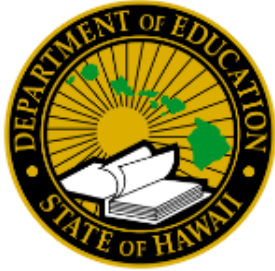


YEAR 3, 2019-20



Kilauea School

Three-Year Academic Plan

2017-2020



We Light the Way

- ★ Supporting
- ★ Honoring
- ★ Inspiring
- ★ Nurturing
- ★ Encouraging

Students for Success

2440 Kolo Rd
Kilauea, HI 96754
(808) 828-1212
Kilaueaschool.com

Where are we now?

- A.** The following **Student Learning Needs** were identified through the completion of our [Comprehensive Needs Assessment \(CNA\)](#):
1. GLOs - All students need to increase their ability to be self-directed learners, complex thinkers, and quality producers.
 2. Reading - All students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. word meanings, reasoning & evidence, and language use).
 3. Writing - All students need to increase their ability to write and revise brief and full texts.
 4. Math - All students need to increase their understanding and application of mathematical concepts and procedures.
 5. Science - All students need to increase their understanding of science concepts.
 6. Social/Emotional Learning - All 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).
- B.** The following **Areas of Growth** were identified through the completion of our WASC Self-Study and updated in our most recent CNA:
- Prioritized Areas of Growth
1. We need to better integrate instruction, student reflection, and assessment of the GLOs into our content area lessons. (Emphasis on self-directed learner, complex thinker, and quality producer and Effective Communicator.)
 2. We need to strengthen implementation of RTI to better accommodate the learning styles and academic needs of all learners.
 3. We need to refine our PLC data team and collaboration processes to ensure all students' academic growth.
- Additional Areas of Growth
4. We need to become more proficient in the use of technology and Google Apps for Education (GAPE) to increase student/adult voice and engagement within the classroom and in our schoolwide improvement processes
 5. We need to implement a school wide character development program to strengthen our school community.
- C.** The following **Critical Areas of Follow-up** were identified by the WASC Visiting Committee during their Spring 2019 Self-Study Visit:
1. Modify the PLC/Data Teams process to...
 - a) identify the specific skills that each student needs to acquire and using that data to deliver targeted Rtl instruction to improve all students' learning, and
 - b) actively involve all special education teachers in the schoolwide PLC/Data Teams Groups so that they are able to share data, insights, and teaching/learning strategies.
 2. Increase the intellectual rigor of lessons to provide more intellectually relevant, stimulating, and challenging learning for students. Have GLOs embedded into lessons with focus on Effective Communicator* and Complex Thinker.
 3. Provide professional development and supports for teachers to strengthen the use of differentiation strategies for Rtl.

*Effective Communicator was one of the lowest GLOs when we only considered the number of students Consistently demonstrating the GLO. We are now calculating the GLOs by the number of students Usually/Consistently meeting each GLO. Using this method, the three GLOs listed in Student Learning Need #1 above are of greater concern.⁹⁸

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).

Kilauea 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	54%	54%	57%	45%	43%	45%	54%	43%	66%
Female	59%	66%	66%	43%	42%	47%	50%	33%	63%
Male	49%	43%	47%	47%	44%	43%	57%	54%	69%
Low SES (Disadvantaged)	44%	43%	47%	34%	33%	42%	46%	33%	48%
IDEA (SpEd)	11%	10%	22%	22%	20%	11%	33%	40%	50%
English Language Learner (ELL)	0%	17%	8%	0%	8%	0%	0%	-	14%
American Indian/Alaskan	n/a	n/a	0%	-	-	0%	-	-	-
Asian	43%	52%	58%	30%	36%	32%	57%	67%	38%
Black	n/a	n/a	n/a	-	-	48%	-	-	-
Hispanic	37%	39%	29%	37%	32%	48%	33%	17%	64%
Multiple	64%	63%	59%	56%	63%	55%	86%	50%	75%
Pacific Islander	37%	45%	52%	20%	7%	26%	33%	0%	43%
White	77%	64%	68%	72%	59%	49%	53%	56%	83%
Native Hawaiian	39%	46%	55%	24%	12%	32%	33%	0%	50%

Source: LDS

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for monitoring the implementation of the school's strategies and initiatives
1. Susie Pond, SSC; Mike Kline, Special Ed. Teacher	Comprehensive Student Supports, ELL
2. Heather Devin, Teacher; Michelle Gibson, Teacher; Heather Cornell, Teacher; Mike Kline, Special Ed. Teacher	Instructional Strategies, RTI, NGSS, GLOs
3. Betsy Hickey, Academic Coach/Mentor	PLC/Data Teams
4. Maureen Chung, Technology Coord./Teacher	Future Ready
5. Sherry Gonsalves, Principal	Continuous School Improvement Lead

GOAL 1 STUDENT SUCCESS	
Goal 1 Desired Outcomes: By the end of school year 2019-20...	Rationale:
<p>Reading/ELA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student proficiency in Reading/ELA will increase from 55% in 2016-17 to 78% in 2019-20, as measured by state assessment SBA (Strive HI). <input type="checkbox"/> Student proficiency in 3rd Grade Reading/Literacy will be maintained at 83% as measured by SBA (Strive HI). <input type="checkbox"/> The ELA Gap Rate will be reduced from 31 in 2016-17 to 15 in 2019-20, as measured by state assessment SBA (Strive HI). <input type="checkbox"/> Student proficiency in the ELA reading claim will increase from 78.7% in 2016-17 to 85% in 2019-20, as measured by SBA (LDS). <p>Math</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student proficiency in Math will increase from 43% in 2016-17 to 73% in 2019-20, as measured by state assessment SBA (Strive HI). <input type="checkbox"/> The Math Gap Rate will be reduced from 26 in 2016-17 to 14 in 2019-20, as measured by SBA (Strive HI). <input type="checkbox"/> Student proficiency in the Math Claim Area of Concepts and Procedures will increase from 60% in 2016-17 to 85% in 2019-20, as measured by SBA (LDS). <p>Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student proficiency in Science will increase from 44% in 2016-17 to 77% in 2019-20, as measured by the HSA Science Assessment (Strive HI). 	<p>State Strategic Plan Goal 1 Strategies pp. 7-8</p> <p>Empowered: <i>All students are empowered in their learning to set and achieve their aspirations for the future.</i></p> <ul style="list-style-type: none"> a) Enabling Activities #1, 2, and 3 will increase student achievement, engagement and empowerment through relevant, rigorous learning opportunities that are tailored to meet the needs of the students. (Strategy 1a) b) Enabling Activity #4 will ensure that our students demonstrate the GLO's and have the abilities, habits, and knowledge to set and achieve their aspirations by explicitly incorporating the GLOs into instructional activities. (Strategy 1b) <p>Whole Child: <i>All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</i></p> <ul style="list-style-type: none"> a) Enabling Activity #6 will provide students a learning environment that is caring, safe, and supportive of high-quality learning by strengthening the school's anti-bullying efforts, implementing the Kunimura Conflict Resolution and initiating a school wide Character Ed program tied to the GLOs. (Strategy 2a)

GLOs

- ❑ The percent of students who consistently demonstrate GLO #3 Complex Thinker will increase from 67% in 2016-17 to 87%, as measured by report card grades.
- ❑ The percent of students who consistently demonstrate GLO #4 Quality Producer will increase from 83% in 2016-17 to 100%, as measured by report card grades.
- ❑ The percent of students who consistently demonstrate GLO #5 Effective Communicator will increase from 95% in 2016-17 to 87%, as measured by report card grades.

Student Attendance

- ❑ Chronic absenteeism will be decreased from 22% in 2016-17 to 9% in 2019-20, as measured by LDS/EWS.

