



Three-Year Innovation Plan 2017-2020

Kalaheo Elementary School



**4400 Maka Road
Kalaheo, Hi, 96741**

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Kalaheoschool.com

Where are we now?**Student Learning Needs:**

1. Reading - Students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. key details, word meanings, text structures & features, and language use).
2. Writing - Students need to increase their ability to compose full text, write/revise brief text, utilize language and vocabulary, and edit their writing using the conventions of Standard English (i.e. grammar, capitalization, punctuation, and spelling).
3. Math - Students need to increase their understanding and application of mathematical concepts and procedures.
4. Science - Students need to increase their understanding of science concepts and skills aligned with NGSS.
5. GLOs - Students need to increase their ability to be self-directed learners, complex thinkers, and quality producers.
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, and social awareness).

WASC Critical Areas of Follow-up:

- ~~1. Teachers need training to develop expertise using state curriculum.~~
- ~~2. Additional professional development is needed to build instructional skills in pacing, integration, and differentiation strategies. Resources are needed to develop a toolkit of supplemental materials for the core subjects.~~
- ~~3. Although the data teams provides opportunities for consistent assessment of student progress, teachers need to explore, discuss, and make grade-level agreements to align assessment tools available through state adopted curriculum to the Smarter Balanced Assessment.~~

Revision of Critical Area 2:

The faculty revisit the school's commitment to integrated learning and provide student opportunities to make connections between content knowledge and real life application.

New Critical Areas:

1. The administration, faculty and staff implement systemic supports to ensure students in grades 2-5 experience a smooth transition as they move from Wonders and Stepping Stones to Ready Ready and Ready Mathematics.
2. The administration, faculty and staff continue its efforts to close the achievement gap as well as its goal to reach 75% proficiency in reading by using the KES' powerful instructional practices and providing other equitable learning opportunities.

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3. The administration increase the frequency of walkthroughs to provide teachers with feedback and supports (e.g. professional development, coaching, materials), as well as monitor fidelity in implementing the school's powerful practices and the new Ready Program as a means to maintain the school's focus on closing the achievement gap.

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 yellow. 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).

Kalaheo 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	51%	45%	48%	43%	46%	43%	44%	33%	50%
Female	60%	53%	57%	43%	48%	47%	49%	29%	43%
Male	41%	37%	40%	42%	43%	39%	39%	35%	58%
Low SES (Disadvantaged)	35%	28%	28%	26%	32%	26%	30%	22%	41%
IDEA (SpEd)	0%	7%	0%	0%	0%	6%	0%	0%	17%
English Language Learner (ELL)	0%	25%	33%	0%	0%	0%	0%	0%	33%
American Indian/Alaskan	100%	100%	100%	0%	100%	0%	-	0%	-
Asian	68%	53%	55%	61%	48%	60%	50%	20%	50%
Black	0%	0%	-	0%	0%	-	0%	-	-
Hispanic	43%	37%	41%	38%	37%	33%	50%	39%	44%
Multiple	51%	50%	55%	47%	58%	47%	41%	50%	65%
Pacific Islander	33%	26%	27%	27%	24%	31%	19%	11%	27%
White	65%	62%	64%	51%	59%	54%	69%	36%	58%
Native Hawaiian	-	29%	32%	-	29%	32%	NA	21%	39%

