

Kealakehe Elementary School Academic Plan SY 2015-16

Draft #1 03.25.2015, SCC approved 04.09.15, revised 04.29.15

1. **Reflect.** Briefly summarize your school's progress on implementing all six of the Department's priority strategies/Other Complex-wide and/or School strategies, and meeting key performance targets set in the prior year Academic Plan.

Kealakehe Elementary School's progress toward the priority strategies varies by priority in the level of understanding and implementation. The ratings vary from 2 to 3. The rating range includes 1 (Establishing), 2 (Applying), 3 (Integrating), and 4 (Systematizing.)

1. Common Core (CC): The CCSS are implemented in all grades in ELA and math. WONDERS! curriculum is used in all ELA classes. GO! Math is used in all grades except grade 1 which uses Envisions. Cross grade articulation in writing occurred twice a year. Professional development to develop deeper understanding the CCSS and SBAC are needed. On the CC rubric, the rating is 3 (Integrating.)
2. Comprehensive Student Support System (CSSS): The school has many systemic responses to intervention in place. The RtI for mathematics and behavior challenges continue to need improvement. A RtI system is in place but lacks a process for administration and instructional leadership team to meet regularly. PBIS is in place. We need to develop a plan for professional development to learn more about best practices for academic and behavior RtI. On the CSSS rubric, the rating is 3 (Integrating.)
3. Formative Instruction/Data Teams (FI/DT): Data teams meet on a regular basis. Teams develop common formative assessments. A 5-step data team process was introduced this year. Application of a rigorous data team process is new learning. Teams need to revisit the purpose of formative assessment and data teams. Professional development in these areas is needed. On the FI/DT rubric, the rating is 2 (Applying.)
4. Effective Educator System (EES): Most elements of EES were implemented. A challenge is finding the resources needed to support a high needs teacher. While there is support for new teachers via induction and mentoring, there should be a similar support for tenured teachers who need extensive support. On the EES rubric, the rating is 3 (Integrating.)
5. Academic Review Team (ART) Process: Data is used to development a comprehensive needs assessment and an academic plan. We are still working to establish a routine for reviewing the academic plan quarterly. We would be interested in reviewing several examples of an exemplary ART Review process. On the ART rubric, the rating is 2 (Applying.)
6. Induction & Mentoring (I&M): Mentors are in place and supported new teachers. Two teachers participated in training this year. The challenge is to provide time for the mentors and mentees. There is no rubric for this strategy.

(SW1)

2. Organize. Identify your Academic Review Team members, assign them specific strategies or activities to oversee, and set the cycle for the Academic Review Team to monitor implementation quality. Number of strategies/activities will vary across schools.

Name of lead who is responsible for reporting during ART process (can change if roles change)	Responsible for (link to strategy)
1. Academic Coaches 2. SSC, Counselors 3. Data Team Lead at each grade level 4. Principal 5. Mentor Teacher in the program 6. Vice Principal 7. 8. 9. 10.	1. Common Core State Standards 2. Comprehensive Student Supports 3. Formative Instruction/Data Teams 4. Educator Effectiveness 5. Induction & Mentoring 6. Academic Review Team (ART lead needs to be on the team, yet the strategy doesn't need its own page in the plan) 7. 8. 9. 10.

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

State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)	Does your Financial Plan support this strategy?	If not, why?
1. Fully implement the Hawaii Common Core Standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
2. Tier and provide comprehensive student supports for all students	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
3. Implement data teams process within each grade span/content area and formative instruction within classrooms	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?

Enrichment (EA 1, EA 2, EA 3)	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

The rationale for optional strategies to address enrichment opportunities is based on conclusions in the Comprehensive Needs Assessment from the staff survey. The data indicate that some considerations for addressing this area include professional development to be able to utilize pedagogy that includes disciplinary integration, creating opportunities for teachers to collaboratively plan lessons, identify resources to provide financial support, and utilize faculty effectively to provide the right types of experiences necessary for students.

(SW1)

Goal 1, Strategy 1: Common Core State Standards

Desired Outcome for this Strategy:				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
<p>1. All teachers demonstrate understanding of the Smarter Balanced Assessment Consortium Resources through PD, including Sample Items and Performance tasks and incorporate these assessment formats into their instruction in order to monitor student progress and provide timely feedback to students.</p> <p>(SW1, SW2, SW3, SW4, SW8, SW9)</p>	Academic coaches	<p>X All Students</p> <p><input type="checkbox"/>Economically Disadvantaged</p> <p><input type="checkbox"/>English Language Learners</p> <p><input type="checkbox"/>Students with Disabilities</p> <p><input type="checkbox"/>Other:</p>	<p>X WSF \$2,653,155</p> <p>X Title I \$27,225 (FRF ln13)</p> <p><input type="checkbox"/>Title III \$</p> <p>X IDEA \$884,385</p> <p><input type="checkbox"/>CTE \$</p> <p><input type="checkbox"/>Focus/Priority \$</p> <p><input type="checkbox"/>CTE \$</p> <p><input type="checkbox"/>Other \$</p> <p><input type="checkbox"/>N/A</p> <p>(SW10)</p>	<ul style="list-style-type: none"> • Common Formative Assessments • Data Team minutes • Student Work • State Assessment Data • PD for SBAC • Student Self Assessment • Rubrics <p>(SW2, SW8, SW9)</p>
<p>2. Teachers implement Wonders as a vehicle to achieve CCSS that includes Small Group Instruction/Guided Reading where students read texts of sufficient complexity with scaffolding. Teachers will monitor student progress. Students, parents, and administrators will be aware of student’s reading levels.</p> <p>(SW1, SW2, SW3, SW4, SW8, SW9)</p>	Literacy coaches	<p>X All Students</p> <p><input type="checkbox"/>Economically Disadvantaged</p> <p><input type="checkbox"/>English Language Learners</p> <p><input type="checkbox"/>Students with Disabilities</p> <p><input type="checkbox"/>Other:</p>	<p>X WSF \$2,668,155</p> <p>X Title I \$13,264 (FRF ln13)</p> <p><input type="checkbox"/>Title III \$</p> <p>X IDEA \$884,385</p> <p><input type="checkbox"/>CTE \$</p> <p><input type="checkbox"/>Focus/Priority \$</p> <p><input type="checkbox"/>CTE \$</p> <p><input type="checkbox"/>Other \$</p> <p><input type="checkbox"/>N/A</p> <p>(SW10)</p>	<ul style="list-style-type: none"> • Walkthroughs • Data Team minutes • Grade level pacing guides • PD in Guided Reading • Cross-grade articulation notes • Notes from planning sessions • Report Cards <p>(SW2, SW8, SW9)</p>

