



# Three-Year Academic Plan 2017-2020

**Kuhio Elementary**  
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# Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020 From WASC Initial Visit SY 17-18 Purple-Changes SY 19-20

## Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

### WASC Self Study/Report

- Conducted SY 2017-2018.
- WASC Visitation conducted Sept. 17, 2019
- School accredited for 6 years w/ follow up visit in year 3 – Feb. 2019

### Comprehensive Needs Assessment

- Conducted Jan. 2019

### School Design Implementation Matrix

- Results: Self evaluation conducted – Feb. 6, 2019 (extended faculty PD) School is at the Exploratory stages in 4 School Design Principles

### KMR School Design Principles Walk Through

- Conducted on March 1, 2019
- Feedback on March 5, 2019 – feedback data used to determine areas to address in Academic Plan for SY 2019-20

## School Needs/WASC Critical Areas:

### Goal 1: Student Success

1. Improving Student Achievement in Reading, Math and Science Achievement growth for the Targeted Subgroups:
  - Economically disadvantaged
  - Major Racial/Ethnic groups: Pacific/Asian
  - English Language Learners
  - Children w/disabilities under IDEA (SPED)
2. Assessment capable learners to be able to analyze student performance/behavior data to develop school wide expectations, success criteria, exemplars, rubrics, common formative assessments, develop lessons that include differentiated strategies to meet the needs of all students
3. Incorporate student choice/student voice into classroom instruction and provide opportunities that will allow students to learn and apply 21<sup>st</sup> century skills/GLO Expectations.
  - 21<sup>st</sup> Century Skills: Critical thinking, Creativity, Collaboration, Communication
  - GLOs: Responsible for own learning, working together, critical thinking and problem solving, producing quality products, communicate effectively, and use of variety of technologies effectively and ethically
4. Deepened understanding and implementation of the Multi-Tiered Support System to address students academic, social, emotional and physical needs
  - Chronic Absenteeism
  - PBIS – Behavior Expectations taught, Reward/Responding to violations system,
  - RTI
  - Regular monitoring Academic/behavior progress

Implementation of HA: Breath

## Goal 2: Staff Success

5. Professional development in core content/skill instruction for faculty and staff to become effective and efficient learners, teachers and leaders

## Goal 3: Successful Systems of Support

6. Revise/Refine procedures/policies annually or as necessary and to implement with integrity to ensure that systems are working efficiently and effectively. Example: ART, Data Teams, FOL Committees.

7. Improving School Climate/Culture/ Safety  
Improving parent/ teacher engagement/involvement

### Action(s):

#### Goal 1:

- Strengthen core instruction
- Strengthen differentiated instruction
- Provide collaboration time to work in data teams to analyze data, develop criteria, exemplars, rubrics, lessons and common assessments
- Professional development and teacher collaboration: Visible Learning and Orton Gillingham Reading/Math/ EL learners.
- Multi-tiered Systems of Support (MTSS) will be utilized to implement interventions to support targeted sub-groups
- Professional development and collaboration time to learn and implement MTSS, RTI, and SEL
- Parent and community involvement with school improvement efforts, student achievement and school climate/culture

~~Need: We need professional development on...~~

- ~~a. data analysis with closing the achievement gap~~
- ~~b. data team process~~
- ~~c. lesson integration~~
- ~~d. differentiated instruction~~

~~2. Need: We need to develop a process and system for data teams to include...~~

- ~~a. develop norms and protocols~~
- ~~b. provide a coach~~
- ~~c. vertical and horizontal articulate~~
- ~~d. procedures of analyzing data to close the achievement gap~~

~~3. Need: We need a system to monitor and support our school culture...~~

- ~~a. school identity~~
- ~~b. professional learners~~
- ~~c. improve parent and teacher involvement~~
- ~~d. empower the students to be more responsible for their own learning~~
- ~~e. teachers as leaders~~

~~4. Need: We need to build our support for student achievement...~~

- a. ~~school programs for before, during and after school~~
- b. ~~utilize strategies to meet the needs of all our students~~
- c. ~~academic and behavior RTI, intervention, remedial, GT~~
- d. ~~data analysis and instructional planning~~

~~5. Review and refinement of the Positive Behavior Instructional System (PBIS)-~~

~~6. Continued implementation of the Instructional Learning Teams' Cycle of Instruction, focusing on powerful instructional practices~~

### **Addressing Equity: Sub-Group Identification**

- **Children w/disabilities under IDEA (SPED)**
- **English Language Learners**
- **Economically Disadvantaged students**
- **Major racial or ethnic groups: Pacific Islander**

