

**KAUNAKAKAI ELEMENTARY**  
**School Academic Plan SY 2006 – 2007**

<b>Goal 1. Improve Student Achievement through Standards-Based Education (SBE)</b>	
<b>Strategic Actions</b>	<b>Performance Targets (Benchmarks)</b>
Identify professional development areas of needs through analysis of student performance data and provide training sessions on standards-based educational strategies, assessment and curriculum alignment.	HSA schoolwide mathematics – 28%
	HSA schoolwide reading – 44%
	80% of total student population will be rated at 3 or higher for GLOs 100% of upper grade students select GLO and Behavior expectation and are trained in self-rating criteria.
	Grade 3 STAR Reading average 200 scaled score points Grade 5 STAR Reading average 400 scaled score points
	Grade 3 STAR Math average 575 scaled score points Grade 5 STAR Math average 675 scaled score points
<p><b>Targeted Intervention 1, 2, 3:</b> (See Intervention Plan)</p> <ul style="list-style-type: none"> <li>• Development and implementation of consistent procedures for teaching and applying Standards-based education curriculum strategies.</li> <li>• Implementation of constructed response strategies in reading and mathematics.</li> <li>• Strengthen teacher implementation of the reading and mathematics standards to effectively focus on specific areas of deficiencies.</li> <li>• Align core curriculum content and instruction with standards, benchmarks, and assessment.</li> </ul>	<p><b>Rationale:</b> In standards-based education, understanding the standards and giving direct attention to those concepts, skills, and processes that contribute to attainment of the expectations are critical. With the high-stake testing that is a mandatory part of SBE, students cannot be held accountable for attaining proficiency without high quality teaching and learning opportunities.</p>

Enabling Activities	Outcomes	Lead	Timeline	Cost	Resources	
	a. Initial b. Intermediate				(FTE)	Description/Title
1.1 Teaching staff will analyze student performance data and determine the specific areas of student needs for program improvement	a. 100% of the teachers will implement SBE strategies in reading and mathematics evidenced in classroom walkthroughs. b. Grade level teachers will develop an analysis of student performance data and review the data with the targeted school intervention strategies by the end of Sept. '06.	Principal Academic Coach	July '06  Sept '06	\$25,000 (Title I funded)  (State funded)	0.5	Academic Coach  Complex Title 1 Linker  Pulliam
1.2. Provide professional development activities to develop and maintain SBE understandings, knowledge, skills, and applications for all teachers and paraprofessionals: <ul style="list-style-type: none"> <li>• WHAT (GLOs, Standards, Benchmarks)</li> <li>• HOW (Curriculum &amp; Assessment Maps; schoolwide instructional programs or basals; Prescriptions/Interventions); Differentiated Instruction</li> <li>• HOW WELL (Processes of Assessment/Analysis/Evaluation)</li> </ul> For new, beginning or self-referred teachers: <ul style="list-style-type: none"> <li>• Orientation to SBE, with focus on LA, Math, Science</li> <li>• Training on core reading and math programs</li> <li>• Collegial mentoring</li> <li>• Monthly collaboration</li> <li>• Classroom management support</li> </ul>	a. 100% of teachers and paraprofessionals will attend and participate in the comprehensive professional development activities on SBE b. 100% of the teachers will implement SBE strategies in reading and mathematics as evidenced in classroom walkthroughs.	Principal, Grade Level Chairs (GLCs), Academic Coach	July '06 – June '07	\$2,200 (District funded) (State funded)  (State funded)  \$4,000 \$4,000 (PD support through Title I funds)  (District funded)		Complex SAL  Pulliam  KSBE Literacy Team  State LART State Math RT  HM consultant EM consultant  Complex PDRT (mentor teacher)

