

Haiku Elementary School Academic Plan SY 2016-17

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.

According to our 2015-2016 Academic Plan and ART Exercises:

1. Common Core State Standards (CCSS)

- **2015-2016 Academic Plan Enabling Activity:** 1. Provide professional development and articulation time on curricula: Wonders (ELA); Stepping Stones (Math); and STEM activities. (SW2) 2. Monthly PLCs dedicated to curriculum articulation for grade-level teams to collaborate and determine instructional next steps. (SW2) 3. All K-5 teachers will continue to use Wonders ELA curriculum. (SW2) 4. All Grades K-5 teachers will implement Stepping Stones math curriculum. (SW2)
- **Outcome Indicator:** 100% of teachers will deploy CCSS-based instructional practices with focus on student learning objectives and research-based instructional strategies to improve student growth during the 2015-2016 school year.
- **Our School's Progress:** School-wide 2nd year of implementation of Wonders and 1st year for Stepping Stones (except Gr. 2 and 3), teachers meet monthly to discuss curricula as it relates to CCSS and document in Google Docs.

2. Response to Intervention/Comprehensive Student Support System (RtI/CSSS)

- **2015-2016 Academic Plan Enabling Activity:** 1. Attendance Campaign (We Are All Here!) & Recognition: Classrooms graph daily attendance, monthly shout outs on Morning Broadcast for classes that meet or exceed 95% average monthly attendance goal, invitation to the ATTENDANCE each quarter for classes that have 95%+ average attendance for the quarter, quarterly Perfect Attendance Awards for students who have no absences and no tardies each quarter. (SW2) (SW9) 2. STEM: Implement push-in support and curriculum for all classrooms to support student growth in reading, math, and science. Provide parents with common understanding of STEM. (SW2) (SW9) 3. Provide push-in and pullout services (PTTs/PPTs) for academic and behavioral needs via RtI Tiered Services to address gifted & talented, student growth, and achievement. Provide parents with common understanding of RtI for all students. (SW2) (SW9) 4. Continue implementation of school's RtI process to include PD on Common Assessments, Continuous Improvement, Lesson Study, and Peer Observation. (SW2) (SW9) 5. STAR 360 Assessments will be used as our Universal Screeners. Students making minimal growth will be identified by teachers and provided with an array of supports. (SW2) (SW9)
 - Tier 1- Differentiation within the general education classroom.
 - Tier 2- Push in support (small groups within classroom)
 - Tier 3- Pullout support (SPED, ELL, Etc.)
- 6. Continue school-wide implementation of Character Education using Second Steps. (SW2) (SW9)
- **Outcome Indicator:** 100% of teachers will identify students performing below proficiency and at risk for making growth. Teachers will work with RtI team to provide more intensive instructional supports for students who need additional services (GT, SES, SPED).
- **Our School's Progress:** RTI structure is in place and students are participating in assigned small groups as indicated in Star 360, universal screener. Progress monitoring is an ongoing process being that it is our 1st year using new universal screener. STEM PTT implemented push-in instruction to classroom for 6-8 week for each grade level.

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3. Data & Formative Instruction (D & FI)

- **2015-2016 Academic Plan Enabling Activity:** 1. Monthly PLCs dedicated to the data teams process to provide time for grade-level teams to analyze data and determine instructional next steps. (SW2) (SW8) (SW9) 2. Develop common assessments/rubrics so that teachers can calibrate grading practices for academics & GLOs. (SW2) (SW8) (SW9)
- **Outcome Indicator:** 100% of teachers will analyze student data on a monthly basis (at a minimum) to identify areas for instructional improvement and adjust instruction, as needed. Teachers will use at least one summative assessment per quarter to calibrate grading practices during the 2015-2016 school year.
- **Our School's Progress:** Teachers are working in their data teams to identify student's level using STAR 360 and common assessments from Stepping Stones and Wonders curricula.

4. Educator Effectiveness System (EES)

- **2015-2016 Academic Plan Enabling Activity:** 1. EES accountable lead will meet and provide support to teachers in the areas of Student Learning Objectives (SLOs) or School-System Improvement Outcomes (SSIOs) and Core Professionalism. (SW4) (SW9) 2. Peer Observation: Teachers will provide their grade level colleagues with feedback in regards to classroom management and instructional strategies. (SW4)
- **Outcome Indicator:** Continue to ensure that 100% of the EES requirements are completed by the end of SY 2015-2016. 100 % of teachers will receive support beyond formal evaluation.
- **Our School's Progress:** EES requirements are being met.

