



Three-Year Academic Plan 2017-2020

Aliamanu Elementary School

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Submitted by Sandra Yoshimi	Date

Approved by John Erickson	Date

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

Where are we now?	
<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 	<ol style="list-style-type: none"> 1. Need: Increasing the proficiency in high needs groups (special needs, ELL, and disadvantaged students) based on the Smarter Balanced Assessment. 2. Need: Develop common grade level assessments in all curricular areas to make informed instructional decisions that will meet the needs of all learners. This school-year for the first time and as part of our grade level common assessments in math, all teachers from 1st-5th grade administered basic math pre-assessments in both whole number operations and fractions. Teachers discovered (even as high as the 6th gr.) that for some students' their basic understanding of fractions are deficient. 3. Need: Provide targeted interventions for identified tier 2 and tier 3 students in mathematics. 4. Need: Foster and maintain a positive school culture for all stakeholders through the implementation of targeted programs. <p>WASC Self-Study</p> <p>WASC Visiting Committee Report</p> <p>WASC Mid-Cycle Visiting Committee Report</p>
	<p>Addressing Equity: Subgroup 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.</p> <ol style="list-style-type: none"> 1. Close the gap between high needs students and regular education students. <ul style="list-style-type: none"> • Special Education: Increase the percentage of students meeting proficiency on the Smarter Balanced Assessment in

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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. Sandra Yoshimi, Principal, ART Lead	1. ART Team
2. Carol Mann-Molay, Vice Principal	2. Schoolwide Positive Behavior Support
3. Dawn Shiraishi, Curriculum & Instruction	3. Common Core State Standards, Curriculum Coordinator
4. Dina Hussey, Special Education	4. Induction and Mentoring
5. Susan Kanetake, Assessment	5. Data teams, Technology Coordinator
6. Dawn Neyer, Comprehensive Student Support	6. Comprehensive Student Support, Student Services Coordinator
7. Laura Fukumoto, Curriculum & Instruction	7. Common Core State Standards, Math Coach
9.	9.
10.	10.

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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>65% of all students will meet proficiency in ELA. 63% of all students will meet proficiency in math. 68% of all students will meet proficiency in science.</p> <p>Our gap will decrease to 38% in ELA. Our gap will decrease to 29% in math.</p> <p>Since the state lifted its mandate to use Stepping Stones as our math commercial program, Aliamanu El teachers will begin its search for a more effective/efficient program - one that addresses the CC Math Standard.</p>	<p>Our enabling activities focus on building transparency and collaboration between and across grade levels that will result in all students receiving quality instruction that will lead to increased student learning.</p> <p>Supplemental materials and professional development will be provided to special education teachers in order to provide targeted accommodations and interventions to support the individual needs of special education students. In severe cases where a student is far below grade level or has regressed significantly (as indicated by the STAR MATH test), Math Coach will reassess student's needs and model teaching strategies for SPED teacher (teaching the child in front of the teacher) and will help teacher design next steps for child. Supplemental materials (especially for the teaching of fractions (because of its abstract nature) will be provided for 3rd through 6th grade classes to enable all students to SEE fractions and its four operations (addition, subtraction, multiplication, division).</p> <p>Our Quality Circle representatives (K-6) along with our Math Coach will explore various available commercial math programs. Using the research from "EdReports. org." as an initial step (report compares various math programs in regards to their alignment to the common core math standards; focus/coherence to the CCS; rigor and mathematical practices; usability for students and teachers). In addition we will explore "Think! Mathematics" (based on Singapore Math and focused around a central math problem per day). A major weakness of the Stepping Program is its limited application of math concepts/procedures through the use of word problems. It provides very little word problems per grade level; hence Ss do not have ample practice in applying their learnings. Think! Mathematics' major strength is its focus on application of math through word problems. 2018-2019 SY: we will select three or four programs to exam more carefully; 2019-2020 we will ask for exam copies for our teachers to sample and decide on one</p>

