




# Three-Year Academic Plan 2017-2020 Year 2

## Koko Head Elementary School

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808-397-5811 <http://kokoheadschool.org>

Submitted by Principal	Date
	5/15/2018

Jeffrey Shitaoka

Approved by Complex Area Superintendent	Date
	5-21-2018

Catherine Payne

# Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Where are we now?</b></p> <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study             <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p><b>1. Need: While students are provided with a rigorous curriculum, it has been challenging to meet and differentiate the range of students' needs in a classroom.</b></p> <p>Based on perceptual data collected as part of our Comprehensive Needs Assessment (CNA) by the Academic Review Team (March 2016, December 2016, and February 2017), differentiation strategies and a range of Tier 2 &amp; 3 supports are lacking when students are not performing on grade level for ELA and Math. The challenge of meeting the range of students' needs in the classroom was identified in our school's SY 2016-2017 WASC Self Study Report, as a priority need to address. Instructional practices must include collaboration amongst all teachers and other support staff when students need beyond what is presented in their respective classrooms. Teachers must accurately diagnose a specific skill and/or concept that is not grasped by the learner(s) and differentiation and/or intervention must be delivered and assessed in a timely manner. In addition, our 2017 ELA/Math Achievement by Subgroup Report indicates that our Non-SPED students performed 81.0% in ELA and 76.1% in math, while our SPED students performed 25.0% in ELA and 12.5% in math. This results in a significant gap difference of 56.0% in ELA and 63.6% in math. By 2020, our target is to decrease this gap by 50%. We are addressing this need with the high impact strategy of Teacher Collaboration during our Collaboration Articulation and Planning days, Academic Review Teams meetings, Teacher Cadre meetings, and Faculty meetings.</p> <p><b>2. Need: Increase trust, respect, and communication amongst all stakeholders to ensure clear expectations to support student learning, growth, and development that will improve school culture.</b></p> <p>In our school's SY 2016-2017 WASC Self Study Report, increasing trust, respect, and communication amongst all stakeholders was identified as a prioritized need to address. The WASC Visiting Committee who visited our school in March 2017 affirmed this as a school-wide critical area for follow-up and expects our school to conduct a critical self-analysis to determine the root causes of low morale and to use staff input and active participation in order to continue to meet student needs. In addition, our CNA's Perceptual data collected by the Academic Review Team (March 2016, December 2016, and February 2017) identified a lack of communication amongst all stakeholders within the school community as a root cause for why teachers felt there was a need to improve school culture. The ART team determined that the need to establish school-wide policies would support the consistent use and implementation of systems, practices, and procedures. We are addressing this need with the high impact strategy of Teacher Collaboration during our Collaboration Articulation and Planning days,</p>
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# Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Academic Review Teams meetings, Teacher Cadre meetings, and Faculty meetings.

**3. Need: Implement all integral components of International Baccalaureate Primary Years Programme to meet requirements for authorization.**

According to the IB consultant report resulting from visit conducted in SY 2015-2016 key areas were identified as being not in place. School's goals are to review and revise IB unit planners to make them transdisciplinary, constructivist, and inquiry-based. Scope and sequence documents, Next Generation Science Standards, school Programme of Inquiry, and school Assessment Policy will be reviewed by school to create avenues for dialogue and alignment in helping us to meet our goals. We are addressing this need via our intentional school design as IB PYP Candidate School supported with actions necessary to address by our IB PYP Verification Team who visited our school in March 2018. In addition, we are using the high impact strategy of student voice with our PYP Exhibitions planned for Spring 2019. We are also leveraging the high impact strategy of Teacher Collaboration during our Collaboration Articulation and Planning days, Academic Review Teams meetings, and Faculty meeting to strengthen our IB units of inquiry, PYP Programme of Inquiry, as we make intentional steps toward improving our school's international mindedness via the IB Learner Profile.

