



Three-Year Academic Plan 2017-2020

WAHIAWA ELEMENTARY SCHOOL

1402 Glen Avenue, Wahiawa, Hawaii 96786
<http://wes.k12.hi.us>

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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) ● <i>WASC Self Study</i> <ul style="list-style-type: none"> ▪ <i>WASC Category B: Standards Based Student Learning: Curriculum, instruction</i> ▪ <i>WASC Category C: Standards Based Student Learning: Instruction</i> ▪ <i>WASC Category D: Standards Based Student Learning: Assessment and Accountability</i> <p>SW 1: Incorporate a comprehensive needs assessment of the entire school that is based on information that includes</p>	<ol style="list-style-type: none"> 1. Need: (WASC Growth Area Goal #1) To strengthen student achievement, administrators and teachers will establish and implement a process to monitor and determine the effectiveness of school-wide programs, policies, and the data team process. 2. Need: (WASC Growth Area Goal #2) Teachers will implement the school curriculum and established agreements to provide students with learning targets, common grade-level criteria for proficiency, models of exemplars and non-exemplars, and descriptive feedback so that students understand the expectations and improve the quality of their work. 3. Need: (WASC Growth Area Goal #3) The administration, faculty, and staff will implement with fidelity, the RtI plan to ensure adequate instructional services are provided for all students to improve CCSS proficiency. 4. Need: (WASC Growth Area Goal #4) The administration, faculty, and staff will develop and implement an internal communication process that provides clear, consistent expectations for all roles, programs, and processes, including monitoring, feedback, and reflection in order to improve academic outcomes for students as well as strengthen the understanding and ownership of the Academic Plan. 5. Need: (WASC Growth Area Goal #5) The administration, faculty, and staff will develop and implement a communication plan to strengthen parent and community understanding of assessment results, school programs and services to improve stakeholder involvement and student academic outcomes. 6. Need: (WASC Growth Area Goal #6) The administration, faculty, and staff will continue efforts to develop and implement plans to decrease chronic absenteeism. Wahiawa Elementary will reduce chronic absenteeism from 18% in SY 15-16 to 12% in SY 19-20. 7. Need: (WASC Growth Area Goal #7) The administration, faculty, and staff will develop a plan to increase the number of teachers implementing the state GLO rubric with fidelity to improve the consistency of using the state rubric. 8. Need: (WASC Growth Area Goal #8) The administration, faculty, and staff will develop a plan to include all

