

Three-Year Academic Plan 2017-2020

Keolu Elementary

Vision

Keolu is an Ohana that celebrates
a culture of learning and discovers
every learner's unique gift.



Mission

We are committed to ensuring
that every learner will have the
tools to define and find success
in their lifelong learning journey

Keolu Elementary, 3416 Keolu Drive, Kailua, HI 96734
808.266.7818
<http://keoluelementary.com/>

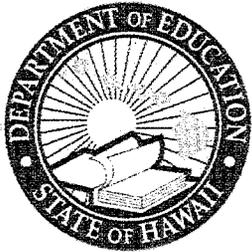
Submitted by: Gay Kong, Keolu Elementary Principal

4.25.19

Approved by: Lanelle Hibbs, Kailua/Kalaheo Complex Area Superintendent

Signature

Date



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Lanelle Hibbs
Signature

05/09/2019
Date

Introduction

We are in the third year of implementing a 3- year Academic Plan. In revisiting our plan, we dedicated time to ensure that all stakeholders have a clear understanding of the purpose and content of our Academic Plan. More importantly, we received valuable input in refining our Academic Plan so, that it is more accessible, achievable, and actionable. In our conversations, with teachers, family, and community members, we found that the terminology use in the Academic Plan did not hold the same meaning across all stake holders. Terminology such as whole-child and Resilient learner held multiple meanings and thus got in the way of common understanding as stakeholders engaged in discussion around student needs and school-wide goals. Second, the Academic Review Team found that the multiple enabling actions were not and could not all be reasonably acted on. Third, if our enabling actions were to be powerful, they needed to be used by all teachers in all settings. Following are listed the three changes for making the plan more user friendly:

I. Common Understanding of Academic Plan Language. Language in the Academic Plan is not commonly understood. As one example, the term “whole child” has multiple meanings to different stake holders.

- ACTION TAKEN: Eliminate terminology that has multiple meanings and replace with clear and concise language.

II. Achievable, Clear and Focused Goals

Readers of the plan and the individuals charged with implementing plan felt that we need to focus on fewer hi-impact goals and actions that are realistically achievable.

- ACTION TAKEN: We have identified three academic goals to have the highest impact on preparing students to be college and career ready.

III. Actionable, Cross-Cutting Enabling Actions

Make enabling actions pervasive by implementing actions that are done by everyone and everywhere.

- ACTION TAKEN: The plan contains five enabling actions that are researched based and are applicable for all students across all settings.

Focus on:

Stakeholder engagement in the process.

Identifying academic needs by looking at trend data.

Researched based instructional practices to address our academic needs.

**WASC Critical Areas for Follow up
WASC Committee Visit 3.4.19 – 3.7.19**

- ✓ Develop curriculum maps or guides.
- ✓ Develop a plan to balance professional development activities to maximize classroom time.
- ✓ Create an annual review of curriculum and instructional strategies.
- ✓ Create a schedule for teacher collaboration time to discuss student assessment data and instructional strategies for the improvement of student performance.

Comprehensive Needs Assessment Identified Priority Needs

Priority Need 1 (sub-group): Increase Academic Achievement for Male Students

Rationale: A significantly lower percentage of males are proficient in English language arts and math when compared to our female student population.

Source: C.N.A. pp 15,16

Priority Need 2: Increase Achievement in English Language Arts and Math for ALL* Students. * INCLUDES ALL SUB GROUPS: EL, SPED, SES, ETHNICITY

Rationale: Over the course of the last three years there has been a steady decline in percentage of students who are proficient in English Language Arts and literacy readiness for grade three students as measured by then Smarter Balanced Assessment. Students' inability to comprehend and articulate their ideas impacts on learning in all other content areas.

Source: C.N.A. pp 3 – 11

Priority Need 3: Increase general learner outcome behaviors

Rationale: General learner outcome data indicates a need to develop habits and dispositions of successful learners which includes:

- Self-directed Learner
- Community Contributor
- Complex thinker
- Effective and ethical user of technology
- Quality producer
- Effective communicator

Source: C.N.A. pp 23-26

GOAL 1: FOR EACH SCHOOL YEAR, INCREASE PERCENTAGE OF MALE STUDENTS WHO ARE PROFICIENT IN ELA AND MATH BY 10%.