Social Emotional Learning

- ❑ The percent of positive responses on the Classroom Management category will increase from 50% in 2016-17 to 85% in 2019-20, as measured by the Tripod Student Survey School Group Report.
- ❑ The number of student behavior incident referrals will decrease by 10%, from 139 in 2016-17 to 125 in 2019-20, as measured by eCSSS reports (Schoolwide Discipline Profile by School Year).

English Language Learners

- ❑ ELL student proficiency in Reading/ELA will improve from 17% in 2016-17 to 20% in 2019-20, as measured by SBA (LDS).
- ❑ ELL student proficiency Math will improve from 8% in 2016-17 to 20% in 2019-20, as measured by the SBA (LDS).
- ❑ The percentage of ELL students meeting their WIDA Growth to Target (typically .5 gain or higher) will increase from 16% in 2016-17 to 31% in 2019-20, as measured by the WIDA Access Report.

Future Ready Learning

- ❑ The percent of positive responses in the Captivate category will increase from 66% in 2016-17 to 85% in 2019-20, as measured by the Tripod Student Survey School Group Report.
- ❑ The percent of positive responses in the Confer category will increase from 67% in 2016-17 to 85% in 2019-20, as measured by the Tripod Student Survey School Group Report.

- b) Enabling Activity #6 will also address students' physical, mental, and social-emotional health through school programs and partnerships with families, community organizations and agencies that support students' well-being . (Strategy 2b)
- c) Enabling Activity #5 will cultivate a school environment where attendance is valued, encouraged, and supported, and will extend this culture of attendance to the home by including parent representatives in review and update of the school attendance policy and ensuring that all staff are responsibly adhering to their role in the attendance policy. (Strategy 2c)

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.*

- a) Enabling Activity #1, 2, 3, 4, 6 will provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas by delivering instructional strategies which are research based and meant to engage students in their own learning. (Strategy 3a)
- b) Enabling Activities #1 and 2 will ensure that each student's learning is personalized, informed by high quality data, and advances them toward readiness for success in career, college, and community by providing students with personalized online opportunities in reading and math. (Strategy 3b)

Prepared and Resilient: *All students transition successfully throughout their educational experiences.*

- a) Enabling Activity #1 will identify and address student strengths and challenges early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading by identifying students, through the RTI system and providing appropriate levels of intervention. (Strategy 4a)
- b) Enabling Activity #4 and 6 will support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance total wellbeing by embedding the GLOs into classroom instruction and activities and by providing appropriate character education. (Strategy 4b)

Goal 1 Planning

Enabling Activity #1	End-of-Year Goals	Interim Measures	Source of Funds																																																																																																		
<p>ELA Curriculum and Instruction:</p> <p>EA 1. Provide students with a rigorous standards based ELA curriculum and instruction that is differentiated to meet their needs based on formative assessment results. (WASC CA #1-2)</p> <p>Planned Action Steps:</p> <p>a) Implement a School Wide RTI Schedule that enables RTI Reading/Writing to be implemented more effectively schoolwide (Lower EI/Upper EI). (CC #2)</p> <p>b) Provide targeted small group reading/writing instruction and other RTI strategies/support for identified students.</p> <p>c) Progress Monitor using the STAR Rdg assessment every 4-6 weeks for students identified as “Less than Proficient” on the Star Assessment Screening Report (beginning and mid year).</p> <p>d) Provide Sonday System training for ELL, RTI and regular classroom teachers.</p> <p>e) Students will use online and direct instruction research-based resources on a regularly scheduled basis to provide individual tutorials in reading. (Achieve3000, Smarty Ants, Sonday, Starfall, imagineLearning)</p> <p>f) Utilize PLC time to identify instructional strategies to address students’ needs in targeted writing skills. See COPS w/ Sonday K-3. Wonders Rubric K-5; SpringBoard 6.</p> <p>g) Utilize time during PLC to examine the ELA Standards Progression Charts, discuss deconstructed standards and DOK, and identify Wonders lessons and/other resources to teach to that level of rigor.</p> <p>h) Utilize PLC and faculty meeting time to</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #f4a460;"> <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> </thead> <tbody> <tr> <td>55%</td> <td>63%</td> <td>58%</td> <td>71%</td> <td>51%</td> <td>78%</td> </tr> <tr> <td colspan="6" style="text-align: center;">Strive HI Reports</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="6">SBA 3rd Grade Reading 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> </thead> <tbody> <tr> <td>83%</td> <td>83%</td> <td>80%</td> <td>83%</td> <td>65%</td> <td>83%</td> </tr> <tr> <td colspan="6" style="text-align: center;">Strive HI Reports</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="6">SBA ELA Gap Rate</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> </thead> <tbody> <tr> <td>31%</td> <td>24%</td> <td>31%</td> <td>20%</td> <td>36Pts</td> <td>15%</td> </tr> <tr> <td colspan="6" style="text-align: center;">Strive HI Reports</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="6">SBA ELA Reading Claim</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> </thead> <tbody> <tr> <td>79%</td> <td>81%</td> <td>80%</td> <td>83%</td> <td>TBD</td> <td>85%</td> </tr> <tr> <td colspan="6" style="text-align: center;">LDS-Plan/Assessment Proficiency/SBA Claims Proficiency and SBA Achievement Claims Comparison</td> </tr> </tbody> </table>	SBA ELA Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	55%	63%	58%	71%	51%	78%	Strive HI Reports						SBA 3rd Grade Reading Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	83%	83%	80%	83%	65%	83%	Strive HI Reports						SBA ELA Gap Rate						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	31%	24%	31%	20%	36Pts	15%	Strive HI Reports						SBA ELA Reading Claim						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	79%	81%	80%	83%	TBD	85%	LDS-Plan/Assessment Proficiency/SBA Claims Proficiency and SBA Achievement Claims Comparison						<p>According to the STAR ELA screening report, each grade level (2-6) will show a 10% increase in students scoring at level 3 or 4 (at or above proficiency) per semester at the mid year assessment as well as at the end of year assessment. Baseline beginning of the year. (revised 12.1.17)</p> <p>Each grade level will show a 10% increase of students scoring at level 3 or 4 on the grade level writing rubric from the Beg. of Year to the Mid-Year writing sample.</p> <p>Indicators of Intellectual Rigor/Complex Thinker <u>and</u> Rtl (Tiers 1-3) / Differentiation will increase by 10% each semester, as evidenced by classroom walkthroughs. (1st semester).</p> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 3, and 4, School Design, Student Voice, and Teacher Collaboration</p> <p>Student Learning Need: 1. All students need to increase their literacy skills related to foundational reading (i.e. phonics, fluency) and comprehension (i.e. word meanings, reasoning & evidence, and language use).</p> <p>Contributing Cause: 2. There are varied levels of understanding regarding how to differentiate instruction by varying content, processes, products, and learning environment to accommodate the learning styles and academic needs of all learners, including Low SES, ELL and boys. 3. There are inconsistencies in our</p>	<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><input checked="" type="checkbox"/> WSF ELA & Math Consumables 42101 B-3006 \$5,032 of \$14,306</p> <p>Reading and Math Intervention: 42101 A1-2744 2 PTTs: 12hr per wk x 40wks: \$21,533</p> <p>A1-2721 2 PPT/Tutor 19 hrs per wk x 40wks: \$21,098</p> </td> <td style="width: 50%; vertical-align: top;"> <p><input checked="" type="checkbox"/> Title I ELA & Math Consumables 18902 B-3006 \$9,274 (5000+4274) \$9,274 of \$14,306</p> <p>STAR 360 (Renaissance) 18902 B-3502 STAR 310 K-6 5/1/20-4/30/2 1 \$6,000</p> <p>Achieve 3000 Kid/TeenBiz and Smarty Ants 18902 B-3502 Online student subscriptions \$15,000</p> </td> </tr> </table>	<p><input checked="" type="checkbox"/> WSF ELA & Math Consumables 42101 B-3006 \$5,032 of \$14,306</p> <p>Reading and Math Intervention: 42101 A1-2744 2 PTTs: 12hr per wk x 40wks: \$21,533</p> <p>A1-2721 2 PPT/Tutor 19 hrs per wk x 40wks: \$21,098</p>	<p><input checked="" type="checkbox"/> Title I ELA & Math Consumables 18902 B-3006 \$9,274 (5000+4274) \$9,274 of \$14,306</p> <p>STAR 360 (Renaissance) 18902 B-3502 STAR 310 K-6 5/1/20-4/30/2 1 \$6,000</p> <p>Achieve 3000 Kid/TeenBiz and Smarty Ants 18902 B-3502 Online student subscriptions \$15,000</p>
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<p>identify instructional strategies to support students' needs/growth in the use of informational text using the ELA Grade Level Selected Targets (based on GL work done in looking deeper into the lowest 3-6 claim areas and targets). ELA Grade Level Selected Targets</p> <p>i) Renew school wide focus on writing within and across grade levels. Grade levels will share writing rubrics, writing samples, and instructional strategies and agree on common quarterly writing assessments. Grade Level Recommended Writing Focus</p> <p>j) Teacher/peer feedback and student self assessment and revision through Google Classroom and/or paper/pen methods.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aug.- PLC Pre Writing Sample <input type="checkbox"/> Dec. - PLC Post Writing Sample <p>k) Utilize agreed upon innovative and effective instructional strategies to check for understanding, engage students in their learning and provide opportunities for student voice.</p> <p>l) Conduct peer visitations to observe instructional methods (check for understanding, engagement, voice).</p> <p>Leads: H. Devin, M. Gibson, H. Cornell, M. Kline</p>		<p>implementation of Data Teams including: Classroom PLC teams (i.e. how we write SMART Goals, record the data, share strategies, adjust instruction) as well as schoolwide planning for improvement (CNA and development of the Academic Plan) to increase student proficiency.</p> <p>WASC Critical Area #1: Modify the PLC/Data Team process to a) identify the specific skills that each student needs to acquire and using that data to deliver targeted RtI instruction to improve all student's learning and b) actively involve all special education teachers in the school-wide PLC/Data Team Groups so that they are able to share data, insights and teaching/learning strategies.</p> <p>WASC Critical Area #2: Increase the intellectual rigor of lessons to provide more intellectually relevant, stimulating, and challenging learning for students. Have GLOs embedded into lessons with focus on Effective Communicator and Complex Thinker.</p> <p>WASC Critical Area #3: Provide professional development and supports for teachers to strengthen the use of differentiation strategies for RtI.</p>	
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Enabling Activity #2	End-of-Year Goals	Interim Measures	Source of Funds																																										
<p>Math Curriculum and Instruction:</p> <p>EA 2. Provide students with a rigorous standards based Math curriculum and instruction that is differentiated to meet their needs based on formative assessment results. (WASC CA #1-2)</p> <p><u>Planned Action Steps:</u></p> <p>a) Implement a School Wide RTI Schedule that enables RTI Math to be implemented more effectively schoolwide (Lower EI/Upper</p>	<table border="1"> <thead> <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> </thead> <tbody> <tr> <td>43%</td> <td>60%</td> <td>45%</td> <td>58%</td> <td>43%</td> <td>73%</td> </tr> <tr> <td colspan="6">Strive HI Reports</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">SBA Math Gap Rate</th> </tr> <tr> <th>16-17</th> <th>17-18</th> <th>17-18</th> <th>18-19</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	SBA Math Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	43%	60%	45%	58%	43%	73%	Strive HI Reports						SBA Math Gap Rate						16-17	17-18	17-18	18-19	18-19	19-20							<p>According to the STAR Math screening report, each grade level (K-6) will show a 10% increase in students scoring at level 3 or 4 (at or above proficiency) per semester at the mid year assessment as well as at the end of year assessment.</p> <p>Baseline Beginning of the year. (revised 12.1.17)</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I Math OnLine Student Intervention iStation 18902 B-3502 \$8,000</p> <p>(PD see Goal)</p>
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- b) Provide targeted small group math instruction and other RTI strategies/support for identified students.
 - c) Progress Monitor using the STAR Rdg assessment every 4-6 weeks for students identified as “Less than Proficient” on the Star Assessment Screening Report (beginning and mid year).
 - e) Utilize PLC and faculty meeting time to identify instructional strategies to support students’ needs/growth in the claim area of Concepts and Procedures using the Math Grade Level Selected targets. [MATH Grade Level Selected Targets](#)
 - f) Students will utilize iStation on line tutorial on a regularly scheduled basis.
 - g) Utilize time during PLC to examine the Math Standards Progression Charts, discuss deconstructed standards and DOK, and identify Stepping Stones lessons and/other resources to teach to that level of rigor.
 - g) Utilize agreed upon innovative and effective instructional strategies to check for understanding, engage students in their learning and provide opportunities for student voice.
 - h) Conduct peer visitations to observe instructional methods (check for understanding, engagement, voice).
- Leads:** H. Devin, M. Gibson, H. Cornell, M. Kline