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<p>student achievement relative to the state's academic content and achievement standards.</p>	<p>classified staff on Focus Teams to improve school wide communication.</p> <p>9. Need: (WASC Growth Area Goal #9) The administration, faculty, and staff will identify and address the issues that prompted teachers to respond negatively on the Safety, Well-Being, Satisfaction and Involvement/Engagement portions of the School Quality Survey, to reduce the potential impact of their negative responses to WES students' academic success.</p> <p>10. Need: Address the following HIDOE Strategic Plan School-Level Success Indicators</p> <ul style="list-style-type: none">● Increase the percentage of students who report a positive school climate as measured by the SQS● Increase the percentage of special education students receiving services in general education classes (inclusion rate)● Increase the percentage of 3rd grade students who are reading at, near, or above grade level as measured by the SBA reading claim. (70% for SY 17-18) <p>11. From our 17-18 SBA scores in reading and math, and our Hawaii Growth Indicators, we find additional needs in these areas:</p> <ul style="list-style-type: none">● Increase proficiency in grades 3-5 in reading (38% in SY 17-18)● Increase proficiency in grades 3-5 in math (37% in SY 17-18)● Reduce Math Gap Rate (18 in SY 17-18)● Reduce ELA/Literacy Gap Rate (23 in SY 17-18)● Increase proficiency on the 4th grade science assessment (43% in SY 17-18) <p>Addressing Equity: Subgroup Identification</p>
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	<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> <p>Disadvantaged – WES is a Title I school. (75% Disadvantaged in SY 17-18) – Three tiers of academic and behavioral support are provided, as this subgroup has 38% meeting ELA SBA proficiency, and 36% meeting Math SBA proficiency (SY 17-18). Support includes pull out and push in tutoring with trained PPTs and NCTs, counseling and behavioral specialists from community partners (Ike Pili'alo'ha), computer-based intervention supports for reading and math, and school/community provided overall enrichment as well as resources for academic and personal needs.</p> <p>ELL (17% SY 17-18) – Three tiers of support are provided, as this subgroup has 16% meeting ELA SBA proficiency, and 16% meeting Math SBA proficiency. -Support includes prioritized pullout services with trained PTTs.</p> <p>SPED (12% SY 17-18) – Three tiers of academic and behavioral support are provided, as as this subgroup has 5% meeting ELA SBA proficiency, and 10% meeting Math SBA proficiency. Supports include co-teaching (Inclusion) education classrooms to the extent possible and appropriate for student placement, resource classrooms when appropriate, specialized services as determined by individual IEPs, and computer-based intervention supports for reading and math.</p>
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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Jamie Oshiro, Principal	Goal 2, Desired Outcome #1-2; Goal 3, Desired Outcome #1-2;
2. Stacey Miller, Assistant Principal	Goal 1, Desired Outcome #3; Goal 3, Desired Outcome #1-2;
3. Brandon Watada, Curriculum Coach	Goal 1, Desired Outcome #1-2; Goal 2, Desired Outcome #3
4. Sherri Chang, Curriculum Coach	Goal 1, Desired Outcome #1-2; Goal 1, Desired Outcome #5; Goal 3, Desired Outcome #3
5. Melissa Moriguchi, Curriculum Coach	Goal 1, Desired Outcome #1-2; Goal 1, Desired Outcome #5;
5. Jade Santos, Student Services Coordinator	Goal 1, Desired Outcome #2
6. Ka'imi Manner, Counselor	Goal 1, Desired Outcome #4
7. Krichelle Kato, Counselor	Goal 1, Desired Outcome #4;
8. Stephanie Kuniyoshi, Librarian	Goal 1, Desired Outcome #1-2; Goal 1, Desired Outcome #5

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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>Objective 1: Empowered by Learning</p> <p>***The percentage of students who meet achievement standards/proficiency on statewide assessments in ELA/Literacy, mathematics, and science will increase to 50% as measured by SBA and HSA. So that by the end of SY19-20:</p> <ul style="list-style-type: none"> ● ELA Proficiency will increase from 38% to 50% ● Math Proficiency will increase from 37% to 50% ● Science Proficiency will increase from 43% to 50% <p>***The difference between high need students and non-high need students meeting standards/proficiency on statewide assessments (GAP RATE) will be reduced by 2 points each year as measured by HIDOE. (High needs includes economically disadvantaged, special needs, and English Language Learners.)</p> <ul style="list-style-type: none"> ● ELA GAP will decrease from 23 points to 19 points ● Math GAP will decrease from 18 points to 14 points 	<p>Wahiawa Elementary students and families face many challenges that affect school performance and regular school attendance.</p> <p>Our community data indicates a high number of adults whose lack of education results in unemployment and/or underemployment. While the numbers of adults with less than a high school diploma (13.1%) is only slightly higher than the state average, the number of adults with a college degree in the Wahiawa area (17.8%) is lower than the rest of the state (29%).</p> <p>The Wahiawa community has a high unemployment rate and an increasing number of immigrant families that often stretches state, community and school resources. Many of these immigrant families and extended families are Micronesian, bringing a large English Language Learners (ELL) population into the Wahiawa Elementary School system. Difficult economic times in Hawaii have also attracted families seeking lower rental rates. Many of these families are single parent households. Wahiawa also has a large homeless population, as evidenced by the</p>

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Objective 2: Address the Whole Child

Students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS) will increase by 3% each year to reach 68% by SY19-20.

