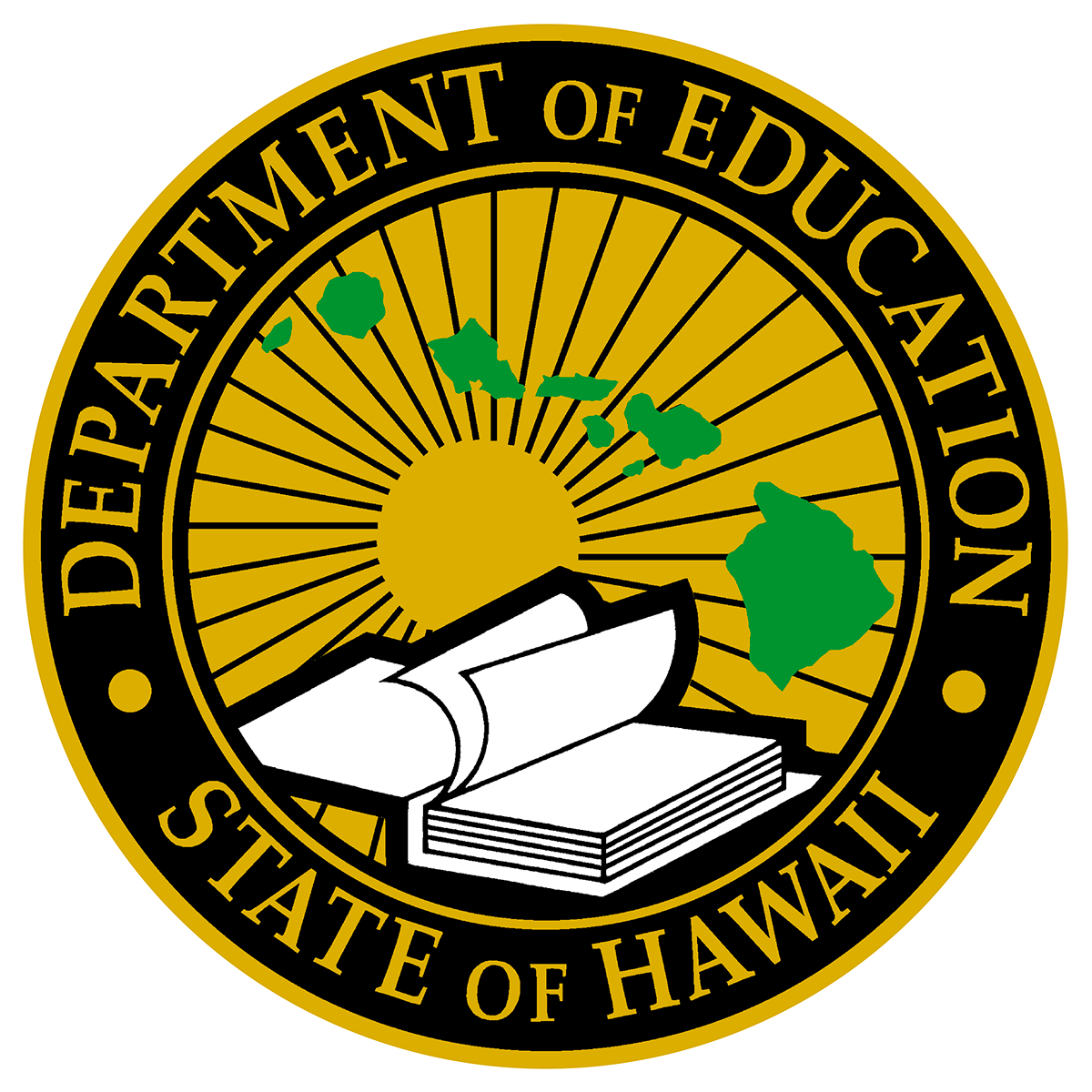
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**Three-Year Academic Plan**