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<p>3. All classes will show consistent evidence of class time spent reading, writing, and speaking directly about literary texts (50%) and informational texts (50%) across content areas. Students will demonstrate their knowledge in multiple ways. When discussing or collaborating, students will respond to each other using evidence.</p> <p>(SW1, SW2, SW3, SW8, SW9)</p>	<p>Literacy coaches</p>	<p>X All Students <input type="checkbox"/>Economically Disadvantaged <input type="checkbox"/>English Language Learners <input type="checkbox"/>Students with Disabilities <input type="checkbox"/>Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/>Title III \$ X IDEA \$884,385 <input type="checkbox"/>CTE \$ <input type="checkbox"/>Focus/Priority \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Other \$ <input type="checkbox"/>N/A (SW10)</p>	<ul style="list-style-type: none"> • Walkthroughs • Data Team minutes • Grade level pacing guides • Student work (including art, movement, projects) • Reading Logs <p>(SW2, SW8, SW9)</p>
<p>4. All teachers provide daily independent reading time, access to rich complex text, and opportunities for students to build stamina by reading at their independent reading level or Lexile band in relation to the goals of the Common Core State Standards.</p> <p>(SW1, SW2, SW3, SW8, SW9)</p>	<p>Literacy coaches</p>	<p>X All Students <input type="checkbox"/>Economically Disadvantaged <input type="checkbox"/>English Language Learners <input type="checkbox"/>Students with Disabilities <input type="checkbox"/>Other:</p>	<p>X WSF \$2,653,155 X Title I \$16,000 (FRF In14) <input type="checkbox"/>Title III \$ X IDEA \$884,385 <input type="checkbox"/>CTE \$ <input type="checkbox"/>Focus/Priority \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Other \$ <input type="checkbox"/>N/A (SW10)</p>	<ul style="list-style-type: none"> • DRA Data for students Level 40 and below and students who are being monitored for RTI. • DRA data charted school wide for levels A-40 3x/year • STAR Reading 3x/year • Consistent use of Kid Biz (at least in grades 3, 4, 5) • Walkthroughs • AR Data • Teacher Conference Notes • Daily/Weekly Teaching Schedules • Million Words Campaign Data • Principal's Book of the Month <p>(SW2, SW8, SW9)</p>
<p>5. All teachers provide daily writing opportunities that reflect the CCSS balance among genres (30% Argumentative, 35% Informative/Explanatory, 35% Narrative).</p> <ul style="list-style-type: none"> • Conduct K-5 cross-grade articulation for CCSS in the 3 writing genres (opinion, narrative, and informational.) • Provide opportunities to write in response to sources citing evidence. • Students conduct short, more sustained research projects based on focused questions. Students demonstrate their knowledge in multiple ways. 	<p>Literacy coaches</p>	<p>X All Students <input type="checkbox"/>Economically Disadvantaged <input type="checkbox"/>English Language Learners <input type="checkbox"/>Students with Disabilities <input type="checkbox"/>Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/>Title III \$ X IDEA \$884,385 <input type="checkbox"/>CTE \$ <input type="checkbox"/>Focus/Priority \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Other \$ <input type="checkbox"/>N/A (SW10)</p>	<ul style="list-style-type: none"> • Data Team minutes (shows evidence of time spent collaborating on writing). • Writing Curriculum Maps • Walkthroughs • Student Work/Projects • SBAC data • Literacy Cadre Notes • Vertically Aligned Rubrics <p>(SW2, SW8, SW9)</p>

(SW1, SW2, SW3, SW8, SW9)				
<p>6. Grade level math curriculum maps are aligned to the critical areas of CCSS and supplemental resources are identified where necessary.</p> <ul style="list-style-type: none"> Teachers collaborate to ensure understanding of the vertical alignment of CCSS across grade levels. Each grade level understands CCSS and provides lessons that build upon prior knowledge and build a foundation for progress across the grade levels. Grade levels understand the depth and rigor of the SBAC math assessment. <p>(SW1, SW2, SW3, SW8, SW9)</p>	Math coaches	<p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p>X WSF \$2,683,155</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p>X IDEA \$884,385</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p> <p>(SW10)</p>	<ul style="list-style-type: none"> Data Team minutes Cross Grade Articulation minutes Curriculum maps Universal Screener data Formative & Summative Assessments Student Work Focused Walks, walkthroughs Coach Visits Anchor Charts <p>(SW2, SW8, SW9)</p>
<p>7. Teachers use a balanced approach in math instruction to address:</p> <ul style="list-style-type: none"> Fluency of skills and procedures. Development of conceptual understanding. Application of math knowledge in real world situations. <p>(SW1, SW2, SW3, SW8, SW9)</p>	Math coaches	<p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p>X WSF \$2,683,155</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p>X IDEA \$884,385</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p> <p>(SW10)</p>	<ul style="list-style-type: none"> Data Team minutes Cross Grade Articulation minutes Curriculum maps Universal Screener data Mental Math Fluency Strategy Assessments Formative & Summative Assessments Real World Applications Student Work Classroom Discussions Focused Walks, walkthroughs Coach Visits Anchor Charts <p>(SW2, SW8, SW9)</p>

