



Three-Year Academic Plan 2017-2020

Iliahi Elementary School

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Wahiawa, HI 96786
808-622-6411
www.iliahie1.k12.hi.us/

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: Focus on student growth to close the achievement gap by maintaining a viable standards-based curriculum and instruction for all students, and continue to provide supplementary reading and math services provided by PTTs/PPTs, especially for our high-needs (free/reduce lunch, SPED, ELL) students. 2. Need: Continue to improve student growth and learning by providing intervention and differentiation for all students. 3. Need: Utilize the data to drive our instruction to improve student achievement. 4. Need: IES must improve its standards-based curriculum, instruction, and assessment to ensure that students are able to think critically and apply their learning to solve real world problems necessary to be lifelong learners.

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	Addressing Equity: Sub Group Identification
	<p>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.</p> <ul style="list-style-type: none">● Iliahi will provide relevant and targeted instruction to meet the unique needs of all students.● Non-High Needs:<ul style="list-style-type: none">▪ Tier 1 level of instruction: Quality instructional strategies● High Needs (SPED/ELL/Disadvantage):<ul style="list-style-type: none">▪ Differentiated instruction (modifications/accommodations) that address academic levels and learning styles (visual, kinesthetic, auditory, read-write)▪ Increased opportunities to practice and learn skills taught in the core curriculum▪ More explicit instruction, remediation of skills, smaller group for intervention, increased frequency in progress monitoring

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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. C. Andres, D. Woo, T. Felix, M. Mashiyama, S. Miyabuchi	1. Common Core State Standards (student success/empowered)
2. C. Andres, J. Harai, N. Olegario, M. Mashiyama	2. Comprehensive Student Supports (RTI/Intervention/whole child)
3. D. Woo (SY 18-19), T. Felix(SY 17-18)	3. Formative Instruction / Data Teams (student success/well rounded)
4. G. Yukumoto, T. Yamamoto, T. Felix, D. Woo	4. New Teachers (staff success)
5. C. Andres, N. Olegario	5. Academic Review Team (student success/Prepared & Resilience)
6.	6.
7.	7.
8.	8.
9.	9.

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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:
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- IES must continue to improve its curriculum, instruction, and assessment to ensure that students are able to think critically, problem solve at the rigorous levels, and demonstrate understanding of CCSS. In order to do this, students must be able to:
 - Write effectively according to purpose and audiences
 - Apply academic learning to solve real world problems
- IES' high needs (free and reduced, ELL and SPED) populations require learning opportunities that:
 - Ensure these students are able to use technology for productivity, accessing information to solve complex problems and creating original works because it cannot be assumed that these skills will be developed at home
 - Provide relevant and targeted instruction to meet the unique needs of all students
- Consistent use of intervention blocks, computer-based programs, and direct instruction to fill the "gaps" in student learning.
- Focus on student growth to close the achievement gap by continuing to provide supplementary reading and math services provided by PTTs/PPTs, especially for our high-needs (Free/Reduce Lunch, SPED, ELL) students.
- Continue to improve learning for all students by providing intervention and differentiation for all students (before school, after school, during school) with the support of PTTs/PPTs..
- Continue to provide KinderKAMP for non-preschool kindergarteners in July.
- Provide technology equipment for students to become 21st Century Learners.
- Implement STEM lessons through the use of the K-20 Engineering and Design Process.
- Use grade level time to monitor and analyze DIBELS, DRA, Moby Max Math, SBA data, grade level formative and summative assessments to determine students' needs.
- Use data team process to focus on **math problem solving sound codes and comprehension**
- School-wide focus on all genres of writing to prepare our students for the Smarter Balanced Assessment.
- Progress monitor students using DIBELS, DRA, Moby Max Math to ensure they are meeting grade level benchmarks.
- Iliahi would like to see the chronic absenteeism rate decrease below 10%
- IES will focus on increasing GLO #3(Complex thinker).