**2017-2020**

Keolu Elementary School

1416 Keolu Drive

Kailua, HI 96734

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keoluelementary.com

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| Submitted by: Gay Kong | Date |
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| Approved by Lanelle Hibbs | Date |
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| **Where are we now?** | |
| **Prioritize school’s needs as identified in one or more of the following needs assessments:**   * **Comprehensive Needs Assessment (Title I Schools)** * **WASC Self Study** * **WASC Category B: Standards Based Student Learning: Curriculum, instruction** * **WASC Category C: Standards Based Student Learning: Instruction** * **WASC Category D: Standards Based Student Learning: Assessment and Accountability** * **International Baccalaureate (IB) Authorization** * **Other** | **Need #1: To increase students' reading comprehension skills.**  Currently 51% of our students in grades 3-6 and 38% of our grade 3 students are not proficient in English Language Arts as measured by the Smarter Balanced Assessment. Research shows that students who cannot read by the grade 3 are less likely to succeed in college and career pursuits. Male and Pacific Island students are most at risk with 60% and 59% of them being non-proficient respectively. .  **Need #2: To increase students' engagement in the learning.**  Several data resources reflect that a significant percentage of students are not engaged in their learning:   * SQS: 30% of students do NOT like what they are learning at school. * TRIPOD: 40% of students report that learning is boring and slow.   Further evidence of disengaged students is seen in the data for male and Pacific Islander sub-groups. For both sub-groups students are lagging behind in: Attendance, ELA, Math, and Science proficiency when compared to whole school data.    **Need #3: To increase students' learning behaviors that promote academic success**  Currently 47% of all our students do not possess the habits of learning necessary to be successful as learners. Many of our students have not internalized a growth mindset. Nor have they built the stamina to persevere through hard work. Although students receive a grade for GLO's, the majority of them are not fully aware of the criteria for success. To bring the GLO's back ever present to the minds of teachers and students, we will integrate the GLO's in lessons.  Our male population presents a greater concern with 54% receiving rarely/never GLO ratings. There is a 7% difference between the  male population and the school as a whole for students who receive rarely/never ratings. There is even a greater percentage difference between females with less than 2% of females who receive rarely/never ratings: Difference of 52% between males and females. |
| **Addressing Equity: Sub Group Identification** |
| **In order to address equity, list the targeted sub group(s) and their identified needs. \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.**  **Targeted Sub Groups**   * Pacific Islander Students: Grade 3 Literacy 60% Non-Proficient * Male Students: English Language Art 59% Non-Proficient & GLO rating of rarely/never 56% * Non-Disadvantaged: Attendance 11.4% Chronic Absenteeism   Enabling Activities for all sub groups: Small Group Instruction, Self Assessment, Choice in reading materials,  Project Based Learning and Social & Emotional learning. |

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

☐ *Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*

☐ *Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

☐ *Objective 3: Well Rounded - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goal*

☐ *Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

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| **Outcome: By the end of three years,** | **Rationale:** |
| ***Objective 1: Empowered in Learning*** All students will have opportunities to engage in learning real world problem solving that apply CCSS and NGSS grade level knowledge and skills | ***Objective 1: Empowered in Learning*** Several data resources reflect that a significant percentage of students are not engaged in their learning:  SQS: 30% of students do NOT like what they are learning at school. TRIPOD: 40% of students report that learning is boring and slow.  Further evidence of disengaged students is seen in the data for male and Pacific Islander sub-groups. For both sub-groups students are lagging behind in: Attendance, ELA, Math, and Science proficiency when compared to whole school data. |
| ***Objective 1: Empowered in Learning*** By the end of SY1920, there will be a decrease in *rarely and/or never* GLO ratings for the following groups:  **Goals for *consistent and/or usually* GLO ratings.**  *All Males*   * SY 1718: 67% 49% * SY 1819: 71% 54% * SY 1920: 75% 59% | ***Objective 1: Empowered in Learning*** Currently 47% of all our students do not possess the habits of learning necessary to be successful as learners. Many of our students have not internalized a growth mindset. Nor have they built the stamina to persevere through hard work. Although students receive a grade for GLO's, the majority of them are not fully aware of the criteria for success. To bring the GLO's back ever present to the minds of teachers and students, we will integrate the GLO's in lessons.  Our male population presents a greater concern with 54% receiving rarely/never GLO ratings. There is a 7% difference between the male population and the school as a whole for students who receive rarely/never ratings. There is even a greater percentage difference between females with less than 2% of females who receive rarely/never ratings: Difference of 52% between males and females. |