Baseline	Goal	Result	Goal	Result	Goal
26%	19%	18	16%	26pts	14%
Strive HI Reports					
SBA Math Concepts & Procedures Claim					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
60%	72%	69%	79%	TBD	85%
LDS-Plan/Assessment Proficiency/SBA Claims Proficiency					

Indicators of Intellectual Rigor/Complex Thinker and Rtl (Tiers 1-3) / Differentiation will increase by 10% each semester, as evidenced by classroom walkthroughs.

State Goal and Objectives:
 Goal 1: Student Success, Objectives 1, 3, and 4, School Design, Student Voice, and Teacher Collaboration

Student Learning Need:
 3. All students need to increase their understanding and application of mathematical concepts and procedures.

Contributing Causes:
 2. There are varied levels of understanding regarding how to differentiate instruction by varying content, processes, products, and learning environment to accommodate the learning styles and academic needs of all learners, including Low SES, ELL and boys.
 3. There are inconsistencies in our implementation of Data Teams including: Classroom PLC teams (i.e. how we write SMART Goals, record the data, share strategies, adjust instruction) as well as schoolwide planning for improvement (CNA and development of the Academic Plan) to increase student proficiency.

WASC Critical Area #1: Modify the PLC/Data Team process to a) identify the specific skills that each student needs to acquire and using that data to deliver targeted Rtl instruction to improve all student’s learning and b) actively involve all special education teachers in the school-wide PLC/Data Team Groups so that they are able to share data, insights and teaching/learning strategies.

WASC Critical Area #2: Increase the intellectual rigor of lessons to provide more intellectually relevant, stimulating, and challenging learning for students. Have GLOs embedded into lessons with focus on Effective Communicator and Complex Thinker.

2)