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<p>All grade levels will implement and follow pacing guides for reading, math, science, and social studies. Grade levels will use common formative and summative assessments to drive instruction.</p> <p>RTI will be systematized in reading and math. (see CSSS/RTI continuum)</p> <p>Behavioral RTI will be in the early implementation phase. (see CSSS/RTI continuum).</p> <p>AVID best practices will be observed in 100% of classrooms.</p>	<p>program to implement ; 2020-2021 we will implement our new commercial math program.</p> <p>Using common pacing guides for core subject areas lends itself to equal access to curriculum. Using common formative assessments to make instructional decisions will better meet the learning needs of all students. Articulation and collaboration amongst teachers will help to build best practices in classes. In Math because the program (Stepping Stones) is too voluminous to pace to completion in 180 school days and because grades 3-6 begin their SBA testing in early May, teachers will need to critically examine the program and modify it in order to address all of the Math CCSS more effectively and efficiently. In addition, teachers are discovering, through their formative assessments, key areas in the program that are not effective/are cumbersome/inefficient and that need major interventions. Efforts are underway to pace our math program to achieve CCSS <u>mastery</u> and not mere <u>coverage</u>.</p> <p>By systematizing our RTI, we are providing interventions to meet the needs of all students.</p> <p>Providing students with evidence-based behavioral supports and interventions, will provide students with strategies to successfully function in their learning environment.</p> <p>The implementation of AVID strategies will lead to student centered learning.</p>
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Planning				Funding	
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>	Interim Measures of Progress
CCSS ELA					
Implement the Common Core State Standards in English Language Arts from K-6: <ul style="list-style-type: none"> • Wonders (K-6) • Accelerated Reader (supplementary) • Lexia (targeted intervention, tier 1-3) • Reading Plus (targeted intervention, tier 1-3) 	<p>Implementation of grade level pacing guides in English Language Arts aligned to Common Core State Standards</p> <p>Provide texts, assignments, and assessment opportunities appropriate to ELLs reading level</p> <p>Create and use common assessments that align to grade level standards addressed in each quarter</p>	<p>2017-2020</p> <p>2017-2018</p> <p>2019-2020</p>	D. Shiraishi	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Quarterly common assessments</p> <p>Student data from common assessments.</p> <p>Qtr 1: 50% proficiency</p> <p>Qtr 2: 60% proficiency</p> <p>Qtr 3: 65% proficiency</p> <p>Qtr 4: 70% proficiency</p> <p>40% of Tier 2 and 3 students will move up one Tier by Spring testing.</p> <p>2019-20 SBA scores will increase 3% to 68%.</p>
Increase in SBA ELA proficiency	<p>Implement school-wide decoding/comprehension strategies to help students develop mature reading strategies.</p> <p>Administer the SBA Interim Comprehensive Assessment at the end of first semester in grades 3-6</p>	<p>2017-2018 IAB</p> <p>2018-2019 IAB</p> <p>2019-2020 ICA</p>			

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Increase in SBA ELA proficiency (continued)	SPED grades 2-6 will use Wonder Works to supplement ELA instruction Create a writing continuum from grades K-6 <ul style="list-style-type: none"> • Argumentative/Opinion Writing • Informative/Explanatory Writing • Narrative writing 	2017-2020 2018-2019 2019-2020 2020-2021			Students STAR Reading scores will show growth 10% of students will meet proficiency in writing in the report card at the end of first semester and second semester.
CCSS Math Implement the Common Core State Mathematics from K-6: <ul style="list-style-type: none"> • Stepping Stones (K-5) • Go Math Middle School (6) • Singapore Math strategies (supplementary) 	Provide professional development for teachers to strengthen Tier 1: Math Core Curriculum Implementation of grade level pacing guides in math aligned to Common Core State Standards. Implement I Station online math screening/ supplemental math program	2017-2020 2017-2020 2018-2019	L. Fukumoto	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	40% of Tier 2 and Tier 3 students will move up one Tier by Spring Star Screening. Quarterly common assessments Student data from common assessments Qtr 1: 50% proficiency Qtr 2: 60% proficiency Qtr 3: 65% proficiency Qtr 4: 70% proficiency

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	<p>Administer common assessments that align to grade level standards addressed in each quarter</p> <p>While analyzing the 4th grade common assessments, we uncovered a major weakness in our math program: 66.6% of the 4th graders could not subtract a 2-digit number from another 2-digit number when the one's digit of the subtrahent was larger than the one's digit of the minuend. Eg.</p> $\begin{array}{r} 53 \\ -39 \\ \hline 26 \end{array}$	<p>2017-2018</p> <p>2018-2019</p>			<p>SBA Math Targets:</p> <p>2017-18: 61%</p> <p>2018-19: 62%</p> <p>2019-20: 63%</p>