**Goal 1: Student Success**

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| **Outcome: By the end of three years,** | **Rationale:** |
| ***Objective 2: Address the Whole Child*** By the end of SY1920, there will be a behavior plan in place that supports learning behaviors. As a result we anticipate a 25 % decrease in students who report that they do not feel safe or that there is no control in the classroom. as measured by the SQS and Tripod student surveys. | ***Objective 2: Address the Whole Child*** Currently 36% of our students report that they do not feel safe at our school. Further, 45% of our students' reported on the TRIPOD survey that students behave so badly that it slows learning down. |
| ***Objective 3: Well-Rounded Education*** By the end of SY 1920, there will be a 25% decrease in non-proficient readers using the following measures:  **Projected SBA ELA Proficiency Results:**  Whole School: 61% Grade 3 Literacy: 76% | ***Objective 3: Well-Rounded Education*** Currently 51% of our students in grades 3-6 and 38% of our grade 3 students are not proficient in English Language Arts as measured by the Smarter Balanced Assessment. Research shows that students who cannot read by the grade 3 are less likely to succeed in college and career pursuits. Male and Pacific Island students are most at risk with 60% and 59% of them being non-proficient respectively. |
| ***Objective 3: Well-Rounded Education*** By the end of SY1920, there will be a decrease the percentage of non-proficient students by 25% as measured by SBA & NGSS.  **Proficiency Goals**   * ELA: 61% * Math: 54% * Science: 65% | ***Objective 3: Well-Rounded Education*** Currently our students are lagging behind the state in proficiency for 2 out of the 3 core content areas measured by STRIVE HI. Although there has been significant growth in all three of the core content areas, {ELA (53), Math (71), Science( 17 % - 50% SY1314 - 1516)}, our sub group populations of Male and Pacific Islander have not fared as well with a lower percentage of proficient students than the school as a whole. |
| ***Objective 4: Prepared and Resilient*** By the end of SY 1920, transition supports for early learners, new students, and adolescents preparing to enter intermediate school will be fully in place. | ***Objective 4: Prepared and Resilient*** Several data resources reflect that students need added supports as they transition through out the grade levels:   * Early learners need support in cognitive readiness skills for reading. * Adolescents need support in developing social and emotional skills.   Additionally, Keolu typically experiences a high number of new students at the mid year point. Unfortunately, we often lose these students due to parents and students reporting of not feeling welcomed or uncomfortable in their new learning setting. We would like to change this trend by making a concerted effort of welcoming students with a student generated plan to do so. |

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| Goal 1: Student Success | | | |
| Enabling Activities 1.1.a : Empowered by Learning | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Develop and implement Next Generations Science Standards project based lessons. | By the end of SY1718:  All K-6 teachers will have created and implemented 2 NGSS Real world problem based lessons that includes:   * Standards from a variety of content areas * Collaborative conversations | 3 YR Goal: Decrease the percentage of non-proficient students by 25% as measured by HCPSIII and NGSS.  *Baseline: 50% Proficient*   * SY 1718: 55% Proficient * SY 1819: 60% Proficient * SY 1920: 65% Proficient | **I**nstructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |
| Enabling Activities 1.1.b : Empowered by Learning | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Integrate General Learner Outcomes in daily lessons. | By the end of the first quarter all classrooms will post and refer to student generated General Learner Outcomes. | 3 YR Goal: 25% decrease in *rarely/never* report card GLO ratings.  Baseline: 63% of *usually/consistently*  *All Males*   * SY 1718: 67% 49% * SY 1819: 71% 54%   SY 1920: 75% 59% | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |
| Enabling Activities 1.1.c Empowered by Learning | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide opportunities for students to explore a variety of college and career paths. | By the end of SY 1718:  Documented activities that expose students to college and career paths:   * Career Day * STEM Family Night   Field Trips: Bishop Museum, Police Station, Capitol Building, etc. | 3 YR Goal: Increase of 1 additional students for each school year who move on to advanced intermediate placement: AVID or Advanced Classes.  Baseline SY 1617: 3 students   * SY 1718: 4 students * SY 1819: 5 students * SY 1920: 6 students | Bianca Yanuaria,  Counselor |
| **Fund Source** |
| WSF: Paper/Copy Costs  Included in Operational Expenses |