The percentage of students who are chronically absent will decrease 3 1% each year to reach 12% by SY19-20. **(WASC Growth Area #6)**

Objective 3: Have a Well-Rounded Education Experience

All students are provided with challenging curriculum, and understand the expectations for quality work because teachers implement the school's curriculum and established agreements to provide students with student-friendly learning targets, common grade level criteria for proficiency, models of exemplars, and non-exemplars, and provide descriptive feedback. **(WASC Growth Area #2)**

An RtI (Response to Intervention) process, including guidelines and timelines, is in place to ensure adequate instructional services are provided for all students, and is monitored by teachers, grade level leaders, and school administration. **(WASC Growth Area #3)**

Objective 4: Be Prepared and Resilient

The number of students demonstrating reading of "Near, At, or Above" grade level by the end of 3rd grade will increase to 74% for SY19-20.

The number of 4th grade students who demonstrate proficiency in science will increase to 50% by the end of SY19-20.

growing tent dwellings found under and surrounding the bridges and non-residential areas on the outskirts of Wahiawa.

The Wahiawa population also consists of military families, which can be another challenge for our families when a parent is deployed or when students are relocated in the middle of the school year.

Because of the challenges most of our students and their families face on a daily basis, and to fulfill our mission of meeting the needs of the students who attend Wahiawa Elementary School, we are committed to providing a foundation of knowledge and skills so they can become respectful, responsible, contributing citizens who make intelligent, educated decisions.

We believe that Wahiawa Elementary School is a place where everyone can learn. Thus our motto:

Wahiawa Elementary School
Where Everyone Succeeds

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Planning				Funding (OPTIONAL)	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p>Goal 1, DO1. The percentage of students who meet achievement standards/proficiency on statewide assessments in ELA/Literacy, math, and science will increase to 50% by SY19-20 as measured by SBA and HSA so that by SY19-20:</p> <ul style="list-style-type: none"> • ELA Proficiency will increase from 33% to 50% • Math Proficiency will increase from 31% to 50% • Science Proficiency will increase from 40% to 50% 	<p>EA 1.1.1 Students are provided with challenging differentiated curriculum, learning targets, common grade level criteria for proficiency, models of exemplars, and non-exemplars, and provide descriptive feedback as discussed during learning team meetings. (WASC Growth Area #2 and #3)</p> <p>EA 1.1.2 All teachers will create and implement STEM and Inquiry instruction to implement NGSS.</p>	<p>ELA SY17-18: 38% SY18-19 :44% SY19-20: 50%</p> <p>Math SY17-18: 37% SY18-19: 43% SY19-20: 50%</p> <p>Science SY17-18: 43% SY18-19:46% SY19-20: 50%</p>	<p>Sherri, Melissa, Brandon, Stephanie</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>80% percent of students will show growth as measured by quarterly class profiles (EA 1.1.1)</p> <p>100% of students will be engaged in STEM and Inquiry projects as measured by walkthroughs, student work, and 4th grade HSA Science assessment results.</p>

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<p>SW2: Identify school-wide reform strategies</p>	<p>EA 1.1.3 All students are provided with an enriched school experience that includes multimedia instructional tools such as interactive LCD panels in the classroom, 1:1 devices, and educational software to assist in building proficiency in reading and math.</p>				<p>100% of teachers will use multimedia instructional tools to enhance teaching and learning as measured by walkthroughs.</p>
<p>Goal 1, DO2. The difference between high need students and non-high need students meeting standards/proficiency on statewide assessments (GAP RATE) will be reduced by 2 points each year for ELA and Math as measured by HIDEOE. (High needs includes economically disadvantaged, special needs, and English Language Learners.)</p> <ul style="list-style-type: none"> ● ELA GAP will decrease from 25 	<p>EA 1.2.1 Special Education students are taught in co-teaching (inclusion) and resource classrooms with extra support staff as needed.</p> <p>EA 1.2.2 i-Ready Universal screener will be given multiple times per year for Early Literacy, reading, and math. Results used to create class profiles, set proficiency targets, and plan differentiated instruction for students.</p> <p>EA 1.2.3 PPTs, PPEs, and/or PTTs hired to assist with targeted interventions for at-risk students, including ELL students.</p>	<p>ELA GAP SY17-18: 23 pts SY18-19: 21 pts SY19-20: 19 pts</p> <p>MATH GAP SY17-18: 18 pts SY18-19: 16 pts SY19-20: 14 pts</p>	<p>Sherri, Melissa, Brandon, Stephanie, Jade</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 Special Education students will be provided with appropriate services as measured by IEP service grid minutes which reflect a student's least restrictive environment.</p> <p>100% of students will be monitored for appropriate academic growth as measured by learning team meeting minutes, and quarterly class profiles.</p> <p>100% of students will receive tiered instruction and interventions as needed as measured by classroom observations and learning team meeting minutes.</p>