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	We were able to identify and address this problem which involved a confusion between addition and subtraction; especially the conceptual visual model of subtraction as “taking from or taking apart one group to end with 2 groups” (which is the CCS for Grade K but which should be reinforced by each grade level from then on.) Two misconceptions about subtraction caused students to think that the subtrahend was a real so they could subtract 3 from the 9 (in the subtrahend). Also because it “looked” exactly like addition which when adding 2 and 6, one could add $2 + 6$ or $6 + 2$ and get the correct answer (commutative property of addition), that they could do likewise when subtracting.		D. Shiraishi L. Fukumoto	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	For the spring reading and math STAR screening: <ul style="list-style-type: none"> 70% of students will be in the green (40+ percentile) 15% of the students will be in the blue (25-40 percentile) 10% of the students will be in the yellow (10-25 percentile) 5% will be in the red (0-10 percentile) To use and monitor new strategies that will address and correct the misconceptions regarding subtraction,during the 2019-2020 SY: K will assess this CCS at midyear and again at the end of the year; Grades 1-6 will assess this area in the fall, spring, and end of year. The Goal: 95% of Students will be able to meet the CCS regarding subtraction by year-end.

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RTI SYSTEM Provide timely and appropriate interventions through a Response to Intervention system for all students who are not meeting proficiency on grade level benchmarks	<p>Universal screening tool will be administered three times a year to identify struggling students</p> <p>Data from a variety of sources will be used to determine the appropriate interventions needed</p> <p>General education teachers will provide differentiated instruction to meet the needs of diverse learners (e.g., ELL, SPED, disadvantaged, etc.).</p> <p>General education teachers will provide timely and targeted interventions in small groups or individually for Reading and Math (e.g., Lexia, Reading Plus, scaffolding, chunking, etc.)</p> <p>RTI specialist will provide supplementary services to students that fall below the 25%ile on the STAR Reading Assessment and are identified by the team.</p>				<p>100% of students that are enrolled by August 2, 2019 will be screened at the three assessment points</p> <p>Number of students in the red (25%ile and below) will decrease to 10% as measured by STAR Reading Spring benchmark tests.</p>

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ELL	<p>Create a cadre of mentors for individual ELL student support. Utilize non-classroom teachers to work 1:1 with ELL students.</p> <p>Implement system for teachers to provide timely feedback for Monitored and SpEd students. Teachers will respond to quarterly ELL Monitoring Forms documenting student progress.</p>	<p>2017-current</p> <p>2019-2020</p>			<p>75% of ELL students will meet WIDA Standards and be moved to monitoring status per state timeline by year 2025. Currently, AES ELL are exceeding the target rate of 56%</p> <p>Teachers will complete ELL Monitoring Forms and return to ELL teacher quarterly.</p>

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<p>Next Generation Science Standards (NGSS)</p> <p>Increase the percentage of students proficient on the HSA Science Test by 2%.</p>	<p>Students will engage in NGSS aligned curriculum.</p> <ul style="list-style-type: none"> Amplify Science Curriculum will be implemented. 	<p>2017-2019</p> <p>2019-2020 (NGSS only)</p>	D. Shiraishi	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Science unit formative assessments and grade level common assessments</p> <p>Science unit performance task(s)</p> <p>HSA Science Targets: 2017-18: 67% actual: 52% 2018-19: 68% NGSS Assessment 2019-20: 68%</p>
<p>AVID</p> <p>Prepare students with 21st Century skills to be successful</p> <p>Annual Achievement of Certification Status</p>	<p>Expand school-wide efforts in implementation of WICOR strategies</p> <p>Implement Costa's Levels of Questioning in grades K-6</p>	<p>2017-2018</p> <p>2017-2018</p>	AVID Coordinator	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Student work samples</p> <p>Walkthrough Data: 100% of teachers will be observed using WICOR strategies at least once during the school year.</p>

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Technology Integration					Complete Technology Skills Scope and Sequence K-6
Integrate technology into classroom instruction to increase student digital literacy	Implement continuum of technology skills for grades K-6 .	2017-2018	S. Kanetake	<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	70% of students will demonstrate usually/consistently in grade level tech skills as documented per quarter (GLO 2 & 6)
	Use technology as a collaborative tool in the classroom.	2018-2020			100% of students will utilize GAFE and/or online programs
	Utilize Google Application for Education (GAFE) and online programs	2018-2020			
	Digital Citizenship curriculum implemented schoolwide	2019-2020			100% of students will participate in digital citizenship curriculum