**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.**

Based on our ELA/Math Achievement by Subgroup Report and Longitudinal Data Report, Students with a Disability (IEPs) was an identified sub group due to 2017 data which indicates the following:

Subgroup	ELA	MATH
NON-SPED	81.0%	76.1%
SPED	25.0%	12.5%
Gap Difference	56.0%	63.6%

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

**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. Jared Kagihara (Curriculum Coordinator), Jody Yamauchi-Oku (SSC), & Darlene Ko (Counselor)	1. Goal 1. Part A
2. Jody Yamauchi-Oku (SSC) & Darlene Ko (Counselor)	2. Goal 1. Part B
3. Jared Kagihara (IB & Curriculum Coordinator)	3. Goal 1. Part C
4. Jeffrey Shitaoka (Principal) & Jared Kagihara (IB & Curriculum Coordinator)	4. Goal 1, Part D
5. Jeffrey Shitaoka (Principal) & Jared Kagihara (IB & Curriculum Coordinator)	5. Goal 2. Part A
6. Jared Kagihara (Curriculum/IB Coordinator)	6. Goal 2. Part B
7. Emma Lee-Yee, Gr. K GLC; Jacky Jaeger, Gr. 1-2 GLC; Jennifer Kozuma, Gr. 3 GLC, Jasmine Auyong, Gr. 4. GLC; Tiffany Kalahiki, Gr. 5 GLC, & Joy Yoshimura, SPED DH	8. Goal 3, Part A
8. Jeffrey Shitaoka (Principal)	9. Goal 3, Part B

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

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

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

**X 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.

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

Outcome:	Rationale:
<p>By the end of three years, ALL students will be prepared with the knowledge, skills, and dispositions to successfully transition to the middle school as teachers successfully implement <b>differentiation strategies</b> to meet the range of student needs. To ensure student success, <b>school-wide support systems</b> will identify and support individual student needs in academics and social emotional behaviors. A <b>systematic approach</b> will include progress monitoring and collaboration to measure the effectiveness of instructional practices and strategies. Early intervention will ensure appropriate identification of students with disabilities; and students with disabilities will receive quality specially designed instruction as teachers work towards <b>inclusive practices</b> to ensure all students receive their instruction in the least restrictive environment.</p>	<p>Historically, our special education and regular education teachers divide their responsibilities based on a student's placement in the individualized education program (IEP). Based on perceptual data collected by the Academic Review Team (March 2016, December 2016, and February 2017), a lack of collaboration between teachers impacts the expectations and delivery of instruction which may be a primary factor impacting the performance and increase in our SPED subgroup.</p> <ol style="list-style-type: none"> <li>1) Based on our 2017 ELA/Math Achievement by Subgroup Report indicates that our Non-SPED students performed 81.0% in ELA and 76.1% in math, while our SPED students performed 25.0% in ELA and 12.5% in math. This results in a significant gap difference of 56.0% in ELA and 63.6% in math.</li> <li>2) Based on perceptual data collected as part of our Comprehensive Needs Assessment (CNA) by the Academic Review Team (March 2016, December 2016, and February 2017), differentiation strategies and a range of Tier 2 &amp; 3 supports are lacking which directly impacts all students. Instructional practices must include collaboration amongst all teachers and other support staff who must work together to ensure all students are given the support they need.</li> <li>3) Based on our Longitudinal Data and Potential Targets for 2020 Report, in 2016 our inclusion rate is 34% which is significantly low when compared to similar schools who have an inclusion rate of 95%. By 2020, it is imperative that we increase this inclusion rate to 51%.</li> </ol>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning					
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Interim Measures of Progress
<p><b>Goal 1: Part A</b> All identified students will demonstrate academic growth after receiving effective and timely intervention.</p>	<p>Through the data team process, grade levels will use a systematic approach when identifying differentiation strategies to address the skill(s) that groups and/or individual students' need by the following:</p> <ol style="list-style-type: none"> <li>1) Identify common assessments in ELA and Math.</li> <li>2) Determine priority standards based on iReady diagnostics to prioritize data team dialogues, discussions, and instructional strategies.</li> <li>3) Collaborate between general and special educators to determine inclusive differentiation strategies to address identified needs.</li> </ol>	2017-19	Jared Kagihara, Curriculum Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> 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>Define the relevant data used to regularly assess and monitor progress</p> <ol style="list-style-type: none"> <li>1) 100% of grade levels will have selected quarterly common assessments which will be documented in curriculum map by the end of September.</li> <li>2) 90-100% of students will take Universal Screeners. (iReady Diagnostic for academics in the Fall, Winter, and Spring for ELA and Math)</li> <li>2) 100% of grade levels will document in meeting minutes the use of CAP data team time to analyze iReady diagnostic results to determine a grade level priority standard need area to focus on in math or ELA.</li> <li>3) 100% of grade levels will document in meeting minutes the use of faculty meeting time to collaborate between general and special educators to determine inclusive differentiation strategies to</li> </ol>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

