




Three-Year Academic Plan 2017-2020

Kalihi Elementary School

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Submitted by William Grindell		Date
	(Signature)	5/16/18 (Date)

Approved by Catherine Payne		Date
	(Signature)	5-17-18 (Date)

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

<p>Where are we now?</p> <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 	<p>Need #1: Build foundational reading skills, reading comprehension skills, critical reading (informational and literary texts) to increase levels of student proficiency and have students reading "on-grade level" by the end of grade three.</p> <p>19% of students were ranked proficient or higher in SY 2015-16. Student scores indicate a decrease of 10 (from 50 to 40) in Median Student Growth Percentile for Reading from SY 2014-15 to SY 2015-16 (Strive HI). Currently, 66% of the students are Off Track on the Elementary Marks Indicator; 64% are Off Track in SBA: Math Proficiency; 66% are Off Track in SBA: Reading Proficiency; and 32% of students are Off Track in HSA Science Proficiency. (EWS - April 2017).</p> <p>Need #2: Develop mathematical problem solving and critical thinking skills to increase levels of student proficiency.</p> <p>18% of students were ranked proficient or higher in SY 2015-16. Student scores indicated an increase 4 points from 46 to 50 in 2015-16 for Median Student Growth Percentile for Math from SY 2014-15 to SY 2015-16 (Strive HI). Currently, 66% of the students are Off Track on the Elementary Marks Indicator; 64% are Off Track in SBA: Math Proficiency; 66% are Off Track in SBA: Reading Proficiency; and 32% of students are Off Track in HSA Science Proficiency. (EWS - April 2017).</p> <p>Need #3: Develop a schoolwide RtI B program to include Tier I behavioral student support (PBIS) and effective Tier II & III behavioral support for repeat offenders and/or intensive behavior.</p> <p>Discipline offenses doubled from 2013-14 to 2014-15; suspension count increased 30% from 2013-2014 to 2014-2015 (SDP). Consistent discipline procedures have not been implemented. PBIS structures are not included in the plan and the school does not have a RtI-B plan.</p> <p>Addressing Equity: Sub Group Identification</p>
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	<p>In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan</p> <p>Targeted sub group:</p> <ul style="list-style-type: none"> • ELL Students (approximately 50% of school population); during SY 2015-16 the Smarter Balanced Assessment school reading proficiency was 18% with only 6% of the ELL population earning proficient scores. The Smarter Balanced Assessment school math proficiency was 17% with only 7% of the ELL population earning proficient scores. • 71% of ELL students are Off Track on the Elementary Marks Indicator; 66% are Off Track in SBA: Math Proficiency; 70% are Off Track in SBA: Reading Proficiency; and 45% of ELL students are Off Track in HSA Science Proficiency. (EWS - April 2017). <p>Goal 1</p> <ul style="list-style-type: none"> • Enabling Activity: PTTs / PPTs in the the ELL classroom, general education and special education classrooms will support teacher instruction and student learning in language arts and mathematics. <p>Goal 2</p> <ul style="list-style-type: none"> • Enabling Activity: Implement professional development opportunities to grade K-3 teachers, ELL teacher, and support staff which may include in-service, sub / stipend days private consultants, conferences, for teachers in the implementation of strategies to provide differentiated instruction for all students. (To include, but not limited to Orton-Gillingham Literacy, GLAD, etc.)
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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. Linda Higashi, Mathematics Coach	1. Formative Instruction / Data Teams (FI/DT)
2. Robin Young (ELA), Reading Coach Linda Higashi (Mathematics), Mathematics Coach	2. Common Core State Standards (CCSS)
3. William Grindell Principal	3. Induction and Mentoring (I/M)
4. William Grindell, Principal	4. Educator Effectiveness System (EES)
5. Monette Aweau, Teacher	5. Academic Review Team (ART)
6. Priscilla Kesi-Tiumalu, Counselor	6. Comprehensive Student Support System (CSSS)
7. Math/Science PLC Lead - To be determined	7. Science, Technology, Engineering, Art, Mathematics (STEAM)
8. Karen Dyke, EL Coordinator	8. ELL
9. Response to Intervention PLC Lead - To be determined	9. Response to Intervention