#### **Needs of sub group:**

- Apply and use knowledge and skills (reading, writing and speaking) CCSS/HCPS
- Perform basic computations or operations.
- Know and apply 21<sup>st</sup> Century Skills/GLOs: 4 C's and 6 GLO's to projects
- Ability to apply the 5 SEL components to their lives
- Language Proficiency for ELL (WIDA)

~~In order to address equity, list the targeted subgroup(s) and their identified needs. \*\*Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.~~

#### ~~1. English Language Students (current, monitored and exited): (ELA and Math)~~

- a. ~~Oral Language Development: Academic Language vs conversational Language: Social conventions and context language~~
- b. ~~Real world connections~~
- c. ~~Speaking opportunities~~
- d. ~~Background knowledge~~
- e. ~~Motivation~~
- f. ~~Comprehension~~
- g. ~~Graphic organizers~~
- h. ~~Cultural understanding (role of culture in language development, eye contact, voice volume, norms for behavior, or support)~~

#### ~~i. Sped English language learners: ELL that receive services for more than 5 years~~

#### **2. Pacific Islander: (ELA and Math)**

- a. **Academic and social language**
- b. **Number concepts**

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- ~~e. Retaining Information~~
- ~~d. Foundation skills~~
- ~~e. Cultural understanding~~
- ~~f. Experiences~~

## ~~3. Males: (ELA)~~

- ~~a. Motivation~~
- ~~b. Learning styles: visual, kinesthetic~~
- ~~c. Integration of arts (music and movement)~~

## ~~4. SPED (ELA and Math)~~

- ~~a. Academic and social language~~
- ~~b. Number concepts~~
- ~~c. Retaining Information~~
- ~~d. Foundation skills in reading and math~~
- ~~e. Experiences~~
- ~~f. Motivation~~
- ~~g. Focus on grades 3 and 4 sped students who are SLD, speech and other health disabilities on reading.~~

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**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. Lynn Kobayashi, Principal	1. Educator Effective System (EES), Academic Review Team (ART) (FOL: WASC Lead)
2. Jane Toyama, Vice Principal	2. Educator Effective System (EES), FOL: WASC Co-Lead, ART
3. Jennifer Sato, Academic Coach and Mentor	3. Common Core State Standards (CCSS), ART, <del>Instructional Learning Team (ILT)</del> , (FOL: WASC Lead), Response to Intervention (RTI)
4. Jaime Lee, Counselor	3. Social Emotional Learning (SEL), Transition (FOL: E. School Culture and Support)
5. Kathleen Oshima, Student Service Coordinator	4. <del>Response to Intervention (RTI)</del> (FOL: E. School Culture and Support)
6. DeAnne Buote, English Language Coordinator <del>and Response to Intervention Coordinator and Mentor</del>	5. <del>Response to Intervention, Instructional Learning Team</del> FOL: A. Curriculum, B. Instruction, C. Assessment
6. Alan Lau, Media and Technology Teacher/Coordinator <del>and Mentor</del>	6. <del>Induction and Mentoring (I/M)</del> FOL: A. Organization
7. <del>Debra Agena-Miyaki, Teacher and Mentor</del>	7. Common Core State Standards
8. <del>Denise Yamashiro, Teacher and Mentor</del>	8. <del>Inclusion</del>
9. Kayde Nakamura, Teacher and Mentor	9. Induction and Mentoring
10. <del>Patricia Rodrigues, Parent-Community Networking Center Coordinator (PCNC)</del>	10. Parent Involvement (FOL: E. School Culture and Support)



