

Kamali'i Elementary School

Three-Year Academic Plan 2017-2020

Academic Plan & Supporting Documents

2019-2020 School Year

Principal: Cynthia Rothdeutsch

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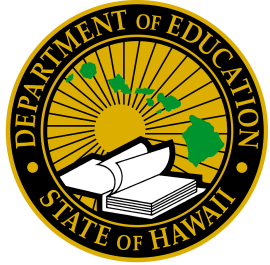
Plan Submitted by

Cynthia Rothdeutsch
Principal

Plan Approved by

Kathleen Denny
Complex Area Superintendent

5-8-19
Date



Three-Year Academic Plan 2018-2020

Kamali'i Elementary School

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

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ■ WASC Category B: Standards Based Student Learning: Curriculum, instruction ■ WASC Category C: Standards Based Student Learning: Instruction ■ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<ul style="list-style-type: none"> ● Need: Academic Achievement - increase literacy, math, science, and language arts proficiency, decrease gap rate, <ul style="list-style-type: none"> ○ Continue to refine and improve differentiated support and materials to support diverse learners (ELL, SPED, Struggling Students, and RTI) in all areas. ○ Mathematics commitment to 90 minutes average daily instruction with an emphasis placed on small group instruction and rigor in problem-solving at DOK levels 3 & 4. ○ Writing rigor integrated across all academic areas. ○ Time and resources for planning and implementation of NGSS ○ Project Based Learning / Technology Integration ● Need: School Climate: <ul style="list-style-type: none"> ○ MTSS ○ SEL ○ Differentiated instruction ○ Parent / Community Partnerships ○ Community Engagement ● Need: Communication and Articulation <ul style="list-style-type: none"> ○ Work on the processes/ data collection to get common/school-wide practices (grading, policies, homework, CCSS implementation) and concrete follow-through plans. ○ Improve communication and articulation between SPED, RTI, ELL and General Education teachers ● Need: Address Priority Items from WASC report: <ol style="list-style-type: none"> 1) Leadership Organization Chart The school leader and teacher leaders need to develop a well defined organizational chart showing all significant work groups and their relationship and interconnectedness to each other. 2) Improve Vertical Articulation The school leadership and instructional staff need to improve the vertical articulation and grading rubrics for writing projects 3) Investigate reasons for declining test scores The school leadership and instructional staff need to thoroughly investigate the reasons for declining test scores on STRIVE HI in mathematics and reading and develop strategies to improve student performance in these areas. 4) Improve dialogue The school leadership need to improve and enhance dialogue with parents 5) Improve/Enhance Differentiation The instructional staff need to improve and enhance differentiation strategies to meet the needs of all students.

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	Addressing Equity: Sub Group Identification ELL IDEA Low SES
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub-group(s) and their needs. ELL - language support (listening, speaking, reading, writing), culturally relevant instruction, GLAD strategies, opportunities for structured academic language and vocabulary acquisition IDEA - specialized instruction in the least restrictive environment, supplementary aids and supports, teaching strategies utilizing multiple learning modalities, teachers who believe all students can learn, coping and communication strategies Low SES - provide access to educational content at home, promote positive and supportive relationships with staff

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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Cynthia Rothdeutsch - Principal	1. EES / CCSS / NGSS / Formative Instruction, Data Teams / RTI / Induction and Mentoring / Parent Community Partnerships / Positive School Climate / MTSS / Comprehensive Student Support
2. Vice Principal	2. CCSS / NGSS / Formative Instruction, Data Teams / RTI / Parent Community Partnerships / Positive School Climate / MTSS / Comprehensive Student Support / EES
3. Kacie Seitz - RTI/CC	3. Formative Instruction, Data Teams / CCSS / Induction & Mentoring / RTI
4. Mona Komine - RTI/NGSS	4. Formative Instruction, Data Teams / NGSS / Induction & Mentoring / RTI
5. Angi Tompkins - RTI Coordinator	5. Formative Instruction, Data Teams / CCSS / Induction & Mentoring / RTI
6. Paul Remington - EL Teacher	6. CCSS, Technology, MTSS, EL, Comprehensive Student Support
7. Diane Lucas - Classroom Teacher	7. RTI/DI, Data Teams
8. Kelley Farnham - Classroom Teacher	8. Formative Instruction and Data Teams
9. Erin Baldauf - Student Services Coordinator	9. Comprehensive Student Support / RTI / DI

