



Three-Year Academic Plan 2017-2020

Kamilo'iki Elementary School

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Submitted by:	Date
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<p>Where are we now?</p> <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> • 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 	<p>Based on the school's IB Verification Report (3/29/16), Kamilo'iki Elementary has prioritized the following needs.</p> <ol style="list-style-type: none"> 1. Student Success - Provide differentiated opportunities for the students to engage in a student-centered curriculum. <ul style="list-style-type: none"> • The Grade 5 Exhibition has provided these students with an opportunity to conduct student inquiry that leads to student-initiated action, however similar types of opportunities are not consistently evident throughout the other grade levels. • There has been an increase in the number of opportunities that students are provided with the ability to direct their own learning and choice on how to demonstrate their knowledge and understanding. Continued work is needed to allow this to become an established practice that is evident throughout the curriculum. 2. Staff Success - Provide PD and supports for teachers to implement constructivist approaches and concept-based instruction <ul style="list-style-type: none"> • The school's partnership with the Honolulu Museum of Art, the Artist in the Schools and Art Bento programs have provided learning experiences and instructional support for our teachers to build their capacity to implement a transdisciplinary approach to learning. • A cohort of teachers established a learning community to explore strategies to enhance student engagement and support individual student needs through inclusive practices. With the intention of ensuring the equity of access to high quality Tier 1 instruction. • The need for vertical articulation remains in order to ensure the implementation of a meaningful and rigorous learning continuum throughout the grade levels. 3. Successful Systems of Support - Enhance the opportunities for collaboration and communication amongst all stakeholders. <ul style="list-style-type: none"> • The school has provided multiple collaborative planning times for our specialist teacher with our grade level teams to enhance the connections throughout the different subject areas. • The school has provided multiple collaborative planning times for all special education teachers to discuss ways to support the unique needs of our high-need students with their general education colleagues. • The school provided multiple sub days for the special education department to participate in professional development opportunities with district personnel in the area of effective math instructional practices. • The school must continue to create opportunities for student voice to be gathered and used to develop/refine the different learning experiences that are provided. <p>Throughout the SY 2017-18, the various members of the school community collaboratively worked to revise the vision and mission statements so that it would reflect the current direction and focus of the school. This year, the school focused on developing a shared understanding of success with respect to the new vision and mission statements, and identified the school's strengths and areas of growth which will be used to drive their efforts in moving forward.</p>
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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.

Special Education:

- An increase in the Gap Rate for ELA, and no change in the Gap Rate for Math from SY 2016-17 to SY 2017-18
 - ELA: 25% to 39%
 - Math: 25% to 25%
- Increase in the total number of students who receive special education services from SY 2014-15 to SY 2018-19:
 - SY 14-15: 25 students
 - SY 18-19: 53 students
- During SY 2017-18, a 3% decrease in the number of students with at least 1 discipline referral receiving special education services compared to the previous school year.

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. Mary Phillips, Student Services Coordinator	1. Differentiated supports for all learners
2. Daniel Adachi, Technology Teacher/Coordinator	2. Connections – Building partnerships
3. Andrew Ma, Counselor	3. Positive Behavior Support
4. Amber Stanley, IB Coordinator	4. Teaching & Learning (Curriculum & Instruction)
5. Jason Yoshimoto, Principal	5. Organization – Systems of 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>All students will demonstrate the attributes of the Learner Profile in new and unforeseeable situations.</p>	<ul style="list-style-type: none"> • At Kamilo‘iki, our vision is to be a learning community creating a better world. • Displays and samples of assessed student work do not show examples of student independent inquiry. • Students need to utilize the knowledge and skills they have constructed to inquire, problem-solve and collaborate with others. • Students encounter new situations throughout the school day and outside of the school environment (e.g. SBA, unit of inquiry assessments, non-instructional environments- recess/lunch, etc.)