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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><b>Outcome 1:</b> <del>Students at Kuhio will possess the knowledge, skills and behaviors that will enable him/her to Collaborate with members of diverse teams, Adapt to changes, Persevere despite difficulties, and Succeed in all their efforts.</del></p> <p>Students that possess knowledge, skills, behaviors, and dispositions that will enable them to collaborate with members of diverse teams, adapt to changes, persevere despite difficulties and succeed in all their efforts through differentiated supports.</p> <p><b>Outcome 2:</b> <del>A learning environment that engages students through the use of a variety of strategies and resources that emphasizes and helps them succeed at high levels of proficiency.</del></p> <p>Students will become learners, teachers, and leaders in a safe and enriching environment that allows for student choice/student voice and rigorous opportunities for students to apply 21<sup>st</sup> century skills.</p> <p><b>Outcome 3:</b> <del>Implement a system where all students will receive personalized supports and activities at the school to help ensure academic and behavior success</del></p> <p>Students will have the Social Emotional competencies (Self Awareness,</p>	<p><del>Outcome 1 ties to our vision and GLOs. These are habits of a 21<sup>st</sup> century learner.</del></p> <p><del>Outcome 2 ties to CCSS (ELA and Math shifts) and NGSS, General Learner Outcome #1 and #3 and Western Association of Schools and Colleges (WASC), Chapter 4, Category B-Curriculum, C-Instruction and D-Assessment.</del></p> <p><del>Outcome 3 ties to our state strategic plan, mission, philosophy, CSSS and core values.</del></p> <p><b>Outcome 1-3</b> Vision/Mission/and GLOs and Kuhio School Design. As an elementary school we have the responsibility of ensuring that all students have a solid foundation: basic skills in academics, thinking, social and emotional skills and physical development. Our students will leave the elementary level with the knowledge and skills that will allow them the “freedom” to develop to their fullest potential.</p>

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Self Management, Social Awareness, Relationship skills, and Responsible decision –making) to deal with daily tasks and challenges in life.

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Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p>Student achievement in English Language Arts (ELA) on the Smarter Balanced Assessment will meet or exceed proficiency by</p> <p>55% in SY 17-18. 60% in SY 18-19. 65% in SY 19-20.</p> <p>Student achievement in Science on the Hawaii State Assessment will meet or exceed proficiency by...</p> <p>48% in SY 17-18. 53% in SY 18-19.</p>	<p><b>1. Implement the CCSS in ELA and Math and Next Generation Science Standards (NGSS)</b></p> <p>A. Continue to refine curriculum maps in ELA, Math and Science. a. Address the CCSS and NGSS shifts.</p> <p>B. School-wide prioritization of standards and deconstruction of standards for ELA, Math and Science.</p> <p>C. <del>Establish core curriculum in writing.</del> Vertically aligned grade level expectations in writing and reading.</p> <p>D. <del>Align schoolwide writing rubrics and student samples for the three types of writing (opinion, narrative and informational)</del></p>	<p><del>1.</del> 2017-2020</p> <p><del>1A.</del> 2017-2020</p> <p><del>1Aa.</del> 2017-2020</p> <p><del>1B.</del> 2017-2018</p> <p><del>1Ba.</del> 2017-2019</p> <p><del>1C.</del> 2017-</p>	<p>1. Sato &amp; Buote <del>Miyaki</del></p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1A. 100% of teachers will update curriculum maps in ELA, Math, and Science.</p> <p>1B. 100% of teachers will unpack and prioritize standards in ELA, Math and Science.</p> <p>1C. A writing and reading continuum will be created for grades PreK-5.</p> <p>1F. PreK-5 common writing rubrics will be created.</p> <p>1G. 100% of teachers will participate to align focus of writing and reading instruction.</p> <p>2A and 2E. 100% of teachers will use evidence based strategies in data teams</p>