Source: LDS

GOAL 1 STUDENT SUCCESS

Goal 1 Desired Outcomes:	Rationale:
<p><u>Standards-based Curriculum and Instruction (ELA, Math & Science/STEM)</u></p> <ul style="list-style-type: none"> ❑ Student proficiency in ELA will increase from 50% in 2016-17 to 61% in 2019-20, as measured by SBA. (LDS) ❑ Student proficiency in Math will increase from 42% in 2016-17 to 54% in 2019-20, as measured by SBA. (LDS) ❑ Student proficiency in Science will increase from 44% in 2016-17 to 64% in 2019-20, as measured by HSA. (LDS) <p><u>Response to Intervention (Rtl)</u></p> <ul style="list-style-type: none"> ❑ The ELA Gap Rate will be reduced from 32% in 2016-17 to 16% in 2019-20, as measured by state assessment SBA. (Strive HI) ❑ The Math Gap Rate will be reduced from 35% in 2016-17 to 18% in 2019-20, as measured by state assessment SBA. (Strive HI) <p><u>GLOs, Student Voice, Use of Technology, and Project Based Learning (PBL)</u></p> <ul style="list-style-type: none"> ❑ The percentage of students who usually and/or consistently demonstrate GLO #3 Complex Thinker will increase from 74% in 2016-17 to 80%, as measured by report card grades. ❑ The percentage of students who usually and/or consistently demonstrate GLO #5 Effective Communicator will increase from 82% in 2016-17 to 85%, as measured by report card grades. ❑ The percentage of students who usually and/or consistently demonstrate GLO #6 Effective & Ethical User of Technology will increase from 94% in 2016-17 to 98%, as measured by report card grades. ❑ The percent of positive responses on the Captivate Category will increase from 75% in 2016-17 to 80% in 2019-20, as measured by the Tripod Student Survey School Group Report. ❑ The percent of positive responses on the Confer Category will increase from 68% in 2016-17 to 75% in 2019-20, as measured by the Tripod Student Survey School Group Report. <p><u>Positive Behavior Intervention Support (PBIS)</u></p> <ul style="list-style-type: none"> ❑ The number of student behavior incident referrals will decrease from 77 in 2016-17 to 74 in 2019-20, as measured by eCSSS reports. (Schoolwide Discipline Profile by School Year) ❑ The percent of students with 0 incident referrals will increase from 90% in 2016-17 to 793% in 2019-20, as measured by eCSSS reports. (Schoolwide Discipline Profile by School Year) ❑ The percent of positive Student responses on the SQS Safety Dimension will increase from 83% in 2016-17 to 88% in 2019-20, as measured by the School SQS Report. ❑ The percent of positive Parent responses on the SQS Safety Dimension will increase from 93% in 2016-17 to 96% in 2019-20, as measured by the School SQS Report. 	<p>According to the Longitudinal Data & Potential Targets for 2020, Kalaheo SES students face an achievement gap of 32% in ELA, 35% in math and 31% in Science. Kalaheo School has a significant percentage of economically disadvantaged students (43%) but does not meet the threshold for Title I funding and support. Since all students need to meet their expected learning outcomes, goals for growth and closing the achievement gap are mandatory. Desired outcomes, enabling activities, funding, and timeline decisions need to be made in light of the data presented and future goals.</p> <ul style="list-style-type: none"> • Kalaheo School will have systems, curriculum, and instructional strategies so that all students are college and career ready and have the adaptive skills necessary to thrive in an unpredictable and fast changing future. • All students will receive high quality data driven instruction and intervention support services based on their needs. • Kalaheo Elementary students' voice will be expressed exhibiting these practices in their student led conferences, portfolios and written work.