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<p>1.3. Update Curriculum and Assessment Maps with reference to HCPS III:</p> <ul style="list-style-type: none"> <li>• Realign curriculum and assessment maps to LA &amp; Math HCPS III for HM and EM.</li> <li>• Identify missing components and adjust/adapt/adopt materials to fill gaps.</li> <li>• Monitor consistent implementation of the core reading and math programs.</li> </ul>	<p>a. 100% of the teachers will be trained in the Language Arts and Math Standards and Benchmarks of HCPS III.</p> <p>b. 100% of the classrooms will have maps for reading and mathematics instruction and assessment.</p> <p>b. Targeted grade levels will have maps with supplementary and intervention references included by July 31, 2006.</p>	<p>Academic Coach</p> <p>Curriculum Chairs</p> <p>Grade Level Chairs</p>	<p>Jan. '06- July '06</p>	<p>(District funded)</p> <p>none</p>		<p>SAL</p> <p>Independent Consultant</p>	
<p>1.4. Refine and integrate Constructing Response strategies (CRS):</p> <ul style="list-style-type: none"> <li>• Modeling by teachers and EAs of appropriate response strategies to develop student skills in applying strategies.</li> <li>• Apply in-class reading strategies and activities consistently during reading block.</li> <li>• Use math journals three times a week for critical thinking, CRS, and communication skills.</li> <li>• CRS in rubric form to be used by students.</li> </ul>	<p>a. 100% of the teachers will implement CRS in reading and math student assessments.</p> <p>b. 95% of the students will be observed fully engaged in reading and math learning strategies, including CRS during classroom walkthroughs.</p>	<p>Grade Level Chairs</p> <p>Academic Coach</p> <p>Curriculum Chairs</p>	<p>Aug. '06 – June '07</p>	<p>\$500.00</p>		<p>KSBE Literacy Team</p> <p>State LART</p> <p>UH consultant</p> <p>Academic Coach</p>	

Enabling Activities	Outcomes a. Initial b. Intermediate	Lead	Timeline	Cost	Resources	
					(FTE)	Description/Title
1.5. Incorporate interactive learning strategies and integrative learning situations in alignment with standards: <ul style="list-style-type: none"> <li>Identify effective practices that strengthen complex and critical thinking.</li> <li>Develop hands-on, relevant, experience/place-based science lessons.</li> </ul>	a. Curriculum Improvement Development team will be established and trained in designing curriculum frameworks. b. Framework for Kaunakakai Integrated Science and Social Studies (KISS) will be completed by the end of Sept. '06.	Principal Teachers	July '06 – Sept '06	Professional Collaboration Day (State funded in providing Pulliam consultant)		Pulliam
<b>TOTALS/SUMMARY</b>				\$35,700		

<b>Goal 2. Provide comprehensive support for all students.</b>	
<b>Strategic Actions</b>	<b>Performance Targets (Benchmarks)</b>
Provide regular, systematic assessment of student progress, input data, and align the data results to student intervention initiatives.	Special Education Gr. 3 Reading: 44% Math: 28% Gr. 5 Reading: 44% Math: 28%
	ESL Gr. 3 Reading: 44% Math: 28% Gr. 5 Reading: 44% Math: 28%
	(SES) Low Income Gr. 3 Reading: 44% Math: 28%
	Ethnic Groups: Gr. 3 Reading 44% Math: 28%
	Reduction of students needing intensive interventions Grades 1-4 Reading – DIBELS – 46% average Grades 3-6 Reading – STAR – 17% Grades 3-6 Math – STAR – 25%
	.Daily Attendance – 95% daily average
	Reduction of student disciplinary action and referrals to no more than 20 per year (10% of student population)
<p><b>Targeted Intervention 2, 3, 4, 5:</b> (See Intervention Plan)</p> <ul style="list-style-type: none"> <li>• Systematic assessment and identification of students with unmet learning needs in reading and/or mathematics</li> <li>• Strengthen teacher understanding of student performance data through professional development to effectively focus on specific areas of deficiencies.</li> <li>• Provide extended learning opportunities to students based on teacher recommendation and combined assessment of progress status results.</li> <li>• Develop and implement in-class core standards- based assessment and evaluation of student performance for systematic monitoring of progress and timely provision of intervention services to students with identified learning needs.</li> <li>• Identify and provide opportunities for parents to voice their needs and participate in supporting the education of their children.</li> </ul>	<p><b>Rationale:</b> One of the key components of SBE is the systematic use of data in developing appropriate instructional responses to student learning needs especially of the subgroup populations. The data analysis will provide information on specific student needs in order to develop the appropriate targeted student interventions for the subgroup populations and all students with identified learning challenges. Parents are very important partners in supporting student learning at the home. Opportunities will be developed to support parent involvement and participation in educational activities to increase student achievement.</p>