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

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- ☐ **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:
<p>Objective 1: Empowered</p> <p>By the end of school year 2019-2020, our science proficiency rate will remain at 86% due to the change in the assessment to NGSS. The Science Gap rate will decrease from 30% to 16% as measured by the statewide science assessment.</p> <p>Objective 2: Whole Child</p> <p>By the end of school year 2019-2020, our School Climate rate will increase from 72% to 86% and chronic absenteeism rate will decrease from 17% to 9%.</p>	<p>Enabling Activities to Address this Outcome:</p> <p>We will continue to implement project-based learning, including Project Lead The Way modules taught throughout the school year. We will explore the use of various science curricula and resources to address all of the NGSS standards. Staff will participate in professional development in PBL and begin to incorporate instructional practices routinely. Teachers will provide instruction and opportunities for students to write like a scientist, with a focus on observational writing. As a school, we will focus on STEAM and technology integration across the curriculum.</p> <p>Continuation of:</p> <ul style="list-style-type: none">● SEL program MindUP and Character Counts.● Focusing on differentiated instruction.● Working with families to reduce chronic absenteeism● Wellness education in accordance with DOE Wellness Guidelines <p>In alignment with MTSS:</p> <ul style="list-style-type: none">● Focus on MTSS● Research student autonomy programs and determine next steps for establishing a student-centered culture of learning

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Objective 3: Well Rounded

By the end of school year 2019-2020 math proficiency rate will increase from 63% to 84% as measured by SBA data. Additionally, the math gap rate will decrease from 33% to 18% as determined by STRIVE HI data.

By the end of school year 2019-2020, our ELA proficiency rate will increase from 63% to 82%, and our ELA Gap rate will decrease from 26% to 13% as measured by SBA and STRIVE HI data.

By the end of SY 2019 - 2020, 100% of teachers will use common data collection sources and practices to track student achievement and plan instruction.

Objective 4: Prepared and Resilient

By the end of school year 2019-2020, our 3rd Grade Literacy rate will increase from 70% to 85%.

Staff will explore curriculum options to determine best resources for instruction (ie: **Ready Classroom**) and will participate in training on math strategies and Standards of Mathematical Practice. Teachers will increase time spent on math instruction to include small group rotations and increase rigor of math instruction to include DOK level 3 & 4 problem-solving activities and project-based learning.

We will be expanding our RTI program to reach the needs of all students starting in Fall 2018. We will continue to place emphasis on small group instruction in the classroom, implementing the i-Ready Reading program with fidelity, and increasing rigor in writing by committing to writing across the curriculum and project-based learning. We will also continue to use our quarterly All School Writes prompts and writing workshops to emphasize vertical alignment with common CCSS writing rubrics (scaffolded to align to SBA expectations in grade 3-5).

Teachers will explore options for curriculum and resources to use across grade levels for ELA, math, writing and science and then select common curricula to implement. Teachers will select common supplemental programs to use as data sources across the grade level for ELA, math, social studies, writing and science. All students will be tested using a common universal screener in reading and mathematics.

We will be expanding our RTI program to reach the needs of all students starting in Fall 2018. We will continue to place emphasis on small group instruction in the classroom, implementing the i-Ready Reading program with fidelity, and increasing rigor in writing by committing to writing across the curriculum and project-based learning. We will also continue to use our quarterly All School Writes prompts and writing workshops to emphasize vertical alignment and common CCSS writing rubrics (scaffolded to align to SBA expectations in grade 3-5).

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p>By the end of school year 2019-2020 math proficiency rate will increase from 63% to 84% as measured by SBA data. Additionally, the math gap rate will decrease from 33% to 18% as determined by STRIVE HI data. *WASC priority item #3</p>	Explore curriculum options to determine best resources for instruction (ie: Ready Math)	2018-2020	Seitz Komine Tompkins Lucas	<input checked="" type="checkbox"/> 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>Teachers will implement Ready Classroom for math beginning in SY 19/20.</p> <p>Teachers will be provided sustained, job-embedded PD which will enable them to implement math strategies, SMP, small group rotations, and PBL in their instructional practices.</p>
	Training on math strategies and SMP.	2018 - 2019			
	Increase time spent on math instruction to include small group rotations.	2018 - 2020			
	Increase rigor of math instruction to include DOK level 3 & 4 problem-solving activities and project-based learning.	2018-2020			
	Teachers will use a common vocabulary for math.	2018-2020			