SOURCE: C.N.A. PP, 15,16

FUNDING: WSF, TITLE ONE (SEE FRF), EOEL

LEAD: ILT

Outcome

By May 2020 we will increase percentage of male students who are proficient in English Language Arts and Math by 20% from 1718 scores as a baseline.

Rationale

SBA Proficiency		Table 1		
SY	ELA		Math	
	Male	Females	Male	Females
1415	41%	79%	18%	42%
1516	43%	58%	33%	46%
1617	21%	73%	18%	47%
1718	37%	60%	34%	43%
1819	41%	66%	37%	47%
1920	45%	73%	41%	52%

Multiple sources of formative and summative data indicate a need to close the gender gap. Results from the Smarter Balanced Assessment reflect that male students fall behind females in academic achievement by as much as 52%. Additionally, there has been a significant decrease in percentage of male students who are proficient in both ELA and Math from SY's 1516 to 1617(table 1). Lexile scores for females are higher than the males with a median difference of 185(table 2). To put this into perspective, the increase required to move up one grade level ranges from 85-225 Lexile points. Data that measures pro-learning behavior, General Learning Outcomes (GLO) data, is consistent with academic data with a higher percentage of females receiving a rating of always or usually (table 5).

March 2018	Median Lexile		Table 2
Gr.	Males	Females	Difference
2	165 L	215 L	50 L
3	200 L	515 L	315 L
4	460 L	668 L	208 L
5	755 L	940 L	185 L
6	740 L	905 L	165 L
Median Difference			185 L

Research

Research points to a number of reasons boys do not perform as well as girls. The primary reasons cited for the academic gender gap are: neurological, school influence, and social/cultural (Brown Center Report 2015). While factors such as neurological development in the language region is out of our periphery; we can nurture language development by providing language scaffolds such as Accountable Talk strategies, to support male students in articulating their ideas. We can also take steps to increase engagement by providing boys more choices in reading material and ways to show their learning. Last, we can increase ownership of learning through goal setting and guided self-assessment.

GOAL 2: FOR EACH SCHOOL YEAR, INCREASE PERCENTAGE OF ALL* STUDENTS WHO ARE PROFICIENT IN ELA AND MATH BY 10%.

* INCLUDES ALL SUB GROUPS: EL, SPED, SES, ETHNICITY

SOURCE: C.N.A. PP 3-6, 11

FUNDING: WSF, TITLE ONE (SEE FRF), EOEL

LEAD: ILT

Outcome

By May 2020 we will increase the percentage of proficient students by 20% for English Language Arts and Math (Table 3) by 20% from 1718 scores as a baseline.

**TABLE 3
SMARTER BALANCED ASSESSMENT**

Percentage of student who meet or exceed proficiency

SY	ELA	Gr. 3 Literacy	Math
1415	60%	83%	31%
1516	49%	61%	39%
1617	48%	55%	37%
1718	48%	73%	38%
1819	53%	80%	42%
1920*	58%	88%	46%

* Goal based on 10% increase of proficient students for each school year.

Rationale

Student achievement in ELA has steadily declined during the last three years. Our students' inability to comprehend and articulate their ideas impacts their academic achievement in all content areas. During the past four years, the percentage of students who are proficient in ELA has steadily declined (Table 3). Most notable is the decline in grade 3 literacy readiness (Table 3b). Current report card data indicates that 66% of our students are at moderate to high risk for their proficiency status in English. Most concerning is the high percentage of kindergarten students with 96% who fall into the moderate or high risk status for English proficiency (Table 4). A review of Lexile data reflects similar concerns with 67% of our students not reading at the expected Lexile level for their grade level. Given that a student's academic progress in all content areas is predicated on their ability to comprehend, it stands to reason that we place our focus and energy in the pursuit of improving reading comprehension.

Current School Data for Reading:

BAS DATA WHOLE SCHOOL: March 2019)

Reading Level	Q1	Q2
Exceed	24%	29%
Meet	13%	11%

Current Powerful Instructional Practice SY1819

Modeling Think Alouds to Increase Reading Comprehension

There is a common thread found in multiple years of measuring students' academic data: The majority of Keolu students are not "ready" readers by grade 3 and nearly 60-70% of our students are challenged in comprehending grade level reading material. With that said, our

Approach	12%	20%
Below	50%	40%

Goal to decrease students needing intensive intervention to 25%.