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

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

Outcome: By the end of three years,	Rationale:
<ol style="list-style-type: none"> 1. Increase the percentage of third graders demonstrating reading of "At or Near" or "Above" grade-level expectation measured by the Smarter Balanced Assessment reading claim by 5% per school year with an overall 3-year goal of 50 to 55% grade three literacy by SY 2019-20. (Growth Area #1, Growth Area #3, Growth Area #4) 2. Increase all school SBA reading proficiency by 5% per school year with an overall 3-year goal of 35% to 40% proficiency rate by SY 2019-20. (Growth Area #3, Growth Area #4) 3. Decrease the number of students in the bottom ten percentile rank in STAR reading and STAR math by 20 to 25% by SY 2019-20. (Growth Area #3, Growth Area #4) 	<ol style="list-style-type: none"> 1. In order for our students to be prepared for middle school and beyond they need to be proficient readers by third grade. 2. In order for our students to be prepared for middle school and beyond they need to increase reading proficiency at every grade level. 3. In order to bring students in the bottom tenth percentile ranks up to the same levels of proficiency as their grade level peers, we need to increase their literacy and mathematical skills at an increased growth rate.

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Planning		Funding			Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress	
<p>1. Increase the percentage of third graders demonstrating reading of "At or Near" or "Above" grade-level expectation measured by the Smarter Balanced Assessment reading claim by 5% per school year with an overall 3-year goal of 50 to 55% grade three literacy by SY 2019-20.</p>	<p>1. 100% of teachers will participate in grade level data teams using a standardized school-wide model to collect and analyze data from common formative, summative, and longitudinal assessments (that includes teacher-developed assessments). Teachers and school administration will use analysis of formative, summative, and longitudinal data to evaluate the effectiveness of intervention program strategies so that appropriate decisions can be made to increase student learning a minimum of two times per quarter to identify needs and drive instruction. (Growth Area #1, Growth Area #3, Growth Area #4)</p> <p>2. Provide access to computer based programs (for example, Smarty Ants, STAR, Mystery Science etc.) and instruction (Orton-Gillingham, Building Foundational Reading Skills, GLAD, etc.) to support student learning in foundational reading skills, language arts,</p>	<p>SY 2017-18 Systematize schoolwide process 2018-20 Full implementation</p> <p>SY 2017-18 Research, select programs, provide professional development 2018-20 Full implementation</p>	<p>-R Young, Reading</p> <p>-R Young, Reading; -L Higashi, Math; Math/Science PLC Lead</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x 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>75% of students will show 1 to 2% growth Quarterly as measured by STAR Assessment for Reading and Mathematics. Baseline to be established Aug 2017.</p> <p>75% of students will show 1 to 2% growth Monthly as measured by Teacher-created / selected common formative and summative assessments.</p> <p>75% of students will show 5 to 8% growth monthly as measured by Data Team Analysis Sheets.</p>	

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	mathematics and science.					
2. Increase all students SBA reading and mathematics and HSA Science proficiency levels by 5% per school year through SY 2019-20 (Growth Area #5)	1. Provide access to computers and/or other classroom technologies to 100% of students and instruction to support 21st century technology and learning skills to increase reading, math and science proficiency.	2017-20	-R Young, Reading; -L Higashi, Math; Math/Science PLC Lead	x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	75% of students will show 1 to 2% growth Quarterly as measured by STAR Assessment for Reading and Mathematics. Baseline to be established Aug 2017. 75% of students will show 1 to 2% growth Monthly as measured by Teacher-created / selected common formative and summative assessments. Semi-annual technology surveys (students and teachers) will show a 5 to 8% increase.	
3. Decrease the number of students in the bottom ten percentile rank in STAR reading and STAR math by 20 -25% by SY 2019-20	1. PTTs / PPTs in the ELL classroom, general education and special education classrooms will support teacher instruction and student learning in language arts and mathematics.	2017-20	-Response to Intervention PLC Lead - To be determined K Dyke, EL Coordinator	x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Annual WIDA Assessment Scores will show a 5 to 7% increase for 75% of ELL students. 75% of students will show 1 to 2% growth Quarterly as measured by STAR Assessment for Reading and Mathematics. Baseline to be established Aug 2017. 75% of Tier III students will show 2 to 3% quarterly growth on Individual Student Progress Monitoring sheets	