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<p>58-48% in SY 19-20.</p> <p>Student achievement in Mathematics on the Smarter Balanced Assessment will meet or exceed proficiency by</p> <p>55% in SY 17-18. 60% in SY 18-19. 65-50% in SY 19-20.</p> <p>Targeted Subgroups (ELL, Pacific Islander, Male and SPED) student achievement in ELA, Math and Science on the SBA and WIDA Assessment individual scores (growth) will increase by 5% or increase to the next proficiency band.</p>	<p>E. <del>Ensure vertical alignment in all CORE content.</del></p> <p>F. Determine a common schoolwide writing rubric. (WASC: p. 31)</p> <p>G. Provide professional development to align focus of writing and reading instruction. (WASC: p.15)</p> <p><b>2.Differentiate instruction to address and meet the needs of all students and develop a school wide understanding of differentiation.</b></p> <p>A. Select, review and use appropriate evidence based strategies to meet the needs of all students.</p> <p><del>B. Intentionally embedding the General Learner Outcomes (i.e. goal setting, problem solving, cooperative learning, collaborative conversations, set criteria and expectations, technology in our lessons, etc)</del></p> <p>C. Implement intervention and enrichment utilizing the data from school-based assessments (Wonders formative assessment data, ReadyMath data, iReady, SBA) and longitudinal data.</p> <p>D. Provide learning opportunities before and after school (i.e. intersession, summer school)</p> <p>E. Establish a common understanding of differentiation by providing professional</p>	<p>2020</p> <p>1 &amp; 2 2019- 2020</p> <p>2- 2017- 2020</p> <p>2A- 2017- 2020</p> <p>2B- 2017- 2020</p> <p>2C- 2017- 2020</p> <p>2D- 2017- 2020</p>	<p>2. Sato &amp; Buote</p>		<p>(Visible Learning professional development in SY 2019-2020).</p> <p>2C. 100% of teachers will meet their SMARTe goal.</p> <p>2D. 100% of Kuhio students will be offered opportunities for summer school, GLO after school or GLO enrichment.</p> <p>2F. 100% of registered incoming Kindergarten students will be offered the opportunity to attend Kinder Camp.</p> <p><del>1., 2, 2A, 2B., 2C., 2D., 3, 3A., 3B., 3C., 3E. and 4A.</del></p> <p>EA 1 and 2</p> <ul style="list-style-type: none"> <li>For ELA and Math, iReady Diagnostic predicted proficiency will increase tri-annually <del>quarterly</del> by 10% of students.</li> <li>For ELA <del>80%</del> 65% and Math <del>76%</del> 50% of students will meet their targeted EOY Diagnostic iReady <del>Growth Monitoring scores on iReady.</del></li> <li><del>100% of classroom teachers will share with the faculty one lesson using the NGSS per semester.</del></li> <li>100% of grade levels will participate in the Kuhio Science fair and Grades 3-5 in the district Science Fair.</li> <li>For HSA <del>Science</del> the state Science assessment, after opportunity 1, 50% of the Desired Outcome goal will</li> </ul>
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	<p>development to all staff. (WASC: p. 15)</p> <p>F. Provide transition opportunities through a Kinder Camp (3 weeks) for incoming Kindergarten students during the summer.</p> <p><b>*3. Continue implementing the 6-step data team process to help us make instructional decisions:</b></p> <p>A. Continue to dedicate time for the data team process</p> <p>B. Monitor and analyze data for intervention block to improve student achievement.</p> <p>C. Continue data teams on ELA and Math</p> <p>D. Implement data teams for Science</p> <p><b>*4. Continue to refine and implement Comprehensive Student Support System (CSSS) and develop a schoolwide understanding of CSSS:</b></p> <p>A. Create and implement a scheduled intervention block for all classrooms.</p> <p>B. Refine Students At-Risk (STAR) (RTI) process</p> <p>C. Reexamine and implement school-wide Positive Behavioral Intervention Support (PBIS) system focuses on Social Emotional Learning (SEL).</p> <p>D. Develop and implement a</p>	<p>3.</p> <p>2017-2020</p> <p>3A.</p> <p>2017-2020</p> <p>3B.</p> <p>2017-2020</p> <p>3C.</p> <p>2017-2020</p> <p>3D.</p> <p>2018-2020</p> <p>4.</p> <p>2017-2020</p> <p>4A.</p> <p>2017-2020</p> <p>4B.</p> <p>2017-2018</p> <p>4C.</p> <p>2017-2020</p>	<p><del>3.</del> Oshima</p> <p>Lee</p> <p>Buote</p>		<p>be met. By opportunity 2, 75% of the D.O. will be met. By opportunity 2 3, 100% of D.O. will be met.</p> <ul style="list-style-type: none"> <li>65 80% of students PreK-5, will write effectively (MP or ME) for different purposes: Narrative, Informative and Opinion/ Argument by the end of the year.</li> <li>Targeted sub groups will be closely monitored within data teams (i.e. color coded, data profile, etc).</li> <li>For ELA, 80% of students Grades 1-5 will meet or exceed proficiency in their Wonders weekly assessment:</li> <li>For ELA, 80% of Kindergarten students will meet or exceed proficiency in their Unit Wonders assessment.</li> <li>For Math, 76% of students K-5 will meet or exceed proficiency in their Stepping Stones assessment per module per standard:</li> <li>80% of students PreK-5 will meet their grade-level data team SMARTe goal (ELA) 1A., 1Aa. and 1C Curriculum maps will be updated monthly in ELA, Math and Science. 1B. and 1Ba.</li> <li>100% of PreK-5 teachers will use writing rubrics and collect student exemplars (all proficiency levels) in three types</li> </ul>
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	<p>transition system school wide for all students at all points of entry/exit ie; grade level to grade level, program to program, new students entering Kuhio, students leaving school.</p> <p>E. <del>Continue to provide students with learning environments that are appropriate to meeting their needs that are caring, safe and supportive of high quality learning (inclusion).</del></p> <p>F. <del>Provide Professional Development (PD) on PBIS and Student education through social emotional learning.</del></p>	<p>4D: 2017-2020 4F: 2017-2020</p>			<p>of writing (one type of writing per quarter):</p> <ul style="list-style-type: none"> <li>● <del>65</del> 80% of students K-5, will write effectively (MP or ME) for different purposes: Narrative, Informative and Opinion/Argument by the end of the year.</li> </ul> <p>2B:</p> <ul style="list-style-type: none"> <li>● <del>100%</del> of classrooms will show evidence of embedding all six GLO's.</li> </ul> <p>4A:</p> <ul style="list-style-type: none"> <li>● <del>100%</del> of teachers will have designated intervention times (3-5 blocks) on their weekly schedule.</li> </ul> <p>4B:</p> <ul style="list-style-type: none"> <li>● <del>5%</del> reduction in baseline data of STAR referrals from previous school year.</li> </ul> <p>4C:</p> <ul style="list-style-type: none"> <li>● <del>15%</del> increase in student perception of safety in the School Quality Survey (SQS).</li> </ul> <p>4D:</p> <ul style="list-style-type: none"> <li>● <del>100%</del> of students who transition will be supported through a student profile.</li> </ul> <p>4E. and 4F</p> <ul style="list-style-type: none"> <li>● <del>5%</del> decrease in number of referrals from the previous year.</li> </ul> <p>4F:</p> <ul style="list-style-type: none"> <li>● <del>100%</del> of faculty and staff will be provided PD on PBIS.</li> </ul>
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<p><del>Student chronic absenteeism rate will decrease to</del></p> <p><del>9% in SY 17-18</del></p> <p><del>8% in SY 18-19</del></p> <p><del>7% in SY 19-20</del></p>	<p><del>*5.Refine and implement attendance and tardy procedures:</del></p> <p><del>A. Develop an attendance and tardy cadre.</del></p> <p><del>B. Establish a student incentive system.</del></p> <p><del>C. Continue to implement attendance and tardy procedures and student incentive system to monitor progress.</del></p> <p><del>*Moved to Goal 3</del></p>	<p><del>5.</del></p> <p><del>2017-2018</del></p> <p><del>5A.</del></p> <p><del>2017-2018</del></p> <p><del>5B.</del></p> <p><del>2017-2018</del></p> <p><del>5C.</del></p> <p><del>2017-2020</del></p>	<p><del>Lee</del></p>	<p><del>X WSP</del></p> <p><del><input type="checkbox"/> Title I</del></p> <p><del><input type="checkbox"/> Title II</del></p> <p><del><input type="checkbox"/> Title III</del></p> <p><del><input type="checkbox"/> IDEA</del></p> <p><del><input type="checkbox"/> Homeless</del></p> <p><del><input type="checkbox"/> CTE</del></p> <p><del><input type="checkbox"/> Other</del></p> <p><del><input type="checkbox"/> N/A</del></p>	<p><del>5., 5A, 5B and 5C</del></p> <ul style="list-style-type: none"> <li><del>Attendance and tardy procedures are updated via Google Docs on a quarterly basis</del></li> <li><del>100% of students are flagged at each interval of absences.</del></li> <li><del>Early Warning System (EWS) data is collected and inputted into a tardy and absence log sheet, daily.</del></li> <li><del>Decrease in individual student absences and tardies compared from the previous year.</del></li> </ul>