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	Expand RTI program to meet the needs of all students.	2018-2019			In 2018 - 19 school year, the RTI program will be expanded to serve 20 students per grade level in math and in ELA. An RTI teaching position will be added to coordinate the RTI program and work with the RTI students full time.
	Implement i-Ready Math with fidelity.	2018 - 2020			<p>Administration and teachers will monitor student use of 30 - 45 minutes of i-Ready math per week.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> • Sign-in sheets from PD training • RTI schedule and data on students in program (i-Ready) • RTI schedule and data • i-Ready data / SBA data • Classroom walkthroughs/ observations

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Desired Outcome for this Strategy: By the end of school year 2019-2020, our 3rd Grade Literacy rate will increase from 70% to 85%, our ELA proficiency rate will increase from 63% to 82%, and our ELA Gap rate will decrease from 26% to 13% as measured by SBA and STRIVE HI data. *WASC priority item #3	Expand RTI program to meet the needs of all students.	2018-2020	Seitz Komine Tompkins Lucas Remington	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	In 2018 - 2019 school year, the RTI program will be expanded to serve 20 students per grade level in math and in ELA. An RTI teaching position will be added to coordinate the RTI program and work with the RTI students full time.
	Focused small group instruction in the classroom.	2018 - 2020			
	Implement i-Ready Reading program with fidelity.	2018 - 2020			Administration and teachers will monitor student use of 30 - 45 minutes of i-Ready Reading per week.
	Increase rigor in writing by writing across the curriculum and through project-based learning.	2018 - 2020			Teachers will explore strategies and resources for writing instruction.
	All School Writes prompts and writing workshops to emphasize vertical alignment with common CCSS writing rubrics (scaffolded to align with SBA expectations in grade 3-5)	2018 - 2020			PD to be provided on writing strategies.
	Focus on strategies for language acquisition / language development / academic language.	2019- 2020			PD to be provided on language acquisition / language development. Utilize built in components of curriculum for academic language. Data to monitor: <ul style="list-style-type: none"> RTI schedule and data on students in program (i-Ready)

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					<ul style="list-style-type: none"> • RTI pull out schedule and data • Sign-in sheets from PD sessions • i-Ready data / SBA data • Classroom walkthroughs/ observations • Sign-in sheets from PD training
Desired Outcome for this Strategy: By the end of school year 2019-2020, our science proficiency rate will remain at 86% due to the change in the assessment to NGSS. The science gap rate will decrease from 30% to 16% as measured by the statewide science assessment. *WASC priority item #3	Explore use of various science curriculum and resources to address all of the NGSS standards.	2018 - 2020	Komine Seitz	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	Explore use of PLTW / Mystery Science and other resources to determine best curriculum choices for NGSS.
	Implement project based learning including Project Lead The Way modules taught throughout the school year.	2018 - 2020			
	Teachers will provide instruction and opportunities for students to write like a scientist with a focus on observational writing	2018 - 2020			Teachers will participate in PBL PD opportunities, and be provided with PLC time to plan for implementation.
	Staff will participate in professional development in PBL and begin to incorporate	2018 - 2020			Grade level teachers will plan and implement a PBL guiding question each quarter that addresses standards in multiple subjects, including NGSS,