In SY 2014-15 when the SBA was administered a marked drop was noted as compared to SY 2013-14 HSA Bridge Assessment. From SY 2014-2015 to SY 2015-2016, Iliahi's achievement scores have remained constant. However, our math and ELA growth MGP has dropped significantly. Iliahi continues to close the achievement gap in both math and ELA/ Literacy. In SY 2016-2017 we continued to close the gap for math with data teams. In 2017-2018, IES will continue to focus on math in data teams. However, ELA gap has increased by 9%. Therefore, in 2018-2019, our data team focus will shift to ELA.

	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018
Math meeting standard	58%	57%	63%	75%
ELA/Literacy Meeting Standard	63%	64%	64%	67%
Science Proficiency	68%	68%	73%	68%
Math Growth MGP	55%	27%		
ELA/Literacy Growth MGP	53%	37%		
Math Achievement gap	34%	22%	12%	17%
ELA/Literacy Achievement gap	28%	21%	30%	26%

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Planning	Funding	Interim Measures of Progress
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By the SY 2020, Iliahi would like 75% of students in grades 3-5 to be proficient in ELA and 68% 80% proficient in Math as measured by the SBA.</p> <p>SY 18-19: 75% of students in grade 4 will be proficient in science as measured by the HSA.</p> <p>SY 19-20 : 80% of students in grade 5 will be proficient in science as measured by the HSA.</p>	<p>1. Implement CCSS in grades K-5 to increase proficiency in English Language Arts with the use of:</p> <ul style="list-style-type: none"> ● Grade level teams will function as a professional learning community by identifying relevant standards, mapping out their curriculum, providing literacy and Non-fiction text across the curriculum ● Wonders curriculum ● Common Grade Level Assessments (Formative & Summative) ● Interactive online subscription of (Brain-pop) in grades K-5 ● DIBELS (grade K-5) ● Lexia Core 5 (K-3) ● Reading Plus (3-5) ● Sondag System 	<p>SY 2017-2020</p>	<p>T. Felix, D. Woo</p>	<p>XX WSF XX 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>As measured by DIBELS; 60% of K-5 students will be in either the core or strategic support group for each of their grade level measured by MOY assessment.</p> <p>As measured by DIBELS; 80% of K-5 students will be in either the core or strategic support group for each of their grade level measured by EOY assessment.</p> <p>50% of students in K-2 will meet 1st quarter DRA benchmark.</p> <p>60% of students in K-2 will meet MOY DRA benchmark.</p> <p>80% of students in K-2 will meet DRA EOY benchmark.</p> <p>100% of teachers will make instructional adjustments in ELA to improve student achievement as evidenced by the grade level minutes, walk-throughs and/or data teams minutes.</p> <p>100% of teachers will implement Common Core State Standards that are consistent across the grade level as evidenced by</p>

