



Academic Plan 2017-20 (Year 3, 2019-20)

<http://bit.ly/eleeleacfin19-20>

Three-Year *Innovation* Plan 2017-2020 SY 19-20

'Ele`ele Elementary School

4750 Uliuli Road

Eleele, HI. 96705

808-335-2111

www.eleeschool.k12.hi.us

Facebook @eleeschool

Submitted by Paul Zina
Principal


[Principal's Signature]

Date: 3/15/19

Approved by Bill Arakaki
Complex Area Superintendent


[CAS's Signature]

Date: 4/14/19

Where are we now?

A. Student Learning Needs

The following Student Learning Needs were identified through the completion of our [Comprehensive Needs Assessment](#) embedded into Chapters 2, 4 and 5 of our WASC Self-Study:

1. GLOs - Students need to increase their ability to be self-directed learners and complex thinkers.
2. Reading - Students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. word meanings, language use, and reasoning & evidence).
3. Writing - Students need to increase their ability to write and revise brief texts
4. Math - Students need to increase their understanding and application of mathematical concepts and procedures.
5. Science - Students need to increase their understanding of science concepts.
6. Social Emotional Learning - Students need to improve their skills related to the social-emotional competencies (i.e. self-awareness, self-management, responsible decision-making, relationship skills, social awareness).

B. Prioritized Areas of Growth

The following prioritized Areas of Growth were identified through the completion of our [WASC Self-Study](#):

1. Curriculum, Instruction, and Assessment (CIA) Utilize PLCs and the Data Team process to look at student work, collaborate, and make informed decisions about curriculum, instruction, and assessment to help all students improve, while closing the achievement gap between high needs and non-high needs students. We identified the following Contributing Causes:
 - CC1: There are inconsistencies in the completion and documentation of the Data Teams process to make informed decisions to improve student achievement.
 - CC4: There have been inconsistencies in training/PD for staff in the use of instructional strategies and programs (e.g. Reading Wonders, Stepping Stones).
 - CC6: [There is a](#) lack of common understanding of purpose/positive outcomes of schoolwide systems.
 - CC7: [There is a](#) lack of vertical articulation and articulation/communication with all stakeholders.
2. Student Voice & Student Centered Learning We need to increase student engagement through Student Voice and Student Centered Learning that is congruent to grade level content standards and GLOs. We identified the following Contributing Cause:
 - CC2: There is a lack of understanding and implementation of strategies that incorporate student centered learning and student voice.
3. General Learner Outcomes (GLOs) We need to provide clear and consistent instruction of the GLOs schoolwide, as well as utilize common methods for observing, monitoring, and measuring students' demonstration of the GLOs for grading. We identified the following Contributing Cause:
 - CC3: There is a lack of a comprehensive implementation plan for teaching and grading the GLOs.

C. The following **Critical Areas of Follow-up** were identified by the WASC Visiting Committee during their Spring 2019 Self-Study Visit:

1. TBD
2. TBD
3. TBD
4. TBD
5. TBD

D. We hold the following **Beliefs** regarding our school improvement:

1. Establishing open and frequent communication between all staff members will build a more cohesive staff that can move towards enhancing the learning of all students.
4. Determining the needs of individual students, providing the necessary interventions and differentiating the instruction will lead to greater achievement of all students.
5. Developing a common understanding of the purpose and requirements of schoolwide initiatives will move the school forward in its improvement process.
6. Handling discipline in a consistent and fair manner needs to occur.
7. Developing a more robust after-school program that includes sports, science, robotics, art and music will further engage students in the school program.

Addressing Equity: Subgroup Identification

All of our students need to increase their understanding and application of skills in ELA, Math, and Science. Subgroups of students needing the most support are identified in the table below in red. This Academic Plan is designed based upon the following premise:

- ELL students will benefit from more frequent use of language development strategies in regular education classrooms.
- SpEd students will benefit from more inclusive settings and regular education teachers trained in and implementing inclusive practices and interventions.
- Low SES students will benefit from teachers and staff who understand the unique needs of students living in poverty and strategies to support their learning.
- Pacific Islander and Native Hawaiian students will benefit from exposure to culturally relevant learning experiences, such as place-based learning and the Na Hopena A`o (HĀ).