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	<p>PBL instructional practices routinely.</p> <p>Focus on STEAM. Technology integration across the curriculum.</p>	2018 - 2020		<p>Language Arts, Social Studies and/or Math. Students will have voice and choice in how they present their learning.</p> <p>The school will celebrate project based learning with an annual PBL Discovery Day.</p> <p>Teachers will integrate technology into the curriculum and in project based learning.</p> <p>Data to monitor:</p> <ul style="list-style-type: none"> ● Sign-in sheets from PD training ● PLC minutes ● Classroom walkthrough / observations ● NGSS state assessment data ● Student project / product rubrics
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Desired Outcome for this Strategy: By the end of school year 2019-2020, our school climate rate will increase from 72% to 86% and chronic absenteeism rate will decrease from 17% to 9%. *WASC priority item #4	Continuation of SEL program MindUP and Character Counts, integration of health standards through curriculum	2018 - 2020	VP Seitz	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	SEL program lesson calendar created. Expand discussion of MindUP lessons via morning broadcast and parent communication about health and physical education/activity.
	Continued focus on data-driven differentiated instruction.	2018 - 2020			Teachers will practice strategies to differentiate instruction to meet the various learning styles of their students.
	Focus on MTSS (including PBIS strategies, counseling and support to address tier 2 and 3 behaviors, Backpack Buddies)	2018 - 2020			Staff will determine and refine school-wide MTSS practices including red and green tickets, use of Three Personal Standards, Puro of the Month, school-wide behavior expectations, consistent consequences and discipline.
	Continue to work with families to reduce chronic absenteeism	2018 - 2020			Quarterly letters to parents of chronically absent students; follow-up calls from counselor and/or social worker; possible court intervention as needed.
	Research student autonomy resources to determine next steps for establishing a student-centered culture of	2018 - 2020			Staff will explore resources to establish a student-centered culture of learning.

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	learning (e.g. Growth Mindset, Leader in Me)				Data to monitor: <ul style="list-style-type: none"> ● Attendance letters / records ● Puelo of the month records ● Staff meeting notes / research documents ● Sign-in sheets from PD (DI, MTSS) ● Classroom walkthroughs / observations
Desired Outcome for this Strategy: By the end of SY 2019 - 2020, 100% of teachers will use common data collection sources and practices to track student achievement and plan instruction. *WASC priority item #2	<p>Teachers will use common curriculum resources across grade levels for ELA, math, writing, social studies, and science.</p> <p>Teachers will use common supplemental programs as data sources across the grade level for ELA, math, social studies, writing and science.</p>	<p>2018 - 2020</p> <p>2018 - 2020</p>	Rothdeutsch VP Seitz Komine Tompkins Remington	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>By end of SY 19 / 20, staff will determine common curriculum resources to be used for ELA, math, writing, social studies and science to ensure common data sources and a common academic vocabulary. Resources will be determined based on effect on student achievement and effectiveness of data points.</p> <p>By end of SY 19/20, staff will determine which common supplemental programs will be used for ELA, math, writing, social studies and science to ensure common data sources. Programs will be determined based on effect on student achievement and effectiveness of data points. Data provided by supplemental programs should not duplicate data provided by universal screener.</p>

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	All students will be tested using a common universal screener in reading and mathematics.	2018 - 2020			<p>By end of SY 19/20, staff will determine effectiveness of i-Ready as universal screener. Additionally staff will determine what other common assessments will be used within grade levels and school-wide.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> • Data collected from resources • Notes from staff and committee meetings regarding curriculum resources, supplemental programs and universal screener • Data team agendas / minutes • Walkthroughs / observations
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Goal 2: Staff Success. Kamali‘i Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- ❑ Objective 1: FOCUSED PROFESSIONAL DEVELOPMENT: Develop and grow employees to support student success and continuous improvement.
- ❑ Objective 2: TIMELY RECRUITMENT AND PLACEMENT: Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- ❑ Objective 3: EXPANDED PROFESSIONAL PIPELINE: Expand well-qualified applicant pools for all Hawai‘i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