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| Goal 1: Student Success | | | |
| Enabling Activities  1.2.a: Be addressed as a Whole Child | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Develop a School Wide Positive Behavior Plan that supports a culture of learning. | By the first semester: Documented draft of School Wide Positive Behavior Plan is shared with all stakeholders.   * Keolu Belief Statement * Proactive strategies * Kid Friendly Chapter 19 * System for referrals and documentation | 3 YR Goal: 25% decrease in neutral/negative student responses for: SQS (Safety) & Tripod (Control).  ***Baseline positive responses***  *SQS: 66% Tripod: 43%*  **SQS Tripod**   * SY 1718: 69% 51% * SY 1819: 72% 59% * SY 1920: 75% 67% | Bianca Yanuaria,  Counselor |
| **Fund Source** |
| WSF: Paper/Copy Costs  Included in Operational Expenses |
| Enabling Activities  1.2.b: Be addressed as a Whole Child | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide supports for students' physical and mental well being using a variety of programs and community resources. | Documented support systems in place:   * Mentor Program: Common Grace * Friendship Group for alienated students * Play Therapy for social and emotional development * Play Works for physical well being. | 3 YR Goal: 25% decrease in students' neutral/negative responses for *well-being* as reported on the SQS.  *Baseline: 72% Positive Responses*   * SY 1718: 74% * SY 1819: 77% * SY 1920: 80% | Bianca Yanuaria,  Counselor |
| **Fund Source** |
| WSF: Paper/Copy Costs  Included in Operational Expenses |
| Enabling Activities  1.2.c Be addressed as a Whole Child | **Interim Measures** | **Desired Outcomes** | **ART Lead** |

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| Enabling Activities  1.3.a Well-Rounded Education | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Sustain and expand Close Reading practices across all content areas.   * Text Dependent Questions to support comprehension. * Use of Accountable Talk strategies. * Note Taking with a purpose. | Teacher observation data reflects full implementation of Close Reading Practices in all content areas.   * Text Dependent Questions to support comprehension. * Use of Accountable Talk strategies. * Note Taking with a purpose. | 3 YR Goal: Decrease the percentage of non-proficient students by 25% as measured by SBA Reading.  **All Males**   * SY 1718: 53% 45% * SY1819: 57% 50% * SY 1920: 61% 55% | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |
| Enabling Activities 1.3.b: Well-Rounded Education | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Implement formative assessment practices in all content areas to advance learning. | Teacher observation data reflects implementation of formative assessment practices across all content areas.   * Specific Feedback * Use of Rubrics, Exemplars, * Learning Targets * Student/Teacher Conferences | 3 YR Goal: Decrease the percentage of non-proficient students by 25% as measured by SBA & NGSS.   |  |  |  |  | | --- | --- | --- | --- | | **Percentage of Proficient Students** | | | | |  | **SY**  **1718** | **SY**  **1819** | **SY**  **1920** | | **ELA** | 53% | 57% | 61% | | **Math** | 45% | 50% | 54% | | **Science** | 54% | 59% | 65% | | Michael Prior,  School Service Coordinator |
| **Fund Source** |
| See Title I FRF |