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<p>8. All math classrooms:</p> <ul style="list-style-type: none"> Utilize student discourse to articulate thinking and reasoning and solve multiple step, real world, word problems in more than one way. Show evidence of rigor in mathematics by consistently utilizing the eight Mathematical Practices. Incorporate concrete-pictorial, abstract progression of conceptual understanding. Incorporate close reading strategies. Incorporate application of what has been learned to new and real life situations. <p>(SW1, SW2, SW3, SW8, SW9)</p>	<p>Math coaches</p>	<p>X All Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: 	<p>X WSF \$2,683,155</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A <p>(SW10)</p>	<ul style="list-style-type: none"> Data Team minutes Cross Grade Articulation minutes Curriculum maps Universal Screener data Mental Math Fluency Strategy Assessments Formative & Summative Assessments Real World Applications Student Work Classroom Discussions Focused Walks, walkthroughs Coach Visits Anchor Charts <p>(SW2, SW8, SW9)</p>
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Goal 1, Strategy 2: Comprehensive Student Supports

Desired Outcome for this Strategy:				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Develop and implement PBIS System that include: <ul style="list-style-type: none"> • Universal expectations-defined and explained and done the same way daily. • Policy and procedures for administration managed behaviors and classroom managed behaviors. • Policies and procedures for proactive, instructive, restorative approaches to student behavior that are consistent. • PBIS Handbook. • Process for staff orientation on CORE Tier 1 a) school-wide expectation b) acknowledging appropriate behaviors c) requesting assistance. (SW1, SW5) 	Administration, PBIS Cadre	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: All staff	X WSF \$3,887,227 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$1,280,502 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • Decrease in office discipline referrals (ODR.) • Decreased chronic absenteeism rate. • Increased daily attendance. • Survey data from staff, students, parents. • Walkthroughs • PBIS Handbook • PBIS Self Assessment tool (SW5)
2. Provide professional development for: <ul style="list-style-type: none"> • Tier 1 and in handbooks. • eCSSS training. • technical support/online programs. (SW1, SW4, SW5, SW8)	Administration, PBIS Cadre Bilinsky, Inc	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff	X WSF \$2,725,205 X Title I \$49,940 (FRF ln21) <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • PD agendas, sign in sheets, exit passes • Regular and consistent use of eCSSS (SW5)

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<p>3. Develop a process to gather, <u>analyze</u>, and plan regularly, based on data measuring effectiveness of Tier 1 in classroom. (Plan, Do, Check, Adjust)</p> <p>(SW1, SW5, SW8)</p>	<p>Administration, PBIS Cadre</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<p>• Process is developed and implemented quarterly.</p> <p>(SW5, SW8)</p>
<p>4. <u>Develop and implement a system to</u> provide instructional support for teachers in need of assistance implementing Tier 1.</p> <p>(SW1, SW5, SW8)</p>	<p>Administration, PBIS Cadre</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<p>• Decrease in office discipline referrals (ODR.)</p> <p>(SW5, SW8)</p>
<p>5. Develop a process to share school wide data with staff, parents, and community and create opportunities to provide input on universal foundation.</p> <p>(SW1, SW5, SW6, SW8)</p>	<p>Administration, PBIS Cadre</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff, Parents, Community</p>	<p>X WSF \$2,653,155 X Title I \$2,700 (FRF ln25) <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<p>• Process is developed and implemented quarterly.</p> <p>(SW5, SW6, SW8)</p>
<p>6. Involve Parents and Community and PTO to join PBIS and include in parent handbook.</p> <p>(SW1, SW5, SW6, SW8)</p>	<p>Administration, Parent Involver</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff, Parents, Community</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ X Focus/Priority \$16,138 (FRF ln 24) <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$</p>	<p>• PTO minutes • SCC minutes • Calendar of Events • Parent Handbook</p> <p>(SW5, SW6, SW8)</p>

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			<input type="checkbox"/> N/A (SW10)	
7. Provide ongoing professional development for understanding how to best service our high needs student populations (economically disadvantaged and ELL). (SW1, SW4, SW5, SW8, SW9)	Administration, ELL coordinator	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input checked="" type="checkbox"/> IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • PD agendas, sign in sheets, exit passes • Plans for implementing best practice strategies (SW5, SW8, SW9)
8. Develop a system to maximize RtI supports for all students. All students will receive Tier 1 instruction with fidelity. (SW1, SW2, SW3, SW8, SW9)	Administration, RtI Cadre RtI Coach	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$3,253,155 <input checked="" type="checkbox"/> Title I \$169,253 (FRFIn14) <input type="checkbox"/> Title III \$ <input checked="" type="checkbox"/> IDEA \$884,385 <input type="checkbox"/> CTE \$ <input checked="" type="checkbox"/> Focus/Priority \$83,758 (FRF In9) <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • RtI schedules <u>mimize</u> interference with <u>Tier 1 instruction</u>. • <u>Admin</u> schedules <u>RtI</u> blocks with input from <u>RtI Cadre</u> at the same time of the day (SW2, SW3, SW8, SW9)
9. Create and implement before and after-school RtI blocks (SW1, SW2, SW8, SW9)	Administration, RtI Cadre	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input checked="" type="checkbox"/> IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • School schedule • RtI data (SW2, SW8, SW9)

