DRAFT

Three-Year Academic Plan
2017-2020

Sean Tajima (signature)   MAY 1 7 2019

SEAN TAJIMA
COMPLEX AREA SUPERINTENDENT

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

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study 　▪ WASC Category A: Organization 　▪ 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 　▪ WASC Category E: School Culture and Support for Student Personal and Academic Growth ● Other	1.　Need: <u>Achievement Gap-</u> Based on data, in Barbers Point Elementary School there is a discrepancy between High Needs and Non-High Needs performance. A concerted effort must be made to support growth of all students through a differentiated approach to instruction and learning. BPES plans to focus on revising and improving our RTI program to meet the needs of all students. Strive HI Achievement Gap: 2015-2016 ELA- 62% Math-62% 2016-2017 ELA- 23 pts Math- 20 pts 2017-1018 ELA- 41 pts Math- 27 pts 2.　Need: <u>Student Proficiency-</u> at BPES proficiency in ELA, Math and Science. Our school will implement high yield, research-based teaching and learning strategies into classroom instruction through articulation and data teams. (Hattie-Assessment Capable Learners: Effect size- 144; Collective Teacher Efficacy Effect size - 1.57; Ainsworth- Learning Intentions and Success Criteria; Fisher- Visible Learning for Literacy.) 2015-2016 SBA Scores for BPES: ELA- 39% Math- 34% Science- 22% 2016-2017 ELA-39% Math-33% Science- 35% 2017-2018 ELA-45% Math-36% Science-36%

3. Need: <u>School Climate and Safety</u> -Based on the SQS and Tripod Data, a focus on the whole-child tenets as defined by ASCD including but not limited to:
    - Each student learns in an environment that is physically and emotionally safe for students and adults.
    - Each student is actively engaged in learning and is connected to the school and broader community.
    - Each student has access to personalized learning and is supported by qualified, caring adults.
    - Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

2015-2016
SQS - Safety Dimension: Parent 90%, Teacher 73%, Student 84%
Chronic Absenteeism- 18%
2016-2017
SQS - Safety Dimension: Parent 75.3%, Teacher 83.3%, Student 75.3%
Chronic Absenteeism- 23%
2017-2018
SQS - Safety Dimension: Parent 77.2%, Teacher 83.9 %, Student 754 %
Chronic Absenteeism- 23%

Addressing Equity: Sub Group Identification

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

SPED
Disadvantaged
ELL

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Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Jaclyn Riel, Principal	1. ART Process/EES/Data Teams
2. Eugene Toyama, Vice Principal	2. Compliance, Monitoring, Equity for Title One
3. Vickathy Kelekolio, Tech/Data Coach (SY 18-19)	3. Curriculum support with technology integration and Student data monitoring
4. Tammy Nakagawa, ELA Coach & Laureen Masukawa, Math Coach	4. Wonders, Stepping Stones, Induction & Mentoring
5. Renee Kaneshiro, PLTW Coach	5. NGSS/STEM/Project Lead the Way (PLTW)
6. Tammy Nakagawa, Coach	6. Advancement via Individual Determination (AVID)
7. Jaimi Dennis, Student Services Coordinator Coreen Nishimura, EL Tammy Nakagawa, Laureen Masukawa, Renee Kaneshiro, Vickathy Kelekolio	7. Inclusion Practices (Equity) • Special Education • EL • Differentiated Instruction, RTI
8. Andrea Epple, Counselor #1 and Cheryl Castillo, Counselor #2, Evie Joy Chan, Counselor #3 (SY 18-19)	8. Social Emotional Learning (Whole Child) Counselor #1/#2, Attendance/Transition Counselor #3

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<u>**Goal 1:**</u> **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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1. 80% of students will be able to articulate clearly and

specifically as measured by school walkthrough data:

   a. What they are learning;
   b. Why they are learning it;
   c. What success looks like; and
   d. What their next steps are

2. Overall 7 Cs student tripod survey will show that 80% of the students will report a positive response to the survey.

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1. Based on research, when students are able to understand the learning progression, it yields growth of up to three times the normal yearly rate. (Hattie- Assessment Capable Learners = effect size of 1.44; Collective Teacher Efficacy = effect size of 1.57; Ainsworth- Learning Intentions and Success Criteria; Fisher- Visible Learning for Literacy)

2. Based on research, to learn, students need to feel safe and supported. Without these conditions, the mind reverts to a focus on survival. (ASCD, ASCA; Hattie- Teacher-student relationships = effect size of 0.72)

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Planning			Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

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	Well Rounded: Research & Evidence Based			
SY 2017-18 *40% of students will score proficient in ELA by SY 2017-18* *35% of students will score proficient in Math by SY 2017-18* *30% of students will score proficient in Science by SY 2017-18* **SY 2018-19** *43% of students will score proficient in ELA by SY 2018-19* *38% of students will score proficient in Math by SY 2018-19* *38% of students will score proficient in Science by SY 2018-19* **SY 2019-20** *46% of students will score proficient in ELA*	Provide professional development and support to implement research & evidence based instructional practices. **SY 2017-18** Provide School Wide Professional development to ensure all classrooms have teacher clarity within their standards based instruction. - Clear learning targets (skills and concepts) - Success Criteria - Aligned Assessments - High quality/data driven instruction (3-5) **SY 2018-19** Continue to provide Schoolwide Professional development to ensure that curriculum, instruction, and assessment are aligned to the standards in all content areas. - Clear learning targets (skills and concepts) - Success criteria - Aligned Assessments - High quality/data driven instruction (k-5)	Jaclyn Riel, Laureen Masukawa, Tammy Nakagawa	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Through classroom walkthroughs, 100% of the classrooms will have research-based strategies evident. All classrooms will give universal screener 3x/yr, and use that data to drive instruction as indicated by the data team process. Common Core assessments

