



Three-Year Academic Plan 2017-2020

Kalihi Uka Elementary School

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Submitted by Laura Ahn	Date

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Where are we now?

WASC- Schoolwide Critical Areas for Follow-up

1. *To close the achievement gap, the school must ensure that students with special needs, especially those in grades 3 5, receive rigorous instruction in CCSS aligned curriculum in their Least Restrictive Environment (LRE).*
2. *The administration and faculty must ensure that core curriculum programs are implemented consistently and with fidelity.*
3. *The school must continue to strengthen instructional strategies to improve critical thinking skills and foster more application of standards.*
4. *The school should continue to build upon strategies that increase parent involvement focused on supporting the learning in the home environment.*
5. *The school should address practices that impinge upon maximum use of instructional time.*

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

1. Need: Literacy

Improve literacy in reading, writing, math and science by providing rigorous, relevant and engaging standards-aligned learning opportunities to prepare students for transition to middle school

2. Need: Responsive Student Support System

Reduce performance gaps with interventions to support safe, and healthy learning environments where students can readily access and successfully engage in the demonstration of grade appropriate expectations and General Learner Outcomes

3. Need: Development of the Whole Child

Foster a learning community that values critical thinking, reasoning, and problem solving skills through inquiry, challenging activities, and connections to home-life experiences, that empowers students and promotes parent engagement

Addressing Equity: Sub Group Identification- (*Foster Homeless ELL SpEd Disadvantaged*)

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.

source= ARCH/STRIVE HI (FSY)	Student Achievement- SBA ELA Proficiency (Gr3-5)	Student Achievement- SBA MATH Proficiency (Gr3-5)	Student Achievement- HSA Science Proficiency (Gr4)	Chronic Absenteeism
Overall	64% (LDS= 60.99%)	58% (LDS= 53.9%)	74% (LDS= 70.59%)	10% (LDS= 6.22%)
SpEd	n/a (LDS= 9.09%)	n/a (LDS= 18.18%)	n/a (LDS= 50%)	(LDS= 4%)
ELL	n/a (LDS= 0%)	n/a (LDS= 0%)	n/a (LDS= 0%)	(LDS= 7.41%)
Asian	70% (LDS= 70.13%)	63% (LDS= 61.04%)	n/a (LDS= 59.26%)	(LDS= 1.38%)

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• Other	Disadvantaged	62% (LDS= 59%)	57% (LDS= 52%)	n/a (LDS= 74.36%)	(LDS= 7.82%)
	Homeless	n/a	n/a	n/a	n/a

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school’s strategies and initiatives
1.Laura Ahn, Principal	1.Responsible for the implementation of school strategies and initiatives (ART, EES, CCSS, NGSS/STEM, CSSS, I&M, Visible Learning, Impact Team Articulations, Professional Development)
2. Patti Ohara, Title I/ELL Coordinator	2.Responsible for Title I , ELL and Federal Compliance programs(WIDA, DIBELS, RTI, PTTs- FI/DT)
3. Debbie Arakaki, Curriculum Coordinator	3.Responsible for Data Management, Quarterly Benchmark Assessments (STAR), Curriculum Resources and Support (CCSS, FI/DT, I&M)
4. Kristi Hsu, Student Services Coordinator	4. Responsible for student support, and WASC coordination (CSSS)
5. Inga Park-Okuna, School Counselor	5.Responsible for Chronic Absenteeism and Statewide testing (CSSS)

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

Outcome: By the end of three years,	Rationale:
<p>All students...</p> <ol style="list-style-type: none"> 1. will be provided with high impact instruction through the effective use of aligned CCSS curriculum and resources (Obj 3) 2. will address NGSS standards through the use of an aligned science curriculum that promotes hands on, real life inquiry and challenges (Obj 3) 3. will be adequately supported to successfully demonstrate increased application of critical thinking, reasoning and problem solving skills (Obj 2,3) 4. will participate in setting progressive goals to guide their performance and growth as they transition as learners towards Middle School(Obj 1,4) 	<p>Kalihi Uka School has met Adequate Yearly Progress (AYP) goals and Strive High benchmarks since 2008. Data reflects positive gains in student proficiency on the most current comparison of Smarter-Balanced Assessment scores. However, WASC findings, as well as teacher reflections, reveal a need for the school to follow-up on its assurances for access to rigorous curriculum that promotes critical thinking and fosters the application of standards for all students.</p> <p>Given the demographics of the school’s learning community, Kalihi Uka’s staff is faced with a diverse student population. Economic challenges and limited life experiences hinder the adequate development of background knowledge that is required to fully address basic skills and competencies of standards.</p> <p>It is integral that the school be instrumental in its efficacy to provide the scaffolds required of a rigorous curriculum with researched proven, high impact practices such as student goal setting. By promoting the process of setting attainable goals with short and long term benchmarks, students will develop the skills needed to become capable thinkers. This will give them opportunities to engage in developing realistic aspirations of success for their future plans.</p>