					<p>address identified needs once every quarter.</p> <p>4) 100% of students with identified needs in grade level priority standard need area will demonstrate growth on targeted skill through implementation of identified specific instructional strategies. Quantitative progress on growth as measured by common grade level assessments and diagnostics will be reported to ART and Principal quarterly.</p>
<p>For all students with disabilities who receive their instruction in the general education setting, build a team to include the IEP care coordinator, general education teacher, and sped support (i.e. EA) will meet prior to the new school year starting AND ongoing for the following:</p> <ol style="list-style-type: none"> <li>1) Dialogue on expectations for one another's roles and responsibilities (regarding who does what in the classroom)</li> <li>2) Analysis of support's</li> </ol>	<p>2018-19</p>	<p>Jody Yamauchi-Oku, Student Services Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) Within the first month of school, the roles and responsibilities of the general education teacher, IEP coordinator, SPED teacher, EA and supports will be clearly established for 100% of students with IEPs.</p> <p>2) Scheduled team meetings are held at minimum quarterly to review, reflect, and adjust the level of support and the environment for students with disabilities.</p> <p>3) By the end of the annual IEP, 100% of students with disabilities who receive their instruction in the</p>	

**Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020**

	<p>effectiveness, and adjustments, as needed.</p> <p>Increase collaboration and seamless delivery of student support through “Transition Meetings” held prior to the first day of school, 100% of students who received Tier 2 or 3 interventions shall be documented at the end of each school year and shared at the start of each new school year with his/her new grade level.</p> <p>Through “Transition Meetings” held prior to the first day of school, 100% of students who received Tier 2 or 3 interventions shall be documented at the end of each school year and shared at the start of each new school year with his/her new grade level.</p>	<p>2017-2020</p>	<p>Jody Yamauchi-Oku, SSC &amp; Darlene Ko, Counselor</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>general education setting will demonstrate progress on the IEP Progress Report.</p> <p>1)-Scheduled transition meetings for each grade level prior to the start of the new school year.</p> <p>2 )100% of students receiving Tier 2 and 3 interventions will have documentation of any actions, progress, and data via CSSS files by the end of each school year.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Goal 1, Part B</b> A Multi-Tiered System of Support (MTSS) to effectively and timely address students' academic and behavior needs.</p>	<p>Build common understanding of MTSS Tier 1 foundational practices. During faculty meetings, MTSS Leads' will:</p> <ol style="list-style-type: none"> <li>1) Provide an overview to build common understanding of the system and process to address academic and behavior needs</li> <li>2) Accessible procedures and tools via google docs for all faculty members</li> <li>3) Scheduled quarterly support team meetings to review and consult on referrals, recommend action plans, AND progress monitor students receiving services (practice, feedback, &amp; coaching)</li> </ol>	<p>2018-19</p>	<p>Jody Yamauchi-Oku, SSC &amp; Darlene Ko, Counselor</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) 