ILT, in consultation with a Reading Specialist, have theorized that one reason for this lag in reading comprehension is that our students have not developed the habits of good readers. We realize that modeling is one of the strongest teaching tools that teachers have to influence student learning behaviors. Our school has identified six reading strategies (see below) that teachers will intentionally model their thinking as they make use of the strategy (ies) to comprehend complex text. To further support our work, our school has chosen a mentor text, "Reading Comprehension that Work" by Stephanie Harvey

GOAL 3: FOR EACH SCHOOL YEAR, INCREASE THE PERCENTAGE OF ALL* STUDENTS WHO DEMONSTRATE THE GENERAL LEARNER OUTCOMES BY 10%.

*** INCLUDES ALL SUB GROUPS: EL, SPED, SES, ETHNICITY**

SOURCE: C.N.A. PP. 13,14

FUNDING: WSF, TITLE ONE (SEE FRF), EOEL

LEAD: ILT

General Learner Outcome Data

General Learner Outcomes	ALL Students			Special Education			English Language Learners			SES			Non-High Needs		
	16 17	17 18	18 19	16 17	17 18	18 19	16 17	17 18	18 19	16 17	17 18	18 19	16 17	17 18	18 19
SCHOOL YEAR															
Self Directed Learner	60%	63%	59%	21%	42%	19%	75%	43%	57%	63%	65%	55%	58%	65%	62%
Community Contributor	61%	80%	49%	29%	83%	25%	75%	71%	57%	62%	82%	45%	63%	76%	59%
Quality Producer	66%	69%	54%	21%	58%	25%	75%	57%	86%	64%	68%	51%	74%	73%	54%
Effective Communicator	61%	69%	47%	7%	33%	6%	50%	43%	29%	63%	71%	44%	61%	73%	57%
Ethical User of Technology	83%	80%	91%	57%	66%	63%	75%	57%	86%	83%	81%	81%	89%	84%	79%
All 6 GLO's Usually/Consistently	59%	69%	57%	23%	50%	25%	66%	48%	62%	64%	70%	53%	68%	73%	59%

General Learner Outcomes	ALL Students			Girls			Boys		
	16 17	17 18	18 19	16 17	17 18	18 19	16 17	17 18	18 19
SCHOOL YEAR									
Self Directed Learner	60%	63%	59%	78%	79%	78%	44%	48%	42%
Community Contributor	61%	80%	49%	74%	87%	62%	46%	51%	37%
Quality Producer	66%	69%	54%	61%	58%	49%	39%	34%	55%
Effective Communicator	61%	69%	47%	78%	87%	93%	52%	25%	37%
Ethical User of Technology	83%	80%	91%	71%	74%	56%	51%	44%	40%
All 6 GLO's Usually/Consistently	59%	69%	57%	91%	85%	84%	76%	48%	72%

Rationale

Research done by Carol Dweck points to the importance of developing behaviors of learners for continuous improvement in all pursuits of life. John Hattie's research confirms Dweck's findings in that the use of self-assessment is amongst one of the highest influences on education achievement. Teachers set the stage for instilling learning behaviors with clear goals and expectations that students can judge their progress against. Further supporting research suggest that we start early in developing thinking skills by creating a learning environment that facilitates inquiry and problem solving and; focusing on quality teacher – student interactions that promote deeper thinking around their interest. As students get older complex thinking skills become more crucial in their ability to meet Common Core Standards since critical thinking skills are an essential component of the Common Core State Standards for Mathematics and English Language Arts (Richland, Burchinal, 2013). As in the earlier grades, the quality of the interactions and questions that teachers ask greatly influences the student's ability to be a complex thinker (Horowitz 2007).

GOAL 4: ESTABLISH A FORMALIZED FRAMEWORK FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT.

SOURCE: C.N.A. PG. 27

FUNDING: WSF, TITLE ONE (SEE FRF), EOEL

LEAD: ACADEMIC COACH

Outcome

By May 2020 Keolu Elementary will have in place an established formalized framework for curriculum, assessment and instruction.