		WASC Critical Area #3: Provide professional development and supports for teachers to strengthen the use of differentiation strategies for RtI.																									
Enabling Activity #3	End-of-Year Goals	Interim Measures	Source of Funds																								
<p>Science Curriculum and Instruction:</p> <p>EA 3. Provide students with discovery based Science curriculum and instruction that is aligned with NGSS.</p> <p><u>Planned Action Steps:</u></p> <p>a) Students in grades K-6 will receive science instruction aligned with the NGSS. (Year 1 PD 2017-18, Year 2 Initial Implementation 2018-19, Year 3 Full Implementation 2019-20)</p> <p>b) Students will have access to online and hands on science materials to help them develop a coherent and scientifically based view of the world around them.</p> <p><input type="checkbox"/> Discovery Ed</p> <p><input type="checkbox"/> Foss Science Kits</p> <p><input type="checkbox"/> Scott Foresman Science</p> <p>c) Ensure all teachers receive PD to develop an understanding of NGSS, Foss Kits, and other state recommended/school selected Science curriculum resources (e.g. STEM Scopes)</p> <p>Leads: H. Devin, M. Gibson, H. Cornell, M. Kline</p>	<table border="1"> <thead> <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> </thead> <tbody> <tr> <td>44%</td> <td>60%</td> <td>65%</td> <td>65%</td> <td>67%</td> <td>77%</td> </tr> <tr> <td colspan="6">Strive HI Reports</td> </tr> </tbody> </table>	HSA Science Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	44%	60%	65%	65%	67%	77%	Strive HI Reports						<p>The % of students K-6 meeting or exceeding proficiency in Science as indicated on report cards grades at the end of first of sem.</p> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1, 3, and 4, School Design and Teacher Collaboration</p> <p>Student Learning Needs: All students need to increase their understanding of science concepts.</p> <p>Contributing Causes: 1. There are varied levels of understanding regarding how to differentiate instruction by varying content, processes, products, and learning environment to accommodate the learning styles and academic needs of all learners, including Low SES, ELL and boys.</p>	<p><input checked="" type="checkbox"/> WSF 42101 B-3006 STEMScopes @\$6.00 per student \$2,000</p> <p><input checked="" type="checkbox"/> Title I Discovery Ed online subscriptions 18902 B-3502 \$5,000 (PD see Goal 2)</p>
HSA Science Proficiency																											
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal																						
44%	60%	65%	65%	67%	77%																						
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Enabling Activity #4	End-of-Year Goals	Interim Measures	Source of Funds																								
<p>GLOs</p> <p>EA 4: Integrate GLOs into classroom instruction to ensure students are provided with multiple opportunities to demonstrate, reflect, and improve. (WASC CA #2)</p> <p><u>Planned Action Steps:</u></p>	<table border="1"> <thead> <tr> <th colspan="6">GLO #1 Self-Directed Learner (Q4) (% of students usually/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> </thead> <tbody> <tr> <td>86%</td> <td>89%</td> <td>82%</td> <td>92%</td> <td>TBD</td> <td>95%</td> </tr> <tr> <td colspan="6">LDS-Reports/Currently Enrolled Students/Elem GLO Report Card</td> </tr> </tbody> </table>	GLO #1 Self-Directed Learner (Q4) (% of students usually/consistently demonstrating GLO)						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	86%	89%	82%	92%	TBD	95%	LDS-Reports/Currently Enrolled Students/Elem GLO Report Card						<p>The percent of students consistently demonstrating the GLOs each semester will increase to be equal or higher than the end-of-year goals in GLO report card grades for Complex Thinker, Quality Producer, and Effective</p>	<p><input checked="" type="checkbox"/> WSF</p> <p>NA (PD see Goal 2)</p> <p><input checked="" type="checkbox"/> Title I</p>
GLO #1 Self-Directed Learner (Q4) (% of students usually/consistently demonstrating GLO)																											
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal																						
86%	89%	82%	92%	TBD	95%																						
LDS-Reports/Currently Enrolled Students/Elem GLO Report Card																											

- a) Provide students with frequent examples of how they can demonstrate the GLOs while completing content area lesson activities, especially Self-Directed Learner, Complex Thinker and Effective Communicator.
Students will share how they exhibit the GLOs in their classrooms during morning news, assemblies, parent nights, etc. (CC #1)
- b) Incorporate and provide explicit instruction on the GLOs in all learning opportunities, with an extra focus on Quality Producer, Effective Communication, and Complex Thinking.
- c) Scaffold strategies for “Complex Thinkers” across grade levels by identifying standards-based lesson activities that move students through the DOK levels and include strategies such as group problem solving and discussion/accountable talk.
- d) Utilize the GLO I Can Statements as student self-assessments aligned with content area assignments and projects. (CC#1)

Leads: H. Devin, M. Gibson, H. Cornell, M. Kline

GLO #2 Community Contributor (Q4)					
(% of students usually/consistently demonstrating GLO)					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
93%	94%	90%	95%	TBD	96%

LDS-Reports/Currently Enrolled Students/Elem GLO Report Card

GLO #3 Complex Thinker (Q4)					
(% of students usually/consistently demonstrating GLO)					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
86%	89%	86%	92%	TBD	95%

LDS-Reports/Currently Enrolled Students/Elem GLO Report Card

GLO #4 Quality Producer (Q4)					
(% of students usually/consistently demonstrating GLO)					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
86%	89%	85%	92%	TBD	95%

LDS-Reports/Currently Enrolled Students/Elem GLO Report Card

GLO #5 Effective Communicator (Q4)					
(% of students usually/consistently demonstrating GLO)					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
90%	92%	90%	94%	TBD	96%

LDS-Reports/Currently Enrolled Students/Elem GLO Report Card

GLO #6 Ethical/ Effective User of Tech. (Q4)					
(% of students usually/consistently demonstrating GLO)					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
96%	97%	95%	98%	TBD	99%

LDS-Reports/Currently Enrolled Students/Elem GLO Report Card

Communicator.
Indicators of Intellectual Rigor/Complex Thinker and Effective Communicator will increase by 10% each semester, as evidenced by classroom walkthroughs.

State Goal and Objectives:
Goal 1: Student Success, Objectives 1 and 4, School Design, Student Voice, and Teacher Collaboration

Student Learning Need:
4. All students need to increase their ability to be self-directed learners, complex thinkers, and quality producers.

Contributing Cause:
1. There are inconsistencies in how we integrate the GLOs into our instruction of content, and how we utilize our GLO I Can Statements for student reflection and grading.

WASC Critical Area #2: Increase the intellectual rigor of lessons to provide more intellectually relevant, stimulating, and challenging learning for students. Have GLOs embedded into lessons with focus on Effective Communicator and Complex Thinker.