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| Goal 1: Student Success | | | |
| Enabling Activities 1.4.a.1: Be Prepared & Resilient | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Grades K-3: Provide targeted reading instruction reading instruction in a small group setting. | Teacher observation data reflects full implementation of effective small reading group practices such as guided reading to personalize each student's reading instruction and goals. | 3 YR Goal: Decrease the percentage of non-proficient students by 25% as measured by SBA 3rd grade literacy.  ALL Pac. Islander   * SY 1718: 66% 45% * SY 1819: 71% 50% * SY 1920: 76% 55% | Angela West  Grade 3 Teacher |
| **Fund Source** |
| WSF for half time and/or Part Time Teachers  ~$60,000.00 |
| Enabling Activities 1.4.a.2: Be Prepared & Resilient | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Implement developmentally appropriate practices in early elementary grades that prepare students with a cognitive foundation for reading. | Using the 1617 grade K cohort DIBELS data as a baseline, there will be a 25% decrease of at-risk readers by the end of SY 1819.  1617 Baseline for at-risk readers: 48%   * SY 1718 (gr1): 42% * SY 1819 (gr2): 36% | 3 YR Goal: 76% of the 1617 Grade K cohort are proficient readers as measured by the 1920 SBA 3rd grade literacy. | Kiana Kauwe  Grade 1 Teacher |
| **Fund Source** |
| See Title I FRF |
| Enabling Activities 1.4.b: Be Prepared & Resilient | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Select and Implement researched based practices that address the unique social and emotional needs of adolescents. | By the end of SY1718:  Documented plan for implementing researched based practices that address the unique social and emotional needs of adolescents. | 3 YR Goal: 25% decrease in students' neutral/negative responses for *Involement & Engagement* as reported on the SQS.  Baseline: 72% Positive Responses   * SY 1718: 74% * SY 1819: 77% * SY 1920: 80% | Bianca Yanuaria,  Counselor |
| **Fund Source** |
| WSF: Paper/Copy Costs  Included in Operational Expenses |

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| Goal 1: Student Success | | | |
| Enabling Activities 1.4.d: Be Prepared and Resilient | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Develop and implement transition supports for new students entering our school. | By the end of SY 1718:  Documented student council generated welcoming protocol that includes a buddy system and school/class information pamphlet. | 3 Yr. Goal: Fully implemented new student program with assessment for continual improvement.  Retain new students after the first year.   * SY 1718: 50% * SY 1819: 55% * SY 1920: 60% | Bianca Yanuaria,  Counselor |
| **Fund Source** |
| WSF: Paper/Copy Costs  Included in Operational Expenses |

**Goal 2: Staff Success**

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| **Outcome: By the end of three years,** | **Rationale:** |
| All Keolu teachers will have engaged in professional development and project planning for Next Generation State Standards. | Student engagement is low at our school with 60% of our students reporting on the TRIPOD survey that: *Learning is boring and not much fun*. Additionally, our male sub group data reflects that they are behind the rest of the school in five measures: attendance, grade 3 literacy, and proficiency in math, reading, and science. The Next Generation State Standards provide an opportunity for teachers to learn and construct opportunities for all students to actively engage in challenging and rigorous learning. |
| All Keolu Teachers will engage in professional development around the Close Reading Practices of: Text Dependent Questions, Accountable Talk, and Purposeful Note Taking across all content areas. | Less than 50% of Keolu students are proficient in reading as measured by: DIBELS, STAR, and SBA.  With the onset of increasing lexile scores for determining grade level reading proficiency, our students have fell steadily behind in reading proficiency as measured by the Smarter Balanced Assessment. In the past 2 years of implementing Close Reading practices, those classroom teachers who are most skilled in Close Reading instruction have had the largest gains in reading proficiency. We hold firm in our belief that the quality of instruction is the determining factor of reading success. Thus, we will continue with refining our practices and ensuring that new teachers are trained in the practice of Close Reading. |
| All Keolu Teachers will engage in professional development around formative assessment practices to advance learning. | SBA Proficiency: ELA: 49% Math: 39% Science: 50%  Our students SBA proficiency scores in all 3 core content areas are below the state average. However, our student growth profile shows promise with high SGP growth of ELA (53) and Math (71). To continue this momentum of growth, we will implement researched based formative assessment practices proven to be highly effective in engaging students in their own learning and improving student achievement in all content areas. |