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Students achievement in the GLO report card rating will increase quarterly by 10%.	<b>6. Utilize the GLOS to develop each students' ability to meet the rigor of the standards and develop 21st century skills. (WASC: p. 20)</b> <ul style="list-style-type: none"> <li>A. Assess students on growth towards GLOs as part of quarterly assessment of progress.</li> <li>B. Determine observable student performance to meet each GLO.</li> <li>C. Develop the schoolwide expectations of GLO performance to rate student growth quarterly and determine student of the quarter.</li> <li>D. Increase student proficiency by intentionally aligning the GLO performance expectations with the expected standard performance outcomes.</li> <li>E. Intentionally embedding the General Learner Outcomes (i.e. goal setting, problem solving, cooperative learning, collaborative conversations, set criteria and expectations, technology in our lessons, etc) (WASC: p. 31)</li> </ul>	6. 2019-2020	Toyama Lee Oshima	X 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	<ul style="list-style-type: none"> <li>A. 100 % of students will set goals based on their GLO's and track their progress.</li> <li>B. 100% of PreK-5 teachers will use the statewide rubric for GLOs to determine expectation criteria to meet each GLO.</li> <li>C. 100% of teachers will use schoolwide expectations of GLOs to determine the student of the quarter and use for grading.</li> <li>D. 100% of teachers will use the schoolwide expectations of GLOs to integrate into their lessons.</li> <li>E. 100% of teachers will teach GLO skills in their daily lessons.</li> </ul>