Enabling Activity #5	End-of-Year Goals	Interim Measures	Source of Funds
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Student Attendance EA 5: Cultivate a community and school culture		% of students identified as “At Risk” will decrease utilizing LDS/EWS.	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I
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<p>where attendance in school is valued, encouraged, and supported.</p> <p>Planned Action Steps:</p> <p>a) All teachers and staff (office staff, counselor, admin.) will implement and follow the determined procedures, roles and responsibilities for addressing student absences.</p> <p>b) Representatives from all stakeholder groups (PTSA, SCC, Faculty/Staff, parent/teacher) will be provided opportunities for input to strengthen our attendance policy in an effort to better address students who are at risk of chronic absenteeism; monitor and adjust (grades to target)</p> <p>c) Provide identified students with engaging after school activities to improve school attendance.</p> <p>d) Classrooms will utilize the attendance poster to monitor and celebrate attendance.</p> <p>Lead: S. Pond</p>	<table border="1"> <thead> <tr> <th colspan="6">Chronic Absenteeism</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> </thead> <tbody> <tr> <td>22%</td> <td>18%</td> <td>21%</td> <td>14%</td> <td>15%</td> <td>9%</td> </tr> <tr> <td colspan="6">Strive HI Reports</td> </tr> </tbody> </table>	Chronic Absenteeism						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	22%	18%	21%	14%	15%	9%	Strive HI Reports						<p>State Goal and Objective: Goal 1: Student Success, Objective 2, School Design</p> <p>Student Learning Needs:</p> <p>Contributing Causes:</p>	<p>42104 A1-2721 1 PPT 4 hrs/wk x 40 wks = 160 hrs total hours for year \$2,221</p>																								
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<p>Social Emotional Learning</p> <p>EA 6: Implement schoolwide strategies to meet the social and emotional needs of all students to ensure a supportive and empathic school culture that is conducive to learning and fosters positive behavior.</p> <p>Planned Action Steps:</p> <p>a) Implement Tribes as our social/emotional educational character education program schoolwide to support adults and students, including 504/Sped eligible students. (CC #5)</p> <p>b) Incorporate Aloha Book school wide as part</p>	<table border="1"> <thead> <tr> <th colspan="6">Tripod: Classroom Management</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> </thead> <tbody> <tr> <td>50%</td> <td>62%</td> <td>60%</td> <td>73%</td> <td>54%</td> <td>85%</td> </tr> <tr> <td colspan="6">Tripod Student Survey School Reports</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">Student Behavior Incident Referrals</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> </thead> <tbody> <tr> <td>139</td> <td>134</td> <td>113</td> <td>105</td> <td>TBD</td> <td>125</td> </tr> <tr> <td colspan="6">eCSSS-Reports/Incidents/Schoolwide Discipline Profile</td> </tr> </tbody> </table>	Tripod: Classroom Management						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	50%	62%	60%	73%	54%	85%	Tripod Student Survey School Reports						Student Behavior Incident Referrals						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	139	134	113	105	TBD	125	eCSSS-Reports/Incidents/Schoolwide Discipline Profile						<p>Decrease student behavior incident referrals by end of 2nd quarter with no more than 58 referrals. (baseline - 10% less than 65 referrals at end of 2nd Q 2017-18)</p> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1 and 2, School Design, Student Voice, and Teacher Collaboration</p> <p>Student Learning Need: 5. All Students need to improve their skills related to the social-emotional competencies.</p> <p>Contributing Cause: 5. There is a lack of a schoolwide proactive character development program that includes</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I NA</p>
Tripod: Classroom Management																																																			
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<p>of our character development and Hawaiian culture. (CC#5)</p> <p>c) Continue to implement the Kunimura Conflict Resolution Process schoolwide, including new teachers. (PD in Goal 2)</p> <p>d) Revisit playground guidelines with Adult supervisors/teachers to address appropriate use of timeouts for infractions.</p> <p>e) Provide PD on Classroom behavior management, de-escalation (Quality Behavior Support) (CC#5) (What warrants an office referral?)</p> <p>Lead: S. Pond</p>		<p>a focus on teaching empathy, as well as inconsistent communication and follow-through of behavior guidelines.</p>																																																																									
<p>Enabling Activity #7</p>	<p>End-of-Year Goals</p>	<p>Interim Measures</p>	<p>Source of Funds</p>																																																																								
<p>ELL Instruction and Support</p> <p>EA 7: Provide language instruction, individualized interventions, and differentiation in the regular education classroom to ensure ELL students' academic success. (WASC CA #1)</p> <p><u>Planned Action Steps:</u></p> <p>a) Strengthen our ELL system of support for all ELL students and their families.</p> <p>b) Hire an additional PTT to better address the needs of our ELL population.</p> <p>c) Ensure that ELL students needs are identified and addressed in data teams by indicating language strategies that will be used within the lesson.</p> <p>d) Provide additional ELL- PD for teachers.</p> <p>e) Provide Soday System training for ELL, RTI and regular classroom teachers.</p> <p>Leads: S. Pond, M. Kline</p>	<table border="1"> <thead> <tr> <th colspan="6">ELL 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> </thead> <tbody> <tr> <td>17%</td> <td>18%</td> <td>8%</td> <td>19%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td colspan="6">LDS-Plan/Student Achievement SBA ELA</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">ELL 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> </thead> <tbody> <tr> <td>8%</td> <td>12%</td> <td>0%</td> <td>16%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td colspan="6">LDS-Plan/Student Achievement SBA Math</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">ELL WIDA Growth to Target</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> </thead> <tbody> <tr> <td>16%</td> <td>21%</td> <td>19%</td> <td>26%</td> <td>TBD</td> <td>31%</td> </tr> <tr> <td colspan="6">Strive HI Reports</td> </tr> </tbody> </table>	ELL SBA ELA Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	17%	18%	8%	19%	51%	20%	LDS-Plan/Student Achievement SBA ELA						ELL SBA Math Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	8%	12%	0%	16%	43%	20%	LDS-Plan/Student Achievement SBA Math						ELL WIDA Growth to Target						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	16%	21%	19%	26%	TBD	31%	Strive HI Reports						<p>All ELL students will show growth as measured by the STAR ELA/Math Universal Screener given three times per year.</p> <p>State Goal and Objectives: Goal 1: Student Success, Obj. 1, 2, 3, and 4, School Design, Student Voice, and Teacher Collaboration</p> <p>Student Learning Need: All students need to increase their literacy and math skills.</p> <p>Contributing Causes: 2. There are varied levels of understanding regarding how to differentiate instruction by varying content, processes, products, and learning environment to accommodate the learning styles and academic needs of all learners, including Low SES, ELL and boys.</p> <p>WASC Critical Area #1: Modify the PLC/Data Team process to a) identify the specific skills that each student needs to acquire and using that data to deliver targeted RtI instruction to improve all student's learning and b) actively involve all special education teachers in the</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I</p> <p>42102 A1-2744 ELL Interpreters \$22.43 x 13 NEP students x 4 hrs each \$1,166</p> <p>42102 A1-2744 ELL PTTs - 1 PTT @ 17 hr/wk + 1 PTT @ 9 hr/wk = 26 hrs/wk x 40 wks = 1,040 hrs/yr \$23,327</p>
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		<p>school-wide PLC/Data Team Groups so that they are able to share data, insights and teaching/learning strategies.</p>	
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GOAL 2 STAFF SUCCESS

Goal 2 Desired Outcomes: By the end of school year 2019-20...	Rationale:
<p>Kilauea School teachers and staff will participate in a variety of professional development opportunities aligned with the Enabling Activities identified in Goal 1, and thus support a high-performing professional culture that contributes to student success.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-7. 	<p>State Strategic Plan Goal 2 Strategies pp. 8-9</p> <p>Focused PD: <i>Develop and grow employees to support student success and continuous improvement.</i></p> <p>a) Enabling Activity #8 will provide PD that supports Goal 1 Student Success Objective #1-4. (Strategy 1a, 1b, and 1c)</p>

Goal 2 Planning																			
Enabling Activity #8	End-of-Year Goals	Interim Measures	Source of Funds																
<p>Professional Development</p> <p>EA 8: Provide professional development opportunities (i.e. training, grade level collaboration, vertical articulation, peer observations) aligned with the Enabling Activities identified in Goal 1 Student Success. (WASC CA #2-3)</p> <p><u>Planned Action Steps:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide professional development in differentiation strategies for Gr. K-2 and 3-6, including how to vary content, processes, products, and learning environment to meet students learning styles and academic needs. (CC #2, WASC CA #3) <input type="checkbox"/> Provide professional development in Standards-based Grading. (CC #3) <input type="checkbox"/> Share strategies on how teachers provide written feedback to students. (CC #3) <input type="checkbox"/> Create a chart of teacher strengths for peer observations, and allocate time and substitutes for observations to take place. 	<p>All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-7.</p>	<p>All of the Interim Measures in Goal 1 will be progress monitored as specified and measured in Enabling Activities 1-7.</p> <div style="border: 1px solid gray; padding: 5px;"> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 1 and 3, School Design, Student Voice, and Teacher Collaboration</p> <p>Student Learning Needs: All identified (6)) student learning needs will be addressed by this Enabling Activity.</p> <p>Contributing Cause: All Contributing Causes will be addressed by this Enabling Activity</p> <p>WASC Critical Area #2: Increase the intellectual rigor of lessons to provide more intellectually relevant, stimulating, and challenging learning for students. Have GLOs embedded into lessons with focus on Effective Communicator and Complex Thinker.</p> <p>WASC Critical Area #3: Provide professional development and supports for teachers to strengthen the use of differentiation strategies for RtI.</p> </div>	<table border="0"> <tr> <td><input checked="" type="checkbox"/> WSF</td> <td><input checked="" type="checkbox"/> Title I</td> </tr> <tr> <td>42106</td> <td>SUBS:</td> </tr> <tr> <td>A1-2769</td> <td>18902</td> </tr> <tr> <td>18 subs for 9 teachers @ \$178.42</td> <td>A1-2769/2702</td> </tr> <tr> <td>\$3,212</td> <td>50 subs for teachers @ \$178.42</td> </tr> <tr> <td></td> <td>+8.91%</td> </tr> <tr> <td></td> <td>\$8,921 + 795 =</td> </tr> <tr> <td></td> <td>\$9,716</td> </tr> </table>	<input checked="" type="checkbox"/> WSF	<input checked="" type="checkbox"/> Title I	42106	SUBS:	A1-2769	18902	18 subs for 9 teachers @ \$178.42	A1-2769/2702	\$3,212	50 subs for teachers @ \$178.42		+8.91%		\$8,921 + 795 =		\$9,716
<input checked="" type="checkbox"/> WSF	<input checked="" type="checkbox"/> Title I																		
42106	SUBS:																		
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	\$9,716																		