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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>There will be a shared understanding by all stakeholders of the Learner Profile attributes by the end of SY 2019-20</p> <ul style="list-style-type: none"> • WHAT does it look/sound like? • WHY is it important? • HOW can it be nurtured? 	<p>Develop an understanding of the Learner Profile by our students and their families through the monthly promotion of a Learner Profile attribute (e.g. read aloud of a selected book, student activities, parent articles) as evidenced by school activities, student work, and parent communications</p>	2019-2020	A. Ma	<input checked="" 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>Students will communicate their understanding of the Learner Profile as evidenced by student reflections that completed of each IB unit..</p> <p>Students will demonstrate the Learner Profile while on school campus as evidenced by 93-95% of the students having no behavior referrals for the entire school year.</p>
<p>Our students will demonstrate caring and principled behaviors as measured by a 7-9% decrease in the total number of student referrals by the end of SY 2019-20.</p>	<p>Implementation of quarterly guidance lessons on being caring (problem solving) and principled (decision making) as evidenced by student work.</p>	2019-20	A. Ma	<input checked="" 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>A decrease in the total number of student referrals compared to the same period during the previous school year as evidenced by the quarterly review of the student incident data by the Safety Committee.</p>

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<p>Our students will demonstrate their knowledge and critical thinking skills as measured by the SBA and HSA.</p> <ul style="list-style-type: none"> ● 8-12 point increase in the median growth percentiles in the areas of ELA and Math for Grade 4 and 5 by the end of SY 2019-20 <ul style="list-style-type: none"> ○ ELA Target: 71-75 %tile ○ Math Target: 68-72 %tile ● 10-15% increase in the proficiency levels of Grade 3 students in the areas of ELA and Math by the end of SY 2019-20. <ul style="list-style-type: none"> ○ ELA Target: 62-67% ○ Math Target: 63-68% ● 10-12% increase in the Grade 3 Advanced Reading Levels by the end of SY 	<p>Implementation and refinement of our student support process (developed in SY 2018-19) to support growth and learning in all subject areas for all students, to include students receiving special education services, as evidenced by process forms, meeting minutes and student assessments.</p>	<p style="text-align: center;">2019-20</p>	<p style="text-align: center;">M. Phillips</p>	<p><input checked="" 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>All students will demonstrate growth in ELA and Math throughout each quarter as evidenced by an increase in their overall score on their monthly assessments through IStation and other student assessments.</p> <p>Students with high needs will demonstrate growth in ELA and Math through targeted instruction as evidenced by monthly review of their overall score on their monthly assessments through IStation and other student assessments.</p>
	<p>Build grade level connections to the Next Generation Science Standards (NGSS) as evidenced by meeting minutes.</p>	<p style="text-align: center;">2019-20</p>	<p style="text-align: center;">A. Stanley J. Yoshimoto</p>	<p><input checked="" 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>All of the teachers will be able to share an example of an activity and/or student work that demonstrates the connections they have made to the NGSS as evidenced by their presentations during a quarterly faculty sharing activity at a faculty meeting.</p>

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<p>2019-20.</p> <ul style="list-style-type: none"> ○ Target: 41-43 % ● 4-7% increase in the proficiency levels of Grade 4 students in the area of Science by the end of SY 2019-20 ○ Target: 89-92% 					
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Goal 2: Staff Success. Kamilo‘iki 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>All teachers will utilize constructivist approaches and concept-based instruction to develop the attributes of the Learner Profile within all of our students.</p>	<ul style="list-style-type: none"> • Constructivist approaches and concept-based instruction allows for a transdisciplinary approach to teaching and learning, which will promote student inquiry and action. • Classroom observations indicate that concept-based teaching and learning that would promote inquiry is inconsistent across the grade levels. • Some teachers are able to articulate their understanding and implementation of transdisciplinary teaching and learning, most are unable to do so.