'Ele'ele Elementary Subgroup Achievement Results 3-Year Trend (Percent Proficient)									
Subgroup	ELA			Math			Science		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Overall	44%	43%	44%	51%	52%	49%	46%	54%	55%
Female	48%	45%	47%	48%	48%	51%	43%	41%	50%
Male	41%	42%	42%	54%	57%	47%	50%	62%	60%
Low SES (Disadvantaged)	39%	33%	36%	45%	45%	39%	37%	49%	46%
IDEA (SpEd)	0%	7%	0%	10%	14%	0%	0%	0%	0%
English Language Learner (ELL)	0%	20%	28%	18%	40%	38%	67%	0%	44%
American Indian/Alaskan	-	-	-	-	-	-	-	-	-
Asian	50%	52%	51%	51%	64%	57%	48%	67%	73%
Black	-	-	-	-	-	-	-	-	-
Hispanic	40%	44%	41%	56%	53%	41%	56%	83%	31%
Multiple	48%	49%	58%	67%	51%	68%	50%	55%	75%
Pacific Islander	31%	16%	22%	42%	31%	26%	20%	20%	21%
White	86%	80%	67%	71%	60%	67%	100%	0%	50%
Native Hawaiian	30%	20%	20%	-	35%	33%	NA	NA	25%

Source: LDS

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. Paul Zina, Principal	Goal 2 Staff Success, PBL
2. Jocelyn Decosta-Caalim, Vice Principal	Academic Review Team Lead, Continuous School Improvement
3. Malyn Miyashiro, ELL Coordinator/Math Coach	Goal 3 Successful Systems of Support (NGSS, STEM, RtI)
4. Laurelle Riola-Catbagan, Title I Coordinator/ELA Coach	Goal 1 Student Success (Philosophy 4 Children, Shared Inquiry, NGSS, STEM)
5. Misty Tsukayama, Student Services Coordinator	Comprehensive Student Support System (RtI)
6. Spence Irimata, Teacher	Academic Review Team Classroom Teacher Member

GOAL 1 STUDENT SUCCESS

Goal 1 Desired Outcomes:	Rationale:
<p>By the end of three years, we hope to reach all the goals listed below. The school will have an established authentic curriculum, instruction, and assessment system that is grounded in interdisciplinary real-world project based learning. Student engagement will be driven by inquiry-based instruction. Future Ready student learning will focus digital citizenship and integration of student use of technology.</p> <p><u>Standards-based Curriculum and Instruction, Data Teams/PLC and RtI Academic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student proficiency in ELA will increase from 44% in 2016-17 to 54% in 2019-20, as measured by SBA. (LDS) <input type="checkbox"/> Student proficiency in ELA SBA Writing Claim will increase from 72% in 2016-17 to 78% in 2019-20. <input type="checkbox"/> Student proficiency in Math will increase from 52% in 2016-17 to 62% in 2019-20, as measured by SBA. (LDS) <input type="checkbox"/> Student proficiency in Science will increase from 45% in 2016-17 to 64% in 2019-20, as measured by HSA. (LDS) <input type="checkbox"/> The ELA Gap Rate will be reduced from 20 in 2016-17 to 6 in 2019-20, as measured by SBA. (Strive HI) <input type="checkbox"/> The Math Gap Rate will be reduced from 18 in 2016-17 to 4 in 2019-20, as measured by SBA. (Strive HI) <p><u>Project Based Learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tripod Captivate Category percentage will increase from 72% in 2016-17 to 80% in 2019-20. <input type="checkbox"/> Tripod Confer Category percentage will increase from 73% in 2016-17 to 80% in 2019-20. <input type="checkbox"/> GLO #1 Self Directed Learner percentage will increase from 79% in 2016-17 to 85% in 2019-20. <input type="checkbox"/> GLO #3 Complex Thinker percentage will increase from 78% in 2016-17 to 80% in 2019-20. <p><u>Social Emotional Learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SQS Safety Dimension Student favorable response will increase from 77% in 2016-17 to 80%, as measured by report card grades. <input type="checkbox"/> The percentage of students who usually and/or consistently demonstrate GLO #2 Community Contributor will increase from 91% in 2016-17 to 94%, as measured by report card grades. 	<p>We have chosen to focus on targeted components of the teacher and student relationship during instruction. Specifically, the low score on the TRIPOD survey for conferring and observations of classroom instruction yielded a need for us to create a classroom culture where students feel safe to interact and discuss rigorous academic content. The target rationale below will be our means of building that highly rigorous academic culture.</p> <p>State Strategic Plan Goal 1 Strategies pp. 7-8</p>