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**Goal 2: Staff Success.** Kuhio Elementary 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><b>Outcome 1:</b> Systematic approach to continuous improvement through professional development based on student performance data, students needs and current research.</p> <p><b>Outcome 2:</b> System of preparation, induction and ongoing professional development through the school's Induction and Mentoring Program.</p> <p><b>Outcome 3:</b> A student centered culture of ongoing improvement where all staff learn from each other, support each others successes through collaboration. and maintain a focus on student success for ALL students (WASC p.32).</p>	<p>Outcome 1 and 2 ties to our vision and EES. We believe all students deserve highly prepared teachers. By ensuring staff success, we can ensure all students receive the high quality instruction they deserve.</p> <p>Outcome 2 also ties to the Western Association of Schools and Colleges (WASC), Chapter 4, A. Organization: Staff: Qualified and Professional Development</p> <p>Outcome 3 is the epitome of our expectation for a high performing culture focused on student success for ALL students.</p> <p>“Teachers affect eternity; no one can tell where their influence stops.”</p> <p>Henry Brooks Adams</p>



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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p>100% of new teachers (first year and new to the school) will have mentoring support.</p> <p>100% of teachers will participate in professional development and a professional learning community to enhance their teaching craft. *Moved below</p>	<p><b>1. Develop and implement Kuhio's Induction and Mentoring Program (Domain 1-4).</b></p> <p><del>A. Attend training information so that all school level mentors will be fully trained (Professional Learning Series (PLS) #1-8).</del></p> <p><del>B. Continue to refine teacher handbook</del></p> <p><del>C. Building leadership capacity among all teachers.</del></p> <p><del>D. Establish and schedule monthly cohort meetings around Domains (1-4).</del></p> <p><del>E. Continue to participate in a professional community (Domain 4)</del></p>	1A-E 2017-2020	<del>Lau</del> <del>Nakamura</del> <del>Kobayashi</del> <del>Sato</del>	<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><del>1A. 100% of school level mentors will document attendance in PLS #1-8 in a google sheet.</del></p> <p><del>1B. Teacher handbooks will be updated as needed when new information becomes available</del></p> <p><del>1C., 1D., and 1E. 100% of teachers will present or facilitate (i.e. parent workshop or faculty PD) twice per year.</del></p> <ul style="list-style-type: none"> <li><del>An induction and mentoring handbook will be available.</del></li> <li><del>100% of new teachers will document mentoring in the New Teacher Center/Learning Zone.</del></li> <li><del>100% of mentor teachers will log collaboration with new teachers.</del></li> </ul>

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	<p><b>2. Continue school-wide implementation of the Instructional Learning Teams: Cycle of instruction – focusing on powerful instructional practices (one cycle per semester) (this is a type of data team-ILT)</b></p> <p>A. Provide PD on instructional strategies which have a high index to impact student learning based on student need</p> <p>B. Establish and implement instructional strategies learned through the PD.</p> <p>C. Analyze monthly data in data teams on effect of instructional strategies</p>	A. 2017- 2020	Sato Buote	<p>X WSP</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>2.</p> <ul style="list-style-type: none"> <li>100% of teachers will complete two Cycle of Powerful Learning (CPL) per year (peer observation, ghost walk, guided walk throughs and targeted learning walks per semester).</li> </ul> <p>2A:</p> <ul style="list-style-type: none"> <li>100% of teachers will attend professional development on the school focus through the ILT process.</li> <li>100% of teachers will read at least 2 professional readings or do a book study and reflect on the CPL per semester (via discussion or written reflection).</li> </ul> <p>2B:</p> <ul style="list-style-type: none"> <li>90% of classrooms will show evidence of each indicator in student, environment and teacher.</li> </ul> <p>2C:</p> <ul style="list-style-type: none"> <li>100% of classroom teachers will show evidence of progress through their data team template on the CPL.</li> </ul>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
100% of teachers will participate in professional development and a professional learning community to enhance their teaching craft.	3. Utilize high yield strategies from Visible Learning (Hattie's research) to support student learning. A. Determine high yield strategies based on school needs B. Provide teachers with professional development on these strategies. C. Professional learning communities with Palolo and Aliiolani school.	1A-E 2019-2020	Sato	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	A. 100% of teachers will select at least 1-2 strategies to use in their instruction.  B. 100% of the teachers will receive Visible Learning professional development in SY 2019-2020.  C. 100% of teachers will meet in their grade level PLCs.