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<p>10. Provide students with interventions/curricula that meet them at their present level of educational performance.</p> <p>(SW1, SW2, SW8, SW9)</p>	<p>Administration, RtI Cadre</p>	<p>X All Students <input type="checkbox"/>Economically Disadvantaged <input type="checkbox"/>English Language Learners <input type="checkbox"/>Students with Disabilities <input type="checkbox"/>Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/>Title III \$ X IDEA \$884,385 <input type="checkbox"/>CTE \$ <input type="checkbox"/>Focus/Priority \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Other \$Migrant Education <input type="checkbox"/>N/A (SW10)</p>	<p>• Materials available and in use</p> <p>(SW2, SW8, SW9)</p>
<p>11. Increase training and support for para-educators in ELA, math, and behavior.</p> <p>(SW1, SW2, SW4, SW8, SW9)</p>	<p>Administration, PBIS Cadre, RtI Cadre Bilinsky, Inc</p>	<p>X All Students <input type="checkbox"/>Economically Disadvantaged <input type="checkbox"/>English Language Learners <input type="checkbox"/>Students with Disabilities <input type="checkbox"/>Other:</p>	<p>X WSF \$2,653,155 X Title I \$49,940 (FRF In 21) <input type="checkbox"/>Title III \$ X IDEA \$884,385 <input type="checkbox"/>CTE \$ <input type="checkbox"/>Focus/Priority \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Other \$ <input type="checkbox"/>N/A (SW10)</p>	<p>• Trainings scheduled, • Routines observations • Fidelity checklists • PD agendas, sign in sheets, exit passes</p> <p>(SW2,SW8, SW9)</p>
<p>12. Teachers provide differentiated instruction and support that enable all students to access a Free and Appropriate Public Education in their Least Restricted Environment.</p> <p>(SW1, SW2, SW3, SW4, SW7, SW8, SW9)</p>	<p>Administration, SSC, SPED DH</p>	<p>X All Students <input type="checkbox"/>Economically Disadvantaged <input type="checkbox"/>English Language Learners <input type="checkbox"/>Students with Disabilities <input type="checkbox"/>Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/>Title I \$ <input type="checkbox"/>Title III \$ X IDEA \$884,385 <input type="checkbox"/>CTE \$ <input type="checkbox"/>Focus/Priority \$ <input type="checkbox"/>CTE \$ X Other \$ HEADSTART <input type="checkbox"/>N/A (SW10)</p>	<p>• All timelines are met in timely manner. • Walkthroughs • Student work • Sped Inclusion team minutes • SPED department PLC minutes • Peer Review notes</p> <p>(SW2, SW8, SW9)</p>
<p>13. Provide ELL instruction and support, regular monitoring, and supervision of the ELL program and personnel.</p> <p>*Note: enabling activity needed to reflect ELL program</p> <p>(SW1, SW2, SW3, SW8, SW9)</p>	<p>ELL coordinator</p>	<p><input type="checkbox"/>All Students <input type="checkbox"/>Economically Disadvantaged X English Language Learners <input type="checkbox"/>Students with Disabilities <input type="checkbox"/>Other:</p>	<p>X WSF \$3,253,155 <input type="checkbox"/>Title I \$ <input type="checkbox"/>Title III \$ <input type="checkbox"/>IDEA \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Focus/Priority \$ <input type="checkbox"/>CTE \$ <input type="checkbox"/>Other \$ <input type="checkbox"/>N/A</p>	<p>• WIDA data • Exit rates • AMAO (Annual Measureable Achievement Objectives) • SBAC data • Imagine Learning data • STAR Data</p>

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			(SW10)	(SW2, SW8, SW9)
14. Ensure <u>communication regarding Supplementary Tutoring and Enrichment Opportunities</u> are well-designed (readable: at least 12 pt. font, and 1.5 or double-spaced), and in native languages to the maximum extent possible. They should NOT be included in massive packets of information <i>*Note: SES services are no longer available.</i>		X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • <u>Relevant Documents</u>
15. Promote Kealakehe Homework lab and expand services to support parent education <u>at</u> all public housing. (SW1, SW6)	Parent Involver PCNC	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input checked="" type="checkbox"/> Focus/Priority \$16,138 (FRF In 23) <input type="checkbox"/> CTE \$ X Other \$grants from community <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • Sign in sheet/Attendance • Parent surveys • Increased reading/math through HW. (SW2, SW6, SW8, SW9)
16. Create and promote a parent center that gives opportunities for parents to engage with students and families. (SW1, SW6)	Parent Involver PCNC	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff, parents, community	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input checked="" type="checkbox"/> Focus/Priority \$16,138 (FRF In 23) <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$	<ul style="list-style-type: none"> • Parent survey • Teacher (survey) morale • Increase in business participation though SCC • Increase PTO involvement (SW6)

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			<input type="checkbox"/> N/A (SW10)	
17. Promote cultural activities <u>that reflect</u> KES demographics and <u>engage</u> cultural leaders. (SW1, SW6,	PBIS Cadre, ELL Lead Teacher PCNC Parent Involver	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff, parents, community	X WSF \$2,653,155 X Title I \$1020 (FRF In 25) <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ x Focus/Priority \$16,138 (FRF In 23) <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • Cultural night showcasing specific cultural groups. • Parent surveys (SW6)
18. Mobilize stakeholders to address issues that require resources that KES doesn't have access to or the ability to provide. (i.e. parking, crossing guard) (SW1, SW6)	Parent Involver SCC	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities X Other: Staff, parents, community	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ x Focus/Priority \$16,138 (FRF In 23) <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	<ul style="list-style-type: none"> • Stake holder involvement. • Teacher (survey) morale • Parent (survey) morale • Resolved issues • SCC minutes (SW6)

Goal 1, Strategy 3: Formative Instruction/Data Teams Process

Desired Outcome for this Strategy:

Planning		Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible	Target Population(s)	Source of Funds
			What leading indicators will you monitor progress against during