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					<p>classroom walkthroughs or grade level curriculum folder in google .</p> <p>30% of students in grades 3-5 will meet the BOY reading plus benchmark.</p> <p>60% of students in grades 3-5 will meet the MOY reading plus benchmark.</p> <p>80% of students in grades 3-5 will meet the EOY reading plus benchmark.</p> <p>100% of Grade level teams will function as a professional learning community as evidence by grade level documents (grade level minutes, data teams, curriculum maps, common assessments, etc...</p>
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	<p>2. Implement CCSS Math in grades K-5 to increase math proficiency with the use of:</p> <ul style="list-style-type: none"> ● Stepping Stones ● Moby Max (grade K-5) end SY 18-19 ● iReady math begin SY 19-20 ● Common Assessments ● Interactive online subscription of (Brain-pop) in grades K-5 ● Eight mathematical practices ● data teams to focus on problem solving <p>3. Grade level teams will function as a professional learning community by identifying relevant standards, mapping out their curriculum, creating common formative and summative assessments, and implementing the learning activities</p>	<p>SY 2017-2020</p>	<p>T. Felix, D. Woo</p>	<ul style="list-style-type: none"> <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 Grade level teams will function as a professional learning community as evidenced by grade level documents (grade level minutes, data teams, curriculum maps, common assessments, etc...</p> <p>100% of teachers will make instructional adjustments in their curriculum maps/pacing guides to reflect the Stepping stones 2.0 to improve Math student achievement as evidenced by grade level minutes and/or math committee, and curriculum map/pacing guides.</p> <p>100% of the teachers will make instructional adjustments in problem solving to improve student achievement as evidenced by grade level minutes.</p> <p>100% of teachers will implement Common Core State Standards that are consistent across the grade level as evidenced by classroom walkthroughs or grade level curriculum folder in google.</p> <p>70% of students will be at core on the Moby Max BOY placement assessment in mathematics.</p> <p>In SY 19-20, 70% of the students will be at core on the iReady BOY diagnostic test.</p>
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					<p>By the end of the 2nd quarter SY19-20, , 75% of students will be at early grade level or higher on the iReady diagnostic test.</p> <p>By the end of the 2nd quarter, 75% of students will pass 50% of the standards on the Moby Math grade level assessment.</p> <p>By the end of 3rd quarter, 75% of students will pass 70% of the standards on the Moby Math grade level assessment.</p> <p>By the end of SY 19-20, 75% of students in grades K-5 will be at mid grade level or higher on the iReady diagnostic test.</p> <p>By the end year, 75% of students in grades K-5 will be at the grade level benchmark on the Moby Max Math placement test.</p>
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	<p>4. Use writing organizational program and instructional tool to implement CCSS writing standards across the curriculum to improve students' critical thinking, organizational skills, comprehension, citing evidence and narrative, informational, & opinion/argumentative writing in grades K-5:</p> <ul style="list-style-type: none"> • Thinking Maps • Step Up to Writing • Implement Step Up to Writing strategies, Thinking Maps, for explicit writing instruction to write opinion pieces, informative/explanatory texts, and narratives. 	<p>SY 2017-2020</p>	<p>T. Felix, D. Woo</p>	<p> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>100% of teachers will utilize a common framework as a basis for creating Iliahi grade level rubrics to evaluate and analyze students' narrative writing assessments.</p> <p>100% of teachers will provide descriptive feedback to improve student's writing skills as evidenced by student work samples.</p> <p>100% of teachers will analyze formative writing assessments to make necessary adjustments in instructional practices for writing as evidenced by grade level minutes.</p> <p>100% of students will be able to organize their thoughts through the use of thinking maps/graphic organizers as evidence by submittal of quarterly student work (high, medium, low) and walkthroughs observations.</p> <p>By the end of the 3-year (SY 2019-2020), 80% of the students will be able to meet proficiency in the area of writing as evidence by student work.</p> <p>By the end of the 3-year (SY 2019-2020), 100% of the grade levels will create/revise/edit and submit a common grade level rubric for narrative, opinion, and informational writing.</p>
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	<p>5. Revise and implement NGSS units.</p> <p>Revise and implement K-16 Engineering Project unit</p>	<p>SY 2017-2020</p>	<p>T. Felix, D. Woo, S. Miyabuchi</p>	<ul style="list-style-type: none"> <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 teachers will make instructional adjustments in their curriculum maps/pacing guides to reflect NGSS/EDP student achievement as evidenced by attendance during planning sessions and curriculum map/pacing guides.</p> <p>100% of teachers will develop and revise NGSS units as evidenced by submitted teacher lesson plans.</p> <p>100% of teachers will revise their K-20 Engineering Project unit plan:</p> <p>100% of teachers will implement Engineering Design Process as evidenced by student work/project.</p> <p>100% of students will participate in the Grade Level Engineering Day as evidenced by student work/project..</p> <p>55% of students will be proficient on HSA science after the first round of testing.</p> <p>65% of students will be proficient on HSA science after the second round of testing:</p> <p>75% of students will be proficiency on HSA science after the second round of testing.</p>
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	<p>6. Use data teams to monitor and analyze formative/summative math ELA data for students.</p>		<p>T. Felix D. Woo</p>	<ul style="list-style-type: none"> <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 teachers will utilize the 6-step data team process to collaborate and decide upon formative instruction and assessment to ensure success for all students as evidenced by their grade level data team worksheet.</p> <p>As measured by MOY DIBELS FSF, 90% of Gr. K students will be in the core support group.</p> <p>As measured by MOY DIBELS NWF, 50% of Gr K students will be in the core support group.</p> <p>As measured by MOY DIBELS NWF, 75% of Gr 1 students will be in the core support group.</p> <p>As measured by EOY DIBELS NWF; 90% of K-1 students will be in the core support group</p> <p>As measured by EOY DIBELS ORF, 80% of Gr 1 students will be in the core support group.</p> <p>As measured by Wonders weekly assessment, 60% of students in Gr 2-5 students will be in either be proficient or advance in their MOY</p> <p>As measured by Wonders weekly assessment, 80% of students in Gr 2-5</p>
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					<p>students will be in either be proficient or advance in their EOY</p> <p>50% of students will meet or exceed proficiency on MOY math assessment as evidence by the 6-step data team document.</p> <p>75% of students will meet or exceed proficiency on EOY math assessment as evidence by the 6-step data team document.</p>
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	7. Teachers will provide students with the learning target(s)/standard for each lesson.		<p>Teachers</p> <ul style="list-style-type: none"> <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 students will be able to articulate the learning target/standard as evidence by classroom walk-throughs.</p> <p>100% of teachers will have the learning target(s)/ standard(s) posted in their classroom (powerpoint, on the wall, on student work) as evidence by classroom walk-throughs.</p>
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	8. Teachers will provide students with opportunities to demonstrate the GLOs.		Teachers	<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 students will be able to demonstrate GLO #3 (complex thinker) as evidenced by student work, teacher observation, walk through and/or LDS. By 2020, 100% of the teachers will craft and utilize GLO rubric(s) to assess student demonstrating the GLOs.
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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

