on campus.</li> <li>• Recognize positive student behaviors.</li> <li>• Implement a behavioral screener</li> </ul> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>• Provide weekly / monthly / quarterly / year end incentives for positive student behaviors</li> <li>• Based on data create / implement Behavior Support Plans for identified students &amp; create / implement counseling groups for identified students.</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>• Revise BSP's for targeted students, utilizing positive interventions.</li> </ul>	Kristin Spear	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Decrease in student referrals  Increase implementation of HERO program  Utilization of Universal Behavioral Screener
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>MTSS - ACADEMIC &amp; BEHAVIOR SUPPORTS</u></b></p> <p>Provide a variety of well-rounded learning and engagement opportunities for students during and/or after the school day:</p> <ul style="list-style-type: none"> <li>• Guidance - Second Steps</li> <li>• Library</li> <li>• P.E.</li> <li>• Art Classes</li> <li>• ‘Olelo - Hawaiian Language</li> <li>• S.T.E.M</li> <li>• ‘Ike Hawai’i</li> <li>• Robotics</li> <li>• Media Club - Ka Leo Pono</li> <li>• Dance/Hip Hop</li> <li>• ‘Ukulele Band</li> <li>• Hula</li> <li>• Sports/Physical Activities</li> <li>• Cheer Club</li> <li>• Chess Club</li> <li>• Computer Classes</li> </ul>	Stacey Bello	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Student activities enrollment sheets</p> <p>Student surveys results</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>DATA TEAMS:</u></b></p> <p><b><u>Year 2: 2018-2019</u></b></p> <p>Facilitate bi-weekly grade level data teams to:</p> <ul style="list-style-type: none"> <li>• Identify learning targets, share effective instructional strategies, develop CFAs and corresponding rubrics, analyze student results/data;</li> <li>• Determine students' strengths and areas of need in relation to the standards being addressed.</li> <li>• Provide direct instruction to teachers in instructional implementation and refinement</li> <li>• Continue to vertically align reading and math concepts and skills through instructional strategies in a centralized Data Team location on campus.</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>• Integrate research-based instructional strategies into core curriculum to strengthen and refine instruction based on the students' areas of need.</li> <li>• Extend the implementation of instructional strategies that will most impact student achievement based on the deep dive of data analysis.</li> <li>• Sustain data team collaboration through team members taking on roles to facilitate, manage data, and the record instructional strategies.</li> </ul>	Harold Mizuno	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	ART Progress Monitoring Tool (Google Drive)  ART Meeting Minutes (Google Drive)  Data Team Meeting Minutes Form (Google Drive)  Excel data spreadsheets (Google Drive)  Stepping Stones, Reading Wonders (2017 version gr. 3-6), GoMath curriculum guides
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>FORMATIVE INSTRUCTION:</u></b></p> <p><b><u>Year 2: 2018-2019</u></b></p> <p>Record, chart, and analyze data prior to scheduled data team meeting:</p> <ul style="list-style-type: none"> <li>• Stepping Stones/GoMath Module Assessment Spreadsheets</li> <li>• Reading Wonders Assessment Spreadsheets</li> <li>• Data Teams forms in Google Drive</li> </ul> <p>Utilize on-going assessments and diagnostic information to make informed instructional decisions and selection of strategies to support effective formative instruction.</p> <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• I-Ready</li> <li>• Achieve 3000</li> <li>• Reading Wonders</li> <li>• Stepping Stones</li> <li>• Go Math</li> <li>• CFAs</li> </ul> <p>Provide multiple opportunities, instruction, and guidance for students in the formative instruction process to include:</p> <ul style="list-style-type: none"> <li>• Self-assessing;</li> <li>• Using feedback that supports learning;</li> <li>• Setting goals;</li> <li>• Self-reflecting; and</li> <li>• Monitoring and tracking progress of their learning in both academics and behavior (GLOs and SMPs).