Goal 1 Planning

Enabling Activity #1	End-of-Year Goals	Interim Measures of Progress	Source of Funds																									
<u>Standards Based Curriculum and Instruction</u> Goal 1 EA 1: Teachers will provide Standards Based Instruction in ELA, Math, and Science for Grades K–5. <u>Planned Action Steps</u> a. Engage students in Shared Inquiry process for close reading, critical thinking, collaborative conversations, and using text evidence. b. Teachers will utilize common writing strategies to implement Common Core instruction in writing across the curriculum in grades K–5. c. Teachers will provide Common Core Instruction in math in grades K–5. d. Teachers will provide students with learning opportunities aligned to NGSS.	<table><tr><th colspan="6">SBA ELA Proficiency</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>44%</td><td>48%</td><td>44%</td><td>51%</td><td>TBD</td><td>54%</td></tr><tr><td colspan="6">LDS Plan/Student Achievement SBA ELA</td></tr></table>	SBA ELA Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	44%	48%	44%	51%	TBD	54%	LDS Plan/Student Achievement SBA ELA						<p>Formative data aligned with the End-of-Year Goals will be collected and analyzed to measure progress throughout the school year.</p> <p>For example:</p> <ul style="list-style-type: none">The percentage of students demonstrating proficiency (Level 4), will increase from grade level Beginning of Year scores to at or above 75%, according to the STAR ELA screening report set at SBA Benchmark.The percentage of students demonstrating proficiency (MP or ME) in each grade level will be at or above 75% according to the Writing Report Card Grades.The percentage of students demonstrating proficiency (Level 4), will increase from grade level Beginning of Year scores to at or above 75%, according to the STAR Math screening report set at SBA Benchmark.	<div><input type="checkbox"/> WSF</div> <div><input type="checkbox"/> Title I</div> <div><input type="checkbox"/> Title II</div> <div><input type="checkbox"/> Title III</div> <div><input type="checkbox"/> IDEA</div> <div><input type="checkbox"/> Homeless</div> <div><input type="checkbox"/> Other</div> <div><input checked="" type="checkbox"/> N/A</div>	
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<p>Project Based Learning</p> <p>Goal 1 EA 2: Teachers will provide Standards-based Instruction with integrated subject areas through High Quality Project Based Learning (PBL)/Service Learning Projects in grades PK – 5.</p> <p><u>Planned Action Step</u></p> <p>All grade level teachers will complete and implement two high quality PBL projects.</p>	<table><tr><th colspan="6">Tripod Captivate Category</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>72%</td><td>75%</td><td>75%</td><td>78%</td><td>TBD</td><td>80%</td></tr><tr><td colspan="6">Tripod Student Survey School Reports</td></tr></table> <table><tr><th colspan="6">Tripod Confer Category</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>73%</td><td>75%</td><td>70%</td><td>78%</td><td>TBD</td><td>80%</td></tr><tr><td colspan="6">Tripod Student Survey School Reports</td></tr></table> <table><tr><th colspan="6">GLO #1 Self-Directed Learner (Percent of students consistently demonstrating GLO)</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>79%</td><td>81%</td><td>77%</td><td>83%</td><td>TBD</td><td>85%</td></tr><tr><td colspan="6">LDS-Administration/GLOs</td></tr></table> <table><tr><th colspan="6">GLO #3 Complex Thinker (Percent of students consistently demonstrating GLO)</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>78%</td><td>75%</td><td>73%</td><td>77%</td><td>TBD</td><td>80%</td></tr><tr><td colspan="6">LDS-Administration/GLOs</td></tr></table>	Tripod Captivate Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	72%	75%	75%	78%	TBD	80%	Tripod Student Survey School Reports						Tripod Confer Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	73%	75%	70%	78%	TBD	80%	Tripod Student Survey School Reports						GLO #1 Self-Directed Learner (Percent of students consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	79%	81%	77%	83%	TBD	85%	LDS-Administration/GLOs						GLO #3 Complex Thinker (Percent of students consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	78%	75%	73%	77%	TBD	80%	LDS-Administration/GLOs						<p>The Quarterly GLO Report Card Grades will be used to measure progress throughout the school year. For example:</p> <ul style="list-style-type: none">The percent of students usually and consistently demonstrating the GLO each semester will increase to be equal or higher than the end-of-year goals in GLO report card grades for Self-Directed Learner and Complex Thinker. <div><p>State Objectives: 1, 3, and 4, SD, SV, and TC</p><p>SLN1: Students need to increase their ability to be self-directed learners and complex thinkers.</p><p>CC2: There is a lack of understanding and implementation of strategies that incorporate student centered learning and student voice.</p><p>AOG2: Student Voice & Student Centered Learning</p></div>	<div><input 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"/> Other <input checked="" type="checkbox"/> N/A</div>	
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b. Utilize the integration of differentiated curriculum to increase student engagement and accelerate the implementation of common core state standards.	16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	students fall into Level 3 & 4, 20% in level 2 and Level 1 should have no more than 5% of students based on STAR Reading Report.	Online Imagine Math Facts Site License for grades K-5	☒ Title I 18902 B-3502 \$13,281 Online Achieve3000 licenses for 510 students grades K-5
c. All students will be provided/assigned with appropriate supplemental interventions to meet their academic and behavioral needs as identified in Student Focused Team Meetings, Articulation Meetings, Special Ed. Meetings, or Rotation Meetings.	Strive HI Reports						• By the end of the school year, all grade levels will have at least 75% of students fall into Level 3 & 4, 20% in level 2 and Level 1 should have no more than 5% of students based on STAR Math Report.	42101 B-3502 \$2,375 Online Imagine Math student licenses for 50 students grades K-5 x \$47.50ea	☒ Title I 18902 \$7,752
							<div>State Objectives: 1, 3, and 4, SD, SV, and TC SLN2: Students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. word meanings, language use, and reasoning & evidence). SLN3: Students need to increase their ability to write and revise brief texts. SLN4: Students need to increase their understanding and application of mathematical concepts and procedures. SLN5: Students need to increase their understanding of science concepts. CC1: There are inconsistencies in the completion and documentation of the Data Teams process to make informed decisions to improve student achievement. AOG1: CIA (PLC/Data Team)</div>	42101 A1 – 2744 \$15,253 Music PTT 17hrs/wk x 40 wks 42102 A1 – 2744 \$7,178 ELL Homework Club 2 PTTs x 4 hrs/wk x 40 wks = 320 hrs (Move to Title III if funds available) 42102 A1 – 2744 \$15,253 ELL PTT - (17 hrs/wk x 40 wks) A1 – 2769 \$535 3 Sub Days for ELL teacher to attend KCA meetings/work shops A1 – 2744 \$2,692 Interpreters for 30 NEP students x 4 hrs per student = 120 hrs	☒ WSF 42101 \$2,078 Online Renaissance Learning Products STAR Early Literacy, STAR Reading, STAR Math, Accelerated Math, Accelerated Reading, All Product Hosting Fee for all students grades K-5 ☒ IDEA 17929 A1 – 2721/2702 \$10,549 + \$275 fringe 2.61% 1 PPT for PK-5 SPED (1 x 19 hrs/wk x 40 wks)