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Outcome: By the end of three years,	Rationale:
<p>Objective 1: Focused Professional Development</p> <p>By the end of school year 2019-2020, 100% of teachers will participate in the process to create school-wide practices.</p> <p>By the end of school year 2019-2020, our inclusion rate will increase from 41% to 71%.</p> <p>Based on teacher input and data, 100% of teachers will participate in targeted PD to enhance strategies to improve student achievement.</p> <p>By the end of the 2019 - 2020 SY, 100% of the teachers on evaluation cycle will be evaluated in accordance with DOE policy and HSTA contract.</p> <p>By the end of 2019 - 2020 SY, Kamali‘i Elementary School will utilize the New Teacher Center guidelines for induction and mentoring and create procedures to mentor new teachers and long term substitutes.</p>	<p>Enabling Activities to Address this Outcome:</p> <p>We will establish research-based common/school-wide practices (e.g. grading, policies, homework, CCSS implementation, classroom design) using the Plan-Do-Check-Act model.</p> <p>We will create opportunities for cross articulation between RTI, ELL, SPED and General Ed teachers and continue to refine the student referral/student needs process. As a staff, we will have PD on Section 504/IDEA distinctions. During these PDs we will clarify responsibilities of classroom teachers, SPED teachers, EAs and PTTs in regard to supporting IDEA/504 students in their least restrictive environment.</p> <p>Our PD will be focused and differentiated to support whole-school initiatives and curriculum decisions.</p> <p>Administration will conduct EES observations and work with teachers to complete EES cycles.</p> <p>We will continue implementing existing programs including new teacher orientation and new teacher support from mentor teachers. We will support long-term subs with mentoring including opportunity to “shadow” a licensed / tenured teacher. We will recruit additional mentors, encourage those trained to participate again, and attend mentor forums</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
Desired Outcome for this Strategy: By the end of school year 2019-2020, 100% of teachers will participate in the process to create school-wide practices. *WASC priority item #4 *WASC priority item #1	Establish research-based common/ school-wide practices (e.g. grading, policies, homework, CCSS implementation, classroom design) using the Plan-Do-Check-Act model.	2018-2020	Rothdeutsch VP	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	Continuation of staff committees focused on key areas: Data/Assessment, RTI/DI, NGSS/STEAM, MTSS/SEL Whole staff research and discussion on topics such as homework, grading, curriculum, flexible seating, and wellness. Data to monitor: <ul style="list-style-type: none"> ● Staff meeting minutes ● Committee minutes /surveys / sharing ● PD sign-in sheets ● Walkthroughs / observations ● Safety and Wellness Survey (SAWS)

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<p>Desired Outcome for this Strategy:</p> <p>By the end of school year 2019-2020, our inclusion rate will increase from 41% to 71%.</p> <p>*WASC priority item #5</p>	<p>Create opportunities for cross articulation between RTI, ELL, SPED and General Ed</p> <p>Continue to refine the student referral/student needs process.</p> <p>PD for staff on Section 504/IDEA distinctions; clarify responsibilities of classroom teachers, SPED teachers, EAs and PTTs in regard to supporting IDEA/504 students in their least restrictive environment.</p>	<p>2018-2020</p> <p>2018-2020</p> <p>2018-2020</p>	<p>Baldauf VP Seitz Tompkins Komine</p>	<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>PD for teachers to help them implement IDEA and 504 goals/accomodations in the general education setting.</p> <p>Schedule time for SPED teachers to meet with Gen Ed teachers during PLCs.</p> <p>Ongoing staff discussions on student referral/student needs process.</p> <p>Data to monitor:</p> <ul style="list-style-type: none"> ● eCSSS LRE data ● Staff meeting agenda/ minutes ● PLC meeting minutes ● PD sign in sheets ● Walkthroughs / observations
<p>Desired Outcome for this Strategy:</p> <p>Based on teacher input and data, 100% of teachers will participate in targeted PD to enhance strategies to improve student achievement.</p> <p>*WASC priority item #5</p>	<p>PD will be focused and differentiated to support whole-school initiatives and curriculum decisions.</p>	<p>2018-2020</p>	<p>Rothdeutsch VP Seitz Komine Tompkins Baldauf Remington Lucas</p>	<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>Scheduled PD will include math strategies and SMP, project based learning, writing across the curriculum, NGSS, GLAD strategies, technology integration, DI, and other priorities as determined by staff needs and interests.</p> <p>Data to monitor:</p> <ul style="list-style-type: none"> ● PD sign-in sheets ● Walkthroughs / observations

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<p>Desired Outcome for this Strategy:</p> <p>By the end of the 2019 - 2020 SY, 100% of the teachers on evaluation cycle will be evaluated in accordance with DOE policy and HSTA contract.</p>	<p>Administration will conduct EES observations and work with teachers to complete EES cycles.</p>	<p>2018 - 2020</p>	<p>Rothdeutsch VP</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>Administration will schedule EES observations including pre and post conference meetings. Administration will work with teachers on completing the EES cycle.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> • PDE3 records for EES
<p>Desired Outcome for this Strategy:</p> <p>By the end of 2019 - 2020 SY, Kamali'i Elementary School will utilize the New Teacher Center guidelines for induction and mentoring and create procedures to mentor new teachers and long term substitutes.</p>	<p>Continue implementing existing program including new teacher orientation and new teacher support from mentor teacher. Support long-term subs with mentoring including opportunity to "shadow" a licensed / tenured teacher.</p> <p>Recruit additional mentors, encourage those trained to participate again, and attend Mentor Forums.</p>	<p>2018 - 2020</p>	<p>Seitz Komine Tompkins</p>	<p>X WSF <input type="checkbox"/> Title I X 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>Existing and /or new mentors will continue / begin to support new teachers.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> • Mentor teachers' documentation on meetings, visitations, and modeling quarterly. • PDE3 mentoring and induction forms will be used when appropriate and uploaded into PDE3.