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

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| **Outcome: By the end of three years,** | **Rationale:** |
| All Keolu employees will engage in positive behavior training in-service with special awareness of bullying prevention. | Less than 50% of students reported feeling safe from mean kids at Keolu on the School Quality Survey.  While our school referral data does not reflect the same results of the students response on the SQS, there has become a growing awareness that there may be a under current of bullying behaviors that impedes learning at Keolu. |
| All PK - Gr. 1 teachers will engage in professional development around reading comprehension instructional practices that congruently supports language comprehension and decoding skills . | 62% of grade 3 students are near or proficient in reading comprehension.  The majority of our students enter grade K with no preschool experiences. Furthermore, many students are not exposed to rich language experiences in their home environment. To level the playing field due to lack of language experiences, teachers must be highly skilled in providing reading instruction that simultaneously addresses decoding and comprehension skills for our young learners. |
| All new teachers are assigned a mentor teacher and provided customized support in advancing their instructional practices. | Currently our school is a "turn over " phase with teachers retiring or leaving the island. We anticipate for the school year 1718 we will have approximately 1/3 of our teaching staff with less than one year of teaching experience. To support new teachers we will provide time for them to reflect on their practice with an assigned mentor. Additionally, new teachers will receive feedback on their instructional practice as part of the cycle of professional teaching and learning. . |

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| Goal 2 Staff Success | | | |
| Enabling Activities  2.1.a1 Focused Professional Development | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide training and support in implementation of Next Generations Science Standards. | By the end of SY1718 quarter 1:  Enlist district support in providing NGSS professional development and support in developing inquiry based lessons | 3 Yr. Goal:  Full implementation of NGSS is in place  SY 1718 Two major NGSS learning  projects are developed and  implemented  SY 1819: Four major NGSS learning  projects are developed and  implemented.  SY 1920: Documented NGSS lessons  and assessments are in place for  all grade levels. | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |
| Enabling Activities 2.1.a2 Focused Professional Development | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide on-going training and support in Close Reading instructional practices:   * Text Dependent Questions * Accountable Talk * Purposeful Note Taking | Monthly teacher led professional development for the components of Close Reading instructional practices.   * Text Dependent Questions * Accountable Talk * Purposeful Note Taking | 3 Yr. Goal:  Full implementation of Close Reading practices as evidenced by principal and peer observations.  SY 1718: All teachers have engaged in  Close Reading PD.  SY 1819: All teachers are implementing  a minimum of 2 components  SY 1920 All teachers are implementing  a minimum of 3 components. | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |

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| Goal 2 Staff Success | | | |
| Enabling Activities 2.1.a3 Focused Professional Development | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide support and time for teachers in developing a school-wide positive behavior plan. Develop and implement effective prevention and intervention strategies that promote positive student behavior. | A researched mentor text and other resources such as PDE3 instructors are identified and plans for facilitating discussion are put into place by the end of SY1718 semester I. | By the end of SY 1718:  Documented school-wide positive behavior support plan is shared and well understood by all stakeholders.  By the end of SY 1819:  Fully operationalized school-wide positive behavior plan is in place.  By the end of SY1920:  Assessment and adjustment to the school-wide positive behavior plan. | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |
| Enabling Activities 2.1.a4 Focused Professional Development | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide on-going support and training in implementing developmentally appropriate practices that support a cognitive foundation for reading. | Annually: All PK - Gr. 1 teachers attend four professional development sessions that focus on early learning reading comprehension. | 3 Yr. Goal:  As evidenced by classroom observation:  All PK- Gr.1 teachers provide instruction and a learning environment that congruently supports language comprehension and decoding skills . | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |

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| Goal 2 Staff Success | | | |
| Enabling Activities 2.1.a5 Focused Professional Development | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide training in formative assessment instructional practices across all content areas.   * Specific Feedback * Use of Rubrics, Exemplars, * Learning Targets * Student/Teacher Conferences | At least 50% of the teaching staff will have participated in the June 26-27, 2017 assessment PD presented by Anne Davies. | 3 Yr. Goal:  Full implementation of formative assessment instructional practices as evidenced by principal and peer observations.  SY 1718:   * All teachers have engaged in formative assessment PD.   SY 1819:   * All teachers are implementing a minimum of 2 components   SY 1920:   * All teachers are implement a minimum of 3 components. | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| WSF and District Funds  $247.00 per teacher |