Enabling Activity #5	End-of-Year Goals	Interim Measures of Progress	Source of Funds																																					
<p>Social Emotional Learning</p> <p>Goal 1 EA 5: All students will participate in schoolwide SEL initiatives to improve their skills related to the social-emotional competencies (i.e. self-awareness, self-management, responsible decision-making, relationship skills, social awareness).</p> <p><u>Planned Action Steps</u></p> <p>a. Participate in a character education program (socio-emotional learning, SEL) focusing on the school and State core educational values of the General Learner Outcomes and Na Hopena A'o (HA-BREATH) framework.</p> <p>b. Create a comprehensive 3 year GLO implementation plan that outlines the integration of the GLOs into content area instruction, and the calibration of GLO grading practices.</p> <p>c. Teachers will use the state GLO rubric to identify common indicators, and student friendly "I can" statements and examples for each GLO.</p> <p>d. Continue the Implementation of Philosophy for Children (P4C) and Shared Inquiry as a combined inquiry driven instructional model supporting both social-emotional and academic learning.</p> <p>e. Incorporate transition plans for all students.</p> <ul style="list-style-type: none">● May: Newly entering kindergarten students will attend Kindergarten Kamp. All other students will participate in "Promotion Day" activities.● June/July: Kindergarten students will attend Keiki Steps or Jump Start.	<table><tr><th colspan="6">SQS Safety Dimension (Percent of students responding favorably))</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>77%</td><td>78%</td><td>74%</td><td>79%</td><td>TBD</td><td>80%</td></tr></table> <p>School Quality Survey School Reports</p> <table><tr><th colspan="6">GLO #2 Community Contributor (Percent of students consistently demonstrating GLO)</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>91%</td><td>92%</td><td>89%</td><td>93%</td><td>TBD</td><td>94%</td></tr></table> <p>LDS-Administration/GLOs</p>	SQS Safety Dimension (Percent of students responding favorably))						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	77%	78%	74%	79%	TBD	80%	GLO #2 Community Contributor (Percent of students consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	91%	92%	89%	93%	TBD	94%	<p>The Quarterly GLO Report Card Grades will be used to measure progress throughout the school year.</p> <p>For example:</p> <ul style="list-style-type: none">● The % of students usually/consistently demonstrating GLO #2 will be 70% at the end of Q2 and 94% by the end of Q4. <p>State Objectives: 1, 3, and 4, SD, SV, and TC</p> <p>SLN1: Students need to increase their ability to be self-directed learners and complex thinkers.</p> <p>CC2: There is a lack of understanding and implementation of strategies that incorporate student centered learning and student voice.</p> <p>CC3: There is a lack of a comprehensive implementation plan for teaching and grading the GLOs.</p> <p>AOG3: GLOs</p>	<div><input checked="" type="checkbox"/> WSF 42101 A1 – 2744 \$30,505 2 (SEL & HA) PTTs x 17 hrs/wk x 40 weeks</div> <div>42104 A1 – 2721 \$833 Keiki Steps PPT (15 hrs/wk x 4 wks = 60 hrs)</div> <div>A1 – 2744 \$1,413 Keiki Steps PTT (15 hrs/wk x 4 wks + 3 hrs training = 63 hrs)</div> <div>A1 – 2721 \$1,110 Jump Start PPTs (40 hrs x 2 PPTs = 80 hrs)</div> <div>A1 – 2744 \$1,974 Jump Start PTTs (44 hrs x 2 PTTs = 88 hrs)</div>	
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GOAL 2 STAFF SUCCESS