Planning	Funding	Interim Measures of Progress
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Desired Outcome <i>(lagging indicators?)</i>	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress <i>(leading indicators?)</i>
Raise Academic Achievement Scores -Smarter Balance Math, English Language Arts (ELA), and Hawaii State Assessment Science proficiency	<p>1. Deepen the impact of KUES' high yield (HY) strategies that promote Math and Reading literacy for improved critical thinking skills.</p> <ul style="list-style-type: none"> • Implementation of Common Core State Standards (CCSS) and Standards of Math Practice (SMP) • Development of capable learners (Visible Learning high impact influences- e.g. Learning Intentions/ Targets, Success Criteria, Evidence-based Feedback, Collective efficacy etc.) 	<p>2017-2018: Define practices and protocols that provides the school measures to "Know Thy Impact" (Visible Learning)</p> <p>2018-2019: Implement a monitoring system that influences high impact practices</p> <p>2019-2020 Calibrate and sustain a system to "Know Thy Impact" in addressing changes in student needs</p>	Principal, Curriculum Coordinator	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>80-100% of high performing students who attain "at/above" benchmark levels on the beginning of the year (BOY) baseline STAR Assessment will demonstrate an increase in Standard Scores (SS) & maintain/ improve their proficiency level for STAR Math and Reading Assessments each quarter</p> <p>60-80% of approaching students who attain "on watch/intervention" benchmark levels on BOY baseline STAR Assessment will reach/exceed quarterly SS to maintain or improve their proficiency level, for "on watch/intervention" STAR Math and Reading Assessments each quarter</p> <p>50-60% of lowest performing students who attain "well below" proficiency benchmark levels on the BOY baseline STAR Assessment will show a gain in SS to maintain or improve their proficiency level, on quarterly STAR Math and Reading Assessments each quarter</p>
	<p>2. Strengthen the implementation of common school wide aligned practices to further develop the meaningful application of the Inquiry Process and address New</p>	<p>2017-2018: Adopt and implement NGSS aligned curriculum</p> <p>2018-2019:</p>			X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III

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	<p>Generation Science Standards (NGSS)</p> <ul style="list-style-type: none"> Utilization of curriculum and technology resources used as tools for exploration, learning, and innovation (i.e. STEMscopes) 	<p>Analyze impact of curriculum and make adjustments to practices and uses</p> <p>2019-2020 Review and address gaps/needs in curriculum revealed from high stakes assessment results</p>		<p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>80-100% of students will show progress/growth on student/ class goals monthly</p> <p>100% of students are observed to be supported and engaged with rigorous & relevant digital learning tools and resources during evidence walks monthly</p> <p>100% of teachers track the implementation of core CCSS ELA and Math curriculum efforts that include the formative analysis of student work and assessment monthly</p>
<p><i>Reduction of achievement gap for high needs students</i></p>	<p>3. Further develop and monitor the analysis of student data, particularly for high needs students (Disadvantaged, ELL, SpEd, Asian) to ensure adequate execution of appropriate interventions for enhanced student support</p> <ul style="list-style-type: none"> RTI (RM, PTTs) Target time, tutoring Student Goal Setting Master Schedule support Supplemental Blended Learning Tools/Resources (e.g. Math Facts, Learning A-Z) 	<p>2017-2018: Clarify/ Redefine monitoring and analysis practices</p> <p>2018-2019: Analyze execution and impact of refined practices for adjustments to address needs</p> <p>2019-2020 Sustain ongoing review and calibration of practices with proven impact</p>	<p>Principal, Curriculum Coordinator, Title 1/ELL (RTI) Coordinator, Student Services Coordinator</p>	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>100% teachers implement NGSS aligned STEMscopes curriculum and monitor student results monthly</p> <p>100% of teachers review data and identify areas of need & gaps to target for small group instruction, re-teaching, RTI interventions, etc. monthly</p> <p>100% teachers show evidence of learning intentions/ targets, success criteria and actionable feedback during monthly evidence walks</p>

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

Outcome: By the end of three years,	Rationale:
<p>Teachers will...</p> <ol style="list-style-type: none"> 1. Further develop the school’s culture of efficacy through ongoing professional development that promotes visible high impact practices and yields positive student results(Obj 2) 2. Strengthen the collective efficacy amongst professionals through transforming learning teams into impact teams and focus horizontal as well as vertical articulations on enhancing student growth and success(Obj 2) 	<p>With a relatively small and young certificated staff, Kalihi Uka School must be clear and focused in its efforts to develop a culture of collective teacher efficacy. By continuing to develop common, effective practices that support high yield learning, teachers will make a difference impacting student learning.</p> <p>Professional development and the common understandings of research proven practices will enhance existing pedagogy on campus. Articulation on teaching practices and analysis of student work as well as ongoing assessment measures will help to inform teachers about which practices have the most impact on student learning.</p> <p>Kalihi Uka School will delve deeper into teacher clarity, collective efficacy and impact teams. Evidence-based feedback along with the extension of the school’s goal setting and tracking efforts will need to move forward towards developing collective actions/protocols amongst and between grade levels. Impact teams will then need to calibrate conditions that yield the greatest impact to address and minimize gaps for optimized performance for all.</p>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountabl e Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress