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	<p>9. Provide math interventions for all students especially those furthest from proficiency.</p> <ul style="list-style-type: none"> ● Math push in with PTT (K-5) ● Math push out to computer lab (K-2) ● Differentiated instruction in small groups ● Moby Max ● Teacher instructed intervention using differentiated instruction in small groups ● Learning Centers 	<p>2017-2020</p>	<p>D. Woo, T. Felix</p>	<ul style="list-style-type: none"> <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>75% of Tier 2 and Tier 3 students in grades K-5 will show improvement (0.2) on the Moby Max quarterly progress monitoring data (intervention focus is ELA)</p> <p>100% of teachers will provide timely and appropriate math intervention for all students and utilize Moby Max for a minimum of twice per week as evidenced by their grade level minutes, Moby Max usage and/or walkthroughs. (I THINK IREADY IS 3X/WEEK)</p> <p>100% of teachers will provide differentiated instruction in the form of content, process, or product as evidenced by classroom walkthroughs and/or grade level minutes.</p>
	<p>10. Use DIBELS (grades K-5) and Moby Max Math (grades K-5) as a universal screener for reading and math.</p>		<p>D. Woo, T. Felix</p>	<ul style="list-style-type: none"> <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 students will be assessed on the universal screener 3 times a year. (BOY, MOY, EOY)</p>

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	<p>11. Provide reading response to intervention (RtI) for all students especially those furthest from proficiency.</p> <ul style="list-style-type: none"> • Reading push out with PTT (K-5, Tier 3 students) • Reading push out to computer lab (K-2) • Progress monitor using DIBELS • Progress monitor using DRA/Reading Plus • Morning and/or after school tutoring. 		<p>D. Woo</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>100% of teachers will provide differentiated instruction in the form of process, content, and/or product as evidenced by classroom walkthroughs and/or grade level minutes.</p> <p>100% of students who are NOT meeting the prescribed targets in DIBELS (K-5), DRA (K-2), and Reading Plus (3-5) at the 3 intervals (BOY, MOY, EOY) will be progress monitored and will receive interventions in the form of small group instruction targeted at appropriate levels for reading.</p> <ul style="list-style-type: none"> • Core- 1x/quarter • Strategic- 1x/every 3 weeks • Intensive 1x/ every 2-3 weeks <p>90% of students who receive tier 2 and 3 intervention at the MOY and again at the EOY interval will show a positive rate of increase along the continuum at student level. (WHAT IS POSTIVE RATE OF INCREASE?)</p> <p>100% of 4th and 5th grade students not meeting grade level benchmark in reading/math will have the opportunity to use the computer lab either before or after school.</p>
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	12. Provide English Language Learners (ELL) with additional support.			<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 identified ELL students (NEP/LEP) will receive pull out support of a 120 minutes/ week as documented by the student sign in sheet. 60% of ELL students will be in either the core or strategic support group for each of their grade level as measured by MOY DIBELS assessment. 60% of the ELL students in K-3 2 will show improvement as measured by MOY DRA benchmark. 80% of ELL students will be in either the core or strategic support group for each of their grade level as measured by EOY DIBELS assessment. 80% of the ELL students in K-3 2 will show improvement as measured by EOY DRA benchmark. 100% of ELL students will meet the NCLB annual measurable achievement objective (AMAO) #1 by making at least a 0.5 1.0 gain on the WIDA access test.	
		NEP				LEP
	K	4				0
	1	3				3
	2	2				2
	3	1				0
	4	0				2
Monitor FEP= 1						