Goal 2 Desired Outcomes:	Rationale:
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By the end of three years, teachers and support staff will be provided professional development in the school wide system of established authentic curriculum, instruction, and assessment that is grounded in interdisciplinary real-world project based learning. Student engagement will be driven by inquiry-based instruction. Future Ready student learning will focus digital citizenship and integration of student use of technology. All teachers will provide instruction based on a systemic RtI program.

PD - Standards-based Curriculum and Instruction

- ❑ Student proficiency in ELA will increase from 44% in 2016-17 to 54% in 2019-20, as measured by SBA. (LDS)
- ❑ Student proficiency in ELA SBA Writing Claim will increase from 72% in 2016-17 to 78% in 2019-20.
- ❑ Student proficiency in Math will increase from 52% in 2016-17 to 62% in 2019-20, as measured by SBA. (LDS)
- ❑ Student proficiency in Science will increase from 45% in 2016-17 to 64% in 2019-20, as measured by HSA. (LDS)

PD - Project Based Learning

- ❑ Tripod Captivate Category percentage will increase from 72% in 2016-17 to 80% in 2019-20.
- ❑ Tripod Confer Category percentage will increase from 73% in 2016-17 to 80% in 2019-20.
- ❑ GLO #1 Self Directed Learner percentage will increase from 79% in 2016-17 to 85% in 2019-20.
- ❑ GLO #3 Complex Thinker percentage will increase from 78% in 2016-17 to 80% in 2019-20.

PD - RtI Academic/Behavior

- ❑ The ELA Gap Rate will be reduced from 20 in 2016-17 to 6 in 2019-20, as measured by state assessment SBA. (Strive HI)
- ❑ The Math Gap Rate will be reduced from 18 in 2016-17 to 4 in 2019-20, as measured by state assessment SBA. (Strive HI)

Teacher Induction and Mentoring Program

- ❑ All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-5.

The school has chosen to focus on targeted components of the response to intervention system to affect student achievement. Specifically, lack of systemic differentiated instruction yielded a need for us to better support classroom teachers and utilize our teacher support staff to implement a common RtI curriculum for various student performance groups.

[State Strategic Plan Goal 2 Strategies pp. 8-9](#)