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	for reporting during ART process	Choose all that apply	Choose all that apply, and list amounts	your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Ensure data team time contains a balance of looking at data and sharing, researching, discussing, and planning strategies. (SW1, SW2, SW3, SW4, SW5, SW8, SW9)	Data team Cadre	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	•Data team minutes •Teacher Feedback (SW2, SW3, SW4, SW5, SW8, SW9)
2. Develop common instructional materials and strategies that will help meet the SMARTe goal and formative instruction. (SW1, SW2, SW3, SW4, SW5, SW8, SW9)	Data team Cadre	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	•Informal classroom observations •Data team minutes (SW2, SW3, SW4, SW8, SW9)
3. Data teams will develop and deliver common instruction with common formative assessments that are aligned to Common Core State Standards. (SW1, SW2, SW3, SW4, SW5, SW8, SW9)	Data team Cadre	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	•Data team minutes •Formative Assessment data (SW2, SW3, SW4, SW8, SW9)

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<p>4. Data teams will meet 1.5 hours a week in order to have timely, relevant, collaboration around curriculum, standards, data, and strategies. Data team time will be balanced and will be spent on data analysis, instructional strategy development, curriculum planning, and collaboration activities as decided by the grade level. Data team template will be revised. (SW1, SW2, SW3, SW4, SW5, SW8, SW9)</p>	<p>Data team Cadre Data Team Coach</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ X Focus/Priority \$83,758 (FRF In17) <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<p>• Data team minutes • Resource schedule (SW2, SW3, SW4, SW8, SW9)</p>
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Goal 1, Optional Additional Strategy:

Desired Outcome for this Strategy:				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Create a cadre comprised of the enrichment committee that organizes and shares resources about field trips, and applications for grants and mentors new teachers. This committee will also research speakers, contests, community outreach, service projects, an volunteer presenters.	Enrichment Committee	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input checked="" type="checkbox"/> IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Meeting Minutes • Organization of field trips • More field trips and community involvement.
2. Enrichment activities will be aligned with our School Mission Statement and will integrate activities such as: art, music, drama, dance, technology, and gardening. Activities will be taught weekly by the most qualified instructors available .		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Increased student engagement. • Improved GLO grades • More positive student behavior • Less referrals • Improved grades • Improved attendance

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<p>3. <u>Students will receive guidance, Hawaiian studies, library, and physical education.</u></p>	<p>Highly Qualified</p>	<p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<p><u>• Increased student engagement.</u> <u>• Improved GLO grades</u> <u>• More positive student behavior</u> <u>• Less referrals</u> <u>• Improved grades</u> <u>• Improved attendance</u> <u>•</u></p>
<p>4. <u>Promote nutrition at school</u></p> <ul style="list-style-type: none"> • <u>Cafeteria Menu</u> • <u>Incentives/Rewards</u> • <u>Nutritional Education</u> • <u>Garden</u> • <u>Healthy Snacks</u> 		<p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<p>• Cafeteria Menu</p>

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Goal 2 Staff Success

<p>State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)</p>	<p>Does your Financial Plan support this strategy?</p>	<p>If not, why?</p>
<p>4. Provide all teachers with evaluation and feedback based on student growth and teaching practice</p>	<p>YES X NO <input type="checkbox"/></p>	
<p>5. Fully implement beginning teacher induction and mentoring standards</p>	<p>YES X NO <input type="checkbox"/></p>	

<p>Additional Strategies (Optional)</p>	<p>Does your Financial Plan support this strategy?</p>	<p>If not, why?</p>
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	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
	YES <input type="checkbox"/>	NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

Goal 2, Strategy 4: Educator Effectiveness Systems

Desired Outcome for this Strategy:				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
1. Use TRIPOD Student Survey results to identify educators' strengths and weaknesses in the classroom to target effective professional development opportunities that lead to student success. <u>Or as mandated by the State.</u> (SW4)	Administration	X All Students in selected grades <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	• TRIPOD Survey Implementation Data (SW4)
2. Use Student Learning Objectives (SLOs) to help measure student growth and learning for all teachers, strengthening the way teacher set goals and support student achievement. <u>Or as mandated by the State.</u> (SW4)	Administration	X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)	• SLO Data (SW4)

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<p>3. The frequency of classroom observation will be differentiated based on performance levels from SY 2014-15. Highly effective teachers are not required to have an observation; effective teachers are required to have one or more; marginal, unsatisfactory, and new teachers are required to have two or more observations using the Hawaii Adapted Framework for Teaching. <u>Or as mandated by the State.</u></p> <p>(SW4)</p>	<p>Administration</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<p>• PDE3 Data</p> <p>(SW4)</p>
<p>4. Under Core Professionalism, administration will review evidence for all teachers who are required to provide evidence and all “effective” teachers who opted to submit evidence on Domain 4 and Tripod survey results (where applicable). <u>Or as mandated by the State.</u></p> <p>(SW4)</p>	<p>Administration</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<p>• PDE3 Data</p> <p>(SW4)</p>

Goal 2, Strategy 5: Induction and Mentoring

Desired Outcome for this Strategy:				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
<p>1. All Yr1 and Yr2 “new to the profession” teachers are matched with an Instructional Mentor, trained through the New Teacher Center (NTC) model, for ongoing professional growth and development (*excludes TFA, UH-MUSE, new-to-school teachers).</p> <p>(SW4, SW5)</p>	Administration	<p>X All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p>X IDEA \$884,385</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p> <p>(SW10)</p>	<p>• Current roster of Beginning Teachers and assigned Mentors is updated in PDE3 and program recordkeeping. Copies of spreadsheet documentation are also filed with the State I&M office.</p> <p>(SW4, SW5)</p>
<p>2. School-level administration communicate regularly through Triad Conferences with Mentors and Beginning Teachers (mentees) regarding induction programming; Additionally, administration respects the confidentiality of the mentor/mentee coaching sessions by not combining said support with EES structures.</p> <p>(SW4, SW5)</p>	Administration	<p>X All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p>X IDEA \$884,385</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p> <p>(SW10)</p>	<p>• Instructional Mentors keep documentation of Triad meetings and weekly coaching sessions on Collaborative Assessment Logs, as well as completing Mentor Logs through PDE3 for evidence.</p> <p>(SW4, SW5)</p>