</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <p>Establish and implement team roles:</p>	<p>Harold Mizuno</p>	<p>X WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>ART Progress Monitoring Tool (Google Drive)</p> <p>ART Meeting Minutes (Google Drive)</p> <p>School-Wide Data Spreadsheet</p> <p>Data Team Meeting Minutes Form (Google Drive) Excel data spreadsheets (Google Drive)</p> <p>Student work with teacher commentary</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> <li>● Data Manager to record and chart data;</li> <li>● Facilitator to lead, analyze, and facilitate data discussions prior to, and during, scheduled data team meetings: <ul style="list-style-type: none"> <li>● Stepping Stones/GoMath Module Assessment Spreadsheet</li> <li>● Reading Wonders Assessment Spreadsheets</li> <li>● Data Teams forms in Google Drive</li> </ul> </li> </ul> <p>Initiate routinization of a process to engage collaboration to continue to build understanding of, and institute formative instructional practices in the following areas:</p> <ul style="list-style-type: none"> <li>● Common Formative Assessments (CFAs);</li> <li>● Alignment of Rubrics;</li> <li>● Assessment practices for Learning (during instruction):</li> <li>● Providing descriptive feedback.</li> </ul> <p>Utilize on-going assessments and diagnostic information to make informed instructional decisions and selection of strategies to support effective formative instruction.</p> <ul style="list-style-type: none"> <li>● DIBELS</li> <li>● I-Ready</li> <li>● Achieve 3000</li> <li>● Reading Wonders</li> <li>● Stepping Stones/Go Math</li> <li>● CFAs</li> </ul> <p>Facilitate students in the formative instruction process to include:</p> <ul style="list-style-type: none"> <li>● Self-assessing;</li> <li>● Using and providing feedback to peers that support learning;</li> <li>● Setting goals;</li> <li>● Self-reflecting; and</li> <li>● Monitoring and tracking progress of their learning in both academics and behavior (GLOs and SMPs).</li> </ul>			
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>STEM/STEAM:</u></b></p> <p>Keaukaha Elementary will continue to work In partnership with Kamehameha Schools.</p> <p><b><u>Year 2: 2018-2019</u></b></p> <p><b><u>Year 3: 2019-2020</u></b></p> <p>Create and implement at least two S.T.E.A.M unit/projects focused on place based learning with direct support from Kamehameha School in grades 1 through grade 6.</p> <p>Preschool and Kindergarten will create and implement at least two S.T.E.A.M unit/projects focused on place based learning with resource support from Kamehameha School.</p> <p>All students will participate in one STEAM reflective survey by the end of each school year.</p> <p>Teachers will continue learning the new NGSS standards through multiple professional development training and on-going support from Kamehameha School.</p> <p><b><u>Year 3: 2019-2020</u></b></p> <p>Coordinate a transition meeting for grades 3, 4, 5 staff to work together on Science alignment.</p> <p>Participate in Science Fair or showcase opportunities if the opportunity is available.</p> <p>Purchase new Science textbooks and materials to support the transition from HCPS to NGSS.</p>	Donna Foster	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>End of Year - Science 'Ohana Night</p> <p>STEAM/STEM Units</p> <p>Videos/Photos</p> <p>STEAM/STEM Student Surveys</p> <p>Grade level schedules for planning and implementation</p> <p>Teacher Evaluations</p> <p>Student Reflections</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>HEALTH &amp; WELLNESS</u></b></p> <p>Keaukaha Elementary is a Blue Zone Project Approved School. We will continue to foster health and wellness in the classroom, guidance, PE, and through on campus supports.</p> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>● Encourage students to make healthier choices in the areas of nutrition, physical activity, and lifestyle choices schoolwide.</li> <li>● Strive to increase our points based on the Blue Zones Project criteria and work toward being a Blue Zone Project Worksite.</li> <li>● Students will learn nutritional information and fun facts about food and food choices.</li> <li>● Work with staff and parents to support a more health conscious environment.</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>● Continue to educate and encourage students and staff on health and wellness topics.</li> <li>● Build Community Partnerships</li> <li>● Continue the Annual Health &amp; Wellness Awareness Day.</li> </ul>	Lei Fa'anunu	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	ART Progress Monitoring Tool (Google Drive)  ART Meeting Minutes (Google Drive)  Student survey results
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**Goal 2: Staff Success.** **Keaukaha Elementary** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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