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Goal 2: Staff Success. Kalihi Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years.	Rationale:
<ol style="list-style-type: none"> Increase the percentage of third graders demonstrating reading of "At or Near" or "Above" grade-level expectation measured by the Smarter Balanced Assessment reading claim by 5% per school year with an overall 3-year goal of 50 to 55% grade three literacy by SY 2019-20. (Growth Area #1; Growth Area #2, Growth Area #3, Growth Area #4) Increase all school SBA reading proficiency by 5% per school year with an overall 3-year goal of 35% to 40% proficiency rate by SY 2019-20. (Growth Area #1; Growth Area #2, Growth Area #3, Growth Area #4) Decrease the number of students in the bottom ten percentile rank in STAR reading and STAR math by 20 to 25% by SY 2019-20. (Growth Area #1; Growth Area #2, Growth Area #3, Growth Area #4) Discipline referrals and incidents will decrease by 10% per school year for the next three school years. 	<ol style="list-style-type: none"> In order for our students to be prepared for middle school and beyond they need to be proficient readers by third grade. In order for our students to be prepared for middle school and beyond they need to increase reading proficiency at every grade level. In order to bring students in the bottom tenth percentile ranks up to the same levels of proficiency as their grade level peers, we need to increase their literacy and mathematical skills at an increased growth rate. By decreasing the number behavioral incidents that occur on campus, students will spend more time in the classroom. The school climate will be more conducive to student learning, thus there will be an increase in student achievement in all academics.

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Planning		Interim Measures of Progress			
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>1. Increase the percentage of third graders demonstrating reading of "At or Near" or "Above" grade-level expectation measured by the Smarter Balanced Assessment reading claim by 5% per school year with an overall 3-year goal of 50 to 55% grade three literacy by SY 2019-20.</p>	<p>1. Implement professional development opportunities for all teachers, and support staff which may include in-service, sub / stipend days private consultants, conferences, for the implementation of strategies to provide differentiated instruction for all students. (To include, but not limited to Orton-Gillingham, Building Foundational Reading Skills, GLAD, etc.) (Growth Area #1; Growth Area #3)</p> <p>2. Implement vertical articulations, and data collection processes to collect and analyze formative and summative assessments to gain accurate, immediate, and longitudinal data to be used to make informed decisions about student progress and/or program improvement with all teachers, and support staff which may include in-service, sub / stipend days, private consultants, conferences, for the implementation of strategies to provide differentiated instruction for all students. (Growth Area #1; Growth Area #3)</p>	2017-20	<p>-R Young, Reading; -L Higashi, Math -K Dyke, EL Coordinator</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x 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>100% of teachers will give rates of 3 or 4 (on a four-point scale) on School Level professional development reflection surveys</p> <p>75% of students will show 1 to 2% growth Quarterly as measured by STAR Assessment for Reading and Mathematics. Baseline to be established Aug 2017.</p> <p>75% of students will show 1 to 2% growth Monthly as measured by Teacher-created / selected common formative and summative assessments.</p> <p>75% of students will show 5 to 8% growth monthly as measured by Data Analysis Sheets.</p>