Enabling Activity #6	End-of-Year Goals					Interim Measures of Progress	Source of Funds																	
<u>Standards Based Curriculum and Instruction</u> Goal 2 EA 6: Provide professional development opportunities for Standards Based Instruction in ELA, Math, and Science for Grades K – 5 as aligned with Goal 1 Enabling Activity 1 Student Success. <u>Planned Action Steps</u> a. Provide professional development opportunities for common instructional strategies and processes for ELA, Math, and Science. b. Teachers will be provided with professional development to increase student voice and facilitation of student-centered classrooms, including student reflection, self-assessment, and goal setting.	SBA ELA Proficiency					Formative data aligned with the End-of-Year Goals will be collected and analyzed to measure progress throughout the school year. For example: <ul style="list-style-type: none">The percentage of students demonstrating proficiency (Level 4), will increase from grade level Beginning of Year scores to at or above 75%, according to the STAR ELA screening report set at SBA Benchmark.Quarterly classroom observations and/or walkthroughs will reflect that 100% of teachers are using the Shared Inquiry process.The percentage of students demonstrating proficiency (MP or ME) in each grade level will be at or above 75% according to the Writing Report Card Grades.Quarterly classroom observations and/or walkthroughs will reflect that 100% of teachers are using Write Tools Strategies.The percentage of students demonstrating proficiency (Level 4), will increase from grade level Beginning of Year scores to at or above 75%, according to the STAR Math screening report set at SBA Benchmark. <div>State Objectives: 1, 3, and 4, SD, SV, and TC SLN2: Students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. word meanings, language use, and reasoning & evidence). SLN3: Students need to increase their ability to write and revise brief texts.</div>						<div><input checked="" type="checkbox"/> WSF 42101 B-7104/07 \$2,999 Freckle Contract - 1 day</div> <div><input checked="" type="checkbox"/> Title I 18902 A1-2769/2702 \$8,549 Substitutes for Reading PD/Collaborative Planning- 22 teachers x 2 days = 44 days \$7,850 + \$699 fringe 8.91%</div> <div>B-7104/07 \$24,955 Great Books Foundation contract – 15 days</div> <div>A1-2769/2702 \$8,549 Substitutes for Writing PD/Collaborative Planning - 22 teachers x 2 day = 44 days x \$178.42 = 44 days \$7,850 + \$699 fringe 8.91%</div>												
	<table><tr><td>16-17 Baseline</td><td>17-18 Goal</td><td>17-18 Result</td><td>18-19 Goal</td><td>18-19 Result</td><td>19-20 Goal</td></tr><tr><td>44%</td><td>48%</td><td>44%</td><td>51%</td><td>TBD</td><td>54%</td></tr></table> LDS-Plan/Student Achievement SBA ELA						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result		19-20 Goal	44%	48%	44%	51%	TBD	54%					
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	44%	48%	44%	51%	TBD		54%																	
	SBA Math Proficiency																							
	<table><tr><td>16-17 Baseline</td><td>17-18 Goal</td><td>17-18 Result</td><td>18-19 Goal</td><td>18-19 Result</td><td>19-20 Goal</td></tr><tr><td>52%</td><td>56%</td><td>49%</td><td>59%</td><td>TBD</td><td>62%</td></tr></table> LDS-Plan/SBA Mathematics						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result		19-20 Goal	52%	56%	49%	59%	TBD	62%					
	16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result		19-20 Goal																	
	52%	56%	49%	59%	TBD		62%																	
	SBA Writing Claim																							
	<table><tr><td>16-17 Baseline</td><td>17-18 Goal</td><td>17-18 Result</td><td>18-19 Goal</td><td>18-19 Result</td><td>19-20 Goal</td></tr><tr><td>72%</td><td>-</td><td>72%</td><td>75%</td><td>TBD</td><td>78%</td></tr></table> LDS-Plan/Assessment Proficiency/SBA Claims Proficiency and SBA Achievement Claims Comparison						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result		19-20 Goal	72%	-	72%	75%	TBD	78%					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal																			
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HSA Science																								
<table><tr><td>16-17 Baseline</td><td>17-18 Goal</td><td>17-18 Result</td><td>18-19 Goal</td><td>18-19 Result</td><td>19-20 Goal</td></tr><tr><td>45%</td><td>51%</td><td>55%</td><td>58%</td><td>TBD</td><td>64%</td></tr></table> LDS-Plan/Student Achievement HSA Science					16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	45%	51%	55%	58%	TBD	64%								
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		<p>SLN4: Students need to increase their understanding and application of mathematical concepts and procedures.</p> <p>SLN5: Students need to increase their understanding of science concepts.</p> <p>CC2: There is a lack of understanding and implementation of strategies that incorporate student centered learning and student voice.</p> <p>CC4: There have been inconsistencies in training/PD for staff in the use of instructional strategies and programs (e.g. Reading Wonders, Stepping Stones).</p> <p>AOG1: CIA (PLC/Data Team)</p>																																																																									
Enabling Activity #7	End-of-Year Goals	Interim Measures of Progress	Source of Funds																																																																								
<p><u>Project Based Learning, Student Voice, and Student-Centered Classrooms</u></p> <p>Goal 2 EA 7: Teachers will implement Project Based Learning (PBL) and will be provided with PD on the use of student voice and student-centered learning strategies.</p> <p>Planned Action Steps</p> <p>a. All grade level teachers will plan and complete two high quality PBL projects.</p> <p>b. Teachers will be provided with professional development to increase student voice and facilitation of student-centered classrooms, including student reflection, self-assessment, and goal setting.</p>	<table><tr><th colspan="6">Tripod Captivate Category</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>72%</td><td>75%</td><td>75%</td><td>78%</td><td>TBD</td><td>80%</td></tr></table> <p>Tripod Student Survey School Reports</p> <table><tr><th colspan="6">Tripod Confer Category</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>73%</td><td>75%</td><td>70%</td><td>78%</td><td>TBD</td><td>80%</td></tr></table> <p>Tripod Student Survey School Reports</p> <table><tr><th colspan="6">GLO #1 Self-Directed Learner (Percent of students consistently demonstrating GLO)</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>79%</td><td>81%</td><td>77%</td><td>83%</td><td>TBD</td><td>85%</td></tr></table> <p>LDS-Administration/GLOs</p> <table><tr><th colspan="6">GLO #3 Complex Thinker (Percent of students consistently demonstrating GLO)</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Tripod Captivate Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	72%	75%	75%	78%	TBD	80%	Tripod Confer Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	73%	75%	70%	78%	TBD	80%	GLO #1 Self-Directed Learner (Percent of students consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	79%	81%	77%	83%	TBD	85%	GLO #3 Complex Thinker (Percent of students consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal							<p>All of the Interim Measures in Goal 1 EA2 will be progress monitored as specified and measured.</p> <p>State Objectives: 1, 3, and 4, SD, SV, and TC</p> <p>SLN1: Students need to increase their ability to be self-directed learners and complex thinkers.</p> <p>CC2: There is a lack of understanding and implementation of strategies that incorporate student centered learning and student voice.</p> <p>AOG2: Student Voice & Student Centered Learning</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I B - 7104/07 \$16,000</p> <p>High Tech High On-site PD</p> <p>A1-2769/2702 \$6,801</p> <p>Substitutes for PBL PD/Collaborative Planning - 35 teachers x 1 day = 35 days x \$178.42 = \$6,245 + \$556 fringe 8.91%</p>
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Enabling Activity #8	End-of-Year Goals	Interim Measures of Progress	Source of Funds																																																
<u>Rtl Academic/Behavior</u> Goal 2 EA 8: Provide teachers and support staff with professional development for for a deeper understanding of Rtl. <u>Planned Action Steps</u> Provide PD on Rtl components, such as the following: <ul style="list-style-type: none">• Universal Screening• Progress Monitoring• Multi-tier System of Supports• Data-driven Decision-making	<table><tr><th colspan="6">SBA ELA Achievement Gap</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>20</td><td>16</td><td>15</td><td>11</td><td>TBD</td><td>6</td></tr><tr><td colspan="6">Strive HI Reports</td></tr></table> <table><tr><th colspan="6">SBA Math Achievement Gap</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>18</td><td>14</td><td>23</td><td>9</td><td>TBD</td><td>4</td></tr><tr><td colspan="6">Strive HI Reports</td></tr></table>	SBA ELA Achievement Gap						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	20	16	15	11	TBD	6	Strive HI Reports						SBA Math Achievement Gap						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	18	14	23	9	TBD	4	Strive HI Reports						All of the Interim Measures in Goal 1 EA4 will be progress monitored as specified and measured. <div>State Objectives: 1, 3, and 4, SD, SV, and TC SLN2: Students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. word meanings, language use, and reasoning & evidence). SLN3: Students need to increase their ability to write and revise brief texts. SLN4: Students need to increase their understanding and application of mathematical concepts and procedures. SLN5: Students need to increase their understanding of science concepts. Contributing Cause: CC4: There have been inconsistencies in training/PD for staff in the use of instructional strategies and programs (e.g. Reading Wonders, Stepping Stones). AOG1: CIA (PLC/Data Team)</div>	<input checked="" type="checkbox"/> Title I A1-2769/2702 \$11,270 Substitutes for Differentiation PD/Collaborative Planning - 29 teachers x 2 days = 58 days x \$178.42 = \$10,348 + \$922 fringe 8.91% 18902 A1-2769/2702 \$5,830 Substitutes for Rtl PD/Collaborative Planning - 30 teachers x 1 day = 30 days x \$178.42 = \$5,353 + \$477 fringe 8.91%
SBA ELA Achievement Gap																																																			
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Enabling Activity #9	End-of-Year Goals	Interim Measures of Progress	Source of Funds																																																
<u>Induction and Mentoring</u> Goal 2 EA 9: Provide new and experienced teachers with professional development in targeted components of curriculum, instruction, and assessment that are aligned to State Standards. <u>Planned Action Steps</u> Provide a variety of PD based upon teacher interest and student need such as the following: <ul style="list-style-type: none">• TIM• Peer Observations• Inquiry driven instruction for reading	All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-5.	All of the Interim Measures in Goal 1 will be progress monitored as specified and measured in Enabling Activities 1-5. <div>State Objectives: 1, 3, and 4, SD, SV, and TC SLN2: Students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. word meanings, language use, and reasoning & evidence). SLN3: Students need to increase their ability to write and revise brief texts. SLN4: Students need to increase their understanding and application of mathematical</div>	<input checked="" type="checkbox"/> WSF 42106 A1 - 2769 \$1,427 Subs for IM Program 2 new tchrs x 4 days x \$178.42																																																