**Rationale:**

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

<p>1. Identify school wide instructional practices and expectations to improve student achievement.</p> <p>2. Strengthen school wide Multi-Tier Support Systems/Intervention practices to close the achievement gap between high and non-high needs students.</p> <p>The Smarter Balanced Assessment (SBA) literacy rate for Grade 3 students will increase from:</p> <ul style="list-style-type: none"> <li>• 59% to 65% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>• 40% to 46% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>• 37% to 45% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Hawaii State Assessment (HSA) Science proficiency rate for Grade 4 students will increase from:</p> <ul style="list-style-type: none"> <li>• 57% to 64% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>• 0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>• 0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for Low SES students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>• 31% to 40% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Low SES students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>• 27% to 35% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>By the end of SY 2019-2020, 80% of our special education students will receive special education services in the general education class for 80% or more of the school day as measured by eCSSS.</p>	<p><u>School Climate concerns:</u></p> <ol style="list-style-type: none"> <li>1. Provide professional development and on-going support to staff in the areas they identify as needs.</li> <li>2. Celebrate and recognize staff members for the work that they do daily.</li> <li>3. Continue to maintain high expectations and hold all members accountable on our campus for their responsibilities.</li> <li>4. Provide time for teachers to share ideas and be recognized for their positive efforts.</li> </ol>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p>The Smarter Balanced Assessment (SBA) literacy rate for Grade 3 students will increase from:</p> <ul style="list-style-type: none"> <li>59% to 65% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>40% to 46% by the end of SY</li> </ul>	<p style="text-align: center;"><b><u>COMMON CORE: ELA</u></b></p> <p>Implement AVID instructional strategies in grades 3 thru 6 to address writing, inquiry, collaboration, organization and reading (WICOR) in preparation for College and Career Readiness.</p> <p>Work collaboratively with Hilo Intermediate and Hilo High School AVID team to encourage student participation in the AVID program.</p> <p>Provide more opportunities for diverse learning that allow students to explore what our community has to offer.</p> <p>Provide more career exploration to help students plan for their future.</p>	Noe Taum	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>AVID Site Team sign in and meeting minutes.</p> <p>Participation in AVID by Keaukaha students at Hilo Intermediate &amp; Hilo High Schools.</p> <p>Photos and video footage that document activities.</p>

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

<p>2019-2020 (Year 3)</p> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>37% to 45% by the end of SY 2019-2020 (Year 3)</li> </ul>	<p style="text-align: center;"><b><u>MTSS: ACADEMIC</u></b></p> <p>Provide professional development and planning opportunities, on-going coaching, and in class supports for teachers and resource staff in areas that focus on:</p> <ul style="list-style-type: none"> <li>understanding core programs,</li> <li>differentiation,</li> <li>instructional strategies,</li> <li>Science/STEAM,</li> <li>inclusive practices/ co-teaching,</li> <li>understanding students of poverty,</li> <li>working with ELL students;</li> </ul> <p>throughout the school year, including non-work days. This includes in-state and/or out-of-state conferences.</p>	<p>Stacey Bello</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>ART Progress Monitoring Tool (Google Drive)</p> <p>ART Meeting Minutes (Google Drive)</p> <p>Professional Development/Training/ Workshop Agendas</p> <p>Professional Development/Training/ Workshop Sign In Sheets</p>
<p>The Hawaii State Assessment (HSA) Science proficiency rate for Grade 4 students will increase from:</p> <ul style="list-style-type: none"> <li>57% to 64% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA</p>	<p style="text-align: center;"><b><u>MENTORING &amp; SUPPORTS</u></b></p> <p>Principal will continue to promote individual teacher personal and professional growth by:</p> <ul style="list-style-type: none"> <li>Conferencing with individual teachers to mutually identify and address areas of improvement, when necessary</li> <li>Conduct mid-year data conferences with each individual teachers to identify next steps for each child.</li> <li>Encouraging reflective practices through professional dialogue</li> <li>Maintaining grade level coaches to support classroom management, instructional practices and teaching strategies.</li> <li>Maintaining a Data Team coach to provide guidance</li> <li>Establish regular Planning Times dedicated to teacher planning for: <ul style="list-style-type: none"> <li>diary mapping/pacing guide review</li> <li>intervention/ enrichment opportunities</li> <li>student discussions</li> <li>next steps for other activities</li> </ul> </li> </ul>	<p>Stacey Bello</p>	<p>X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Principal Meeting Log</p> <p>Data Team Meeting Minutes (Google Drive)</p> <p>Planning Meeting Minutes (Google Drive)</p>