<p>(CC #3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allocate time for vertical articulation to better ensure consistent and effective progression of the standards from grade level to grade level. (CC #3) <input type="checkbox"/> Teachers/staff will utilize the modules within the KCA Google Training Site as a tool for self-directed learning/PD during designated meetings. (CC #4) <input type="checkbox"/> Provide professional development in strategies that incorporate student voice in teaching and learning. (CC #4) <input type="checkbox"/> Provide PD to all teachers/staff on Tribes Agreements and develop a plan for implementation. (CC #5) <p><u>Other PD Topics:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Mapping <input type="checkbox"/> Student Engagement <input type="checkbox"/> NGSS <input type="checkbox"/> PBL <input type="checkbox"/> SLO Participation <input type="checkbox"/> Induction/Mentoring <input type="checkbox"/> GLO Integration and Calibration (WASC CA #2) <input type="checkbox"/> Kunimura Conflict Resolution Process (for all new teachers and staff) <input type="checkbox"/> Google Apps for Education - Instructional Usage, student feedback, research, Google Genius Hour, student portfolios 			
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GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT - The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

Goal 3 Desired Outcomes: By the end of school year 2019-20...	Rationale:
<p>❑ All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-7.</p> <p>❑ The percent of parents' positive responses on the Involvement and Engagement dimension will increase from 595% in 2016-17 to 98% in 2019-20, as measured by the School Quality Survey (SQS).</p> <p>❑ We will move from Developing in 2016-17 to Implemented in 2019-20, as measured by the Future Ready Implementation Rubric.</p> <p>In addition:</p> <ul style="list-style-type: none"> ● We will continue to foster a culture of continuous improvement, led by ART, which includes collaboration and input from all staff members as well as stakeholder group representatives (i.e. parents, community, students). ● We will initiate an effective and realistic Future Ready Plan which will include engaging learning opportunities for student centered classrooms that incorporate the GLOs. ● Our school will continue to support 1 to 1 technology for every child so that teachers integrate technology effectively in order to prepare students for college and careers that require digital citizenship and high academic achievement. 	<p>State Strategic Plan Goal 3 Strategies p. 10</p> <p>Innovation: <i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i></p> <ol style="list-style-type: none"> a) Enabling Activity #9 will partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g. through SCCs, grants and gifts, family education, partnerships, etc.) by providing parent engagement nights (STEAM, ELA, Math, Safety). (Strategy 2b) b) Enabling Activity #9 and 12 will enhance support for development, implementation, and reporting of schools Academic and Financial plans and expenditures by systematic planning for input from all stakeholders . (Strategy 3a) c) Enabling Activity #10 will foster a culture of innovation to support Student Success and help all students to be Future Ready complex thinkers, effective communicators, real world problem solvers, and innovative users of technology. (Strategy 1b). d) Enabling Activity # 11 and 12 as well as EA 1 and 2 will provide timely and user-friendly data to support strategic decision-making and accountability for Student Success by: Progress monitoring via the RTI system, quarterly ART meeting during which the AcPlan is monitored and the Implementation Continuum is updated and discussed. (Strategy 3b) e) Enabling Activity #12 will maximize allocation of resources toward strategic uses to advance equity and excellence (e.g. through review of base funding in WSF, charter schools PPF) by reviewing school data on a regular basis, monitoring the academic plan and identifying needs according to the updated CNA . (Strategy 2c) f) Enabling Activity #12 will strengthen culture of continuous improvement to provide efficient transactions and operations by promoting inclusion of all stakeholders. (Strategy 3d) g) Enabling Activity #9 and #12 will continue to improve communication to promote understanding and engagement of stakeholders by providing opportunities for input. (Strategy 3e)

Goal 3 Planning																				
Enabling Activity #9	End-of-Year Goals					Interim Measures	Source of Funds													
<p>Family and Community Engagement</p> <p>EA 9: Continue to partner with families and community members to support students' overall wellbeing and academic success.</p> <p><u>Planned Action Steps:</u></p> <p>a) Provide activities for families to engage in that support student learning through Parent Engagement Nights such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> STEAM Night (Science, Tech, Engineering, Art, and Math) <input type="checkbox"/> Parent Meetings, Open House <input type="checkbox"/> GLO/TRIBES <input type="checkbox"/> Family Safety and Wellness Night <input type="checkbox"/> ELA/MATH Night <input type="checkbox"/> School Play <input type="checkbox"/> Presentations of Learning <input type="checkbox"/> Online Learning/Parent Engagement <p>b) Provide PCNC support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure school-to-home communication (newsletters, emails, website) <input type="checkbox"/> Serve as a liaison between parents and school <input type="checkbox"/> Serve on a Family Focus Team <input type="checkbox"/> Develop family partnerships <input type="checkbox"/> Recruit and organize parent/community volunteers <input type="checkbox"/> Explore parent connection text applications (i.e. Dojo or Remind) <p>Leads: S. Gonsalves, M. Chung</p>	<p>SQS Parent Involvement and Engagement (Partnerships with Families)</p> <table border="1"> <thead> <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> </thead> <tbody> <tr> <td>95%</td> <td>95%</td> <td>77%</td> <td>98%</td> <td>74%</td> <td>98%</td> </tr> </tbody> </table> <p>Arch DB-School Quality Survey Survey Reports</p>					16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	95%	95%	77%	98%	74%	98%	<p>100% of teacher will utilize the new school website to increase parent/guardian engagement to support home and school communication.</p> <div style="border: 1px solid gray; padding: 5px;"> <p>State Goal and Objectives: Goal 1, Objectives 1 and 2, School Design, Student Voice, and Teacher Collaboration</p> <p>Student Learning Need: All identified (6) student learning needs will be addressed by this Enabling Activity.</p> <p>Contributing Cause: 2. There are varied levels of understanding regarding how to differentiate instruction by varying content, processes, products, and learning environment to accommodate the learning styles and academic needs of all learners, including Low SES, ELL and boys.</p> </div>	<p><input checked="" type="checkbox"/> WSF</p> <p>42104 A1-2744 PCNC: 1 @17hr/wk x 43 weeks = 731 hrs \$16,396</p> <p>Edlio Fee 42104 B-3502 Edlio Annual Fee \$3,750</p>	<p><input checked="" type="checkbox"/> Title I</p> <p>Refreshments 18935 B-3301 Refreshments \$500</p> <p>Materials/Supplies 18935 B-3401 Supplies/ Materials for Parent Activity \$382</p>
	16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal														
95%	95%	77%	98%	74%	98%															
Enabling Activity #10	End-of-Year Goals					Interim Measures	Source of Funds													
<p>EA 10: Continue to develop student centered classrooms through the integration of technology and implementation of real-world problem</p>	<p>Tripod Captivate (Engagement)</p>					<p>Adequate progress will be made on the Future Ready Plan to be monitored on a quarterly basis by</p>	<p><input checked="" type="checkbox"/> WSF</p> <p>42101 C-7701</p> <p><input checked="" type="checkbox"/> Title I</p>													

solving, project-based learning, inspiring spaces and student agency.

19-20 Future Ready Focus:

- G Suite and Google Docs
- Tech Support
- Equipment maintenance/upgrading

Planned Action Steps:

- Integrate and maintain the use of technology in all classrooms to support innovative practices in curriculum, instruction, assessment (CIA).
- Students of all grade levels will utilize technology to conduct research and upper grade levels will host a Google Genius Hour. (CC #4)
- Develop a schoolwide Google Calendar for teachers/staff to use to schedule and communicate meetings/events. (CC #4)
- Discuss and implement next steps identified within our [Kilauea School Future Ready Plan](#).
- Utilize additional funds for tech support services to assist with tech support.
- Provide earphones for Kindergarten, First and Second grade classes.