and math <ul style="list-style-type: none"> • Collaborative conversations • Using text evidence • P4C • PBL • NGSS/TEM • GAFE • Digital Citizenship 		concepts and procedures. SLN5: Students need to increase their understanding of science concepts. CC4: There have been inconsistencies in training/PD for staff in the use of instructional strategies and programs (e.g. Reading Wonders, Stepping Stones).		
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<p>By the end of three years, the school system will foster a culture of rigorous interdisciplinary project based learning driven by inquiry-based instruction. Future Ready learning for faculty, staff, students, parents, and community stakeholders will focus digital citizenship and integrated use of technology. All stakeholders will understand how instruction is based on a systemic RtI program.</p> <p><u>Family and Community Engagement</u></p> <p>❑ SQS Involvement Engagement Parent favorable responses will increase from 85% in 2016-17 to 88% in 2019-20.</p> <p><u>School Improvement</u></p> <p>❑ All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-6.</p> <p><u>Makerspace</u></p> <p>❑ GLO #3 Complex Thinker percentage will increase from 78% in 2016-17 to 80% in 2019-20.</p>	<p>The school has found success in addressing a cultural shift for more inquiry driven instruction through the implementation of P4C and Shared Inquiry. This effort was manageable as we moved smaller groups of teachers who showed readiness to address the change in instruction. All stakeholders agree that the best use of instructional time is to provide real-world authentic interdisciplinary project based lessons. The move toward this form of instruction needs a continued effort to provide a school wide culture of safe risk taking. The school will continue to build opportunities to design school improvement efforts like this for all stakeholders.</p>