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

Outcome: By the end of three years,	Rationale:
<p><b>Outcome 1:</b> We would like to build a culture/climate where collaboration between staff, teachers, students, parents and community members help build a positive, safe and supportive environment. All members of the Kuhio community will feel welcomed, safe and connected.</p> <p><del><b>Outcome 2:</b> Partnership with our families, businesses, and community to create a culture/climate that embraces belief that everyone is a learner, teacher, and leader because they have the ability to collaborate adapt, persevere and succeed.</del></p>	<p><b>Outcome 1</b> ties to research: According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to become involved in their children's education at school and in the community (p. 160) Henderson and Berla (1994, p.160)</p> <p><del><b>Outcome 2</b> ties to our vision:</del></p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p><del>100% of Kuhio Staff will participate in monthly ART meetings.</del></p> <p>100% of Desired Outcomes on AcPlan will be met.</p> <p>100% of Enabling Activities will be met on AcPlan.</p>	<p><b>1. Continue Academic Reflection Team</b></p> <p>A. Monthly monitoring (Plan-Do-Check-Act) and take action (next steps) to understand the evidence of progress on student outcomes aligned with the strategic and academic plan (checking) and facilitating dialogue, learning and action based on that evidence (acting).</p>	1A. 2017-2020	Kobayashi Toyama Sato	<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><del>Quarterly reports on the progress on meeting the desired outcomes.</del></p> <ul style="list-style-type: none"> <li>Complete ART exercises #1-8 annually</li> <li>Monthly meetings with ART/FOL leads will meet to report back to Admin on progress of Desired Outcomes and Interim Measures of Progress.</li> </ul>
<p>Parent satisfaction will increase by 5% in each indicator in the Student Quality Survey.</p>	<p><b>2. Promote parent and teacher involvement that employs a wide range of strategies to encourage families, business, and community involvement and engagement with learning and teaching process.</b></p> <p>A. Provide parent workshops based on the needs of the parents.</p> <p>B. <del>Refine</del> Encourage participation School Community Council meetings.</p> <p>C. <del>Establish and maintain</del> Develop a system to insure effective communication between all stakeholders (admin, parents, staff,</p>	<p>2A-2D 2017-2020</p> <p>2E 2017-2020</p>	Oshima Lee	<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>2A., 2B., and 2C</p> <ul style="list-style-type: none"> <li>10% of students will have a family member attend workshops and activities put on by the school.</li> <li>Survey that identifies parent needs on trainings.</li> </ul> <p>2C.</p> <ul style="list-style-type: none"> <li>Update/create policies and procedures for all stakeholders.</li> <li><del>Weekly</del> Monthly meetings between</li> </ul>