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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)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>
<p>There will be a shared understanding, amongst the faculty/staff, of a concept-based and constructivist approach to teaching and learning by the end of SY 2019-20.</p> <ul style="list-style-type: none"> ● WHAT does it look/sound like for the students and teacher? ● WHY is it important? ● HOW can it be implemented? 	<p>Provide the opportunity for all teachers to attend Category 2 or 3 IB training/learning and a constructivist approach as evidenced by the IB training log.</p>	<p>2019-20</p>	<p>A. Stanley</p>	<p><input checked="" 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: SAF, Grants <input type="checkbox"/> N/A</p>
	<p>Define the relevant data used to regularly assess and monitor progress</p>			<p>Individual teachers and grade levels will reflect on their growth and areas of need in increasing their understanding of these approaches (c.g. unit planner, PD) as evidenced meeting minutes. Certificate of Attendance</p>
	<p>Provide teachers with the opportunity to share ideas of different ways that they have utilized these approaches within their classrooms as evidenced by the meeting minutes.</p>	<p>2019-20</p>	<p>J. Yoshimoto</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 checked="" type="checkbox"/> N/A</p>
	<p>All of the teachers will be able to share an example of an activity and/or student work that demonstrates the implementation of these approaches as evidenced by their presentations during a quarterly faculty sharing activity at a faculty meeting.</p>			

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	Revising of the IB Units of Inquiry to become more concept-based and transdisciplinary in their approach as evidenced by the POI.	2019-20	A. Stanley	<input checked="" 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	All grade levels will revisit and revise at least 1 IB unit per semester as evidenced by the revised unit planner and samples of student work.
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Goal 3: Successful Systems of Support. The system and culture of Kamilo‘iki 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>Our system of supports will promote collaboration and creativity in providing instructional and operational resources to support our students in demonstrating the Learner Profile.</p>	<ul style="list-style-type: none"> • Our mission at Kamilo‘iki Elementary is to empower and inspire learners with knowledge, skills, and attitudes to make positive contributions. • Partnerships with families and the community are essential in providing engaging and meaningful learning experiences for all students. • An emphasis on a growth mindset by all members of the school community will foster creative thinking in supporting our students’ needs. • Participation by all stakeholders is essential in the continuous improvement process.

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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
Horizontal and Vertical alignment of teaching and learning across content areas as evidenced by the school's Program of Inquiry. <ul style="list-style-type: none"> • Shared responsibility to support student learning • Progression of student learning across grade levels and subject areas 	Provide the opportunity for grade levels to have vertical articulation to support the students' transitions to and learning within the next grade level (to include Grade 6 at Niu Valley Middle)	2019-20	J. Yoshimoto	<input checked="" 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	Grade levels will identify the overlaps and gaps in their learning targets as evidenced by the quarterly review of meeting minutes. The development of school-wide agreements regarding the utilization of school resources (technology, instructional materials/resources, assessments) and student expectations (behavior, homework) as evidenced by the school's teacher handbook.
	Refine the communication system between classroom and resource teachers as evidenced by student work and IB unit planners.	2019-20	D. Adachi	<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	The regularly scheduled opportunities for grade levels to have open dialogue with resource teachers as evidenced by meeting agenda/minutes and student work.

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<p>All stakeholders will contribute to the development and/or implementation of learning experiences that allow all students to demonstrate the Learner Profile.</p>	<p>Provide regular opportunities for stakeholders to communicate their insights and perspectives (feedback/suggestions) as evidenced by meeting minutes, emails, newsletters, reflection forms and surveys.</p>	<p style="text-align: center;">2019-20</p> <p style="text-align: center;">A. Stanley D. Adachi</p>	<p><input checked="" 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>The dedication of specific meeting time, at least once a quarter, for grade levels to articulate with their grade level's SpEd care coordinator as evidenced by the quarterly review of meeting minutes.</p> <p>The offering of new learning experiences or the improvement of established ones as evidenced by quarterly review of the classroom, grade level and school-wide activities provided.</p>
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