100% Quarterly Support Team meeting agenda and minutes                   2) 100% of students will participate in universal screeners. (iReady Diagnostic for academics three times a school year / BEISY for behavior semesterly)</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>The SSC will facilitate use of universal screeners and grade level assessment data to:</p> <ol style="list-style-type: none"> <li>1) Identify students who are not responding to Tier 1 classroom interventions and may require Tier 2 academic support</li> <li>2) Develop student action plans to address students who require Tier 2 and 3 academic supports</li> </ol>	2017-18	Jody Yamauchi-Oku, SSC	<input type="checkbox"/> WSF <input type="checkbox"/> 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	<ol style="list-style-type: none"> <li>1) 100% of students in grades K1-5 will participate quarterly on the Universal Screener (iReady Diagnostic reading and math)</li> <li>2) 100% of Kindergarten students will take the Kindergarten assessment quarterly.</li> <li>3) 100% of students identified for Tier 2 and 3 academic supports will have a CSSS file to include action plan, progress monitoring data, and next steps. iReady Instruction and iReady toolkit targeted lessons will be used for Tier 2 and 3 interventions.</li> </ol>
<p><b>Koko Head Elementary</b></p>	<p>Introduce and implement a Social Emotional Learning curriculum for all grade levels to increase students' proficiency in using strategies to self-regulate negative internalized and externalized behavior.</p>	2018-19	Darlene Ko, Counselor	<input type="checkbox"/> WSF <input type="checkbox"/> 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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ol style="list-style-type: none"> <li>1) 100% of students will participate in a (pre and post) student survey (BEISY student survey) which will provide a way to measure effectiveness of SEL curriculum per students' perspective</li> </ol>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Create a Positive Behavior Intervention Support (PBIS) cadre who will develop and implement school-wide behavior expectations matrix aligned with IB Learner Profile and GLOs to provide a supportive environment to develop compassionate critical thinkers.</p>	<p>2018-19</p>	<p>Darlene Ko, Counselor</p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) By the end of the August 2018, a completed and published schoolwide behavior expectations matrix is shared with the faculty and staff</p> <p>2) Within a month upon completion, 100% of teachers will review the schoolwide behavior expectations matrix with all students</p> <p>3) Continuous decrease in office referrals by quarters and from year to year (i.e. By March 2018 (qtr 3), office referrals from Oct-Dec (qtr 2) will decrease by 50%. By May 2018 (qtr 4), office referrals from Jan-Mar (qtr 3) will decrease by 50%)</p>
	<p>PBIS Cadre will develop and implement a school-wide positive behavior reinforcement system to promote the IB Learner Profile and GLOs.</p>	<p>2018-19</p>	<p>Darlene Ko, Counselor</p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) By the end of the first quarter of SY 2018-19, a completed and published school-wide positive reinforcement system is shared with the faculty and staff.</p> <p>2) Within a month upon completion, 100% of teachers will review the school-wide positive behavior reinforcement system with all students - Within a month upon completion after introducing the system to students, 100% of faculty and staff</p>

**Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020**

	<p>Monitor and ongoing review of the following school-wide MTSS components to insure fidelity of implementation:</p> <ol style="list-style-type: none"> <li>1) Tiers 1-3 of our MTSS System both academic and behavior</li> <li>2) Positive behavior reinforcement supports</li> <li>3) Behavior expectations matrix</li> <li>4) Social emotional curriculum</li> </ol>	<p>2019-20</p>	<p>Jody Yamauchi-Oku, SSC &amp; Darlene Ko, Counselor</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>will utilize the reinforcement system. (Note: the measurement tool will be developed as part of the system - i.e. recording who is distributing tickets to students who are earning it)</p> <p>1) 100% of students who are identified as “at risk” on academic and behavior screeners (iReady Diagnostic, BEISY) have an action plan and ongoing progress monitoring in place.</p>
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# Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Goal 1: Part C</b> The school is committed to the Primary Years Programme being the framework for all planning, teaching, and learning across the curriculum. In particular, through the use of the IB planner, the Programme of Inquiry (POI) template and use of a transdisciplinary, constructivist inquiry-based approach to teaching and learning that promotes the development of critical thinking skills in all classes and student learning engagements.</p>	<p>1) Criteria and checklist created to assess units of inquiry. As a faculty will review units of inquiry for relevant learning experiences for students that are significant, engaging and challenging. Changes made to units based on checklist.</p> <p>2) Next Generation Science Standards integrated IB units implemented and reflected on by the end of Year 2.</p> <p>3) School will review current teaching practices to ensure learning aligns with requirements of International Baccalaureate (IB) Programme. Changes made based on identified needs of the school.</p> <p>4) The school will identify/develop scope and sequence documents that indicate the development of</p>	<p>2018-19</p> <p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> 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>1) Pre and post checklist on all IB units. Interim Measures of Progress: Baseline taken end of Qtr 1. Goal is 10% increase of items in place each quarter.</p> <p>2) NGSS Standards documented in Section 9 of IB unit planners. Interim Measures of Progress: Each semester 1 NGSS unit will be implemented and reflected on to determine effectiveness of integration of NGSS into IB units.</p> <p>3) Pre and Post Teacher Survey on current teaching practices as it aligns to requirements of IB programme. Interim Measures of Progress: Baseline taken end of Qtr 1. Goal is 10% increase of items in place each quarter.</p> <p>4) Scope and Sequence documents to be posted in IB section of school Dashboard by end of 1st semester. Interim Measures of Progress: Qtr 1. 100% of teachers will have identified/developed scope and sequence documents that</p>
<p><b>Koko Head Elementary School Academic Plan</b></p>			<p>Page 13</p>	<p>Version [4] [4.13.18]</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>conceptual understanding, knowledge and skills for each Primary Years Programme subject area.</p> <p>5) Review the Programme of Inquiry (POI) to identify connections between students' previous learning experiences within the units (horizontally and vertically).</p>			<p>indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.</p> <p>1) School will review school's POI for evidence that written curriculum builds on students' previous learning experiences. Reflection will be documented in faculty meeting minutes by 1st Semester.</p>
	<p>1) Examine current practices to determine to what extent we use a range and variety of teaching strategies. (IB C3.9)</p>	<p>2018-2019</p> <p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) School document that lists teaching strategies used at our school posted in IB section of school Dashboard.                      Interim Measures of Progress:                      Qtr 1: 100% of teachers will have identified teaching strategies used in their classroom.                      Qtr 2: List will be compiled and reviewed by faculty.</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>1) The Primary Years Programme (PYP) Exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.</p> <p>2) Training provided for key staff members to support implementation of PYP Exhibition.</p> <p>3) School develops implementation plan for faculty/staff roles in mentoring exhibition groups.</p> <p>4) School develops student/mentor/parent guides for exhibition.</p>	<p>2018-2019</p>	<p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) 100% of 5th grade teachers and PYP coordinator will receive PYP Exhibition training prior to school's exhibition.</p> <p>2) School implementation plan developed and documented in IB section of school Dashboard under School Essential Agreements by end of 1st quarter.</p> <p>3) School student/mentor/parent guides for exhibition will be developed and documented in IB section of school Dashboard under new PYP Exhibition section by end of 1st quarter.</p>
	<p>1) Examine current practices to determine to what extent teaching and learning encourages students to demonstrate learning in a variety of ways. School Assessment policy reviewed and revised as needed. (IB C3.15)</p>	<p>2019-2020</p>	<p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) Any changes made to School Assessment policy documented and shared with all stakeholders.  Interim Measures of Progress:  Qtr 1: 100% of teachers will have identified forms of assessment written in their IB unit planners.  Qtr 2: List will be compiled and reviewed by faculty.  Qtr 3: List will be</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Goal 1: Part D</b> All students attending Niu Valley Middle School, our feeder middle school in our Complex, will be prepared for the rigorous academics and teacher expectations of 6th grade.</p>	<p>Continue Math, ELA, and IB articulation between our Grade 5 teachers and Grade 6 Niu Valley Middle School teachers to dialogue about knowledge and skills critical to Grade 6 student success, including the sharing of teaching practices, learner outcomes, and IB alignment.</p>	<p>2018-2020</p>	<p>Jeffrey Shitaoka, Principal. Jared Kagihara, IB/Curriculum Coordinator, &amp; Tiffany Kalahiki, Gr. 5 GLC</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> 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>reviewed in conjunction with the school's Assessment policy.</p>
<p>Grade 5 teachers will grade level iReady Diagnostic data three times a school year and will share spring iReady diagnostic data by May 2019 with Grade 6 Niu Valley Middle School teachers that identifies areas of students' needs. Grade 5 teachers will solicit feedback from Grade 6 Niu Valley teachers by the end of quarter 1 for SY 2019-2020.</p>					



### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

Outcome:	Rationale:									
<p>By the end of three years, all teachers will make data-informed decisions to determine effectiveness of instructional practices. All teachers will be implementing appropriate differentiated strategies and high level practices that meet the needs of all students. Implementation with fidelity is monitored for continuous improvement to ensure student success. Ongoing coaching and support will ensure transfer of new information learned to practice and will provide teachers with the feedback needed to adjust instructional practices and carefully select appropriate interventions to impact students' learning success.</p>	<p>Our Smarter Balanced Assessment SY 2017 ELA and Math state assessment data is as follows indicates our school represents the complex area best:</p> <table border="1" data-bbox="474 111 716 1050"> <thead> <tr> <th data-bbox="474 737 581 1050">2017 State Assessment</th> <th data-bbox="474 422 581 737">Koko Head Elementary</th> <th data-bbox="474 111 581 422">Statewide Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="581 737 651 1050">ELA Proficiency</td> <td data-bbox="581 422 651 737">78%</td> <td data-bbox="581 111 651 422">51%</td> </tr> <tr> <td data-bbox="651 737 716 1050">MATH Proficiency</td> <td data-bbox="651 422 716 737">71%</td> <td data-bbox="651 111 716 422">48%</td> </tr> </tbody> </table> <p>The challenge is to meet the needs of all students and subgroups. While we continue to perform well above statewide ELA and Math proficiency percentages, our school specific, data suggests there is a significant gap of 56% and 64% between the non-sped and sped subgroups in ELA and Math respectively. The challenge of meeting the range of students' needs in the classroom was identified in our school's SY 2016-2017 WASC Self Study Report, as a priority need to address. Instructional practices must include collaboration amongst all teachers and other support staff when students need beyond what is presented in their respective classrooms. Teachers must accurately diagnose a specific skill and/or concept that is not grasped by the learner(s) and differentiation and/or intervention must be delivered and assessed in a timely manner.</p>	2017 State Assessment	Koko Head Elementary	Statewide Average	ELA Proficiency	78%	51%	MATH Proficiency	71%	48%
2017 State Assessment	Koko Head Elementary	Statewide Average								
ELA Proficiency	78%	51%								
MATH Proficiency	71%	48%								

# Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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 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><b>Goal 2: Part A</b> K-2 Teachers, Special Education Teachers, and support staff will utilize multisensory learning strategies to increase early literacy for their students.</p>	<p>Increase foundational reading proficiency for all students through the use of multisensory strategies incorporated into daily ELA routines.</p>	2018-19	<p>Jeffrey Shitaoka, Principal &amp; Jared Kagihara, Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) 100% of Gr. K-2 teachers trained will create a grade level implementation plan following training detailing how multisensory strategies and routines will be incorporated into teaching by the end of August 2018.</p> <p>2) 100% of teachers trained will share implementation experiences and understanding, as well as receive coaching and support during their weekly CAP Data Team times and share at least once with faculty over the course of the school year as reflected in meeting minutes.</p> <p>3) 100% of teachers trained will be observed using multisensory learning strategies as evidenced by Principal quarterly walkthroughs.</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Goal 2: Part B</b>          Extended learning opportunities available for students who demonstrate the need to be challenged beyond the on grade level curriculum.</p>	<p>Develop and implement differentiated learning opportunities for students who need to be challenged beyond the grade level within the IB unit implementation.</p>	<p>2018-19          Implement</p>	<p>Jared Kagihara,          IB/Curriculum Coordinator</p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) By the end of the first quarter, 100% of any training, support or professional development is documented in the Academic Plan.</p> <p>2) Extended learning opportunities documented in at least one IB unit planner a quarter.</p> <p>3) Within a month after any professional development, participants will reflect on and share new findings on extended learning opportunities at a faculty meeting.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

Outcome:	Rationale:
<p>By the end of three years, a positive school culture exists amongst faculty and staff who will <b>share common beliefs</b> and will have a philosophy on how students learn best to increase student engagement. <b>Clearly written policies</b> are developed and consistently practiced. A <b>collective leadership</b> will influence student achievement with the realization that the “principal maintains the most influence on decisions in all schools, however, they do not lose influence as others gain influence.” <b>Teachers will be well-equipped</b> with the appropriate materials and resources needed within the workplace.</p>	<p>Based on extensive research studies, specifically <i>The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota- July 2010</i>, results show that collective leadership is linked to student achievement indirectly, through its effects on teacher motivation and teachers’ workplace settings. This supports perceptual data collected by the Academic Review Team (March 2016, December 2016, and February 2017), in which overall teachers felt there is a need to improve school culture BY improving communication amongst all stakeholders within the school community. As evidenced by our SY 2016-17 WASC Self-Study report and affirmed by the March 2017 WASC Visiting Committee’s summary as a school-wide critical area for follow-up, the need to establish schoolwide policies would support the consistent use and implementation of systems, practices, and procedures is a school priority. Lastly, the belief that IF the faculty functions as a collective team who shares common beliefs and understandings, THEN all will be equipped with clear references to guide decision-making, which will lead to an increase in trust, respect, and communication amongst all stakeholders thus addressing another critical area for follow-up by our SY 2016-17 WASC Self-Study report and March 2017 WASC Visiting Committee.</p>