5. Teacher Induction & Mentoring (TI & M)

- **2015 - 2016 Academic Plan Enabling Activity:** 1. TI & M accountable lead and supports will provide support to new teachers through teacher induction. (SW4) 2. TI & M accountable lead and supports will provide support to all teachers, as needed, through mentoring. (SW4)
- **Outcome Indicator:** 100% of teachers will receive support, as needed, through teacher induction and mentoring during the 2015-2016 school year.
- **Our School's Progress:** Non-classroom teachers have supported teachers in the classroom to improve instructional strategies and give collaborative feedback. Mentor teachers have been assigned to support new teachers as well as long-term substitute teachers.

6. Academic Review Team (ART)

- **2015 - 2016 Academic Plan Enabling Activity:** 1. ART accountable lead and ART members will meet quarterly to monitor and report on the implementation of the six priority strategies. 2. Staff, students, parents, and community will meet annually to review and update the CNA and provide input around planning for school improvement.
- **Outcome Indicator:** To ensure all programs and supports that are being implemented are impacting student achievement.
- **Our School's Progress:** 1st and 2nd quarter memo were completed. ART team participated in Victoria Bernhardt CNA and RTI processes. ART Team participated in district-sponsored data training and complex articulation day for creating CNA and AFP for 2016-2017 School Year.

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)
<ol style="list-style-type: none"> 1. Desiree Sides, Principal 2. Veronica Gray, SSC & ART Lead 3. Lisa Daly, Curriculum Coordinator 4. Jen Smith Title I/RtI Coordinator 5. Jen Smith, Title I/RtI Coordinator 6. Jen Smith, Title I/RtI Coordinator 7. Lisa Daly, Curriculum Coordinator 	<ol style="list-style-type: none"> 1. All Targets 2. Academic Review Team 3. Common Core State Standards 4. RtI/Comprehensive School Support System 5. Induction & Mentoring 6. Data & Formative Instruction 7. Education Effective System (with focus on SLOs)

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?
	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 1, Strategy 1: Common Core State Standards

Desired Outcome for this Strategy: 100% of teachers will utilize instructional strategies to help students demonstrate understanding of CCSS.				
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 K-5 teachers will continue to use Wonders ELA curriculum AND expand repertoire of instructional strategies to ensure rigor and relevance, such as: (SW2) (SW9)</p> <ul style="list-style-type: none"> ● Small-group Differentiated Instruction ● Daily Five ● Collaborative Conversations ● Response to Reading <p>2. All K-5 teachers will continue to use Stepping Stones, Math curriculum AND expand repertoire of instructional strategies to ensure rigor and relevance, such as: (SW2) (SW9)</p> <ul style="list-style-type: none"> ● Small-group Differentiated Instruction ● Daily Five ● Collaborative Conversations ● Response to Reading 	<p>Lisa Daly, Curriculum Coordinator /CCSS and EES Accountable Lead</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 \$ <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>	<ul style="list-style-type: none"> ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy by the end of the year. ● 100% of students in grades 3-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. <p>Benchmarks:</p> <ul style="list-style-type: none"> ● 100% students will show 3-5% growth on STAR Reading/Early literacy as measured at the end of each quarter. ● 100% students will improve their score by moving at least one color level on Wonders weekly assessments.

<p>3. Provide professional development and articulation time for instructional strategies for Wonders (ELA), Stepping Stones (Math), and STEM activities. <i>(SW2) (SW4)</i></p> <ul style="list-style-type: none"> ● Substitutes provided for grade-level PD/Articulation days ● Embedded PD/Articulation during block schedule or Wednesday meetings 				<ul style="list-style-type: none"> ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation ● 100% teachers will complete quarter reflection and identify an area of strength and need in relation to the identified school-wide instructional strategies ● Google documents including agenda, powerpoints, forms, school wide agreements (EA #3)
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Goal 1, Strategy 2: Comprehensive Student Supports

Desired Outcome for this Strategy: 100% of teachers will identify students performing below proficiency and at risk for making growth. Teachers will work with RtI team to provide more intensive instructional and behavioral supports for students who need additional services (GT/Enrichment, SPED/504, Counseling).				
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. Continue Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) processes. Provide parents with common understanding of SEL and PBIS for all students. <i>(SW2) (SW4) (SW6) (SW9)</i></p>	<p>Veronica Gray, SSC ART Lead</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 type="checkbox"/> Other:</p>	<p><input checked="" 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>	<ul style="list-style-type: none"> ● 100% Teachers will complete BEISY at each target point. ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy by the end of the year. ● 100% of students in grades 3-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation.