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Increase student voice	<p>Students will reflect on their progress in school by completing Glow, Grow, and Goal sheet for every quarter (report card)</p> <p><i>Students will reflect on field trips with a common format</i></p> <p>Student Council provides a venue for students to be heard; Reps get feedback for schoolwide concerns</p> <p>Students are represented in the School Community Council (SCC)</p>	<p>2018-2019 2019-2020</p> <p><i>2019-2020</i></p> <p>2017-2018 2018-2019 2019-2020</p> <p>2017-2018 2018-2019 2019-2020</p>			75% of all students will respond that they feel they have a voice on a end of year survey.

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Goal 2: Staff Success. Aliamanu 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:
Data teams will be systematized to provide student centered learning for all students. (See Data Teams Continuum).	Teachers will make informed instructional decisions using the 6-step data teams process to continually improve teaching and learning in the classroom.
Walkthrough data will show students actively engaged in learning (e.g. inquiry, collaboration, investigating, problem solving, and reflection).	Through the implementation of high quality Professional Development and descriptive feedback of informal and formal observations, teacher practices will shift from teacher centered to student centered learning.
90% of teachers observed will be rated distinguished using the Hawaii Framework for Teaching.	In the Distinguished category of the Hawaii Adapted Framework for Teaching, students are independent learners and self assessors. Teacher practice shifts from teacher centered to student centered learning (See Hawaii Adapted Framework for Teachers).
Teachers will articulate within grade levels as well as vertically.	Formative Instruction in the classroom translates to gains in student achievement. Teachers use tools, strategies, and resources to determine what students know, identify possible gaps in understanding, modify instruction, and actively engage students in their learning. Students are able to articulate learning targets, use feedback about their performance to make corrections, provide feedback to peers, set goals, and keep track of and share their learning. Articulation allows teachers time to collaborate on ideas and best practices regarding students performance and is a primary vehicle for job-embedded professional development. Teachers use formative assessments to make instructional decisions to meet the needs of diverse learners.

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Implement data teams process within each grade span/content area and formative instruction within classrooms	Implement Data Teams and Formative Instruction to facilitate student learning and achievement, using the 6-step standards implementation model	2017-2018 2018-2019 2019-2020	S. Kanetake	<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	Data Team meeting time embedded into articulation day Minutes/notes recorded and shared in Google Drive
Provide training for universal screeners, assessments, the analyzing of data, and the implementation of interventions (WASC Schoolwide Critical Area)	Ensure teachers receive Professional Development opportunities that are meaningful and comprehensive, fulfilling their needs Provide teacher substitutes or stipends, and registration fees Provide high quality and on-going professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel	2017-2018 2018-2019 2019-2020		<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	Walkthroughs PD evaluations Peer sharing PD sign-in sheets

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Increase technology literacy among teachers	<p>Implement continuum of technology skills for grades K-6. Articulate plan for implementation.</p> <p>Develop and implement technology as a collaborative tool in the classroom</p> <p>Utilize Google Apps for Education (GAPE) and online programs (ie: Increase proficiency in and usage of apps)</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>		<p>xWSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Complete Technology Skills Scope and Sequence K-6</p> <p>70% of students will demonstrate usually/consistently in grade level tech skills as documented per quarter (GLO 2 & 6)</p> <p>100% of teachers accountable to use programs as prescribed (Wonders, Go Math Middle, Google Classroom, Lexia, Reading Plus, Istation, etc.).</p>
Grade level teachers provided with time to articulate on school/complex/state initiatives	<p>Provide articulation time for grade level collaboration:</p> <ul style="list-style-type: none"> • Have standards-based discussions • Develop/refine curriculum pacing guides • Curriculum alignment • Develop common lessons • Develop common assessments • Develop common rubrics • Identify exemplars • Create integrated STEM units • Organize and analyze data 	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	D. Shiraishi	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>100% of all classroom teachers will attend articulation time embedded within the school day. The evidence of progress will be measured by the end of the school year. Evidence of progress may be in the form of:</p> <ul style="list-style-type: none"> • Articulation agendas • Articulation meeting notes • Data Team minutes