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	<p>community and students).</p> <p>D. <del>Continue</del> Promote Kindergarten Orientation and Kindergarten Open House for incoming Kindergarten students (<del>August 8, 2017 and November 17, 2017</del>)</p> <p>E. <del>Develop and implement</del> Provide transition opportunities through a <del>Kinder Camp (2 weeks) for incoming Kindergarten students during the summer.</del> Moved to Goal #1</p>				<p>principal and classified staff (custodians, office staff)</p> <ul style="list-style-type: none"> <li>• <del>Monthly</del> Weekly meeting between Non Classroom Teachers (NCTs) and principal</li> <li>• <del>Monthly</del> Quarterly meeting between Special Education (SPED) department and principal</li> </ul> <p>2D.</p> <ul style="list-style-type: none"> <li>• Analyze and reflect on previous Orientations and Open Houses to find ways to attract more parents.</li> </ul> <p>2E</p> <ul style="list-style-type: none"> <li>• <del>50% of student entering Kindergarten will attend Kinder Camp</del></li> <li>• <del>25% of incoming K students who attend the Kinder camp will show growth in school life (PRE and end of two weeks)</del></li> </ul>
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<p>10% decrease in the amount of referrals (behavior from the previous school year).</p> <p>Student achievement in English Language Arts (ELA) on the Smarter Balanced Assessment will meet or exceed proficiency by</p> <p>55% in SY 17-18. 60% in SY 18-19. 65% in SY 19-20.</p> <p>Student achievement in Science on the Hawaii State Assessment will meet or exceed proficiency by...</p> <p>48% in SY 17-18. 53% in SY 18-19. <del>58-48</del> in SY 19-20.</p> <p>Student achievement in Mathematics on the Smarter Balanced Assessment will meet or exceed proficiency by</p> <p>55% in SY 17-18. 60% in SY 18-19. <del>65%</del> 50% in SY 19-20.</p>	<p><b>3. <del>Continue to refine and</del> Implement Comprehensive Student Support System (CSSS) and develop a schoolwide understanding of CSSS.</b></p> <p>A. Create and implement a scheduled intervention block for all classrooms.</p> <p>B. Refine Students At-Risk (STAR) (RTI) process</p> <p>C. Reexamine and implement school-wide Positive Behavioral Intervention Support (PBIS) system focuses on Social Emotional Learning (SEL).</p> <p>D. Develop and implement a transition system school wide for all students at all points of entry/exit- ie: grade level to grade level, program to program, new students entering Kuhio, students leaving school.</p> <p>E. Continue to provide students with learning environments that are appropriate to meeting their needs that are caring, safe and supportive of high quality learning (inclusion).</p> <p><del>F. Provide Professional Development on PBIS and CSSS.</del></p> <p>G. Progress monitor students receiving support through behavioral and academic screener.</p>	<p>2019-2020</p>	<p>Lee Oshima</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>3A.</p> <ul style="list-style-type: none"> <li>100% of teachers will have designated intervention times (3-5 blocks) on their weekly schedule.</li> </ul> <p>3B.</p> <ul style="list-style-type: none"> <li>5% reduction in baseline data of STAR referrals from previous school year.</li> </ul> <p>3C.</p> <ul style="list-style-type: none"> <li>15% increase in student perception of safety in the School Quality Survey (SQS).</li> <li>100% of teachers will implement our school selected SEL program.</li> </ul> <p>3D.</p> <ul style="list-style-type: none"> <li>100% of students who transition will be supported through a student profile.</li> </ul> <p>3E. and <del>3F.</del></p> <ul style="list-style-type: none"> <li>5% decrease in number of referrals from the previous year.</li> </ul> <p><del>3F.</del></p> <ul style="list-style-type: none"> <li><del>100% of faculty and staff will be provided PD on PBIS.</del></li> </ul> <p>3G.</p> <ul style="list-style-type: none"> <li>For ELA and Math,</li> </ul>
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Targeted Subgroups (ELL, Pacific Islander, Male and SPED) student achievement in ELA, Math and Science on the SBA and WIDA Assessment individual scores (growth) will increase by 5% or increase to the next proficiency band.	a. Select a behavioral screener.				<p>iReady Diagnostic predicted proficiency will increase tri-annually <del>quarterly</del> by 10% of students.</p> <ul style="list-style-type: none"> <li>For ELA <del>80%</del> 65% and Math <del>76%</del> Math 50% of students will meet their targeted EOY Diagnostic iReady <del>Growth Monitoring</del> scores on iReady.</li> <li>Students who are administered behavioral screener will be progressed monitored.</li> </ul>
100% of students will meet their annual typical growth for their iReady diagnostic.	<p><b>4. <del>Continue implementing</del> Refine the 6-step data team process to help us make instructional decisions.</b></p> <p><del>A. Continue to dedicate time for the data team process</del></p> <p>B. Monitor and analyze data to improve student achievement.</p> <p>C. Continue data teams on ELA and Math and implement data teams for Science</p>	2019-2020	Kobayashi Toyama Sato	<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>B. 100% of students will be progressed monitored to ensure growth in their targeted area.</p> <p>C. 100% of grade levels and SPED will meet twice a month with AC and/or Admin.</p>

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<p>Student chronic absenteeism rate will decrease to</p> <p>9% in SY 17-18</p> <p>8% in SY 18-19</p> <p>7% in SY 19-20</p>	<p><b>5. <del>Refine and</del> Implement attendance and tardy procedures.</b></p> <p>A. Establish a student incentive system to include GLO performance expectations.</p> <p>B. Continue to implement attendance and tardy procedures and student incentive system to monitor progress.</p>	<p>2019-2020</p>	<p>Toyama Lee</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>5.</p> <ul style="list-style-type: none"> <li>Attendance and tardy procedures are updated via Google Docs on a quarterly basis</li> <li>100% of students are flagged at each interval of absences.</li> <li>Early Warning System (EWS) data is collected and inputted into a tardy and absence log sheet, daily.</li> <li>Decrease in individual student absences and tardies compared from the previous year.</li> </ul>
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