Rationale

We are experiencing a high turn-over of teachers due to retirements and other family commitments. Many of the new teachers are not well versed in our school wide practices such as formative assessment for learning. New teachers need to work in a supportive environment that provides structure for examining student work and making instructional changes that ultimately improve student achievement. They also need feedback on their instruction to gain expertise in executing the state standards for ELA, math, science, and early learning practices. Through the use of professional learning teams, we will strive for continuous improvement by utilizing the foundational tenets of professional learning communities:

- Professional Learning around researched based practices that lead to school improvement
- Examining student work.
- Adjusting instruction to improve student achievement.

Research

A considerable amount of research supports the relationship between high functioning teacher teams and student achievement (Hattie, Marzano, Fisher & Frey). We will address the need to build teacher expertise by forming professional learning teams who take the lead on their own learning.

GOAL 5: FOR EACH SCHOOL YEAR, INCREASE STUDENT AND PARENT ENGAGEMENT BY 10% AS MEASURED BY: TRIPOD SUMMARY SCORE, SCHOOL QUALITY SURVEY FOR PARENT SATISFACTION, AND ATTENDANCE DATA OF ALL* STUDENTS. * INCLUDES ALL SUB GROUPS: EL, SPED, SES, ETHNICITY

SOURCE: C.N.A. PP. 28-36

FUNDING: WSF, TITLE ONE (SEE FRF), EOEL

LEAD: COUNSELOR, TECH SUPPORT, AND PRINCIPAL

Outcome

By May 2020 we will increase parent and student satisfaction with school resources and learning experiences as measured by:

- Increase the percentage of positive responses by 10% on the Tripod Student Survey.
- Increase the percentage of positive responses by 10% from parents on the Satisfaction dimension of the School Quality Survey.
- Decrease percentage of students with chronic absenteeism (15 or more days) by 10%.

Positive Responses	
FALL 2017	75%
FALL 2018	83.7%
FALL 2019	91%

TRIPOD SURVEY: Grades 3 – 6

1516	6%
1617	8%
1718	12%
1819	11%
1920	10%

School Quality Survey:

Parent Satisfaction

Chronic Absenteeism

Positive Responses	Care	Confer	Captivate	Clarify	Consolidate	Challenge	Classroom Management	Summary 7 C's	# of St.
FALL 2017	89	77	81	93	89	90	48	82	70
FALL 2018	91	70	66	90	76	81	47	74	67
FALL 2019								81	

Rationale

Data from the following three sources indicate a need to offer engaging learning experiences that go beyond the core curriculum:

- School Quality Survey reflects that 25% of our parents do not feel that the school's resources are adequate for supporting their child's social, emotional, and academic achievement.

- Tripod Survey reflects that nearly 40% of our students are not interested in the learning experiences they receive at our school.
- Attendance data: Increase of chronic absenteeism has doubled in a span of two years.

Research

A large body of research points to a high correlation between student engagement and achievement (Fredericks, Blumenfeld & Paris, 2004). Large cross sectional studies have shown that the differences in student achievement may be attributed to student engagement (Williams 2000, Covington 2002) and is also a possible predictor of student achievement (Walker, Green, & Mansell, 2006). Schools that offer activities beyond the standard curriculum are graded much higher than schools who offer fewer activities beyond the curriculum. While our school offers many activities beyond the curriculum, such as an overnight stay at the Bishop Museum, it fails to effectively advertise these events broadly and brightly. Given that having activities offered beyond the school day is high on the list in the decision making for school choice, it behooves our school to use our resources to hire an expert in creating an attractive website that informs outsiders of the variety of learning opportunities that we offer.

Goal 1: Increase the percentage of male students who are proficient in ELA and Math by 10% each school year. **Source:**
 C.N.A. pp 15,16
Funds: WSF, Title One, (see FRF), EOEL to purchase resources (personnel and materials) that support the implementation of primary actions for improvement.
Lead: ILT

PRIMARY ACTIONS FOR IMPROVEMENT	Interim Progress Measures
1.) Increase male academic achievement by engaging students in learning through providing: a) Choice in reading and writing selection (student choice, interests, social issues) b) Multiple ways for students to show their thinking. (Problem based Learning, Projects, and Presentations) c) Structured time to address student’s’ identified needs for continual improvement. (WIN)	1.) Classroom observation data reflects: a) Choice and scaffolding of learning experiences so that students can access the intended learning. b) Students showing their learning in multiple ways. c1) Students having goals and engaging in self-assessment to strengthen their learning in academics and the GLO’s c2) Small group instruction targeted for student’s’ identified need.