Goal 1 Planning

Enabling Activity #1	End-of-Year Goals	Interim Measures	Source of Funds																																																						
<u>Standards-based Curriculum and Instruction</u> EA 1: Provide students with rigorous and relevant standards-based curriculum and instruction. (2017-20) <u>Planned Action Steps:</u> a. Teachers will actively engage in 9-week cycles on powerful practices with a focus on peer observations and walkthroughs. <i>(Principal & Academic Coach)</i> (SD) b. All students will be screened at least four times a year and progress monitored on an as need basis to ensure they are making growth. <i>(SSC & Tech Coordinator)</i> (SD) c. Teachers in K-1 will implement Wonders & Stepping Stones with integrity and fidelity based on the schoolwide assessment calendar. <i>(Data Coach)</i> (SD) d. Teachers in grades 2-5 will implement Ready curriculum with integrity and fidelity based on the schoolwide calendar. e. Teachers will use the 5-Step Process to collaborate, calibrate, and analyze data from common assessments in bi-weekly data team meetings in order to adjust instruction. <i>(Data Coach)</i> (TC) f. Teachers will provide students with multiple opportunities for critical thinking thru problem solving and Writing in Response to text <i>(ART Team)</i> (SD) g. All teachers will analyze school-wide SBA data and choose a focus area for ELA and Math <i>(ART & ILT Teams)</i> (TC) h. Continue to supplement Wonders, Stepping Stones and Ready curriculum as needed. For	<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>50%</td><td>53%</td><td>48%</td><td>57%</td><td>TBD</td><td>61%</td></tr></table> LDS - Plan/Student Achievement SBA ELA <table><tr><th colspan="6">SBA Math 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>42%</td><td>46%</td><td>43%</td><td>50%</td><td>TBD</td><td>54%</td></tr></table> LDS - Plan/Student Achievement SBA Math <table><tr><th colspan="6">HSA Science 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>50%</td><td>50%</td><td>58%</td><td>TBD</td><td>64%</td></tr></table> LDS - Plan/Student Achievement HSA Science	SBA ELA Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	50%	53%	48%	57%	TBD	61%	SBA Math Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	42%	46%	43%	50%	TBD	54%	HSA Science Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	44%	50%	50%	58%	TBD	64%	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">70% of students in each grade level will be proficient in ELA and Math based on the iReady Universal Screener (iReady Diagnostic Growth Report).75% of students will be proficient from pre to post on Grades K-2 ELA and Math CFAs.60% of our grades 3-5 students will be proficient on the SBA Interim Math and ELA Test.The percent of students proficient on HSA Science Interim Practice Test. <div>WASC CA #1 Teachers need training to develop expertise using state curriculum.</div>	<div>☑ WSF 42101 B - 3502 Universal screener (iReady) \$18,300</div> <div>42101 A1 - 2744 PTT Computer during bi-weekly Data Teams meetings (17 hrs/wk x 40 wks) \$15,253</div> <div>42106 A1 - 2769 10 sub days for PD x \$178.42 \$1,784</div>
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<p>example, identify and agree upon supplemental curriculum resources to enhance the use of literary text. <i>(Academic Coach, Data Coach)</i> (CC #4)</p> <p>i. Provide PD to strengthen teachers' understanding of math concepts and skills and how to teach them in ways that results in students' proficient application. <i>(Principal)</i> (CC #4)</p> <p>j. Students will engage in one STEM lesson:</p> <ul style="list-style-type: none">Monthly (2018-19)Bi-weekly (2019-20)Weekly (2020-21) <p><i>(Principal, Science Coach)</i> (SD)</p>																																																															
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<p>General Learner Outcomes (GLOs)</p> <p>EA 2: We will provide consistent instruction and evaluation of GLOs schoolwide.</p> <p><u>Planned Action Steps:</u></p> <p>Review, clarify, and calibrate descriptors in our GLO rubric to support academic achievement. <i>(Principal)</i> (CC #1)</p>	<table><tr><th colspan="6">GLO #3 Complex Thinker</th></tr><tr><th colspan="6">(% of students usually or 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>74%</td><td>76%</td><td>76%</td><td>78%</td><td>TBD</td><td>80%</td></tr><tr><td colspan="6">LDS-Reports/Currently Enrolled Students/Elem GLO Report Card</td></tr></table> <table><tr><th colspan="6">GLO #5 Effective Communicator</th></tr><tr><th colspan="6">(% of students usually or 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>82%</td><td>83%</td><td>81%</td><td>84%</td><td>TBD</td><td>85%</td></tr><tr><td colspan="6">LDS-Reports/Currently Enrolled Students/Elem GLO Report Card</td></tr></table>	GLO #3 Complex Thinker						(% of students usually or consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	74%	76%	76%	78%	TBD	80%	LDS-Reports/Currently Enrolled Students/Elem GLO Report Card						GLO #5 Effective Communicator						(% of students usually or consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	82%	83%	81%	84%	TBD	85%	LDS-Reports/Currently Enrolled Students/Elem GLO Report Card						Quarterly GLO Report Card Grades will show needed percentage of students Usually or Consistently demonstrating the GLOs Complex Thinker and Effective Communicator.	<input checked="" type="checkbox"/> N/A
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<p>Response to Intervention (RtI)</p> <p>EA 3: All students will be provided differentiated instruction to meet their identified needs. (2017-20)</p> <p><u>Planned Action Steps:</u></p> <p>a. Implement workstations for differentiation at</p>	<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>32</td><td>28</td><td>42</td><td>23</td><td>TBD</td><td>16</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	32	28	42	23	TBD	16	Formative data aligned with the End-of-Year Goals will be collected and analyzed to measure progress throughout the school year. For example:	<input checked="" type="checkbox"/> N/A																																										