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Planning		Interim Measures of Progress		
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Funding <i>(Check applicable boxes to indicate source of funds)</i>
<p><b>Goal 3: Part A</b> Classroom are equipped with resources needed to promote student engagement, support curriculum implementation and support student success.</p>	<p>Strengthen community partnerships to promote student engagement, IB action, and student success.</p>	<p>2018-19</p>	<p>Emma Lee-Yee, Gr. K GLC; Jacky Jaeger, Gr. 1-2 GLC; Jennifer Kozuma, Gr. 3 GLC, Jasmine Auyong, Gr. 4. GLC; Tiffany Kalahiki, Gr. 5 GLC, &amp; Joy Yoshimura, SPED DH</p>	<p><b>Define the relevant data used to regularly assess and monitor progress</b></p> <p>1) By the end of first quarter of SY 2018-19, a timeline is established to ensure the following will be completed by the end of SY 2018-19:</p> <p>a) A system in place to communicate and connect with community partners.</p> <p>b) Classroom inventory sheets added to school Google Dashboard.</p> <p>c) List of community resources and contacts to support the curriculum added to school Google Dashboard.</p> <p>d) Google Form wish list created on the school website to encourage community donations.</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Goal 3: Part B</b> Effective school wide systems and policies are in place to effectively organize and guide how and why decisions are made to ensure actions contribute to student success.</p>	<p>Promote a culture of collaboration, which intentionally engages the voices of the staff to:</p> <ol style="list-style-type: none"> <li>1) Establish Teacher Cadres to gather input/feedback to develop systems for communication and decision making</li> <li>2) Build capacity of group facilitators to navigate dialogues and decisions.</li> </ol>	<p>2017-20</p> <p>Jeffrey Shitaoka, Principal</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) During the SY 2018-2020, the ART will continue to the organizational habit to use adaptive schools strategy of the what, why, and how and to use dialogue and discussion embedded in all meetings to help us to build a culture of collaboration.</p> <p>2) By the end of the first semester, 100% of grade levels will submit to the ART a prioritized list of schoolwide systems that require improvements to address the 5 components:</p> <ol style="list-style-type: none"> <li>1) Vertical Alignment</li> <li>2) Formative and Summative Assessments</li> <li>3) Transitions</li> <li>4) Homework</li> <li>5) Grading and GLOs</li> </ol> <p>3) By the end of the third quarter, 100% of faculty members will be assigned to a focus group (or cadre) to build a culture of collaboration.</p>
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**Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020**

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	<p>Build a shared leadership construct for continuous improvement through quarterly ART Team pull out days; goal is to promote shared educational and financial decision making.</p>	<p>2017-20</p>	<p>Jeffrey Shitaoka, Principal</p>	<p>1) 100% of quarterly ART meeting minutes to include progress monitoring of every goal (and its parts) at minimum, three times throughout each school year and/or until the outcomes are reached.</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Define &amp; systemize a collaborative decision-making model which uses data to inform:</p> <ul style="list-style-type: none"> <li>● instructional decisions related to student engagement,</li> <li>● procedures for school wide issues/needs, and</li> <li>● establish professional development needs.</li> </ul>	2018-19	<p>Jeffrey Shitaoka, Principal &amp; Jared Kagihara, Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> 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>1) Faculty and ART meeting agenda and minutes will reflect the collaborative decision-making model defined by our faculty and decision-making model used informed by data (e.g. fist to five, simple majority).</p> <p>2) The percentage of SY 2017-18 SQS teacher survey responses in the area of involvement/engagement will be 70-80% positive responses..</p>
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