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

<p>proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Special Education students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>0% to 10% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for Low SES students in</p>	<p style="text-align: center;"><b><u>MENTORING &amp; SUPPORTS</u></b></p> <p>Provide all teachers new to Keaukaha with a sense of “place” summer orientation and professional development supported by Keaukaha kupuna, faculty, and staff. This orientation will be offered annually on a as needed basis.</p>	<p>Wendi Kimura</p>	<p>X WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>ART Progress Monitoring Tool (Google Drive)</p> <p>ART Meeting Minutes (Google Drive)</p> <p>Attendance/Sign In Sheet</p> <p>Teacher evaluation results</p>
<p>The Smarter Balanced Assessment (SBA) ELA proficiency rate for Low SES students in</p>	<p style="text-align: center;"><b><u>MENTORING &amp; SUPPORTS</u></b></p> <p>Ensure all new teachers have access to a trained mentor on campus for support during their probationary years.</p> <p>Provide opportunities for mentors to be a trained through district workshops.</p>	<p>Wendi Kimura</p>	<p>X WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>ART Progress Monitoring Tool (Google Drive)</p> <p>ART Meeting Minutes (Google Drive)</p> <p>An identified mentor for each new teacher</p>

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

<p>Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>31% to 40% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>The Smarter Balanced Assessment (SBA) Math proficiency rate for Low SES students in Grades 3-6 will increase from:</p> <ul style="list-style-type: none"> <li>27% to 35% by the end of SY 2019-2020 (Year 3)</li> </ul> <p>By the end of SY 2019-2020, 80% of our special education students will receive special education services in the general education class for 80% or</p>	<p style="text-align: center;"><b><u>FORMATIVE INSTRUCTION:</u></b></p> <p><b><u>Year 2: 2018-2019</u></b>  <b><u>Year 3: 2019-2020</u></b></p> <p>Actively engage in informal and formal professional development and/or collaboration to build understanding of, and institute formative instructional practices in the following areas:</p> <ul style="list-style-type: none"> <li>Common Formative Assessments (CFAs);</li> <li>Alignment of Rubrics;</li> <li>Assessment practices for Learning (during instruction);</li> <li>Providing descriptive feedback;</li> <li>Involving students in the formative instruction process; and</li> <li>General Learner Outcomes (GLOs) and Standards of Mathematical Practices (SMPs).</li> </ul>	<p>Harold Mizuno</p>	<p>X WSF  X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>ART Progress Monitoring Tool (Google Drive)</p> <p>ART Meeting Minutes (Google Drive)</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>more of the school day as measured by eCSSS.</p>	<p style="text-align: center;"><b><u>DATA TEAMS:</u></b></p> <p><b><u>Year 2: 2018 - 2019</u></b></p> <ul style="list-style-type: none"> <li>• Provide technical assistance to teachers and data teams to sustain timely and efficient data collection and charting of student achievement data for analysis.               <ul style="list-style-type: none"> <li>a. Stepping Stones/GoMath Module Assessment Spreadsheets</li> <li>b. Reading Wonders Assessment Spreadsheets</li> <li>c. Data Teams forms in Google Drive</li> </ul> </li> <li>• Promote and emphasize collaboration in instructional strategies implementation based on analysis of student achievement data.</li> <li>• Facilitate data team discussions surrounding students' strengths and areas of need in relation to the standards being addressed.</li> <li>• Provide direct instruction to teachers in instructional implementation and refinement</li> <li>• Integrate research-based instructional strategies into core curriculum to strengthen and refine instruction based on the students' areas of need.</li> <li>• Adopt, adapt, or develop rubrics and a measurable process to support students in the acquisition of the GLOs and SMPs (Standards of Mathematical Practices) with reference to school-wide HERO behavioral program and core values.</li> </ul> <p><b><u>Year 3: 2019 - 2020</u></b></p> <ul style="list-style-type: none"> <li>• Systematize the analysis of the systems creating the results by focusing on the antecedents influencing student achievement results.</li> <li>• Extend the implementation of instructional strategies that will most impact student achievement based on the deep dive of data analysis.</li> <li>• Sustain data team collaboration through team members taking on roles to facilitate, manage data, and the record instructional strategies.</li> <li>• Collaboratively develop lessons, activities, and/or instructional strategies that provides multiple opportunities for students to demonstrate the GLOS and SMPs.</li> </ul>	<p>Harold Mizuno</p>	<p>X WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/>          Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Data Team Agenda (Google Drive)</p> <ul style="list-style-type: none"> <li>• link to deconstructed standards</li> </ul> <p>Data Team Meeting Minutes Form (Google Drive)</p> <ul style="list-style-type: none"> <li>• analysis of students' strengths and needs based on students' work</li> <li>• Instructional strategies</li> <li>• analysis of formative &amp; summative assessments</li> </ul> <p>Excel data spreadsheets (Google Drive)</p> <ul style="list-style-type: none"> <li>• Reading Wonders</li> <li>• Wonder Works</li> <li>• Stepping Stones</li> <li>• Go Math</li> <li>• Writing</li> </ul>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>HEALTH &amp; WELLNESS:</u></b></p> <p>Faculty and Staff will work toward being a Blue Zones Worksite and having healthier habits:</p> <p><b><u>Year 2: 2018-2019:</u></b></p> <ul style="list-style-type: none"> <li>• Create a motivating Challenge based on teacher input.</li> <li>• Continue to have teacher brain breaks physical activities or share health information during 2hr. faculty meetings.</li> <li>• Provide movement activities &amp; health tips to be shared with teachers and staff addressing stress and to increase student engagement.</li> <li>• Work toward being a Blue Zone Project approved Worksite</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>• Based on teacher survey, develop health promoting opportunities and activities.</li> <li>• Create an engagement plan with incentives for the school year to foster positive relationships and encourage health and wellness for all adults on campus.</li> </ul>	<p style="text-align: center;">Lei Fa'anunu</p>	<p>X WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/>  Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Photos and video footage of teacher/staff participation</p> <p>Teacher surveys and relevance to personal health and stress relief</p> <p>Activities learned can be adapted to help with student movement, nutrition, social skills, and behaviors in the classroom.</p>
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**Goal 3: Successful Systems of Support.** The system and culture of **Keaukaha Elementary** works to effectively organize financial, human, and community resources in support of student success.