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				<p>Benchmarks:</p> <ul style="list-style-type: none"> ● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening. ● 100% students will improve their score by moving at least one color level on Wonders weekly assessments. ● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments. ● All teachers, students, and Gr. 3-5 parents/guardians will complete SQS
<p>2. Continue to address chronic absenteeism 95% students will attend school with less than 15 absences per year. Provide parents with common understanding of attendance as related to student achievement. <i>(SW2) (SW6) (SW9)</i></p>	<p>Veronica Gray, SSC ART Lead</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 \$ <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>	<ul style="list-style-type: none"> ● 100% students (school wide) will attend school at least 95-100% of time each week as measured by LDS attendance data.

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<p>3. STEM: Implement push-in support and curricula for all classrooms to support student growth in reading, math, and science. Provide parents with common understanding of STEM. <i>(SW2) (SW4) (SW6) (SW9)</i></p>	<p>Jen Smith, Title I/RtI Coordinator/ RtI & CSSS, D & FI, T & IM, Accountable Lead</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 type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$14,669 <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 \$</p>	<ul style="list-style-type: none"> ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy by the end of the year. ● 100% of students in grades 3-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. ● 70% of the 4th Grade students will reach proficiency on HSA Science in May 2017 (taken 3x). ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation. <p>Benchmarks:</p> <ul style="list-style-type: none"> ● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening. ● 100% students will improve their score by moving at least one
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				<p>color level on Wonders weekly assessments.</p> <ul style="list-style-type: none"> ● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments. ● SQS Survey - There will be an increase in the favorable response rate from teachers, students and parent stakeholders. ●
<p>4. Provide push-in and pullout services (PTTs/PPTs) for academic and behavioral needs via RtI Tiered Services to address gifted & talented, student growth, and achievement. Provide parents with common understanding of RtI for all students. (SW2) (SW4) (SW6) (SW9)</p> <p>5. Continue implementation of school's RtI processes utilizing universal screeners (STAR 360 and BEISY) to identify students and determine academic and behavioral interventions to support achievement and student growth. (SW2) (SW4) (SW9)</p>	<p>Jen Smith, Title I/RtI Coordinator/ RtI & CSSS, D & FI, T & IM, Accountable Lead</p>	<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><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I \$80,721</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</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>	<ul style="list-style-type: none"> ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy by the end of the year. ● 100% of students in grades 3-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation.

				<p>Benchmarks:</p> <ul style="list-style-type: none"> ● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening. ● 100% students will improve their score by moving at least one color level on Wonders weekly assessments. ● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments. ● RtI Support Schedules ● Parent Nights/Meetings
<p>6. Continue school-wide implementation of Character Education using Second Steps with teacher implementation. <i>(SW2) (SW4) (SW9)</i></p>	<p>Veronica Gray, SSC, ART Lead</p>	<p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> WSF</p> <ul style="list-style-type: none"> <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"> ● Character Education Pacing Guide ● Messages on Morning Broadcast ● SQS Survey - There will be an increase in the favorable response rate from teachers, students and parent stakeholders. ● Decrease in referrals recorded in eCSSS.

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				<ul style="list-style-type: none">● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation.
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Goal 1, Strategy 3: Formative Instruction/Data Teams Process

Desired Outcome for this Strategy: 100% of teachers will analyze student data on a monthly basis to identify at risk students and determine appropriate instructional strategies.				
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. Continue PLCS dedicated to the data teams process to provide time for grade-level teams to analyze data and determine instructional next steps. (SW2) (SW4) (SW8) (SW9)	Jen Smith, Title I/RtI Coordinator/ RtI & CSSS, D & FI, T& IM, Accountable Lead	<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 \$ <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"> ● Data Teams Sign-In Sheets, Agendas, & School data team form ● Each class will achieve an average of 35-65% growth on STAR Reading/Early Literacy by the end of the year. ● 100% of students in grades 3-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation.

				<p>Benchmarks:</p> <ul style="list-style-type: none"> ● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening. ● 100% students will improve their score by moving at least one color level on Wonders weekly assessments. ● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments. ● Identified next steps for instructional strategies in Google Docs
<p>2. Develop common assessments/rubrics so that teachers can calibrate grading practices for academics. <i>(SW2) (SW8) (SW9)</i></p>	<p>Lisa Daly, Curriculum Coordinator/ CCSS and EES Accountable Lead</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 type="checkbox"/> Other:</p>	<p><input checked="" 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"/> N/A</p>	<ul style="list-style-type: none"> ● 100% of grade levels will develop common assessments/rubrics ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy and Math by the end of the year. ● 100% of students in grades 3-5 will increase their lexile by 100-300 points on