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	<p>13. Provide supplementary early learning opportunity during the summer Kindergarten preparatory session for incoming kindergartners with no preschool experience.</p>		<p>T. Yamamoto</p>	<p> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>100% of students who qualify for the summer Kindergarten preparatory session will be offered an opportunity to participate.</p>
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	<p>14. Monitor daily attendance and follow school attendance procedures by communicating with parents when their child has</p> <ul style="list-style-type: none"> ● Excessive tardies ● absent five times (3rd, 6th, 9th, etc.) <p>Baseline data based on SY 2016-2017 chronic absences:</p> <ul style="list-style-type: none"> ● By end of Quarter 1 (45 days of school): 12% of students had 4 or more absences ● By end of Quarter 2 (90 days of school): 11% of students had 8 or more absences ● By end of Quarter 3 (135 days of school): 12% of students had 12 or more absences ● By end of Quarter 4: TBA <p>*Chronically absent is defined as missing more than 8% of enrolled school days</p>		<p>N. Olegario, J. Harai</p>	<p> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>100% of teachers and counselors will document tardies or absences and follow the school procedures for students who are chronically tardy and/or chronically absent.</p> <p>Chronic absenteeism targets:</p> <ul style="list-style-type: none"> ● By end of Quarter 1 (45 days of school): No more than 11% of students will have 4 or more absences ● By end of Quarter 2 (90 days of school): No more than 10% of students will have 8 or more absences ● By end of Quarter 3 (135 days of school): No more than 11% of students will have 12 or more absences ● By end of Quarter 4 (180 days of school): No more than 10% of students will have 15 or more absences ●
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	<p>15. Provide reading and math intervention opportunities for students that are below proficiency before school, afterschool, school breaks and/or summer.</p> <ul style="list-style-type: none"> ● Moby Max ● Reading Plus ● Lexia Core5 ● PTT/PPT ● Summer skills workbook ● iReady 		<p>Diana Woo</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF xx 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>Those students not meeting grade level benchmark in reading/math will have the opportunity to receive additional tutorial services:</p> <p>100% of 4th and 5th grade students not meeting grade level benchmark in reading/math will have the opportunity to use the computer lab either before or after school.(Moved from EA#11)</p> <p>100% of students will receive a summer skills workbook to complete during the summer break.</p>
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	<p>16. Provide opportunities for students to participate in wellness type activities</p>		<p>Normann Olegario</p>	<ul style="list-style-type: none"> <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 the students and faculty will have the opportunity to participate in our morning exercise program (Every Wednesday).</p> <p>100% of the students will participate in activities that may include but not limited to:</p> <ul style="list-style-type: none"> ● PE ● Jump rope for Heart with a friend ● Morning and/or afternoon recess activities.. ● walk with a friend ● Fun Run ● 5th grade wellness day
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Goal 2: Staff Success. [Iliahi 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>By the year 2020, all teachers will have been provided professional development based upon teacher feedback, recommendation from WASC, and classroom observations.</p>	<p>With the new DOE strategic plan, teachers will need on-going support to meet the needs of all students. ie. standards based grading, differentiated instruction strategies, GLOs, RtI, CCSS, NGSS, SEL, C3, working with students in poverty, and etc...</p>