Outcome:	Rationale:
<p>Implement school wide behavior expectations and a positive behavior incentive program to promote a positive school climate.</p> <p>By the end of SY 2019-2020, 9% or less of our students in Kindergarten through Grade 6 will have 15 or</p>	<p>Building successful systems to address chronic absenteeism is essential to ensure students attend school on a</p>



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

<p>days absent during the school year.</p> <p>By the end of SY 2019-2020, 85% of our students will report a positive school climate as measured through the TRIPOD survey, but reported on the SQS.</p>	<p>regular basis. By addressing this issue through positive efforts help students and families see the value in daily school attendance. In addition, a positive school climate encourages students to attend school regularly because they enjoy coming to school.</p>
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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
By the end of SY 2019-2020, 9% or less of our students in Kindergarten through Grade 6 will have 15 or days absent during the school year.	<p style="text-align: center;"><b><u>MTSS - BEHAVIOR:</u></b></p> <p>Refine our current school wide attendance protocol to:</p> <ul style="list-style-type: none"> <li>Identify and track student absences</li> <li>Establish a clear procedure of parent notification at different days of absences</li> <li>Celebrate and recognize individual students and classrooms to encourage daily attendance.</li> <li>Encourage students to report on-time (by 8:05 am) to school.</li> <li>Utilize the schoolwide PBIS program of HERO as a daily incentive for attendance and on-time behaviors</li> <li>Celebrate parents/ families who made efforts to improve their child's attendance</li> </ul>	Kristin Spear	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>A yearly reduction in the number of students identified with chronic absences</p> <p>A reduction in the total number of absences for identified students from year to year</p> <p>A reduction in the number of overall tardies from year to year</p>