				<p>KidBiz by the end of the year.</p> <ul style="list-style-type: none"> ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation. <p>Benchmarks:</p> <ul style="list-style-type: none"> ● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening. ● 100% students will improve their score by moving at least one color level on Wonders weekly assessments. ● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments.
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Goal 2 Staff Success

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. Provide all teachers with evaluation and feedback based on student growth and teaching practice	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
2. Fully implement beginning teacher induction and mentoring standards	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?
3. 100% Teachers will co-teach STEM with support personnel	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
4. 100% Teachers will participate in on-going professional development in use of STAR database.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
5. 100% Teachers will participate in on-going professional development in CSSS/RTI	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

- The school has components of STEM and would like to integrate into the core curricula school-wide.
- STAR 360 will be the school’s universal screener and teachers need support to use the database to help drive instruction.

Goal 2, Strategy 4: Educator Effectiveness Systems

Desired Outcome for this Strategy: Continue to ensure that 100% of the EES requirements are completed by the end of SY 2016-2017 for teachers. 100 % of teachers will receive support beyond formal evaluation.				
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. EES accountable lead will meet and provide support to teachers in the areas of Student Learning Objectives (SLOs) or School-System Improvement Outcomes (SSIOs); Professional Development Plan (PDP); and Core Professionalism. <i>(SW4)</i></p> <p>2. Peer Observation: Teachers will provide their grade level colleagues with feedback in regards to classroom management and instructional strategies. <i>(SW4)</i></p> <p>3. Work with district staff to recruit and hire highly qualified teachers. <i>(SW5)</i></p>	<p>Lisa Daly, Curriculum Coordinator/ CCSS and EES Accountable Lead</p>	<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><input checked="" type="checkbox"/> WSF \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</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>	<ul style="list-style-type: none"> ● Assigned teachers will complete the process of creating their SLOs/SSIOs. ● All teachers will update their record keeping of Core Professionalism activities. ● All teachers will complete the PDP ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy and Math by the end of the year. ● 100% of students in grades 2-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. ● Walk throughs- 80% of students will be

				<p>engaged in their learning as measured by walkthrough protocol used by admin/peer observation.</p> <p>Benchmarks:</p> <ul style="list-style-type: none">● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening.● 100% students will improve their score by moving at least one color level on Wonders weekly assessments.● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments.
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Goal 2, Strategy 5: Induction and Mentoring

Desired Outcome for this Strategy: 100% of teachers will receive support, as needed, through teacher induction and mentoring during the 2016-2017 school year.				
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. TI & M accountable lead and supports will provide support to new teachers through teacher induction. (SW4)</p> <p>2. TI & M accountable lead and supports will provide support to all teachers, as needed, through mentoring. (SW4)</p>	<p>Jen Smith, Title I/RtI Coordinator /RtI & CSSS, D & FI, T& IM, Accountable Lead</p>	<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><input checked="" type="checkbox"/> WSF \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</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>	<ul style="list-style-type: none"> ● New Teacher Orientation Sign-In, Agenda, & Notes ● PDE3 log in ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy and Math by the end of the year. ● 100% of students in grades 2-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol used by admin/peer observation.

				<p>Benchmarks:</p> <ul style="list-style-type: none">● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening.● 100% students will improve their score by moving at least one color level on Wonders weekly assessments.● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments.
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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?
Maintain ART	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Review Academic Plan progress on a quarterly basis via the ART Team	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Continuously review the impact of interventions/programs and how they impact student growth following the Victoria Bernhardt’s continuous improvement process	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Ensure that our school wide infrastructure and equipment is up-to-date with most efficient technology to support student learning in the 21 st Century	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Data Driven Rationale for Additional Priorities:

- Maintaining ART is one of the six priority strategies and has become a vital, central process to our school system of support.
- The need for students to be 21st-Century Learners.

OPTIONAL Goal 3 Optional Strategy:

Desired Outcome for this Strategy: To ensure all programs and supports that are being implemented are impacting student achievement.				
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. ART accountable lead and ART members will meet quarterly to monitor and report on the implementation of the six priority strategies. <i>(SW1) (SW2)</i>	Veronica Gray, SSC/ART Lead	<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 \$ <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"> ● ART meeting notes ● Quarterly ART Routines ● Quarterly ART Memos ● Support from CAST ● Ratings on Six Priority Strategies Rubric ● Each class will achieve an average of between 35-65% growth on STAR Reading/Early Literacy and Math by the end of the year. ● 100% of students in grades 2-5 will increase their lexile by 100-300 points on KidBiz by the end of the year. ● Walk throughs- 80% of students will be engaged in their learning as measured by walkthrough protocol