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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
	1. Administration will evaluate and provide feedback to teachers using the Educator Effectiveness System (EES) which include the following: <ul style="list-style-type: none"> • Charlotte Danielson's Framework of Teaching • Student Growth Percentiles (SGPs) • Student Learning Objectives (SLOs) • Tripod Survey • Working Portfolios • Core Professionalism 		G. Yukumoto, T. Yamamoto	<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	By the end of the year, 100% of the teachers that are scheduled to be evaluated in the SY 16-17 18-19 will receive a rating of proficient or higher. 100% of classroom teachers in either the Enhanced or Standard category will complete their first observation by the end of 1 st semester 100% of teachers in either the Enhanced or Standard category will get their SLOs approved by the end of first quarter 100% of non-classroom teachers in either the Enhanced or Standard category will get their working portfolios approved by the end of first quarter 100% of classroom teachers will receive and reflect on their first semester Tripod Survey results. 100% of teachers in either the Enhanced or Standard category will document

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					evidence of Core Professionalism into PDE3 each quarter
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	<p>2. Administration will use lesson observations and classroom walkthroughs as a means of data collection to make informed decisions regarding professional development support for teachers based on the following:</p> <ul style="list-style-type: none"> • Expectations of learning activity are posted/introduced • Students are aware of assessment expectations through the use of rubrics/exemplars/criteria checklist • Classroom and time management • Quality of questions • Management of instructional groups • Directions, procedures, and explanation of content are clear and understandable • Students are able to share what they are learning (I CAN STATEMENT) and why it is important 		<p>G. Yukumoto, T. Yamamoto</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>100% of teachers who are observed will receive feedback, self-reflect and self-assess as documented in PDE3 and classroom walkthroughs.</p> <p>100% of teachers will receive professional development support in areas of growth as determined by walkthroughs and focused observations</p> <p>100% of teachers after receiving professional development will implement the strategies and practices as evidenced by observations, walkthroughs, and student work</p>
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	<p>3. Provide professional development for faculty and staff which will enable them to use 21st Century skills and understanding in their teaching content and instruction and for student learning:</p> <ul style="list-style-type: none"> • Workshops • RTI, SEL, NGSS, Standards-Based Grading, CCSS, Stepping Stones, Wonders, iReady, Google, C3, computer science, Reading foundation • Modeling • Webinars • Tutorials • Sharing relevant articles, connecting with other teachers to share successes. • Use observation sheets during walk-throughs to collect data on use of levels of questioning, student engagement, differentiated instruction, use of assessment in their instruction, and technology to determine ongoing need of PD for teachers 			<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>100% of teachers will participate in professional development training as necessary and appropriate as documented by sign-in sheets and/or minutes.</p> <p>100% of teachers will receive as needed support from the coaches, NCT and administration as documented on support document form.</p> <p>100% of the teachers will implement the professional development training learnings to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes.</p>
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	<p>4. Teachers will update and revise their evidence folders on google docs which will include but not limited to the following items:</p> <ul style="list-style-type: none"> ● Common Curricular maps ● Common Assessments ● Common rubrics ● Charlotte Danielson observation ● Core Professionalism ● 6-Step data team process document-math/ELA SY 2018-19 ● grade level articulation ● EDP ● WASC ● GLOs 		<p>Teachers</p>	<ul style="list-style-type: none"> <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 teachers will have an a grade level evidence folders as a tool for documentation and to improve student achievement.</p>
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Goal 3: Successful Systems of Support. The system and culture of **[Iliahi Elementary]** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Iliahi would to ensure that all students will show growth in their achievement in ELA and math especially in our disadvantage population. Iliahi would also like to close the achievement gap in math and ELA to 13% and 12% respectively. Iliahi will have built into the day schedule an intervention block to assist all students especially those that are furthest from proficiency.</p> <ul style="list-style-type: none"> ● Utilize the ART process to identify which instructional practices/programs need to be adjusted or eliminated in an effort to continuously refine instructional practices that will have the desired effect on student outcomes. ● Ensure effective communication on a timely basis to parents about important events and improvement initiatives. ● Continue to provide opportunities for parent involvement. 	<p>Iliahi has shown a math growth MGP of 27 and an ELA/ Literacy Growth MGP of 37 for the SY 2015-2016. Iliahi would like to see those numbers rise in SY 2016-2017. Currently, Iliahi has used PPT/PTT as a push in method to provide additional intervention assistance for all students. In addition, we also have a pull out intervention block for K-2 to utilize our Lexia Core 5 and Moby Max computer based programs.</p> <p>Our SY 15-16 data shows that 60% of our Kindergartners enter school with no preschool experience.</p>

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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
	1. The ART/ELA/ Math ART/Science/Universal Screeners- Rtl and ELA/Math/GLO committees will conduct Quarterly team meetings.		C. Andres, T. Felix, D. Woo	<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 teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs).