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

<p>By the end of SY 2019-2020, 85% of our students will report a positive school climate as measured through the TRIPOD survey, but reported on the SQS.</p>	<p style="text-align: center;"><b><u>MTSS - BEHAVIOR:</u></b></p> <p>Implement consistent school wide behaviors to teach, reinforce and recognize appropriate and expected behaviors in all settings that are recognized through the HERO program:</p> <ol style="list-style-type: none"> <li>1. Present and On-Time</li> <li>2. Completion of Work</li> <li>3. On-Task/Participation</li> <li>4. Follow Recess &amp; Lunch Expectations</li> <li>5. Follow Classroom Expectations</li> <li>6. Pono In Line</li> <li>7. Random Acts of Kindness</li> </ol> <p><b><u>Year 3: 2019-2020</u></b></p> <p>Investigate a variety of ways to incorporate HERO daily, weekly, monthly, quarterly, and/or yearly recognition activities to reward students for their positive behaviors.</p>	<p>Kristin Spear</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Reduction of student referrals.</p> <p>Increase implementation of HERO program.</p> <p>School-wide Behavior Matrix aligned to expectations and positive incentive program</p> <p>Photos and videos of celebrations.</p>
<p>By the end of SY 2019-2020, 85% of our students will report a positive school climate as measured through the TRIPOD survey, but reported on the</p>	<p style="text-align: center;"><b><u>ART:</u></b></p> <p>Establish a weekly routine (Week A, B, C) that focuses on the implementation of the 3-Year Academic Plan to accomplish the following:</p> <ul style="list-style-type: none"> <li>● Set clear norms and accountability expectations for members of the ART</li> <li>● Leads to provide current updates/progress on each enabling activity</li> <li>● Identify potential barriers or challenges with the implementation of each enabling activity</li> <li>● Determine next steps to address potential barriers and challenges</li> </ul>	<p>Stacey Bello</p>	<p>X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>ART Progress Monitoring Tool (Google Drive)</p> <p>ART Meeting Minutes (Google Drive)</p>

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

SQS.	<p style="text-align: center;"><b><u>PARENT &amp; COMMUNITY INVOLVEMENT:</u></b></p> <p>Create more opportunities for our families/community and school to come together:</p> <ul style="list-style-type: none"> <li>• Open House - Wehena Kula (August)</li> <li>• Parent Teacher Conferences (October)</li> <li>• Lā Kūpuna - Kupuna Day (November)</li> <li>• Evening of Song (December)</li> <li>• College &amp; Career Day Guest Speakers (March)</li> <li>• Kūhiō Day Celebration (March)</li> <li>• May Day (May)</li> <li>• 'Ohana Nights (Quarterly)</li> <li>• Movie Nights (1x/Semester)</li> <li>• Principal Talk Story Sessions - Hui Wala'au (Monthly)</li> <li>• School Community Council - SCC (Monthly)</li> <li>• Keaukaha School Foundation (Monthly)</li> <li>• Parent Volunteers (Daily)</li> <li>• Parent Support Group - Hui 'Ohana o Keaukaha</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <p>Investigate ways to survey parents and community members regarding the depth of their understanding of our school's vision, mission, core values and activities that foster a positive working relationships.</p>	Stacey Bello	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Parent sign-in/evaluations/surveys  Event flyers/invitations  Photos and/or video footage posted on Keaukaha's website or in Ka Wa'a Monthly bulletins  Increase in parent volunteers on campus from year to year.  Completed parent surveys
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p style="text-align: center;"><b><u>HEALTH &amp; WELLNESS</u></b></p> <p>Building family and community partnerships as we strive as a Blue Zones School.</p> <ul style="list-style-type: none"> <li>• Build a partnership with Kawanānakoā Gym &amp; County.</li> <li>• Keep parents informed about our efforts to provide a nurturing, health conscious environment.</li> </ul> <p><b><u>Year 2: 2018-2019</u></b></p> <ul style="list-style-type: none"> <li>• In partnership with Hui ‘Ohana O Keaukaha we will participate in an annual Health &amp; Wellness Awareness Day.</li> <li>• Build community partnerships with local farmers, area businesses, and health organizations.</li> </ul> <p><b><u>Year 3: 2019-2020</u></b></p> <ul style="list-style-type: none"> <li>• Continue Participation in our annual Health &amp; Wellness Awareness Day.</li> <li>• Continue to build community partnerships with local businesses and organizations who can help with our Health &amp; Wellness Awareness Day as well as school wide activities.</li> </ul>	Lei Fa’anunu	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Photos and video footage that document activities.</p> <p>Event flyers/invitations</p>
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