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<p>least 3 times per week (SD) / Continue to implement centers for differentiation that meets the needs of all learners. <i>(Principal) (CC #6)</i></p> <p>b. Provide differentiated lessons (SD) using supplemental resources (i.e. i-Ready, Sonday, Tier 3) / Continue to use iReady lessons regularly to meet the needs of all learners. <i>(Principal) (CC #6)</i></p> <p>c. Provide Language Instruction Program (LIEP) to all English Language Learners (ELLs) that is based on culturally and linguistically appropriate model and is a part of Common Core Standards instruction <i>(ELL Coordinator) (SD)</i></p> <p>d. Provide PD on ELL strategies in the regular education classroom (e.g. GLAD, academic vocabulary, language acquisition). <i>(ELL Coordinator) (CC #6)</i></p> <p>e. Provide interventions for non-proficient Migrant education students. <i>(ELL Coordinator) (SD)</i></p> <p>f. Provide interventions for SPED students based on their IEP. <i>(SPED Teachers) (SD)</i></p> <p>g. Continue to implement strategies that address the needs of Low SES students (e.g. Eric Jensen strategies, powerful practices). <i>(Principal) (CC #6)</i></p>	<table><tr><td colspan="6">Strive HI Reports</td></tr><tr><td colspan="6"> </td></tr><tr><td colspan="6">SBA Math Achievement Gap</td></tr><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>35</td><td>29</td><td>34</td><td>24</td><td>TBD</td><td>18</td></tr><tr><td colspan="6">Strive HI Reports</td></tr><tr><td colspan="6"> </td></tr></table>	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	35	29	34	24	TBD	18	Strive HI Reports												<ul style="list-style-type: none">35% of High needs students will meet the i-Ready Stretch Growth Target in Reading and Math.100% of teachers will show evidence of small group instruction and co-constructing criteria based on unscheduled walkthrough. <div>WASC CA #1, 2, 3 Additional professional development is needed to build instructional skills in pacing, integration, and differentiation strategies. Resources are needed to develop a toolkit of supplemental materials for the core subjects.</div>							
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<p>Student Voice</p> <p>EA 4: All students' will be given various opportunities to express their voice, as described in the State Strategic Plan. <i>(Principal, Academic Coach, ILT) (SV)</i></p> <p>Planned Action Steps:</p> <p>a. Students will incorporate the 7 Actions of Assessment to show their learning, as evidenced by the following:</p> <ul style="list-style-type: none">Co-Constructing Criteria (SV) (2017-20)	<table><tr><td colspan="6">Tripod Captivate Category</td></tr><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>75%</td><td>77%</td><td>73%</td><td>79%</td><td>TBD</td><td>80%</td></tr><tr><td colspan="6">Tripod Student Survey Reports</td></tr><tr><td colspan="6"> </td></tr><tr><td colspan="6">Tripod Confer Category</td></tr><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 colspan="6"> </td></tr></table>	Tripod Captivate Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	75%	77%	73%	79%	TBD	80%	Tripod Student Survey Reports												Tripod Confer Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal							<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">100% of teachers will show evidence of small group instruction and co-constructing criteria based on unscheduled walkthroughs.Students from every classroom in grades 3-5 will have receive	<div><input checked="" type="checkbox"/> N/A</div>
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<ul style="list-style-type: none">Quarterly Goal Setting (SD) (2018-20)Student-Led Conferences (SD) (2018-20)Electronic Portfolios (SD) (2019-20) <p>b. Student Leadership Group to meet once per month. (2017-20) (D. Yukimura/PBIS Committee)</p>	<table><tr><td>68%</td><td>70%</td><td>67%</td><td>73%</td><td>TBD</td><td>75%</td></tr><tr><td colspan="6">Tripod Student Survey Reports</td></tr></table>	68%	70%	67%	73%	TBD	75%	Tripod Student Survey Reports						leadership opportunities to improve school culture as identified by the students themselves.																																																													
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<p>Use of Technology</p> <p>EA 5: Students will be provided with multiple opportunities to practice and demonstrate effective and ethical use of technology in ways that also increase academic achievement. (2017-20) (Principal & Tech Coordinator)</p> <p><u>Planned Action Steps:</u></p> <p>a. Finalize our budgetary plan to sustain and roll over technology devices and programs for student use.</p> <p>b. Students will apply innovative skills using technology, and will have increased accessibility to chromebooks in the classroom - increased classrooms moving to one to one and incorporation of devices into instruction. (SD) (CC #5)</p> <p>c. 80% of students will complete Common Sense Media Lessons. (SD)</p> <p>d. All students in grades 2-5 will practice typing at least 3 times per week. (SD)</p> <p>e. Continue to fund tech positions (PTT, EA) to support the use of technology in all classrooms. (CC #8)</p>	<table><tr><td colspan="6">GLO #6 Effective & Ethical User of Technology (% of students usually/consistently demonstrating GLO)</td></tr><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>94%</td><td>96%</td><td>98%</td><td>97%</td><td>TBD</td><td>98%</td></tr><tr><td colspan="6">LDS-Reports/Currently Enrolled Students/Elem GLO Report Card</td></tr></table> <table><tr><td colspan="6">Tripod Captivate Category</td></tr><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>75%</td><td>77%</td><td>73%</td><td>79%</td><td>TBD</td><td>80%</td></tr><tr><td colspan="6">Tripod Student Survey Reports</td></tr></table> <table><tr><td colspan="6">Tripod Confer Category</td></tr><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>68%</td><td>70%</td><td>67%</td><td>73%</td><td>TBD</td><td>75%</td></tr><tr><td colspan="6">Tripod Student Survey Reports</td></tr></table>	GLO #6 Effective & Ethical User of Technology (% of students usually/consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	94%	96%	98%	97%	TBD	98%	LDS-Reports/Currently Enrolled Students/Elem GLO Report Card						Tripod Captivate Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	75%	77%	73%	79%	TBD	80%	Tripod Student Survey Reports						Tripod Confer Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	68%	70%	67%	73%	TBD	75%	Tripod Student Survey Reports						<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">Common Sense Media Completion RateTyping Completion Rate	<p>☒ Possible Add'l Funds</p> <p>A1 - 2744</p> <p>Tech PTT</p> <p>17 hrs/wk x 40 wks</p> <p>\$15,253</p>
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<p>Project Based Learning (PBL)</p> <p>EA 6: Students will participate in PBL activities that engage students in hands-on, minds-on learning. (2019-20)</p> <p>a. Professional Development on project based learning. (Principal) (SD)</p>	<table><tr><td colspan="6">Tripod Captivate Category</td></tr><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>75%</td><td>77%</td><td>73%</td><td>79%</td><td>TBD</td><td>80%</td></tr><tr><td colspan="6">Tripod Student Survey Reports</td></tr></table>	Tripod Captivate Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	75%	77%	73%	79%	TBD	80%	Tripod Student Survey Reports						<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">One PBL opportunity per year/per	<p>☒ N/A</p>																																																
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[Go to Goal 1](#)[Go to Goal 2](#)[Go to Goal 3](#)