Enabling Activities	Outcomes		Lead	Timeline	Cost	Resources	
	a. Initial	b. Intermediate				(FTE)	Description/Title
<p>2.1. Identify and/or develop activities or services to meet students' learning needs:</p> <ul style="list-style-type: none"> <li>• Research and acquire materials and services.</li> <li>• Document students' needs.</li> <li>• Implement recommendations from AR, STAR, DIBELS &amp; HSA.</li> <li>• Provide inservice training on Mathematics Achievement Tutor Support (MATS).</li> <li>• Continue to implement Voyager Passport reading intervention program.</li> <li>• Promote Supplementary Education Services (SES), especially for targeted students.</li> </ul> <p>2.2. Produce and communicate recommendations for intervention:</p> <ul style="list-style-type: none"> <li>• Establish parents as cornerstone in providing targeted students with out-of-school tutoring and remediation support.</li> </ul> <p>2.3. Continue to provide and assist all students entering the school, from preschool onward, with transitional support.</p>	<p>a. Comprehensive Student Services System (CSSS) and procedures for the identification of student needs and services is developed by the end of July '06 and implemented throughout the school year.</p> <p>b. 100% of the students identified will be provided with reading or math supports through modified and/or supplemental instruction.</p>	<p>a. 100% of teachers will attend training sessions on the alignment of assessment instruments with HCPS III and data analysis.</p> <p>b. 75% of identified students will enroll in out of class extended learning opportunity tutoring sessions.</p> <p>b. Targeted instructional activities and supplemental interventions will result in student achievement of 1.0 grade level gain in reading and math using STAR.</p>	<p>Principal</p> <p>Academic Coach</p> <p>GLC</p> <p>PCNC</p>	<p>July '06 – June '07</p>	<p>\$7,200 (stipends for 18 teachers X 4 sessions)</p> <p>Kaunakakai Education Associations</p> <p>Native Hawaiian Education Act Federal Grant (KEA-NHEA)</p> <p>(State funded)</p>	<p>SAL Pulliam</p> <p>MATS Team (School level team)</p> <p>State Parent Literacy consultant</p>	



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2.6 Develop protocol for referral and data collection procedures: <ul style="list-style-type: none"> <li>Determine data collection and processing demands and requirements.</li> <li>Expand CSSS to provide support to students who are in need of level 1-3 services.</li> <li>Monthly or more frequent collection and analysis of performance data as indicators of progress or status, and targets for instructional modification.</li> <li>Produce analysis and recommendations using a combination of assessments and evaluation.</li> <li>Communicate, on a timely basis, data reports for various purposes and audiences.</li> </ul> 2.7 Clarify and formalize responsibilities and relationships in the education process among parents, students, and teachers, resulting in the development of Home School Compacts.	a. Responsibilities and relationships will be clarified involving representatives from stakeholder groups by Sept. '06.		Grade Level Chairs	Sept. '06	(District funded)		SAL
	b. 25% of Families and schools will engage in developing and agreeing on Compact for the year. (25% 1 <sup>st</sup> year)		Title 1 Linker	May' 07	(State funded)		Pulliam
			SSC				
			PCNC				
<b>TOTALS/SUMMARY</b>					<b>\$74,536</b>		

<b>Goal 3. Continuously improve performance and quality of services.</b>	
<b>Strategic Actions</b>	<b>Performance Targets (Benchmarks)</b>
Develop and implement a consistent schoolwide assessment and monitoring system of standards-based education.	Conduct as minimum of 5 Administrative Classroom walkthroughs per week
	Conduct weekly/quarterly Peer Reviews to monitor students' academic and social progress.
	Quarterly reviews of action plans/AFP to monitor progress and provide recommendations for program improvement
	100% of teachers attend professional development and trainings for data analysis and standards-based education
<p><b>Targeted Intervention 4, 5: (See Intervention Plan)</b></p> <ul style="list-style-type: none"> <li>• Develop and implement in-class core standards- based assessment and evaluation of student performance for systematic monitoring of progress and timely provision of intervention services.</li> <li>• Develop and implement schoolwide classroom assessment of the implementation of standards-based education strategies in reading and mathematics</li> <li>• Assessment of teacher attendance in all training and professional development sessions.</li> </ul>	<p><b>Rationale:</b></p> <p>In order to provide high quality educational services to all students, it is critical to engage in accountability practices that continuously improve the delivery of standards-based education resulting in the increase of achievement in all state required and school level assessments. The formative assessment of classroom implementation linked with professional development for the purposes of program improvement through research-based interventions allow schools to discuss results and implement appropriate initiatives.</p>