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<p>2. Discipline referrals and incidents will decrease by 10% per school year for the next three school years.</p>	<p>1. Provide time and resources to members of the RtI-B team to attend, plan, implement and assess the MTSS: Diana Browning Wright training sessions for SY 2017-18 and SY 2018-19 including sub / stipend days.</p> <p>2. Provide professional development opportunities to school staff to support implementation of school wide MTSS plan to include sub-days and equipment, curriculum, and resources.</p>	<p>2017-19 System development and soft roll out of components</p> <p>2019-20 Full implementation of MTSS system</p>	<p>-P Kesitiumalu, CSSS</p> <p>-Response to Intervention PLC Lead</p>	<p>x WSF</p> <p>x 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>The number of discipline referrals and incident will decrease by 2 to 3% per quarter on the eCSSS Reports. Baseline data to be taken in June 2017.</p> <p>The number of referrals submitted by staff will decrease by 2 to 5% per quarter. Baseline data to be taken in June 2017.</p>
<p>3. Increase all students' SBA reading and mathematics and HSA Science proficiency levels by 5% per school year through SY 2019-20. (Growth Area #3, Growth Area #5)</p>	<p>1. Provide 100% of beginning teachers with mentoring and coaching support from trained mentors. Provide all teachers with support to ensure consistency in curriculum, instruction, and assessment.</p> <p>2. Provide professional development to teachers that supports development and implementation of lessons and strategies to equip 100% of students with 21st century technology skills to increase reading and math and science proficiency. This may include in-service from private consultants, school level technology coordinator, sub / stipend days for teachers. and professional development opportunities and vertical</p>	<p>SY 2017-18 Training Mentors and initial roll-out</p> <p>2018-20 Full Implementation</p>	<p>-W Grindell, I/M Lead</p>	<p>x WSF</p> <p>x 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>75% of students will show 1 to 2% growth Quarterly as measured by STAR Assessment for Reading and Mathematics. Baseline to be established Aug 2017.</p> <p>The levels of Teacher Satisfaction Survey will increase by 3 to 5% per year on the annual SQS.</p> <p>100% of teachers will give rates of 3 or 4 (on a four-point scale) on School Level professional development reflection surveys</p> <p>75% of students will show 5 to 8% growth monthly as measured by Data Team Analysis Sheets.</p>

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	<p>articulation meetings. (Growth Area #1)</p>				
	<p>3. 100% of teachers will participate in grade level data teams and vertical articulation meetings using a standardized school-wide model process to collect and to analyze data from curriculum maps, common formative assessments (that includes teacher-developed assessments) and/or summative assessments to gain accurate, immediate, and longitudinal data to make informed decisions about student learning and about program improvement. Teachers will utilize the process a minimum of two times per quarter to identify needs and drive instruction. (Growth Area #1; Growth Area #3)</p>				
	<p>4. Provide time and resources for [teachers or cadre] to develop, implement and assess a formal written assessment plan designed to effectively select and organize formative and summative assessment to gain accurate, immediate, and longitudinal data so that student data can be analyzed to inform decisions about student learning and program improvements. (Growth Area #3)</p> <p>5. Provide all teachers with</p>				

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	<p>professional development training, support and resources for implementation of NGSS Science standards and its integration into CCSS Language Arts and Mathematics.</p> <p>Year 2 (SY 2018-19): School administration and teachers will develop a formal, written strategic schoolwide plan for implementation of NGSS standards.</p> <p>Year 3 (SY 2019-20): School administration and teachers will fully implement schoolwide strategic NGSS plan and collect, analyze and evaluate performance data to make informed decisions.</p> <p>Growth Area #5</p>			
<p>4. Decrease the number of students in the bottom ten percentile rank in STAR reading and STAR math by 20 - 25% by SY 2019-20 (Growth Area #1; Growth Area #2)</p>	<p>2017-20</p> <p>1. Provide professional development training and support to teachers to implement computer-based programs to support student learning in language arts and mathematics. (For example, Smarty Ants, STAR, Wonders, and Stepping Stones, etc.)</p> <p>2. Provide professional development opportunities to teachers and support staff which may include in-service, sub / stipend days private consultants, conferences, for teachers in the implementation and evaluation of the effectiveness of intervention program strategies so that appropriate decisions can be made</p>	<p>-R Young, Reading; -L Higashi, Math -K Dyke, EL Coordinator</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x 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>100% of teachers will give rates of 3 or 4 (on a four-point scale) on School Level professional development reflection surveys</p> <p>75% of students will show 1 to 2% growth Quarterly as measured by STAR Assessment for Reading and Mathematics. Baseline to be established Aug 2017.</p> <p>75% of students will show 1 to 2% growth Monthly as measured by Teacher-created / selected common formative and summative assessments.</p> <p>75% of students will show 5 to 8% growth monthly as measured by Data Team Analysis Sheets.</p>