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Social Studies Implementation of Hawaii Core Standards for Social Studies (HCSSS).	After a faculty roll-out of HCSSS, grade levels will discuss new standards, Inquiry Design Model, identify the standards, and design lessons for implementation. Grade levels implement 1-2 “themes”. Grade levels engage in full implementation of HCSSS.	2019-2020 2020-2021 2021-2022	D. Hussey	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	60% of students K-6 will meet proficiency on all common HCSS based summative assessments.
All beginning teachers will complete program requirements for the Central District Induction and Mentoring	Beginning teachers will be assigned a school or district level mentor to facilitate completion of I&M program requirements	2017-2018 2018-2019 2019-2020	S. Yoshimi	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	80% of probationary teachers will be receive a rating of marginal or Higher on the EES evaluation system.
	Continue providing professional development on Thinking Maps	2018-2019 2019-2020	SYoshimi	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	100% of teachers will implement Thinking Maps in the classroom

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Interim Measures of Progress
Increase the percentage of students proficient on the HSA Science Test by 2%.	<p>Teachers will implement AMPLIFY K-6 science curriculum that is aligned to NGSS. (Grade 5 will continue to implement Discovery Ed curriculum)</p> <p>Robotics: Continue with an after school robotics program that will compete in at least one competition.</p>	2017-2018, 2018-2019	D. Shiraishi, S. Yoshimi	<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>Articulation notes</p> <p>Science units that integrate NGSS into current grade level science units that are aligned to HCPS III (2017-18: 2 quarters, 2018-19: 4 quarters)</p> <p>(SY 2019-20) 100% of grade levels implement NGSS aligned science lessons</p>
Teachers will build on their instructional practices and professional development	<p>Administration will evaluate and provide feedback to teachers using the Educator Effectiveness System (EES) which includes the following components:</p> <ul style="list-style-type: none"> • Observations using the Hawaii Framework for Teaching • Student Learning Objectives (SLOs) • Tripod survey • Working portfolios • Core Professionalism • Professional Development Plan 	2017-2018 2018-2019 2019-2020	S. Yoshimi	<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>100% of all teachers will complete the EES process and have evidence inputted into their PDE3 EES profile. The evidence of progress will be measured according to the state issued timeline. Evidence of progress may be in the form of:</p> <ul style="list-style-type: none"> • PDE3 EES Data • SLO planning documents and data • Tripod survey results • Core Professionalism documentation on PDE3 • NCT working portfolio

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Goal 3: Successful Systems of Support. The system and culture of **Aliamanu 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>We will be systematizing a multi-tiered system of supports to provide strategic and intensive interventions for all students. We will continually monitor students' behavior and academic performances, encouraging the creation of more positive behavior supports and targeted interventions by incorporating the General Learner Outcomes (GLOs) into the curriculum.</p> <p>Students will be screened for reading, math and behavior in the fall, winter, and spring. Data will be used to provide targeted supports for tier 2 and tier 3 students.</p> <p>We will continue to improve open communication through email, Google, and through our school website.</p>	<p>Aliamanu Elementary School implements the CCSS for all students to acquire the academic skills needed for success in career and college readiness, and throughout their lives. We address the practices/skills in the classrooms in the development of student conceptual mastery. 80% of our students will meet the SMART goals established by Data Teams. Research-based instructional practices are used to implement CCSS to meet the needs of all learners.</p> <p>Clear channels of communication are necessary to maintain a positive school climate.</p>

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Planning				Funding	
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>	Interim Measures of Progress
Teacher referrals to administration will decrease by 10% due to implementation of Behavior RTI tiered system	Implement proactive student behavior supports to facilitate positive student behaviors	2017-2020	D. Neyer	<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 (Navy funding for Anchored 4 Life, 2017-2021) <input type="checkbox"/> N/A	Behavior Referral Forms submitted to counselors/administration will decrease by 10% in the 2019-2020 School Year.
	<ul style="list-style-type: none"> ● Character Counts(6 Pillars) ● FALCON Rules ● Drop-in counseling ● Guidance lessons ● Student social groups ● Falcon Safety Patrol ● Complex events (sports, speech, music) ● Student Council ● Quarterly Student Recognition: ● PK-3, 4-6 Awards Assembly ● Super Outstanding Attendance Rocks - Perfect Attendance 	2019-2020			70% of new students will respond that they are happy to be at Aliamanu Elementary on a student survey administered to all students.
	Staff Training to clarify referral process (when to refer)	2019-2020			