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<p>to 19 points</p> <ul style="list-style-type: none">● Math GAP will decrease from 20 to 14 points <p>SW2: Identify school-wide reform strategies</p> <p>SW 9: Ensure that students who experience difficulty mastering the proficiency or advanced levels of academic achievement shall be provided with effective, timely, additional assistance.</p>					
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<p>Goal 1, DO3. Students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS) will increase by 3% each year from 68% SY17-18.</p> <p>SW2: Identify school-wide reform strategies</p> <p>SW7: Incorporate transition plans</p> <p>SW10: Coordinate and integrate federal, state, and local services and programs.</p>	<p>EA 1.3.1 All students have access, as appropriate, to behavioral support services.</p> <p>EA 1.3.2 All students will participate in the SEL curriculum.</p>	<p>SQS Survey Safety Dimension</p> <p>SY17-18: 68%</p> <p>SY18-19: 71%</p> <p>SY19-20: 74%</p>	<p>Stacey</p>	<p><input type="checkbox"/> 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 qualifying students will receive appropriate behavioral services as measured by referrals, STAT meeting meetings, counselor student logs, and BSPs.</p> <p>74% of students will report a positive school climate as measured by the Safety Dimension of the SQS.</p>
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<p>Goal 1, DO4. The percentage of students who are chronically absent will decrease by 1% each year. (WASC Growth Area #6)</p> <p>SW2: Identify school-wide reform strategies</p>	<p>EA 1.4.1 The school's attendance policy will be implemented by all staff.</p>	<p>Chronic Absenteeism SY17-18: 14% SY18-19: 13% SY19-20: 12%</p>	<p>Krichelle, Ka'imi</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 the staff will implement the school attendance policy as measured by attendance call logs, meeting minutes, and home visit logs.</p>
<p>Goal 1, DO5. The number of students demonstrating reading of "Near, At" or "Above" grade level by the end of 3rd grade will increase to 74% over 3 years.</p> <p>SW2: Identify school-wide reform strategies</p>	<p>EA 1.5.1 Kindergarten and First grade teachers will provide intensive instruction in foundational skills for all students.</p> <p>EA 1.5.2 Teachers in K-3 will provide differentiated instruction to meet the needs of all students. (WASC Growth Area #3)</p>	<p>3rd Graders Reading near/at/above Grade level:</p> <p>SY17-18: 70% SY18-19: 72% SY19-20: 74%</p>	<p>Sherri, Melissa, & Stephanie</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 N/A</p>	<p>80% of students in grades K-3 will show growth in ELA as measured by quarterly class profiles.</p>