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	<p>to increase student learning peer observations/coaching and strategies to provide differentiated instruction for all students. (To include, but not limited to Model Schools Conference, Orton-Gillingham Literacy, GLAD, etc.)</p> <p>3. Provide professional development opportunities which may include in-service, sub / stipend days, private consultants, conferences, for teachers in the implementation of strategies academic intervention strategies across content areas and within all settings to support Tier 1, Tier 2, and Tier 3 differentiated instruction for all students to provide differentiated instruction for students in the bottom tenth percentile ranks.</p>			<p>Annual ACCESS Assessment Scores will show a 5 to 7% increase for 75% of EL students.</p>
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Goal 3: Successful Systems of Support. The system and culture of Kaihi Elementary School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years.

Rationale:

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<ol style="list-style-type: none"> 1. By the end of the three-year period, 80% to 90% of students enrolled in school will have family members attend at least one school activity (e.g. parent-teacher conferences, coffee hours, students performances). 2. Decrease the number of students in the bottom ten percentile rank in STAR reading and STAR math by 20 to 25% by SY 2019-20. (Growth Area #1, Growth Area #2, Growth Area #3; Growth Area #4) 3. Discipline referrals and incidents will decrease by 10% per school year for the next three school years. 	<ol style="list-style-type: none"> 1. Research confirms support for parents and family in their child's education is critical for student academic success. Developing connections between school and family will improve dissemination of best practices, student progress, and strategies to support student learning. 2. In order to bring students in the bottom tenth percentile ranks up to the same levels of proficiency as their grade level peers, we need to increase their literacy and mathematical skills at an increased growth rate. 3. By decreasing the number behavioral incidents that occur on campus, students will spend more time in the classroom. The school climate will be more conducive to student learning, thus there will be an increase in student achievement in all academics.
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>1. Decrease the number of students in the bottom ten percentile rank in STAR reading and STAR math by 20 to 25% by SY 2019-20.</p>	<p>1. 100% of teachers will utilize the data team process a minimum of two times per quarter to identify needs and drive instruction in grade level data teams using a standardized school-wide model to analyze data from common formative assessments and/or teacher-developed assessments. *Year 1 [2017-18]: Systematize schoolwide process Consider adding: *Year 2 [2018-19]. Provide time and resources for RtI-Academic Cadre to develop a formal written plan, implement, and assess RtI-A process that clearly defines Tier 1, Tier 2, and Tier 3 academic interventions across content areas and within all settings so that there is clarity for the scope and process for student remediation. (Growth Area #2) Second Area to Consider Adding: 3.A. Provide time and resources for [teachers or cadre] to develop, implement and assess a formal written assessment plan (for reading and mathematics) designed to</p>	<p>2017-20</p>	<p>-R Young, Reading; -L Higashi, Math -K Dyke, EL Coordinator -P Kesitiumalu, Counselor</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x 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>Semi-annual technology surveys (students and teachers) will show a 5 to 8% increase. 100% of teachers will give rates of 3 or 4 (on a four-point scale) on School Level professional development reflection surveys 75% of students will show 1 to 2% growth Quarterly as measured by STAR Assessment for Reading and Mathematics. Baseline to be established Aug 2017. 75% of students will show 1 to 2% growth Monthly as measured by Teacher-created / selected common formative and summative assessments. 75% of students will show 5 to 8% growth monthly as measured by Data Team Analysis Sheets. 75% of ELL students will show a 5 to 7% increase on annual WIDA Assessment Scores The number of students identified as chronically absent will decrease by 2 to 3% per quarter. Baseline data to be collected by June 2017.</p>