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<p>3. School-level administration encourage and support veteran teachers, who have demonstrated successful teaching and leadership practices working with Hawaii's diverse learning environment, to pursue opportunities to become fully trained Instructional Mentors.</p> <p>(SW4, SW5)</p>	<p>Administration</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<ul style="list-style-type: none"> • I&M Program training rosters provide evidence of veteran teachers trained through the NTC model, and accompanying dates of trainings • Forum agendas, resources and rosters of participants are collected and filed by I&M team, as evidence of completion of each event. <p>(SW4, SW5)</p>
<p>4. Mentors and Beginning Teachers (mentees) participate in quarterly forums sponsored by the Complex Area's I&M team to support professional development and growth. Programming includes: INTASC teaching standards, curriculum, instruction and assessment best practices, differentiation, and culturally responsive strategies for diverse learning environments.</p> <p>(SW4, SW5)</p>	<p>Administration</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<ul style="list-style-type: none"> • Mentors record coaching sessions, observations, triad meetings and other supports offered to mentees into PDE3 Mentor Log system. <p>(SW4, SW5)</p>
<p>5. School-level administration provides protected and sanctioned time for Mentors and Beginning teachers (mentees) to meet on induction-related activities to improve instruction and student learning.</p> <p>(SW4, SW5)</p>	<p>Administration</p>	<p>X All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p>	<p>X WSF \$2,653,155 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ X IDEA \$884,385 <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<ul style="list-style-type: none"> • Mentors record coaching sessions, observations, triad meetings and other supports offered to mentees into PDE3 Mentor Log system. <p>(SW4, SW5)</p>

Goal 2, Optional Additional Strategy:

Desired Outcome for this Strategy:				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	
		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	

OPTIONAL: Goal 3 Successful Systems of Support

Optional Strategies to Improve Student Achievement and Reduce Achievement Gaps	Does your Financial Plan support this strategy?	If not, why?
Improve school wide communication and decision making. (EA 1, EA 2)	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Establish the ART review process (EA 3)	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
WASC Accreditation in SY 15-16 (EA 4)	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

The rationale for optional strategy to address communication and decision-making is based on conclusions in the Comprehensive Needs Assessment from the staff survey. The data indicate that internal communication challenges stem from the size of the staff and the need to have all staff access and use an information system that is efficient and dependable.

The rational for optional strategy to establish the ART review process is based on the 6 priority strategies.

The rationale for optional strategy to address WASC accreditation is based on the timeline for accreditation. Kealakehe Elementery will be visited in Spring 2017.

OPTIONAL Goal 3 Optional Strategy:

Desired Outcome for this Strategy:

Planning		Capacity	Evidence of Progress	
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	
1. Create a plan that will improve communication and participation among and within the KES staff. <ul style="list-style-type: none"> • e-mail etiquette training • Appropriate intercom announcements (SW1)	PBIS Cadre	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Staff	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. <ul style="list-style-type: none"> • Staff understanding different applications and or tasks. • 100% technology access allowing given opportunity to voice concerns, (EAs and Tutors) • Opportunity offered to all to be on various committees, • Engagement (surveys, exit pass after meetings) • Increase in consideration of schedules/conflicts • In-place etiquette for email responses/communication • Subjective review (process observer/outside voice). • Increase in courtesy communication (advance notice, room use) (SW1)

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<p>2. Establish decision making protocols</p> <ul style="list-style-type: none"> • Top-Down • Teacher input • Staff decisions • Cadres/Committee decisions <p>(SW1)</p>	<p>Administration, Leadership team</p>	<p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Staff</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Increase varied forms of voice in decision making process such as surveys, email responses, Google forms (digital parking lot) • Committees have in place protocols for who participates • Surveys • Transparency before final decision; transparency in processes/decisions-made/notifications. <p>(SW1)</p>
<p>3. <u>Establish a plan and implement to convene ART (academic review team) monthly to progress monitor the academic plan.</u></p> <p>(SW1, SW2)</p>		<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Staff, parents, community</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • _____
<p>4. <u>Prepare for WASC accreditation by keeping KES staff informed and updated on all necessary steps throughout the process.</u></p> <p>(SW1, SW10)</p>	<p>WASC coordinator</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Staff, parents, community</p>	<p><input checked="" type="checkbox"/> WSF \$59,000 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A (SW10)</p>	<ul style="list-style-type: none"> • <u>Team disseminates WASC information</u>

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OPTIONAL Goal 1, 2 or 3, Additional Strategy:

Desired Outcome for this Strategy:				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	
		<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	

Title I Addendum (for Title I schools only)