**Goal 3: Successful Systems of Support. The system and culture of Keolu Elementary works to effectively organize financial, human, and community resources in support of student success.**

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| **Outcome: By the end of three years,** | Rationale: |
| Keolu will broaden and improve its early learning program with help from outside community partners: Head Start, Executive Office of Early Learning, etc. | There is a need to offer quality early learning experiences for our students at Keolu. Data taken from the Gold's Assessment shows that the majority of entering four-year-old students are well below expectations in the knowledge, skills, and behaviors most predictive of school success. |
| Keolu will seek partnerships with outside community and government organizations to offer students a variety of opportunities in the arts and sciences. | Data taken from our SQS student survey reflects that 33% of our students are not satisfied with the classes and programs offered at Keolu. |
| Keolu will capitalize on the use of digital media as a rich resource for delivery and expansion of curriculum | The school is already well equipped with digital devices with 1:1 ipads and/or MacBooks. There is great potential in the use of digital media to provide students relevant learning opportunities that meet their specific needs and interest. |
| Keolu will expand the use of digital media to communicate with its stakeholders and generate interest in the school. | A recent informal survey shows that over 95% of our parents have access to digital devices and use it as their main source of communication. Furthermore, one may speculate that the majority of potential parents interested in enrolling their child in a public school do so by researching on the internet. |

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| Goal 3: Successful systems of support | | | |
| Enabling Activities  3.1.a1: Innovation and Bright Spots | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide early learning opportunities for students who will turn 5 year's old between the dates of August 1 - December 31 of that school year. | For all school years: 2017 - 2020  At least 60% of students participating in the Pre-Kindergarten program will remain at Keolu for the following school year as a kindergarten student. | 3 Yr. Goal: All students participating in the Pre-Kindergarten program and who remain at Keolu until grade 3 will meet the requirements for 3rd grade literacy as measured by STRIVE HI indicators. | Pre-Kindergarten Teacher  Sanford Kojiro |
| **Fund Source** |
| Executive Office of Early Learning for teaching position |
| Enabling Activities  3.2.a2: Adequate & Expanded Resources | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Provide opportunities for the parents and community to be involved in learning activities that are:   * Inclusive and culturally relevant. * Reflective of rigorous learning standards. | By the end of semester I, community and government resources that support the diverse needs of Keolu's student population. | 3 Yr Goal: Decrease of 25% in SQS parent negative/neutral responses for the Involvement component.  Baseline: 74%   * SY 1718:76% * SY1819: 78% * SY1920: 81% | PCNC  Jolene Chang |
| **Fund Source** |
| See Title I FRF |
| Enabling Activities  3.2.a3: Adequate & Expanded Resources | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Utilize digital media as a rich resource for creating curriculum maps and customizing curriculum materials to meet the unique needs of our students. | By the end of semester I SY1718  Curriculum maps that include digital resources to meet specific students needs and interests of students. | 3 Yr Goal: Increase of 25% in TRIPOD student negative responses for: *School is boring and slow*.  Baseline: 60%%   * SY 1718: 55% * SY1819: 50% * SY1920: 45% | Instructional Leadership Team Member: TBA |
| **Fund Source** |
| See Title I FRF |

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| Goal 3: Successful systems of support | | | |
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| Enabling Activities  3.2.a3: Adequate & Expanded Resources | **Interim Measures** | **Desired Outcomes** | **ART Lead** |
| Utilize the use digital media to communicate with its stakeholders and generate interest in the school. | By the end of semester I SY1718  Identified digital resources that best meet the needs and interest of our parents and potential stakeholders. | 3 Yr. Goal: Increase of 25% in SQS parent responses for: I *am satisfied with how the school communicates with me.*  Baseline: 70%%   * SY 1718: 75% * SY1819: 81% * SY1920: 87% | Technology Coordinator  Adam Tanibe |
| **Fund Source** |
| WSF  ~ $ 16,000.00 |