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	<p>effectively select and organize formative and summative assessment to gain accurate, immediate, and longitudinal data so that student data can be analyzed to inform decisions about student learning and program improvements. (Growth Area #3)</p> <p>*Year 2 & 3 [2018-19, 2019-20]: Full implementation</p> <p>School administration and teachers will use student formative, summative, and longitudinal data to evaluate the effectiveness of intervention program strategies so that appropriate decisions can be made to increase student learning</p> <p>(Growth Area #1, Growth Area #4)</p> <p>2. Provide a technology coordinator to establish and maintain a school wide technology plan and to maintain the system. This will include professional development to teachers, instruction in the classroom, maintenance of systems, and research and selection of additional educational technologies needed</p>			
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<p>at the school to support students' abilities to increase achievement levels.</p> <p>3. Through ASCA and MTSS, school counselor will develop and implement an action plan to build a support system to increase the attendance rates for chronically absent students.</p>	<p>2017-19 System development and soft roll out of components</p> <p>2019-20 Full implementation of MTSS system</p>	<p>-Response to Intervention PLC Lead</p> <p>-P Kesitiumaltu, Counselor</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x 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>100% of teachers and staff will review the in-progress, draft School RtI-B Implementation Plan on a quarterly basis (2017-19)</p> <p>100% of teachers and staff will review the School RtI-B Implementation Plan on a yearly basis (beginning SY 2019-20)</p> <p>The number of discipline referrals and incident will decrease by 2 to 3% per quarter on the eCSSS Reports. Baseline data to be taken in June 2017.</p> <p>The number of referrals submitted by staff will decrease by 2 to 5% per quarter. Baseline data to be taken in June 2017.</p> <p>80% of the students will increase the number of Ram Bucks earned by 5 to 7% each quarter. Baseline data to be determined by October 2017.</p> <p>75% of students will earn at least one award and/or Recognition per school year as evidenced by Assemblies awardee student lists. Reviewed quarterly</p>
<p>2. Discipline referrals and incidents will decrease by 10% per school year for the next three school years.</p>	<p>1. Provide time and resources to members of the RtI-B team to attend, plan, implement and assess the MTSS: Diana Browning Wright training sessions for SY 2017-18, SY 2018-19 including sub / stipend days.</p> <p>2. Provide professional development training for the design and implementation of a schoolwide MTSS program to include Tier I behavioral student support (PBIS) and effective Tier II & III behavioral support for repeat offenders and/or intensive behavior.</p>			
<p>3. Provide time and resources for school wide implementation of MTSS (PBIS) system to include school shirts, student incentives, awards, RamBucks Store, and recognition assemblies.</p> <p>4. Schedule and provide orientation opportunities for all students to</p>				

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	<p>visit the upcoming grade level to provide for a smooth transition.</p> <ol style="list-style-type: none"> a. Preschool/Headstart to visit kindergarten b. Incoming kindergarteners provided with an orientation session during the first weeks of school c. Kindergarten to Grade 4 to visit next grade level d. Grade 5 to visit Dole Middle School <p>5. Through ASCA and MTSS, school counselor will develop and implement an action plan to design a support system to build students' essential social, self-management, and problem solving skills.</p>			
<p>3. By the end of the three-year period, 80% to 90% of students enrolled in school will have family members attend at least one school activity (including but not limited to parent-teacher conferences, parent workshops, coffee hours, students performances, Science Night).</p>	<ol style="list-style-type: none"> 1. Provide time, resources and support for the Kalihi Pride PLC to design and implement systems and resources to support increased parent participation in their child's education. 2. Provide opportunities for parents to become involved in the school. By the end of the three-year period 80% and 90% of students enrolled in school will have family members attend at least one school activity. 	<p>2017-20</p> <p>-Kalihi Pride PLC Lead - to be determined.</p>	<p>x WSF x Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>85% of parents will attend at least one school event per school year as evidenced by Parent Sign-In Sheets with Agendas for Parent Night / Events - reviewed quarterly.</p> <p>The levels of Parent Satisfaction Survey will increase by 2 to 4% per year on the annual SQS.</p> <p>The levels of Student Satisfaction Survey will increase by 2 to 4% per year on the annual SQS.</p>