<b>Enabling Activities</b>	<b>Outcomes</b> a. Initial b. Intermediate	<b>Lead</b>	<b>Timeline</b>	<b>Cost</b>	<b>Resources</b> (FTE) Description/Title	
<p>3.1 Monitor and support standards-based teaching and learning processes by:</p> <ul style="list-style-type: none"> <li>• Walkthroughs</li> <li>• Weekly Academic Coach/teacher collaboration</li> <li>• Sharing of best practices</li> <li>• Instructional peer mentorship for HM and EM</li> <li>• Regular review of student work</li> </ul>	<p>a. 100% of classrooms will have transparent, viable core reading activities documented in detailed reading block schedules.</p> <p>b. Teachers will demonstrate 80% compliance with HM observational program guidelines.</p> <p>b. 100% of targeted students' ratings will be analyzed once per quarter.</p>	Academic Coach	Sept. '06 – May '07	\$60,000 (Reading First funded-pending grant approval)	4.0	PTT's
<p>3.2. Evaluate impact of SBE efforts on student progress and benchmark-attainment, using the collaboration process:</p> <ul style="list-style-type: none"> <li>• Review action plans quarterly to identify successful implementation and utility of plans.</li> <li>• Discuss and evaluate school progress toward strategic goals.</li> <li>• Identify and develop strategies/interventions to improve student learning and to strengthen instructional effectiveness.</li> <li>• Consistently monitor implementation of the Academic Plan.</li> </ul>	<p>a. Quarterly assessment of plans with involvement of instructional staff will result in effective implementation of enabling activities.</p> <p>b. Development of a Professional Learning Community to assess data, provide input to the Academic and Financial Plan planning process for the next year by the end of Sept. '06.</p>	Grade Level Chairs/Leadership Team	Quarterly through May '07 (Aug/Nov/ Feb/May)  Sept. '06			

Enabling Activities	Outcomes a. Initial b. Intermediate	Lead	Timeline	Cost	Resources (FTE) Description/Title	
<p>3.3 Systematically apply assessment instruments and information on the progress of students toward benchmarks.</p> <ul style="list-style-type: none"> <li>• Administer HM theme assessments, EM unit tests, Accelerated Reader tests</li> <li>• Administer in-class progress indicators (e.g., portfolios, journals)</li> <li>• Administer schoolwide assessment instruments</li> </ul> <p>3.4 Align assessment instruments and data with essential standards and conduct training for faculty on:</p> <ul style="list-style-type: none"> <li>• Correlation of results</li> <li>• Analysis of student progress</li> <li>• Analysis of program impact:                             <ul style="list-style-type: none"> <li>- Provide PD on HSA, data generated rubrics, and the interpretation and use of the information.</li> <li>-Align and map assessment tools of the classroom (HM, EM, AR), school (SAT9, DIBELS, STAR), and state (HSA).</li> </ul> </li> </ul>	<p>a.100% of the teachers will be fluent in the use and administration of in-class and schoolwide assessment instruments.</p> <p>b.100% of the students with unmet learning needs in reading and/or mathematics will be identified quarterly and provided appropriate supports to facilitate learning.</p> <p>a.100% of teachers will attend training sessions on the alignment of assessment instruments with HCPS III and data analysis.</p> <p>b.100% of teachers will be able to translate and provide interpretation on student data that result in student program improvements.</p>	<p>Principal</p> <p>Academic Coach</p> <p>Grade Level Chairs</p>	<p>Aug '06 – May '07</p> <p>July '06 - June '07</p>	<p>(District funded)</p> <p>(State funded)</p>		<p>SAL</p> <p>Pulliam</p>
<b>TOTALS/SUMMARY</b>				\$60,000		