Page 9

<div>b. School will identify and nurture community partners to support Project Based Learning (<i>Principal</i>) (TC)</div> <div>c. By the end of 2020, 90% of students in all grade levels will complete at least two <u>project based learning units</u> aligned to gold standard project based learning per year.</div>		<div>teacher.</div> <div><div>● Reporting of engagement on end of PBL unit student reflections or Exit Passes.</div></div>																																																																						
Enabling Activity #7	End-of-Year Goals	Interim Measures	Source of Funds																																																																					
<div>Positive Behavior Intervention Support (PBIS)</div> <div>EA 7: A proactive PBIS system will be consistently implemented schoolwide to ensure the wellbeing of all students. (2017-20) (SSC, Principal, PBIS Committee)</div> <div><div>a. Positive Behavior Intervention Support (PBIS) program to address assertive behavior and anti-bullying lessons to all K-5 students. (SSC) (SD)</div><div>b. Explore student generated problem solving for behavior issues (ie: Second Step) (<i>Counselors</i>, SSC) (TC)</div><div>c. PCNC to Increase Parent Involvement opportunities in both academic and social settings. (<i>PCNC</i>)</div><div>d. PRIDE - Actively engage in activities and programs (<i>PSAP</i>) (SD)</div><div>e. All students will participate in transition day activities. (<i>PCNC</i>) (SD)</div><div>f. All students are offered opportunities to participate in extracurricular programs. (<i>Principal</i>) (SD)</div><div>g. Encourage parents to complete the Parent Surveys, including SQS. (e.g. PCNC to email blast parents and send reminders, Tech Coordinator to include link to parent surveys on school website) (<i>PCNC</i>) (CC #2)</div></div> <div><table><tr><th colspan="6">Total Student Behavior Incident Referrals (decrease in total # of referrals at end-of-year)</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>76</td><td>81</td><td>75</td><td>TBD</td><td>74</td></tr></table><div>eCSSS - Multi-year Schoolwide Discipline Profile</div><table><tr><th colspan="6">% of Students with 0 Incident Referrals (increase in % of students with 0 incidents/referrals at end-of-year)</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>90%</td><td>91%</td><td>92%</td><td>92%</td><td>TBD</td><td>93%</td></tr></table><div>eCSSS - Multi-year Schoolwide Discipline Profile</div><table><tr><th colspan="6">SQS Student Safety Dimension</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>83%</td><td>85%</td><td>80%</td><td>87%</td><td>TBD</td><td>88%</td></tr></table><div>SQS School Reports</div><table><tr><th colspan="6">SQS Parent Safety Dimension (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>93%</td><td>94%</td><td>87%</td><td>95%</td><td>TBD</td><td>96%</td></tr></table><div>SQS School Reports</div></div> <div><div>Formative data aligned with the End-of-Year Goals will be collected and analyzed to measure progress throughout the school year.</div><div>For example:</div><div><div>● Decrease in the number of student behavior incidents. (The number of incidents to be less than the end of year goal.)</div><div>● Increase in the % of students with 0 incidents/referrals.</div></div></div> <div><div><div>☑ WSF</div><div>42101</div><div>B - 3401</div><div>PBIS incentives/ awards/curriculum</div><div>\$1,000</div></div><div><div>☑ WSF</div><div>42101</div><div>A1 - 2744</div><div>PCNC</div><div>17 hrs/wk x 40 wks</div><div>\$15,253</div></div></div>	Total Student Behavior Incident Referrals (decrease in total # of referrals at end-of-year)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	77	76	81	75	TBD	74	% of Students with 0 Incident Referrals (increase in % of students with 0 incidents/referrals at end-of-year)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	90%	91%	92%	92%	TBD	93%	SQS Student Safety Dimension						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	83%	85%	80%	87%	TBD	88%	SQS Parent Safety Dimension (Percent of parents responding favorably)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	93%	94%	87%	95%	TBD	96%
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GOAL 2 STAFF SUCCESS