DESIRED OUTCOMES

SBA Proficiency		Goal 1		
SY	ELA		Math	
	Male	Females	Male	Females
1718	37%	60%	34%	43%
1819	41%	66%	37%	47%
1920	45%	73%	41%	52%
2021	50%	80%	45%	57%

Goal 2: Increase the percentage of ALL* students who are proficient in ELA and Math by 10% each school year.

* INCLUDES ALL SUB GROUPS: EL, SPED, SES, ETHNICITY

Source: C.N.A. 3-11

Funds: WSF, Title One, (see FRF), EOEL to purchase resources (personnel and materials) for the implementation of primary actions for improvement.

Lead: ILT

PRIMARY ACTIONS FOR IMPROVEMENT	Interim Progress Measures
<p>2.) Increase student achievement through the use of high yielding researched based practices:</p> <p>a) Formative assessment practices, modeling strategies for thinking and comprehension, Accountable Talk, and other identified high yielding practices</p> <p>b) Planned lessons that provide all students access to the content.</p> <p>c) Standards based lessons with clear purpose and success criteria.</p>	<p>2.) Classroom observation data reflects:</p> <p>a1) Students and teachers engaging in self-assessment of academics and General Learner Outcomes. a2) Students and teachers using strategies for reading and thinking.</p> <p>b) All students accessing content through various avenues: role playing, drawing, digital media, etc.</p> <p>c) Teachers and students engaged in standards based lessons that have a clear purpose and success criteria.</p>

DESIRED OUTCOMES

SBA Proficiency		Goal 2	
SY	ELA	Gr 3 Reading Readiness	Math
1718	48%	73%	38%
1819	53%	80%	44%
1920	58%	88%	50%

Goal 3: Increase the percentage of ALL* students who demonstrate the General Learner Outcome Behaviors by 10% each school year. * INCLUDES ALL SUB GROUPS: EL, SPED, SES, ETHNICITY
Source: C.N.A. 23-26
Funds: WSF, Title One, (see FRF), EOEL to purchase resources (personnel and materials) for the implementation of primary actions for improvement.
Lead: ILT

PRIMARY ACTIONS FOR IMPROVEMENT	Interim Progress Measures
3.) Instill lifelong learning behaviors as defined by the General Learner Outcomes through: <ul style="list-style-type: none"> a) Integrating the General Learner Outcomes in daily lessons. b) Daily self-reflection/assessment of one’s ability in meeting the General Learner Outcomes. c) Teacher and student co-construction of General Learner Outcome criteria in kid friendly language. 	3.) Classroom observation reflect: <ul style="list-style-type: none"> a) Teachers referring to the General Learner Outcomes throughout daily lessons. b) Students engaged in reflection/assessment of self in meeting the General Learner Outcomes. c) Posting of Co-constructed General Learner Outcomes written in kid friendly language.

DESIRED OUTCOMES

Percentage of students with Usually/Consistently on all 6 General Learner Outcomes. *Semester 1		
1718	1819	1920
69%*	57%*	61%*

GOAL 4: ESTABLISH A FORMALIZED FRAMEWORK FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT AS MEASURED BY CLASSROOM OBSERVATIONS, DOCUMENTED PACING MAPS THAT ARE ALIGNED TO CCSS, AND MEETING AGENDA/MINUTES

Source: C.N.A. 27

Funds: WSF, Title One, (see FRF), EOEL to purchase resources (personnel and materials) for the implementation of primary actions for improvement.

Lead: Academic Coach

PRIMARY ACTIONS FOR IMPROVEMENT	Interim Progress Measures
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<p>4a) <u>Curriculum</u></p> <ul style="list-style-type: none"> ● Build teacher-developed integrated units of study to create and formalize curriculum maps and pacing guides. ● Build in curriculum review and evaluation sessions during data meeting time. <p>4b) <u>Assessment</u></p> <ul style="list-style-type: none"> ● Implement tri-annually common school-wide assessments to measure student growth in reading and math. ● Student self -assessment practices to monitor their own progress in the GLO's and academics ● Align grading practices that accurately reflect what students can do and know in relation to grade level standards. <p>4c) <u>Instruction</u></p> <ul style="list-style-type: none"> ● Implement researched based instructional practices that support the academic needs identified in our C.N.A. ● Continue to strengthen professional cycles of professional teaching 	<p>4a) <u>Curriculum</u></p> <ul style="list-style-type: none"> ● Development of pacing maps for at least 2 core content areas by May 2020 ● Development of integrated units of study (1 per semester) by May 2020 <p>4b) <u>Assessment</u></p> <ul style="list-style-type: none"> ● Quarterly peer review of student assessment data for the purpose of guiding instruction. ● Documented observations that inform us of our students' ability to student self-assess themselves against the GLOs. ● Inter-rater reliability activities to align grading practices. <p>4c) <u>Instruction</u></p> <ul style="list-style-type: none"> ● Book study, variety of observations, peer feedback, and time for reflection on instructional practices. ● Documented peer feedback on lessons/units using a lesson tuning protocol
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DESIRED OUTCOMES