Title I School Requirements for Schoolwide Components			
Schoolwide Components	Covered in the Academic Plan/ School Plan? If so, where?	If not, how will the school address the schoolwide components?	Accountable School Lead
The plan must...	(location in Academic Plan/Schoolwide Plan, page #, section)		
SW 1: Incorporate a comprehensive needs assessment of the entire school (including taking into account the needs of migratory students) that is based on information that includes student achievement relative to the State's academic content and achievement standards	p. 1, p. 3, p. 4,1.1.1, 1.1.2, p. 5, 1.1.3,1.1.4, p. 6, 1.1.5, 1.1.6, 1.1.7 p. 7, 1.1.8 p. 8, 1.2.1, 1.2.2 p. 9, 1.2.3, 1.2.4, 1.2.5, 1.2.6 p. 10, 1.2.7, 1.2.8, 1.2.9 p. 11, 1.2.10, 1.2.11, 1.2.12, 1.2.13 p. 12, 1.2.15, 1.2.16 p. 13, 1.2.17, 1.2.18 p. 14, 1.3.1, 1.3.2, 1.3.3 p. 15, 1.3.4 p. 25, EA 1 & Evidence p. 26, EA 2 & Evidence, EA 3, EA 4		
SW 2: Identify schoolwide reform strategies that - a) Provide opportunities for all students to meet proficiency b) Use effective methods and instructional strategies c) Include strategies to address the needs of all students in the school, but particularly the needs of low achieving students and those at-risk of not meeting the State's student academic achievement standards d) Address how the school will determine if such needs have been met e) Are consistent with, and are designed to implement the state and Complex Area/Charter Governing Board improvement plans, if any	p. 4, 1.1.1 & Evidence, 1.1.2 & Evidence p. 5, 1.1.3 & Evidence, 1.1.4 & Evidence, p. 6, 1.1.5 & Evidence, 1.1.6 & Evidence, 1.1.7 & Evidence p. 7, 1.1.8 & Evidence p. 10, 1.2.8 & Evidence, 1.2.9 & Evidence p. 11, 1.2.10 & Evidence, 1.2.11 & Evidence, 1.2.12 & Evidence, 1.1.13 & Evidence p. 12, 1.2.12 Evidence p. 14, 1.3.1 & Evidence, 1.3.2 & Evidence, 1.3.3 & Evidence p. 15, 1.3.4 & Evidence		

Title I School Requirements for Schoolwide Components			
SW 3: Provide instruction by highly qualified teachers	<p>p. 4, 1.1.1, 1.1.2 p. 5, 1.1.3, 1.1.4 p. 6, 1.1.5, 1.1.6, 1.1.6, 1.1.7 p. 7, 1.1.8 p. 10, 1.2.8 & Evidence p. 11, 1.2.12, 1.2.13 p. 14, 1.3.1 & Evidence, 1.3.2 & Evidence, 1.3.3 & Evidence p. 15, 1.3.4 & Evidence</p>		
SW 4: Provide high quality and on-going professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel	<p>p. 4, 1.1.1, 1.1.2 p. 8, 1.2.2 p. 10, 1.2.7 p. 11, 1.2.11, 1.2.12 p. 14, 1.3.1 & Evidence, 1.3.2 & Evidence, 1.3.3 & Evidence p. 15, 1.3.4 & Evidence p. 19, 2.4.1 & Evidence, 2.4.2 & Evidence p. 20, 2.4.3 & Evidence, 2.4.4 & Evidence p. 21, 2.5.1 & Evidence, 2.5.2 & Evidence p. 22, 2.5.3 & Evidence, 2.5.4 & Evidence, 2.5.5 & Evidence</p>		
SW 5: Implement strategies to attract high quality, highly qualified teachers	<p>p. 8, 1.2.1 & Evidence, 1.2.2 & Evidence p. 9, 1.2.3 & Evidence, 1.2.4 & Evidence, 1.2.5 & Evidence, 1.2.6 & Evidence p. 10, 1.2.7 & Evidence p. 14, 1.3.1 & Evidence, 1.3.2 & Evidence, 1.3.3 & Evidence p. 15, 1.3.4 & Evidence p. 21, 2.5.1 & Evidence, 2.5.2 & Evidence p. 22, 2.5.3 & Evidence, 2.5.4 & Evidence, 2.5.5 & Evidence</p>		
SW 6: Implement strategies to increase parental involvement, such as family literacy services	<p>p. 9, 1.2.5 & Evidence, 1.2.6 & Evidence p. 12, 1.2.15 & Evidence, 1.2.16 & Evidence p. 13, 1.2.17 & Evidence, 1.2.18 & Evidence</p>		
SW 7: Incorporate transition plan for assisting preschool children from early childhood programs, such as Head Start, Early Reading First, or a State-run preschool program to local elementary school program	<p>p. 11, 1.2.12</p>		

Title I School Requirements for Schoolwide Components			
<p>SW 8: Include teachers in the decisions regarding the use of academic assessments in order to inform and improve individual student achievement and the overall instructional program</p>	<p>p. 4, 1.1.1 & Evidence, 1.1.2 & Evidence p. 5, 1.1.3 & Evidence, 1.1.4 & Evidence 1.1.5 & Evidence p. 6, 1.1.6 & Evidence, 1.1.7 & Evidence p. 7, 1.1.8 & Evidence p. 8, 1.2.2, p. 9, 1.2.3 & Evidence, 1.2.4 & Evidence, 1.2.5 & Evidence, 1.2.6 & Evidence P. 10, 1.2.7 & Evidence, 1.2.8 & Evidence, 1.2.9 & Evidence p. 11, 1.2.10 & Evidence, 1.2.11 & Evidence, 1.2.12 & Evidence, 1.2. 13 & Evidence p. 12, 1.2.15 & Evidence p. 14, 1.3.1 & Evidence, 1.3.2 & Evidence, 1.3.3 & Evidence p. 15, 1.3.4 & Evidence</p>		
<p>SW 9: Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely, additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance</p>	<p>p. 4, 1.1.1 & Evidence, 1.1.2 & Evidence p. 5, 1.1.3 & Evidence, 1.1.4 & Evidence 1.1.5 & Evidence p. 6, 1.1.6 & Evidence, 1.1.7 & Evidence p. 7, 1.1.8 & Evidence P. 10, 1.2.7 & Evidence, 1.2.8 & Evidence, 1.2.9 & Evidence p. 11, 1.2.10 & Evidence, 1.2.11 & Evidence, 1.2.12 & Evidence, 1.2. 13 & Evidence p. 12, 1.2.15 & Evidence p. 14, 1.3.1 & Evidence, 1.3.2 & Evidence, 1.3.3 & Evidence p. 15, 1.3.4 & Evidence</p>		
<p>SW 10: Coordinate and integrate federal, state, and local services and programs, including programs supported under No Child Left Behind: violence prevention program, nutrition program, housing programs, Head Start, adult education, vocational and technical education, and job training</p>	<p>Source of Funds for all enabling activities</p>		