Goal 2 Desired Outcomes:	Rationale:
<p>Kalaheo School will prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices (project based learning, differentiated instruction, Rtl, student voice, STEM and increase use of technology) and multi-tiered supports that meet our school-wide needs.</p> <p>Kalaheo School will provide support for new employees to become effective, efficient, and dedicated to the teaching profession.</p>	<p>According to the Longitudinal Data & Potential Targets for 2020, Kalaheo SES students face an achievement gap of 32% in ELA, 35% in math and 31% in Science. Kalaheo School has a significant percentage of economically disadvantaged students (43%) but does not meet the threshold for Title I funding and support. Kalaheo School's vision includes <i>all students</i>.</p> <p style="text-align: center;">“Together, we Dream, Believe, Achieve, Kalaheo PRIDE”</p> <p>We are a school that views every student as possibly at risk for not making their expected learning outcome. We are going to become teachers, staff and administrators capable of closing the achievement gap for these students while simultaneously raising the achievement of all.</p>

Goal 2 Planning

Enabling Activity #8	End-of-Year Goals	Interim Measures	Source of Funds
<p>PD - Use of Technology</p> <p>EA 8: Teachers will receive PD to support the ethical, effective and efficient integration of technology into their classroom curriculum and instruction.</p> <p><u>Planned Action Steps:</u></p> <p>a. Teachers will receive ongoing training on how to use and integrate technology ethically, effectively, and efficiently in the classroom. (2017-20) (<i>Tech Coordinator</i>) (SD/C)</p> <ul style="list-style-type: none"> • Tech Tips • G Suite 	<p>100% of teachers will integrate technology ethically, effectively, and efficiently into classroom curriculum and instruction.</p>	<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> <p>Percent of teachers use of the following:</p> <ul style="list-style-type: none"> • Google Classroom • Go Guardian • Class Dojo • Class Tag • iReady • Fast Forward • Flipgrid 	<p><input checked="" type="checkbox"/> WSF</p>