Lead: M. Chung

16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
66%	72%	63%	78%	71%	85%
Tripod Student Survey School Reports					

Tripod Confer Category (Student Voice)					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
67%	73%	66%	80%	65%	85%
Tripod Student Survey School Reports					

Future Ready Inspiring Spaces					
16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal
Developing	Developing	TBD	Ready to Implement	TBD	Implemented
Future Ready Rubric					

ART.
 Indicators of Intellectual Rigor/Complex Thinker (e.g. complex thinking, hands-on project based learning, real-world problem solving) will increase by 10% each semester, as evidenced by classroom walkthroughs.
 Indicators of Technology for Teaching and Learning (e.g. technology integration) will increase by 10% each semester, as evidenced by classroom walkthroughs.
 100% of teachers that post technology request on Google Forms or written request link will have needs met within two weeks.

State Goal and Objectives:
 Goal 1: Student Success, Objectives 1 and 3, Goal 3: Successful System of Support, Objectives 2 and 3, School Design, Student Voice, and Teacher Collaboration
Student Learning Needs:
 1, 2, and 3. All students need more support in the SBA claim areas of Reading, Writing and Math Concepts and Procedures. 5. All students need instruction in the GLOs that include clear and concise examples especially in the area of Quality Producer, Effective Communicator and Complex Thinker.
Contributing Cause:
 1. There are inconsistencies in how we integrate the GLOs into our instruction of content, and how we utilize our GLO I Can Statements for student reflection and grading.
 4. There are varied levels of understanding and use of strategies/tools that increase student/adult voice and engagement (e.g. hands on/minds on learning/PD, interactive whiteboards, Google Apps for Education

Replace projectors
\$3,355
42101
42101
C-7708
 Replacement of student/employee devices.
\$1,000
 Other
16105 - Donations B-7104/10 Technology Support
\$16,800

(PD see Goal 2)

Enabling Activity #11	End-of-Year Goals	Interim Measures	Source of Funds																																				
<p>Data Teams</p> <p>EA 11: Utilize the Data Team Process as a schoolwide practice for informing instructional decisions. (WASC CA #1)</p> <p><u>Planned Action Steps:</u></p> <p>a) Provide weekly PLCs to enable all teachers (and mentor) to focus on student data, aligning curriculum, and instructional strategies to support student learning.</p> <p>b) Utilize a portion of faculty meeting time to analyze SBA Claims and grade level targets (standards) to guide data team focus.</p> <p>c) Utilize PLC-Data Teams structure to effectively target students' needs related to the SBA Claim and grade level targets (standards) by developing quarterly SMART goals to drive instruction (whole and small group). (CC #3)</p> <p>d) Continue to actively involve all special education teachers in grade level PLC/Data Team.</p> <p>Leads: B. Hickey</p>	<table border="1" data-bbox="695 256 1173 440"> <thead> <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> </thead> <tbody> <tr> <td>55%</td> <td>63%</td> <td>59%</td> <td>71%</td> <td>TBD</td> <td>78%</td> </tr> </tbody> </table> <p>LDS-Plan/Student Achievement SBA ELA</p> <table border="1" data-bbox="695 483 1173 667"> <thead> <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> </thead> <tbody> <tr> <td>43%</td> <td>60%</td> <td>45%</td> <td>58%</td> <td>TBD</td> <td>73%</td> </tr> </tbody> </table> <p>LDS-Plan/Student Achievement SBA Math</p>	SBA ELA Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	55%	63%	59%	71%	TBD	78%	SBA Math Proficiency						16-17 Baseline	17-18 Goal	17-18 Result	18-19 Goal	18-19 Result	19-20 Goal	43%	60%	45%	58%	TBD	73%	<p>100% of teachers will show an increase of students who are proficient throughout all modules completed through the Data Teams process.</p> <p>The Data Team/PLC process will provide for quarterly data driven instructional focus through the development of common grade level SMART goals.</p> <p>(Initial STAR Standards Report data will be used to identify student needs)</p> <div data-bbox="1188 688 1604 1409" style="border: 1px solid gray; padding: 5px;"> <p>State Goal and Objectives: Goal 1: Student Success, Objectives 2, 3, and 4, School Design and Teacher Collaboration</p> <p>Student Learning Needs: All identified student learning needs will be addressed by this enabling activity</p> <p>Contributing Causes:</p> <p>3. There are inconsistencies in our implementation of Data Teams including: Classroom PLC teams (i.e. how we write SMART Goals, record the data, share strategies, adjust instruction) as well as schoolwide planning for improvement (CNA and development of the Academic Plan) to increase student proficiency.</p> <p>2. There are varied levels of understanding regarding how to differentiate instruction by varying content, processes, products, and learning environment to accommodate the learning styles and academic needs of all learners, including Low SES, ELL and boys.</p> <p>WASC Critical Area #1: Modify the PLC/Data Team process to a) identify the specific skills that each student needs to</p> </div>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I</p> <p>42101 A1-2744 1 PTT (PE) 17 hrs/wk for 40 weeks \$15,253</p>
SBA ELA Proficiency																																							
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		<p>acquire and using that data to deliver targeted RtI instruction to improve all student's learning and b) actively involve all special education teachers in the school-wide PLC/Data Team Groups so that they are able to share data, insights and teaching/learning strategies.</p> <p>WASC Critical Area #2: Increase the intellectual rigor of lessons to provide more intellectually relevant, stimulating, and challenging learning for students. Have GLOs embedded into lessons with focus on Effective Communicator and Complex Thinker.</p> <p>WASC Critical Area #3: Provide professional development and supports for teachers to strengthen the use of differentiation strategies for RtI.</p>	
Enabling Activity #12	End-of-Year Goals	Interim Measures	Source of Funds
<p>School Improvement Process</p> <p>EA 12: Implement strategies and procedures that engage teachers, staff, and parent/community representatives in our school improvement processes.</p> <p><u>Planned Action Steps:</u></p> <p>a) The school's Leadership Team and available ART members will meet as needed to discuss and collaborate on school-wide initiatives.</p> <p>b) All teachers/staff and parents/community representatives will continue to be provided opportunities to contribute to the school's CNA/Self Study and Academic Plan processes.</p> <p>c) Time will be provided for teachers to engage in the school improvement process, including Extended Faculty Meeting time and substitute days to ensure all teachers fulfill their professional responsibilities.</p>	<p>All of the End-of-Year Goals in Goal 1 will be met as specified and measured in Enabling Activities 1-7.</p>	<p>All of the Interim Measures in Goal 1 will be progress monitored as specified and measured in Enabling Activities 1-7.</p> <p>ART Implementation Continuum</p> <p>Continue to work towards Stage 4 Sustainability & Innovation as measured by the ART Implementation Continuum.</p> <p>State Goal and Objectives: Goal 3: Successful Systems of Support, Objectives 1 and 3, School Design, Student Voice, and Teacher Collaboration</p> <p>Student Learning Need: All identified (6)) student learning needs will be addressed by this Enabling Activity.</p> <p>Contributing Causes: 3. There are inconsistencies in our implementation of Data Teams including: Classroom PLC teams (i.e. how we write</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I Title I Coord 18902 B-7104/04 Title I Coordinator \$22,500</p> <p>Subs for ART 18902 A1-2769/2702 -Quarterly Mtgs. -School Improvement 30 subs x \$178.42 + 8.91% fringe \$5,353 +477= \$5,830</p>