Focus Schools Academic Plan Addendum

PRINCIPAL SIGNATURE AND DATE	CAS SIGNATURE AND DATE
/s/ Nancy Matsukawa 04/13/15	

Key Findings/Contributing Causes of Strength and Challenges from Needs Assessment	Enabling Activity(ies) Include all that apply	Target Population(s) Choose all that apply	Measureable Outcome/Evidence of Progress	Applicable Federal Turnaround Principle(s) Select all that apply	Accountable Lead	Funding Request (Description of Expenditures and Cost) and Justification
1. A continual challenge for Kealakehe Elementary has always been a lack of parent and community support and involvement. This year, opportunities for families to interact with the school have increased. Having the Parent Involver has made a difference. We need to continue the efforts. Research indicates that student achievement with parent involvement. We also see a need to build the Kealakehe Ohana to support all of the keiki.	<p>a. Goal 1, Strategy 2, EA 5 –Develop a process to share school wide data with staff, parents, and community and create opportunities to provide input on universal foundation [of PBIS.]</p> <p>b. Goal 1, Strategy 2, EA 6-Involve Parents and Community and PTO to engage in PBIS.</p> <p>c.Goal 1, Strategy 2, EA 15-Promote Kealakehe Homework Lab and expand services to support parent education in public housing.</p> <p>d.Goal 1, Strategy 2, EA 16-Create and promote a parent center that gives oppportunities for parents to engage with students and families.</p> <p>e.Goal 1, Strategy 2, EA 17-Promte cultural activities with cultural leaders.</p>	<p>X All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p>*Meeting notes; *sign in sheets; *meeting announcements *PTO minutes *Parent Handbook *Parent surveys *SCC minutes *Parent/Community events showcasing different cultures</p>	<p><input type="checkbox"/> Strong Leadership</p> <p><input type="checkbox"/> Effective Teachers</p> <p><input type="checkbox"/> Redesigned day/week/year</p> <p><input type="checkbox"/> Strengthen instructional program</p> <p><input type="checkbox"/> Use data to inform instruction</p> <p>X Improve safety and discipline</p> <p>X Engage families and communities</p>	Principal	<p>Parent Involver position – PTT</p> <p>17 hr/ 40 weeks</p> <p>\$15,689.00</p>

Academic Plan SY 2015-16

<p>2. Examination of data from a variety of sources indicate all students are progressing very slowly and the growth is uneven. STRIVE HI results indicate a 6% growth in Reading and 1% growth in Mathematics. The current gap rate was reduced by 6%.</p> <p>Our current RTI structure is best suited to support students who are below proficiency. We need to develop a structure that will support all students.</p> <p>A RTI coordinator is needed to revise the current system to serve all students.</p>	<p>a.Goal 1, Strategy 2, EA 8-Develop a system to maximize RTI supports for all students. All students will receive Tier 1 instruction with fidelity.</p> <p>b.Goal 1, Strategy 2, EA 9-Create and implement before ad after school RTI blocks.</p>	<p>X All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p>*Data from universal screeners</p> <p>*Data from progress monitoring</p> <p>*Schedules for various RTI offerings</p>	<p>X Strong Leadership</p> <p>X Effective Teachers</p> <p><input type="checkbox"/> Redesigned day/week/year</p> <p>X Strengthen instructional program</p> <p>X Use data to inform instruction</p> <p><input type="checkbox"/> Improve safety and discipline</p> <p><input type="checkbox"/> Engage families and communities</p>	<p>Principal</p>	<p>RTI Lead</p> <p>Teacher -1.0 FTE</p> <p>\$55,104.00</p>
<p>3. Examination of data from a variety of sources indicate all students are progressing very slowly and the growth is uneven. STRIVE HI results indicate a 6% growth in Reading and 1% growth in Mathematics. The current gap rate was reduced by 6%.</p> <p>All teachers need to continue to understand the common core state standards, how best to provide instruction and assessments for all students.</p> <p>Consideration should be</p>	<p>a.Goal 1, Strategy 3, EA 1-<u>Ensure data team time contains a balance of looking at data and sharing, researching, discussing, and planning strategies.</u></p> <p>b.Goal 1, Strategy 3, EA 4- Data teams will meet 1.5 hours a week in order to have <u>timely_relevant collaboration around curriculum, standards, data, and strategies. Data team time will be balanced and will be spent on data analysis, instructional strategy</u></p>	<p>X All Students</p> <p><input type="checkbox"/> Economically Disadvantaged</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> Other:</p>	<p>*Data team minutes</p> <p>*Teacher feedback</p> <p>*Formative assessment data</p>	<p>X Strong Leadership</p> <p>X Effective Teachers</p> <p><input type="checkbox"/> Redesigned day/week/year</p> <p>X Strengthen instructional program</p> <p>X Use data to inform instruction</p> <p><input type="checkbox"/> Improve safety and discipline</p> <p><input type="checkbox"/> Engage families and communities</p>	<p>Principal</p>	<p>Data Coach</p> <p>Teacher-1.0 FTE</p> <p>\$55,104.00</p>

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<p>given to professional learning regarding effective instructional practices. Time for teacher learning and collaborative planning is an important factor in being able to deliver effective instruction.</p> <p>Staff understands the importance of understanding the purpose of and use of various types of assessments. Data teams are an essential school practice to ensure improvement to instruction and increased student achievement.</p> <p>Teachers will benefit from PD to analyze data more thoroughly.</p> <p>A data coach is needed to provide continued support for rigorous data analysis for classroom instruction and for purposes of RtI. The data coach will work with the RtI coordinator.</p>	<p>development, curriculum planning, and collaboration activities as decided by the grade level. Data team template will be revised.</p>					
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