Enabling Activity #9	End-of-Year Goals	Interim Measures	Source of Funds																																																						
Teacher Collaboration EA 9: Teachers will be given time for planning, articulation, collaboration and calibration in order to improve the use of curriculum, instruction and assessment. <u>Planned Action Steps:</u> a. Teachers will be provided time to collaborate and calibrate scoring and expectations. (2018-20) b. Teachers will participate in quarterly vertical articulation. (<i>Academic Coach, ILT</i>) (TC) c. Implement our NGSS lessons in all grade levels according to pacing guides. (<i>ILT, Data Coach</i>) (CC #4) d. Teachers will use the Targeted Instructional Area to align the instruction across all grade levels. (<i>ILT, Academic Coach, Data Coach</i>) (C) e. Create grade level pacing guides for our NGSS lessons. (<i>Principal</i>) (SD/C) (CC #3) f. Administration/Leadership will conduct quarterly walkthroughs and provide feedback on NGSS lessons in the classroom. (<i>Principal, Coaches, District Personnel</i>) (CC#3)	<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>50%</td><td>53%</td><td>48%</td><td>57%</td><td>TBD</td><td>61%</td></tr></table> LDS - Plan/Student Achievement SBA ELA <table><tr><th colspan="6">SBA Math 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>42%</td><td>46%</td><td>43%</td><td>50%</td><td>TBD</td><td>54%</td></tr></table> LDS - Plan/Student Achievement SBA Math <table><tr><th colspan="6">HSA Science 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>50%</td><td>50%</td><td>58%</td><td>TBD</td><td>64%</td></tr></table> LDS - Plan/Student Achievement HSA Science	SBA ELA Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	50%	53%	48%	57%	TBD	61%	SBA Math Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	42%	46%	43%	50%	TBD	54%	HSA Science Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	44%	50%	50%	58%	TBD	64%	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">Percent of students in each grade level proficient in ELA and Math based on the iReady Universal Screener (iReady Diagnostic Growth Report).Percent of students proficient on HSA Science Interim Practice Test. <div>WASC CA #3 Although the data teams provides opportunities for consistent assessment of student progress, teachers need to explore, discuss, and make grade level agreements to align assessment tools available through state adopted curriculum to the Smarter Balanced Assessment. The administration increase the frequency of walkthroughs to provide teachers with feedback and supports (e.g. professional development, coaching, materials), as well as monitor fidelity in implementing the school's powerful practices and the new Ready Program as a means to maintain the school's focus on closing the achievement gap.</div>	<input checked="" type="checkbox"/> WSF
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Enabling Activity #10	End-of-Year Goals	Interim Measures of Progress	Source of Funds																																																						
PD - Student Centered Learning EA 10: Teachers will receive PD to support the implementation of student centered learning strategies. <u>Planned Action Steps:</u>	<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>75%</td><td>77%</td><td>73%</td><td>79%</td><td>TBD</td><td>80%</td></tr></table>	Tripod Captivate Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	75%	77%	73%	79%	TBD	80%	Formative data aligned with the End-of-Year Goals will be collected and analyzed to measure progress throughout the school year. For example:	<input checked="" type="checkbox"/> WSF																																				
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<div>a. Teachers will receive professional development in the 7 Actions for Assessment (2017-20) (<i>Principal</i>)<ul style="list-style-type: none">Co-constructing criteria with students. (SD/C) (2017-18)Student Goal-Setting & Reflection (2018-19)Student-Led Conferences (2019-20)Digital Portfolios (2019-20)</div>	<table><tr><td colspan="6">Tripod Student Survey Reports</td></tr><tr><td colspan="6"> </td></tr><tr><td colspan="6">Tripod Confer Category</td></tr><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>68%</td><td>70%</td><td>67%</td><td>73%</td><td>TBD</td><td>75%</td></tr><tr><td colspan="6">Tripod Student Survey Reports</td></tr><tr><td colspan="6"> </td></tr></table>	Tripod Student Survey Reports												Tripod Confer Category						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	68%	70%	67%	73%	TBD	75%	Tripod Student Survey Reports												<ul style="list-style-type: none">100% of teachers will show evidence of small group instruction and co-constructing criteria based on unscheduled walkthroughsTraining agendasWalkthrough dataStudent led conferencesStudent PortfoliosPLC agendas and discussions toward the classroom implementation of the 5 key practices	
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Enabling Activity #111	End-of-Year Goals	Interim Measures	Source of Funds																																										
<div>Na Hopena A'o (HA) EA 11: Teachers will be included in the efforts to incorporate Na Hopena A'o (Hawaiian values and cultural influences) into PBIS to increase our Hawaiian sense of place and school culture. Planned Action Steps:<div>a. All school staff will have the opportunity to contribute to the design and development of the new HA framework. (2017-20) (<i>Principal, Nicole Lee, Theresa Malone & Caroline Freudig</i>) (TC)</div><div>b. All school staff will implement the updated PBIS framework. (2017-20) (<i>Student Services Coordinator</i>) (SD)</div></div> <td><table><tr><td colspan="6">SQS Teacher Involvement/Engagement</td></tr><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>89%</td><td>90%</td><td>88%</td><td>92%</td><td>TBD</td><td>94%</td></tr><tr><td colspan="6">SQS School Reports</td></tr><tr><td colspan="6"> </td></tr></table></td> <td><div>Formative data aligned with the End-of-Year Goals will be collected and analyzed to measure progress throughout the school year. For example, data may be collected from the following:<ul style="list-style-type: none">All teachers will have a clear understanding of HA and why it's important at Kalaheo School.Faculty Meeting AgendasPBIS framework blended with Hawaiian valuesHaumana Ha'aheo data</div></td> <td><div>☒ WSF</div></td>	<table><tr><td colspan="6">SQS Teacher Involvement/Engagement</td></tr><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>89%</td><td>90%</td><td>88%</td><td>92%</td><td>TBD</td><td>94%</td></tr><tr><td colspan="6">SQS School Reports</td></tr><tr><td colspan="6"> </td></tr></table>	SQS Teacher Involvement/Engagement						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	89%	90%	88%	92%	TBD	94%	SQS School Reports												<div>Formative data aligned with the End-of-Year Goals will be collected and analyzed to measure progress throughout the school year. For example, data may be collected from the following:<ul style="list-style-type: none">All teachers will have a clear understanding of HA and why it's important at Kalaheo School.Faculty Meeting AgendasPBIS framework blended with Hawaiian valuesHaumana Ha'aheo data</div>	<div>☒ WSF</div>												
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GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT