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Goal 3: Successful Systems of Support. The system and culture of Kamali‘i Elementary School works to effectively organize financial, human, and community resources in support of student success.

- ❑ Objective 1: INNOVATION: Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- ❑ Objective 2: ADEQUATE AND EXPANDED RESOURCES: Secure adequate resources to support school and community-based plans for student success.
- ❑ Objective 3: EFFICIENT AND TRANSPARENT SUPPORTS: Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

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Outcome: By the end of three years,	Rationale:
<p>Objective 2: Adequate and Expanded Resources:</p> <p>By the end of school year 2019-2020, our School Climate rate will increase from 72% to 86%.</p> <p>Objective 3: Efficient and Transparent Supports:</p> <p>By the end of the school year, 2019-2020 100% of students entering kindergarten will participate in kindergarten transition when entering the beginning of the school year.</p>	<p>Enabling Activities to Address this Outcome:</p> <p>Continue to build school partnerships with parent and community stakeholders. Involve families through school-based events.</p> <p>Administration will provide ongoing communication with families through newsletters, website, marquee, weekly messages and social media. Teachers will provide ongoing communication with families through Open House, parent-teacher conferences, class websites, emails, written messages, phone calls, ClassDojo, Remind101 and student planners.</p> <p>Continue using a transition plan to smooth the introduction of preschool or non-preschool students to kindergarten:</p> <ul style="list-style-type: none"> •Kindergarten parent orientation meeting •Kindergarten transition plan during first week of school

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
Desired Outcome for this Strategy: By the end of school year 2019-2020, our School Climate rate will increase from 72% to 86%. *WASC priority item #4	Continue to build school partnerships with parent and community stakeholders.	2018 - 2020	Rothdeutsch VP Komine Seitz Tompkins	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	Continue to work with PTA and SCC to plan events and develop partnerships. Community Partnerships possibilities: *Grow Some Good / Garden work day *DARE *MEDB *Women in Technology *STEMworks *MACC ArtsEd *Rotary & Lions Clubs: dictionaries, vision screening, dental screening, and hearing screening *Stamp Club *After school Robotics Club *Pueo Premier Card enrollments & sales
	Involve families through school-based events.	2018 - 2020			School events possibilities: Open House Hour of Code™ PBL Discovery Day STEAM Night Student exhibition night

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

					Ho‘olaule‘a Data to monitor: <ul style="list-style-type: none">• Sign in sheets• Flyers, parent letters
Desired Outcome for this Strategy: By the end of the school year, 2019-2020 100% of students entering kindergarten will participate in kindergarten transition when entering the beginning of the school year.	Transition plan for preschool or non-preschool students to kindergarten: <ul style="list-style-type: none">•Kindergarten parent orientation meeting•Kindergarten transition plan during first week of school	2018 - 2020	Rothdeutsch VP	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	Kindergarten parent orientation meeting(s). Kindergarten student transition days. Data to monitor: Parent orientation meeting <ul style="list-style-type: none">• Sign-in sheets Kindergarten parent letter explaining 5-day plan <ul style="list-style-type: none">• Written plan• Schedule
Desired Outcome for this Strategy: By the end of school year 2019-2020, our school climate rate will increase from 72% to 86%. *WASC priority item #4	Parent Communication <ul style="list-style-type: none">• The school will communicate by newsletter, Sunday message, social media, and monthly PTA and School Community Council meetings.• Consistent and timely teacher dialogue with parents	2018 - 2020	Rothdeutsch VP	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	Administration: Newsletters, website, marquee, weekly messages and social media Teachers: Open House, parent-teacher conferences, class websites, emails, written messages, phone calls, ClassDojo, Remind101 and student planners Data to monitor: <ul style="list-style-type: none">• SQS Survey; Tripod survey

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

					<ul style="list-style-type: none">• Parent-teacher conference schedules sign-in sheets
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