<p>d) We will continue to meet Title I Requirements through our Title I Coordinator Comprehensive Support System.</p> <p>e) Continue to utilize the ART to analyze data to guide school wide decisions in meeting the needs of students.</p> <ul style="list-style-type: none"> ❑ Meet on a quarterly basis to review school data and monitor our school's progress on the Academic Plan using the AcPlan Monitoring Tool. ❑ Share and gather input at Grade Level Meetings to ensure school wide involvement and communication. ❑ Continue to take the lead on the CNA and serve as WASC focus group leaders. ❑ Encourage ART members to invite other faculty member to participate in quarter ART mtg as well as CNA and progress monitoring sessions. <p>Leads: M. Chung, S. Gonsalves</p>		<p>SMART Goals, record the data, share strategies, adjust instruction) as well as schoolwide planning for improvement (CNA and development of the Academic Plan) to increase student proficiency.</p> <p>2. There are varied levels of understanding regarding how to differentiate instruction by varying content, processes, products, and learning environment to accommodate the learning styles and academic needs of all learners, including Low SES, ELL and boys.</p>	
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Possible Enabling Activities if Additional Funding is Available

Possible Enabling Activities if Additional Funding is Available (Goal 1)			Funding Needed
Enabling Activity	Desired Outcome	Interim Measures	Funds
<p>Small Group Instruction Support</p> <p>P.EA 1: Provide PTT support to classroom teachers to assist with targeted small group instruction (secondary and tertiary) to supplement primary instruction.</p>	<p>By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in ELA will increase from 56% to 78% as measured by the SBA. Student proficiency in Math will increase from 46% to 73% as measured by the SBA. 	<p>According to the STAR ELA & Math screening report, each grade level (2-6) will show a 10% increase in students scoring at level 3 or 4 (at or above proficiency) per semester at the mid year assessment as well as at the end of year assessment. Baseline Beginning of the year. (revised 12.1.17)</p> <p>All students will show at least one level of growth on an informative writing sample as measured by common grade level writing rubric from semester 1 to semester 2.</p>	<p><input checked="" type="checkbox"/> Possible Funds PTTs A1 - 2744 \$45,757 (3 PTTs @ 17 hour for 40 weeks)</p>
Enabling Activity	Desired Outcome	Interim Measures	Funds
<p>Science Curriculum</p> <p>P.EA 2: Funds for hands-on science curriculum (Foss Kits, etc.) Consumable materials for Foss Kits.</p> <p>Purchase additional library sets to check out for nonfiction readers. These should also be linked to Science and Social Studies units.</p> <p>Select and purchase a K-6 science curriculum. (Inquiry- based learning & and related grade level Science Resources (e.g. STEMscope).</p> <p>Lead: S. Gonsalves</p>	<p>By SY2020:</p> <ul style="list-style-type: none"> Student proficiency in Science will improve from 54% to 77% as measured by the HSA Science Assessment. 	<p>The % of students K-6 meeting or exceeding proficiency in Science as indicated on report cards grades at the end of first of semester.</p>	<p><input checked="" type="checkbox"/> Possible Funds B-3006 \$5,000</p> <p>C-7706 \$5,000</p> <p>C-7711 \$50,000</p>
Enabling Activity	Desired Outcome	Interim Measures	Funds

<p>ELL</p> <p>P.EA 3: Purchase Imagine Learning for student support.</p> <p>Fund and hire additional ELL PTT</p> <p>Lead: S. Gonsalves</p>	<p>By SY2020:</p> <ul style="list-style-type: none"> • ELL student proficiency in the ELA will improve from 16.7% to 20% as measured by the SBA. • ELL student proficiency in the Math will improve from 8.3% to 20% as measured by the SBA. • The percentage of ELL students meeting their WIDA Growth to Target will increase by 5% each year as measured by the WIDA Growth to Target Score report. The Growth to Target measures as of 2016-17 were 15.8% of the ELL students were on track. (Complex Avg. 57%) 	<p>All ELL students will show growth as measured by the STAR ELA/Math Universal Screener given three times per year.</p>	<p>B-3502 \$10,000</p> <p>A1-2744 10 hours a week x 40 weeks = 400 hrs. \$8,972</p>
Enabling Activity	Desired Outcome	Interim Measures	Funds
<p>Student Support</p> <p>P.EA 4: Provide intervention services to identified students in Reading and/or Math content area(s) before, during, and after the school day as well as during summer/intersessions.</p> <p>PTT 17 hrs/40 weeks with identified students/grade levels during or after school.</p> <p>Hire additional teachers as needed for enhanced instruction and to provide coverage during PLC.</p> <ul style="list-style-type: none"> • Classroom Teacher • Librarian • Art/Music Teacher • PE Teacher <p>Lead: S. Gonsalves</p>	<p>By SY2020:</p> <ul style="list-style-type: none"> • Student proficiency in ELA will increase from 56% to 78% as measured by the SBA. • Student proficiency in Math will increase from 46% to 73% as measured by the SBA. 	<p>According to the STAR ELA & Math screening report, each grade level (2-6) will show a 10% increase in students scoring at level 3 or 4 (at or above proficiency) per semester at the mid year assessment as well as at the end of year assessment. Baseline Beginning of the year. (revised 12.1.17)</p> <p>All students will show at least one level of growth on an informative writing sample as measured by common grade level writing rubric from semester 1 to semester 2.</p>	<p>A1-2744 Rtl PTT 223 hrs x \$22.43 \$5,002</p> <p>A1-2744 During/after-school PTT \$15,253</p> <p>A1-2744 PLC PTTs \$122,019</p>

Possible Enabling Activities if Additional Funding is Available (Goal 2)	Funding Needed
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Enabling Activity	Desired Outcome	Interim Measures	Funds
<p>PD Needs</p> <p>P.EA 5: Provide subs for teacher to participate in GAFE PD training.</p> <p>Provide subs for teacher to participate in PBL PD training.</p> <p>Provide subs for PD STEAM, Differentiation, student engagement, peer observation and technology integration.</p> <p>Hire additional substitutes for teachers to develop curriculum maps.</p> <p>Provide subs for teachers to attend meetings such as 504, SST, IEP, etc. during the school day.</p> <p>Provide funds for trainers and travel for PD STEAM, Differentiation, student engagement, peer observation and technology integration.</p> <p>Lead: S. Gonsalves</p>	<p>By SY2020:</p> <ul style="list-style-type: none"> Foster innovative instructional practices and expand the integration of technology into student digital learning as measured by the Kilauea School Future Ready Plan. Increase the percent of positive student responses in the captivate category from 66% to 85% as measured by Tripod Results. 	<p>Adequate progress will be made on the Future Ready Plan to be monitored on a quarterly basis by ART.</p>	<p><input checked="" type="checkbox"/> Possible Funds</p> <p>A1-2769</p> <p>100 Subs for PD training \$178.42 x 100 = \$17,842</p> <p>B-7104/07</p> <p>Contracted Services for PD training \$10,000</p>

Possible Enabling Activities if Additional Funding is Available (Goal 3)			Funding Needed
Measurable Desired Outcome	Enabling Activity		Funds
<p>School Operations</p> <p>P.EA 6: Hire additional .5 office clerk to assist with daily operations in the school.</p> <p>Lead: S. Gonsalves</p>	<p>By SY2020:</p> <ul style="list-style-type: none"> All office staff will be cross trained in all office duties as means of supporting the efficiency of office task. 	<p>100% of office duties will be completed in a timely manner as determined by the monthly checklist.</p>	<p>A-2350</p> <p>Office Asst \$17,003</p>
Measurable Desired Outcome	Enabling Activity		Funds
<p>Technology</p> <p>P.EA 7: ChromeBook licenses (every 2 years)</p> <p>Maintain and Update all school computers/printers</p> <p>Lead: S. Gonsalves</p>	<p>By SY2020:</p> <ul style="list-style-type: none"> Foster innovative instructional practices and expand the integration of technology into student digital learning as measured by the Kilauea School Future Ready Plan. 	<p>100% of teachers will report that classroom technology is maintained on a timely basis as measured by a google survey.</p>	<p>B-3502</p> <p>Chromebook licenses \$30,000</p>