Goal 3 Outcomes:	Rationale:
<p>Kalaheo School students will demonstrate college and career innovation and readiness via electronic portfolios, decreased achievement gap, and development of adaptive skills that will prepare them for an increasingly changing world and workforce.</p> <p>Goal 3: Successful Systems of Support: The system and culture of Kalaheo Elementary works to effectively organize financial, human, and community resources in support of student success.</p> <p>Objective 1: Innovation. Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</p> <p>This will happen with our open dialogue and all stakeholders feeling safe to share their thoughts and ideas to support innovative and relevant practices to meet the needs of students at Kalaheo School.</p>	<p>The Strategic Plan and consensus prediction of future societal and economic realities require thought, strategic planning, professional growth and innovation in order to meet the needs of and prepare students for college and career readiness.</p> <p>The WASC Visiting Committee Report, Kalaheo CNA and student achievement data all show the need for increased teacher collaboration, student voice and instruction designed for all students to meet their expected learning outcomes.</p>

Goal 3 Planning

Enabling Activity #12	End-of-Year Goals	Interim Measures of Progress	Source of Funds
<p>Ongoing School Improvement/Leadership</p> <p>EA 12: We will continue effective leadership procedures and processes. (2017-20) (<i>Principal & Academic Coach</i>)</p> <p><u>Planned Action Steps:</u></p> <ol style="list-style-type: none"> Monthly ILT meetings: review schoolwide CFA and Screener data, strategize next steps. (TC) ILT practices included in the 9 week cycle: professional readings, professional development, safe practice, collaboration, walkthroughs. (SD/TC) Claim, Target and Benchmark data will help to inform the TIA. Increase the frequency of walkthroughs (including scheduled and unscheduled) to gather data on 	<p>All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-7.</p>	<ul style="list-style-type: none"> All of the Interim Measures in Goal 1 will be progress monitored as specified and measured in Enabling Activities 1-7. Walkthrough data will also be collected and analyzed throughout the school year. 	<p><input checked="" type="checkbox"/> WSF</p>

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the frequency and fidelity of implementation on key schoolwide strategies, powerful practices, and NGSS lesson implementation. (CC #6)			
Enabling Activity #13	End-of-Year Goals	Interim Measures of Progress	Source of Funds
<p>Grade 3 Innovation</p> <p>EA 13: Third grade teachers will be provided with support and PD to implement PBL.</p> <p><u>Planned Action Steps:</u></p> <p>a. 3rd grade teachers trained in Gold Standard Problem Based Learning. (SD) (2017-20) (Principal)</p> <p>b. 3rd Grade teachers supported in their action research with meeting time, sub days to collaborate and document progress. (2018-20) (Principal) (C)</p>	<ul style="list-style-type: none"> Intentional Bright Spot with 3rd grade project based learning. 	<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, data may be collected from the following:</p> <ul style="list-style-type: none"> PBL Training Sign In and Agendas Student Projects Faculty Meeting Presentations Meeting Minutes 	<p><input checked="" type="checkbox"/> WSF</p>