Goal 3 Successful Systems of Support																																	
Enabling Activity #10		End-of-Year Goals				Interim Measures of Progress		Source of Funds																									
<p><u>Family and Community Engagement</u></p> <p>Goal 3 EA 10: Continue to provide parent education and family activities to strengthen family and school partnerships in attaining student achievement.</p> <p><u>Planned Action Steps</u></p> <p>Coordinate and conduct a variety of parent education and family activities, such as the following:</p> <ul style="list-style-type: none">• ELA literacy Nights• Math literacy Nights• STEM Nights• 21st Century Literacy• Hui Kuka Conferences• Student Led Conferences						<p>Participation data will be used to measure progress throughout the school year.</p> <p>For example:</p> <ul style="list-style-type: none">• Over 20% of targeted families will participate in each literacy activity.• 100% of family participants will submit responses on Hui Kuka and Student Led conference response forms.		<p>☒ WSF 42101 A1 – 2744 \$14,056 PCNC (17 hrs/wk x 40 wks x \$20.67)</p> <p>☒ Title I 18935 B – 3301 \$398 Refreshments/food for Parent/Comm night, workshops, and training</p>		<p>B-3401 \$1,000 Materials for Parent/Comm night, workshops, training, home-school communication</p>																							
		<table><tr><th colspan="6">SQS Involvement Engagement (Percent of parents responding favorably))</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>85%</td><td>86%</td><td>75%</td><td>87%</td><td>TBD</td><td>88%</td></tr><tr><td colspan="6">School Quality Survey School Reports</td></tr></table>				SQS Involvement Engagement (Percent of parents responding favorably))						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	85%	86%	75%	87%	TBD	88%	School Quality Survey School Reports									
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Enabling Activity #11	End-of-Year Goals	Interim Measures of Progress	Source of Funds																			
<u>School Improvement</u> Goal 3 EA 11: Provide regular and frequent monitoring of the prioritized initiatives in our Academic Plan. <u>Planned Action Steps</u> Conduct Monthly Academic Review Team meetings to monitor progress on the Academic Plan through the Continuous School Improvement Process.	All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-5.	All of the Interim Measures in Goal 1 will be progress monitored as specified and measured in Enabling Activities 1-5. <div>State Objectives: 1 and 3, SD, SV, and TC SLN1-6: All identified (6) student learning needs will be monitored through this Enabling Activity. CC1-7: All Contributing Causes will be monitored through this Enabling Activity.</div>	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I 18902 B-3501 \$750 WASC Dues																			
Enabling Activity #12	End-of-Year Goals	Interim Measures of Progress	Source of Funds																			
<u>Makerspace</u> Goal 3 EA 12: Establish a makerspace as a STEM instructional support model. <u>Planned Action Steps</u> Establish digital student portfolios to support students and implement the K-12 West Complex plan.	<table><tr><th colspan="6">GLO #3 Complex Thinker (Percent of students consistently demonstrating GLO)</th></tr><tr><th>16-17 Baseline</th><th>17-18 Goal</th><th>17-18 Result</th><th>18-19 Goal</th><th>18-19 Result</th><th>19-20 Goal</th></tr><tr><td>78%</td><td>75%</td><td>73%</td><td>77%</td><td>TBD</td><td>80%</td></tr></table> LDS-Administration/GLOs	GLO #3 Complex Thinker (Percent of students consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	78%	75%	73%	77%	TBD	80%	The Quarterly GLO Report Card Grades will be used to measure progress throughout the school year. For example: <ul style="list-style-type: none">The percent of students usually and consistently demonstrating the GLO each semester will increase to be equal or higher than the end-of-year goals in GLO report card grades for Complex Thinker. <div>State Objectives: 1 and 3, SD, SV, and TC SLN1: Students need to increase their ability to be self-directed learners and complex thinkers. CC2: There is a lack of understanding and implementation of strategies that incorporate student centered learning and student voice. AOG2: Student Voice & Student Centered Learning</div>	<input 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"/> Other <input checked="" type="checkbox"/> N/A	
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