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Goal 2: Staff Success. Wahiawa 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>Objective 1: Focused Professional Development</p> <p>By the end of SY 2020, WES will realign professional development resources to support student success objectives, with the purpose of supporting a consistent cadre of caring educators who provide quality instruction that enables WES students to be proficient academically.</p> <p>By the end of SY 2020, WES will implement quality, prioritized professional development for educators and leaders that increases knowledge, understanding, and the ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.</p> <p>Objective 2: Timely Recruitment & Placement</p> <p>Objective 3: Expanded Professional Pipeline</p> <p>By the end of SY 2020, WES will strengthen the teacher, principal, and educational leader development pipeline to support shared and effective leadership at all levels.</p> <p>At WES, all beginning teachers receive appropriate mentoring and support to improve instructional practices. By the end of SY 2020, WES will implement a plan to provide effective support for new teachers.</p>	<p>One of the findings of our recent WASC self-study referred to a need for WES administration and faculty members to establish and implement a process to ensure that curricular and instructional initiatives are supported by Professional Development, are implemented as intended, and promotes positive impacts on student performance (A.5.3). In conjunction with this need is recognition that over the past 3-4 years the school has been under tremendous pressure to improve student academic achievement, which rests heavily on the classroom teacher's ability to effectively implement highly effective research-based instructional strategies. Thus, it is important that the school hire highly qualified teachers and support them fully with professional development, mentoring, resources, and opportunities to collaborate and lead.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	Accountable Lead(s)	Source of Funds (OPTIONAL) (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p>Goal 2, DO1. WES continues to provide resources to support teachers in meeting student, instructional, and curricular needs.</p> <p>SW2: Identify school-wide reform strategies</p> <p>SW3: Provide instruction by Highly Qualified teachers</p> <p>SW5: Implement strategies to attract high quality, highly qualified teachers</p> <p>SW 8: Include teachers in decisions</p>	<p>EA 2.1.1 Resources are provided to support relevant Professional Development and instructional tools.</p> <p>EA.2.1.2 The school supports new teachers by providing school-level mentors (i.e., academic coaches and district mentors).</p> <p>EA.2.1.3 The school promotes consistent collaboration and team problem-solving through Leadership, Learning, and Grade Level Teams.</p>	<p>SY17-18</p> <p>RtI Intervention Strategies, Resources and Materials</p> <p>SY18-19</p> <p>Coaches will continue mentoring</p> <p>Refine Learning and Leadership Team focus and processes</p>	Jamie	<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 be provided support in meeting student, instructional, and curricular needs as measured by faculty meeting and learning team meeting minutes.</p> <p>100% of new teachers will be provided school-level mentors as measured by monthly mentoring meeting logs.</p> <p>100% of staff will consistently participate in collaboration and team problem-solving as measured by grade level, learning teams, and leadership team meeting minutes.</p>

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		SY19-20 Coaches will continue mentoring Refine Learning and Leadership Team focus and processes			
Goal 2, DO2. An intentional Professional Development Plan is developed yearly to support instructional needs and increased student achievement on the SBA and HSA. SW4: Provide high quality and ongoing professional development SW 8: Include teachers in decisions	EA 2.2.1 Support teachers and teacher leadership through training, embedded collaboration time, participation in Leadership and Learning Teams.	SY17-18 PD Plan was focused on creating and implementing an effective RtI Process, and first stages of NGSS. SY18-19 K-1 Early Intervention Plan ELL collaboration and integration Continued	Jamie	<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	Administration will support teacher leadership training as measured by evidence of Professional Development opportunities given to and attended by teachers/staff, as well as Leadership and Learning Team, Grade Level and ELL minutes.

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		NGSS unit planning and implementation SY19-20 TBD i-Ready PD Full implementation of NGSS. Units revised as needed.			
Goal 2, DO3. Teachers will develop a plan for consistent implementation of the GLO rubric.	EA. 2.3.1 The staff will continue to implement the GLO #1 and #2 rubric (WASC Growth Area #7). EA. 2.3.2 The staff will continue to revise and implement the GLO #3 and #4 rubric (SY 2018 - 2019) (WASC Growth Area #7) EA. 2.3.3 The staff will continue to revise and implement the GLO #5 and #6 rubric (SY 2019 - 2020)	SY 17-18 PD focused on GLO #1 and 2 SY 18-19 PD focused on GLO #3 and 4 SY 19-20 PD focused on GLO #5 and 6	Brandon	<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 use the GLO rubric with fidelity as measured quarterly by self-reporting surveys.