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				<p>used by admin/peer observation.</p> <p>Benchmarks:</p> <ul style="list-style-type: none"> ● 100% students will show 3-5% growth on STAR Reading/Math and Early literacy as measured by at the quarterly screening. ● 100% students will improve their score by moving at least one color level on Wonders weekly assessments. ● 100% students will improve their score by moving at least one color level on Stepping Stones weekly assessments.
<p>2. Staff, students, parents, and community will meet annually to review and update the CNA and provide input around planning for school improvement. <i>(SW1) (SW2)</i></p>	<p>Desiree Sides, Principal</p>	<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><input type="checkbox"/> WSF \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</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>	<ul style="list-style-type: none"> ● CNA ● SCC Sign-Ins, Agendas, Meeting Minutes ● STRIVE HI

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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? (location in Academic Plan/Schoolwide Plan, page #, section)	If not, how will the school address the schoolwide components?	Accountable School Lead
The plan must...			
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	Yes Section 1 “Reflect”, #6 ART, under “Our School’s Progress Goal 3, Optional Strategy, EA 1-2, pg. 22-23		Desiree Sides, Principal ART Team
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	Yes Goal 1, Strategy 1, EA 1-3, pg. 5-6 Goal 1, Strategy 2, EA 1-6, pg. 7-11 Goal 1, Strategy 3, EA 1-2, pg. 13-15 Goal 3, Optional Strategy, EA 1-2, pg. 22-23		Desiree Sides, Principal ART Team
SW 3: Provide instruction by highly qualified teachers	No	Hire only HQ teachers	Desiree Sides, Principal
SW 4: Provide high quality and on-going professional development for teachers, principals, paraprofessionals,	Yes Goal 1, Strategy 1, EA 3, pg. 5-6		Desiree Sides, Principal

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<p>and if appropriate, pupil services personnel</p>	<p>Goal 1, Strategy 2, EA 1, 3-6; pg. 7, 9-12 Goal 1, Strategy 3, EA 1, pg. 13-14 Goal 2, Strategy 4, EA 1-2, pg. 17-18 Goal 2, Strategy 5, EA 1-2, pg. 19-20</p>		
<p>SW 5: Implement strategies to attract high quality, highly qualified teachers</p>	<p>Yes Goal 2, Strategy 4, EA 3; pg. 17-18</p>	<p>What strategies are being used to recruit and to retain highly qualified teachers?</p> <ul style="list-style-type: none"> ● The Principal interviews licensed and highly qualified teachers. ● Ongoing PD is provided to encourage effectiveness and retention of teachers ● Principal Ventures Certified to assist with recruiting process. 	<p>Desiree Sides, Principal</p>
<p>SW 6: Implement strategies to increase parental involvement, such as family literacy services</p>	<p>Yes Goal 1, Strategy 2, EA 1-4, pg 7-11</p>		<p>Jen Smith, Title I/RtI Coordinator ART Team</p>
<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>No</p>	<ul style="list-style-type: none"> ● Onsite SPED self-contained and onsite MEO Headstart participate with school-wide activities such as Holiday Night, May Day and other age-appropriate assemblies. ● Onsite MEO Headstart visit Library, Computer and Grade K teachers. ● Meeting at the beginning of the year and at the beginning of the 4th quarter occur to facilitate transition for pre-school student that will attend Gr. K. 	<p>Desiree Sides, Principal</p>
<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>Yes Goal 1, Strategy 3, EA 1-2, pg. 13-15</p>		<p>Desiree Sides, Principal ART Team</p>

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<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>Yes Goal 1, Strategy 1, EA 1-2, pg. 5-6 Goal 1, Strategy 2, EA 1-6, pg. 7-12 Goal 1, Strategy 3, EA 1-2, pg 13-15</p>		<p>Desiree Sides, Principal ART Team</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>Entire Academic Plan</p>	<ul style="list-style-type: none"> ● Partnership with local Boys & Girls Club ● Partnership with PTA to support creative movements, music and visual art programs ● Partnership with YMCA for Afterschool Program and PE program ● Haiku School Foundation to support school facility beautification ● Partnership with Community Garden Association ● Partnership with MEO Pre-School on campus ● Title II money is used for ongoing professional development. ● Title III money is used to support the needs of English Language Learners ● USDA Grant provides a Fresh Fruit& Veggie Program (FFVP) 	<p>Desiree Sides, Principal</p>

PRINCIPAL SIGNATURE AND DATE	CAS SIGNATURE AND DATE