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Interim Measures of Progress
	<p>Administer Behavior Universal Screener to all students</p> <p>Provide opportunities for students to participate in service groups such as Anchored4Life, Falcon Safety Patrol, and Student Council</p>	<p>End of Year 2018-2019</p>			
Ensure effective and meaningful programs are in place	<p>Implement school wide procedures to assess the effectiveness of individual programs and professional development</p> <p>Evaluation in ART team and Quality Circle (cross-grade level faculty and staff groups that address school-wide growth areas) groups</p>	2017-2018	D. Neyer	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Collect data from online programs (e.g. Lexia, Istation Math, AR, Reading Plus, Wonders) (use of school surveys for parents, teachers and students)</p> <p>Parent Involvement Science days</p> <p>Online resources</p> <p>Evaluations (faculty meetings, Complex Waiver Day, Schools of the Future)</p> <p>Walkthrough Evidence of AVID strategies: W-I-C-O-R</p> <ul style="list-style-type: none"> - Academic (note taking) - Organization Binders) - Inquiry: Levels of thinking and questioning
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)</i>	Interim Measures of Progress

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				<i>funds)</i>	
Create an environment that fosters school, parent, and community relationships	<p>School will plan and implement at least one school-wide event that involves all stakeholders.</p> <p>Each grade level will have an activity that involves parents to demonstrate student learning.</p> <p>Coordinate student involvement activities throughout the year</p>	2017-2020		<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Increase parent participation from this year's baseline+1-2%</p> <p>Student involvement activities:</p> <ul style="list-style-type: none"> - Awards assemblies (e.g. Pillar Awardees. Perfect attendance) - Campus beautification - Schoolwide positive initiatives (ie: chalkboards, Book It, etc.) - PTA family nights - Complex events (e.g. speech festival, music festival, Complex Track Meet, Volleyball, and Basketball Tournaments - Falcon Fine Arts Night - Fundraisers - Holiday events - if weather permits, a parent-teacher volleyball tournament is planned. - Military involvement with school: Jump For Heart, Military Appreciation Parade, Military Band Performance; Military Child Month; Military Invitation to Read to Classrooms
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>	Interim Measures of Progress

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Students will be civic-minded and make contributions to our school and community	<p>Participate in fundraisers</p> <p>Participate in school service groups</p> <p>Participate in daily service responsibilities</p>		Susan Kanetake	<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	<ul style="list-style-type: none"> - Technology/school-level - PTA-sponsored - Community (e.g. Arizona Memorial, American Heart Association, Hawaii Food Bank, Ronald McDonald House) - Book Fair <p>Student involvement activities:</p> <ul style="list-style-type: none"> - Student Council - Falcon Safety Patrol (FSP) - Personal Empowerment Leadership (counselors) - Resiliency - Anchored4Life - Health and Safety Committee - School Community Council <p>Cafeteria monitor Office monitor</p>
Develop Math RTI System	<p>School will implement a math universal screener for all students.</p> <p>Teachers will analyze data from screener during articulation meetings</p>		L. Fukumoto	<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	40% of Tier 2 and Tier 3 students will move up one Tier by Spring Star Screening.
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>	Interim Measures of Progress

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Improve communication among stakeholders	Continue to use Google Drive, Lotus Notes, school website, and faculty/staff portal as tools to communicate with staff, as well as with parents, students and the school community		S. Kanetake	<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	100% of staff will use Google Drive, Lotus Notes and our school website as a means of communication to parents, students, and the school community as evidenced by end of the year survey to students, faculty and staff
Decrease chronic absenteeism rate.	Procedures to Prevent Chronic Absenteeism : <ul style="list-style-type: none"> - After 5 absences, teacher will contact parents and notify counselor - After 8 absences (counselors are keeping track, teachers can send courtesy email to counselors), counselors will contact parent via phone and letter and alert Vice Principal - At 10 absences (At-Risk), Vice Principal will send a letter and/or meet with parent to create attendance plan. 	2019-2020	C. Mann-Molay	<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	Chronic Absenteeism will decrease 5% from the previous school year.