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<p><i>Increased teacher efficacy to impact positive growth in student achievement</i></p>	<p>1. Provide Professional Development, planning and consultation opportunities to enhance teacher pedagogy and calibrate effective practices</p> <ul style="list-style-type: none"> • PD workshops • Training conferences • Stipend days 	<p>2017-2018: Develop a common understanding about analyzing teaching practices and student work using protocols to determine impact of efforts</p> <p>2018-2019: Implement monitoring of the common use of protocols to review impact data and to use for instructional decision making</p> <p>2019-2020 Analyze use of impact data efforts for adjustments needed/gaps in promoting student growth</p>	<p>Principal, Curriculum Coordinator</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>100% of teachers will share “bright spots”, report on progress of PD follow-up action plans, and show evidence of high impact practices/ results quarterly</p> <p>100% of teachers will analyze, reflect and make adjustments to teaching practices to impact student engagement & learning quarterly</p>
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	<p>2. Re-purpose multi-level teams (ITs, ILT, ART, CSSS cadre, FOLs) to collaboratively analyze evidence of teaching practices to determine impact on learning and develop actions to ensure for students' academic growth</p> <ul style="list-style-type: none"> • Impact Team Articulations • Vertical Curriculum Teams 	<p>2017-2018: Develop a common understanding about analyzing teaching practices and student work to determine impact of efforts</p> <p>2018-2019: Implement and monitor the common use of reviewing impact data and executing use for instructional decision making</p> <p>2019-2020 Analyze use of impact data efforts for adjustments needed/gaps in promoting student growth</p>	<p>Principal, Curriculum Coordinator</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	
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Goal 3: Successful Systems of Support. The system and culture of **Kalihi Uka Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Kalihi Uka School will...</p> <ol style="list-style-type: none"> Promote a culture for improvement and growth that addresses school-wide indicator needs(e.g. Attendance data, GLO ratings, Parent involvement& satisfaction measures) and fosters the engagement of home-school-student partnerships(Obj 1,2) 	<p>Kalihi Uka School continues to be concerned with chronic absenteeism. Current levels remain above the 10% level challenging the school to address efforts to meet the State’s 2020 K-12 Target of 9%.</p> <p>A greater proportion of Kalihi Uka students reach ratings of “Usually” on General Learner Outcome (GLOs) measures. However, a key issue noted in the school’s WASC report suggests that “the school has an inconsistent monitoring system to measure the GLOs...” (Category D) and “...should establish schoolwide guidelines that will support the alignment of grade level behavioral expectations to the GLOs.”(Category E)</p> <p>The school also continues to fair favorably on perceptual data regarding overall student (89%), teacher (64%) and parent (96%) satisfaction as reflected on the Department’s annual School Quality Survey. However, active parent involvement is reported to be an ongoing challenge given some literacy constraints as well as working family demands and schedules.</p> <p>So as the school continues to offer a variety of opportunities for parent communication and engagement to support learners (newsletters, parent workshops, school wide showcasing of student artifacts and performances), Kalihi Uka School will also need to be innovative in promoting more engaging activities to involve parents and work as a system "to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total well-being" that enhance academic success for the whole child (i.e. HA).</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>Engaged learning community that supports the development of the whole child</i></p>	<p>1. Enhance the ongoing implementation of common practices and interventions that support student learning opportunities</p> <ul style="list-style-type: none"> • School incentive programs (re-purposed Quarterly recognitions- growth, attendance, etc.) • General Learner Outcomes (Ongoing calibration of aligned and progressive expectations) • Positive Action & Bullying/Harassment Prevention activities • Transition activities for all students • Parent Communication and Involvement Activities <ul style="list-style-type: none"> ○ PCNC PTT, ○ School wide Parent Events/ Workshops, ○ Newsletters & notices 	<p>2017-2018: Strengthen root cause analysis efforts to better identify/define actionable areas of needs to address/adjust plans to develop/improve programs/ efforts</p> <p>2018-2019: Expand on efforts with proven results that yield increased engagement and consistency in desirable demonstration of performance</p> <p>2019-2020 Continue to review results and execute/adjust efforts/ programs to</p>	<p>Principal, Title 1/ELL Coordinator</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Reduce the number of historically chronic students by 10% each year</p> <p>80-100% of students/classes participate in monthly attendance incentive activities</p> <p>80-90% of students are “on track” for EWS GLO Marks Indicator quarterly</p> <p>100% of teachers address GLO’s as evidenced in lessons/ units/ classroom artifacts observed during monthly Evidence Walks</p> <p>100% of 5th grade students are offered the opportunity to attend a middle school transition activity</p> <p>100% of incoming Kindergarten students are offered summer K transition classes</p> <p>55-75% attendance at schoolwide parent involvement activities</p>

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