<p>4a) <u>Curriculum</u></p> <ul style="list-style-type: none"> ● Documented pacing maps for all 4 core content areas by May 2021 ● Documented integrated units of study (1 per quarter) by May 2021 <p>4b) <u>Assessment</u></p> <ul style="list-style-type: none"> ● Documented tri-annual assessments to measure students' growth in reading and math. ● Documented school wide practice of students using self assessment practices to strengthen their learning in academics and General Learner Outcomes. ● Documented Inter-rater reliability activities to align grading practices. <p>4c) <u>Instruction</u></p> <ul style="list-style-type: none"> ● Quarterly documentation: Implementation of the Professional Cycle of Teaching & Learning ● Peer feedback for lesson plans using a lesson tuning protocol to improve learning outcomes. Professional Learning Team agendas/minutes reflect:
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GOAL 5: INCREASE STUDENT AND PARENT ENGAGEMENT AS MEASURED BY: TRIPOD SURVEY, SQS SURVEY (PARENT ENGAGEMENT), AND ATTENDANCE OF ALL* STUDENTS (CHRONIC ABSENTEEISM). * INCLUDES ALL SUB GROUPS: EL, SPED, SES, ETHNICITY

Source: C.N.A. 27

Funds: WSF, Title One, (see FRF), EOEL to purchase resources (personnel and materials) for the implementation of primary actions for improvement.

Lead: Principal, Counselor, and Tech support

PRIMARY ACTIONS FOR IMPROVEMENT	Interim Progress Measures
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5) Promote student and parent engagement by utilizing local, state, and federal resources (including title 1) to:

a1) Provide culturally relevant activities (during and/or after school)

a2) Promote school pride through school/parent/community improvement projects such as: replacing school sign, painting, and making benches.

b) Inform all stakeholders and the public of Keolu activities using a variety of communication methods: frequently updated website, text, hard copy flyers, phone calls, teachers reminding students, and one to one conversations with parents.

c) Inform all Keolu stakeholders of its policies and procedures by updating and disseminating a teacher and student handbook with clear written policies and procedures.

d) Promote attendance using a variety of activities and tools (such as digital) that encourage and motivate students to want to come to school.

5) Documented agendas, flyer, surveys, website information and sign in sheets show that:

a1&2) Results from school level generated surveys are used for decision making in planning future school/parent/community events.

b1) A variety of communication mediums are used to reach all stakeholders.

b2) Keolu Elementary website is updated weekly.

c) Teacher and Student handbook is posted online.

d) Student attendance is monitored quarterly with follow up communication with parents.

DESIRED OUTCOMES

SY	Tripod All 7 "C's"	School Quality Survey Parent Engagement	Attendance Chronic Absenteeism
1819	74%	83.7%	11%*
1920	81%	91%	10%

* Goal: To reduce chronic absenteeism by 10% from SY 1718 (12%)

ACADEMIC REVIEW TEAM

MONITORING PROGRESS: 1.) PRIMARY ACTIONS FOR IMPROVEMENT 2.) DESIRED OUTCOMES

SEMESTER ONE

Describe the progress made in implementing the 5 Primary Actions for Improvement.

Describe the progress towards our 5 desired outcomes.

Provide next steps for implementing the 5 Primary Actions for improvement and making progress in meeting desired outcomes

SEMESTER TWO

Describe the progress made in implementing the 5 Primary Actions for Improvement.

Describe the progress towards our 5 desired outcomes.

Provide next steps for implementing the 5 Primary Actions for improvement and making progress in meeting desired outcomes