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	(WASC Growth Area #7)				
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Goal 3: Successful Systems of Support. The system and culture of **Wahiawa 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>Goal 1: Innovation and Bright Spots</p> <p>Goal 2: Adequate and Expanded Resources</p> <p>Goal 3: Efficient and Transparent Supports</p> <p>Yearly, WES updates and shares the school's Academic and Financial Plan. The plan is communicated to and reviewed by all stakeholders for feedback and suggestions for improvement.</p> <p>By the end of SY 19-2020, WES will improve the percentage of parents who respond to school surveys from 21.9% SQS surveys completed and returned (SY 17-18) to at least 40%.</p> <p>By the end of SY 19-20, WES will strengthen the culture of continuous improvement by establishing a process to monitor and determine the effectiveness of school-wide programs and processes with the purpose of strengthening student achievement.</p> <p>By the end of SY 19-20, WES will continue to improve communication to promote understanding and engagement of stakeholders.</p>	<p>As identified in our recent WASC (2016-17) self-study, WES will continue to implement successful systems of support – organizing financial, human, and community resources in support of student success.</p> <p>Bright spots, as identified by WASC, include the Learning Team planning process used to make collaborative and curricular decisions for students based on current data, team goals for student academic improvement, and progress monitoring from grade level to individual student level. Data sources used in the Learning Team process includes diagnostic, formative, and summative sources.</p> <p>Currently, WES employs the following strategies to increase parent involvement:</p> <ul style="list-style-type: none">• Timely notifications about important events, deadlines, and school improvement initiatives.• Quarterly standards-based Family Nights under the direction of grade level teams, coaches, and school administration. Title I funds are used to assist with parent involvement activities, supplies, refreshments, and academic materials for parents to use with their students. <p>Other organizational bright spots as identified by WASC include:</p> <ul style="list-style-type: none">• Funds allocated to support school-wide implementation of

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	<p>computer-based intervention, including one-to-one devices for student classroom use.</p> <ul style="list-style-type: none"> • WES has many safety policies/procedures in place that include such things as fire, earthquake, evacuation, and lockdown drills. • There are regularly scheduled meetings to provide input from all stakeholders.
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Planning				Funding (OPTIONAL)	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds (OPTIONAL) <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Goal 3, DO1. Administrators and teachers will establish and implement a process to monitor and determine the effectiveness of school-wide programs, policies, and the data team process to strengthen student achievement.	EA 3.1.1 Leadership Team meets monthly to monitor and discuss effectiveness of school-wide programs focusing on instructional practices and student growth and achievement.	SY17-18 SY18-19 SY19-20	Jamie, Stacey	<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	Leadership Team members will meet to report on and assist in monitoring the school's Academic Plan at least quarterly, as measured by meeting minutes.

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(WASC Growth Area #1 and #8)					
<p>Goal 3, DO2. The administration, faculty and staff will develop and implement a clear and consistent internal communication plan.</p> <p>(WASC Growth Area #4).</p> <p>SW2: Identify school-wide reform strategies</p>	EA 3.2.1 School will update our internal communication plan.	<p>SY17-18</p> <p>-Created an internal communication plan</p> <p>SY18-19</p> <p>-Share and implement newly revised internal communication plan</p> <p>SY19-20</p>	Jamie, Stacey	<p><input type="checkbox"/> 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>	By August 2019, 100% of WES stakeholders will be informed about the revised internal communication plan.

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<p>Goal 3, DO3. The administration, faculty, and staff will develop and implement events and activities to strengthen parent and community involvement and student achievement outcomes. (WASC Growth Area #5)</p> <p>SW2: Identify school-wide reform strategies</p> <p>SW 6: Implement strategies to increase parental involvement, such as family literacy services.</p>	EA 3.3.1 Quarterly standards-based family nights under the direction of grade level teams, coaches, and school administration.	SY17-18	Sherri	<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 WES parents will be given an opportunity to participate in quarterly standards-based family nights provided by school teams as measured quarterly by parent surveys, sign in sheets, and agenda.
	EA 3.3.2 Increase the number of parents who respond to school surveys through personal invitations, reminders, and incentives.	SY18-19			100% of parents will have the opportunity to evaluate the effectiveness of WES programs and events measured by the responses to SQS and family night surveys.
	EA 3.3.3 Timely notifications about important events, deadlines, academic progress and school improvement initiatives.	SY19-20			100% of WES parents will be given an opportunity to participate in PCNC school activities as measured by sign-in sheets and volunteer work logs.
	EA 3.3.4 Provide a PCNC Coordinator to assist families in understanding school programs and services.				