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	<p>2. Expand the promotion of our school-wide Positive Behavior Support (PBS) expectations to help students internalize how to make good, safe choices as a life-long practice with:</p> <ul style="list-style-type: none"> • Dragon Dollars redeemed at the Dragon Dollar Store • Merit Charms recognize student achievements • Dragon of the Quarter recognition assemblies • Bully Prevention Week #1 & Week #2 focus on being a BUDDY, not a Bully--Iliahi ES is a Bully Free Zone • Bully Prevention lessons throughout the school year • Recognize positive behaviors with six positive statement interactions for one negative statement/interaction when working with students. • Provide behavioral interventions in the monthly Counselors' Corner. • Thinking Maps to learn how to resolve conflict and how to be a friend. 		<p>N. Olegario, J. Harai</p>	<ul style="list-style-type: none"> <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>By the end of the 1st semester, 90% of students will have zero incidents according to the eCSSS database.</p> <p>By the end of the year, 85% of students will have zero incidents according to the eCSSS database.</p> <p>100% of classroom teachers will receive a favorability rating of 33% or better for "control" as rated by the Tripod survey.</p> <p>The number of office referrals will not exceed eight per quarter</p> <p>Based on the Spring SQS, 85% of students will indicate a positive rating for safety.</p>
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	<p>3. Inform families about school events and provide written notice about our school improvement initiatives in a timely manner:</p> <ul style="list-style-type: none"> • Informational flyers and letters • Parent newsletters • Current school website • Automated mass phone messaging system (syner-voice) school messenger 		<p>D. Woo L. Shimabukuro</p>	<ul style="list-style-type: none"> <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 parents will receive timely and appropriate notifications via syner-voice school messenger, flyers, newsletter, website, etc.</p>
	<p>4. Parents will have the opportunity to participate in parent involvement activities throughout the school year.</p> <ul style="list-style-type: none"> • Meet and Greet • Parent Day/ Grade Level Activities • Volunteer training/tutoring/ chaperone • School-wide activities 		<p>D. Woo L. Shimabukuro</p>	<ul style="list-style-type: none"> XX WSF XX 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 parents will have an opportunity to participate in one or more events or activities as documented by handouts and/or sign in sheets.</p> <p>100% of participating families will have the opportunity to complete a survey</p> <p>90% of parents will show a satisfactory rating on school created evaluations/ SQS survey.</p> <p>After analyzing the parent survey data, school will craft the next steps to improve parent involvement.</p>

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	<p>5. Continue to improve, repair and maintain technology equipment to meet the changing systems requirements for programs</p> <ul style="list-style-type: none"> • Replace aging equipment to assist and enhance instruction, curriculum, and assessment 		<p>S. Miyabuchi</p>	<p>XX WSF XX Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>100% of students in grades K-5 will utilize technology for HSA science, SBA, STEM/K-20 Engineering Project grade level EDP project , and/or any other learning opportunities..</p>
	<p>6. Create and implement an RTI system to identify and support students in the tier 1, tier 2, and tier 3 categories who are below grade level benchmarks to and address their areas of need.</p> <p>7. Monitor the effectiveness of our RTI system.</p> <ul style="list-style-type: none"> • Dibels K - 5 • DRA K-2 - Fluency/Comprehension • Reading Plus 3-5 - Comprehension 		<p>G. Yukumoto, T. Yamamoto</p>	<p>XX WSF XX Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>100% of the teachers will implement our RTI system to meet the specific needs of our students especially those farthest from proficiency.</p> <p>100% of the teachers will monitor student data to make instructional adjustments to increase student achievement.</p> <p>100% of students in grades K-5 who are below grade level will show average growth based on DIBELS Zones of Growth Report</p> <p>DRA and reading plus statements</p>

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