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by SY 2019-20 *40% of students will score proficient in Math by SY 2019-20* *38% of students will score proficient in Science by SY 2019-20* WASC Critical Areas #1/ #2	• Student Engagement **SY 2019-20** Continue to provide Professional development to ensure all classrooms have teacher and student clarity within their standards based instruction. 　• Assessment capable learners 　　○ Set and use Success Criteria 　　○ Self and Peer Feedback 　　○ Goal Setting			
College & Career Readiness 100% of students in AVID classrooms (grades 3-5) will be utilizing the AVID Organizational Binder & NoteTaking strategies and Critical Reading Strategies	Coordinate activities such as college t-shirt days, career day, etc. **SY 2017-18** 　• Utilize AVID strategies (grades 3-5) 　• Coordinate activities such as college t-shirt days, career day 　• Work with Kapolei middle to promote KMS AVID elective 　• Implement Critical Reading strategy (graphic organizers, marking the text) **SY 2018-19** Support progress and continue utilize AVID	Jaclyn Riel, Tammy Nakagawa	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	AVID data collection via google docs

	strategies to support student learning. (see SY2017-18 above) **SY 2019-20** Support progress and continue utilize AVID strategies to support student learning. (see SY2017-18 above)			
BPES will increase SQS student participation rate. BPES will increase positive student responses from the Tripod Survey Results in the following areas: SY 2017-18: SQS participation: 70% Control: 42% Captivate: 77%	**Whole Child: Social Emotional Learning** Provide CSSS/RTI - Comprehensive School Support System and Response to Intervention professional development and resources. Utilize PTT's to assist grade levels with RTI strategies and small group supports To develop a schoolwide system to implement the SQS to insure students are provided the opportunity to give feedback on their perceptions of the school. SY 2017-18 • Provide Professional Development in refining RTI implementation. • Create an effective Tier 1, Tier 2 and Tier 3 system of support • Administer SQS during	Jaclyn Riel Cheryl Castillo, Counselor 2, Coreen Nishimura, Jaimi Dennis	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	-Tripod (Control and Captivate) -SQS -Articulation surveys

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SY 2018-19: Control: 50% Captivate: 80% SY 2019-20: Control: 53% Captivate: 83% Chronic Absenteeism SY 16-17: 23% SY 17-18: 23% SY 18-19: 21% SY 19-20: 19% WASC Critical Areas #3/#4	articulation/resource rotation. • SY 17-18- PTTs tutor identified students on a regular basis in ELA and Math Gr. 3-5 • Counselors monitor attendance and create incentives to motivate students (individual, class and school-wide) • Counselors meet with Social Worker bi-weekly to address chronic absenteeism cases • Counselors doing regular check ins for students with behavior/attendance concerns SY 2018-19 • Develop a designated tiered intervention block to deliver instruction that meets the specific needs of students identified by the Universal Screener. • Continue to refine the Progress Monitoring process. • SY 18-19-PTTs tutor identified students on a regular basis in ELA and Math Gr. 2-5 • Counselors monitor attendance and create incentives to motivate students (individual, class and school-wide) • Counselors meet with Social			

	Worker bi-weekly to address chronic absenteeism cases • Counselors doing regular check ins for students with behavior/attendance concerns • Transition/Attendance Counselor to address chronic absenteeism issues (home visits, incentives, check ins, etc) SY 2019-20 • Continue improving the RTI school system. • Counselors monitor attendance and create incentives to motivate students (individual, class and school-wide) • Counselors meet with Social Worker bi-weekly to address chronic absenteeism cases • Counselors doing regular check ins for students with behavior/attendance concerns • Transition/Attendance Counselor to address chronic absenteeism issues (home visits, incentives, check ins, etc)			

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Inclusion Rate: SY 17-18 = 14% SY 18-19 = 17% SY 19-20 = 20% Increase SPED Proficiency: SY 2017-18 = 0% SY 2018-19 = 5% SY 2019-20 = 10% EL Growth To Target: SY 16-17 = 47% SY 17-18 = 43% SY 18-19 = 45% **Close Achievement Gap. Subgroup Targets:** SPED SY 2017-18 = 0% SY 2018-19 = 5% SY 2019-20 =	**Inclusive Practices: Equity** Provide professional development and support to implement research & evidence based instructional practices specific to IDEA and Disadvantaged subgroups **SY 2017-18** Provide support to ensure classrooms with IDEA and Disadvantaged students have teacher clarity within their standards based instruction. • Clear learning targets (skills and concepts) • Success criteria Aligned Assessments New teachers will understand (skills and concepts) and implement Common Core State Standards • Complex resource teachers provided mentoring for individual teachers to provide feedback and strategies to assist with student growth **SY 2018-19** Continue to provide support to ensure that curriculum, instruction, and assessment are aligned to the standards in all content areas. • Clear learning targets (skills and	Jaclyn Riel Jaimi Dennis	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Universal Screener IDEA, ELL and Disadvantaged

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10%
 	
WASC Critical Area #5
	concepts)
	● Aligned Assessments
	● High quality/data driven instruction
	● Student Engagement
	
	SY 2019-20
	Continue to provide support to ensure all classrooms have teacher and student clarity within their standards based instruction.
	● Assessment capable learners
	   ○ Set and use Success Criteria
	   ○ Self and Peer Feedback
	   ○ Goal Setting			

PLTW Launch K-5 SY 2017-18: 2 modules per grade level SY 2018-19: Minimum 1 module per grade level (as long as	**PLTW, K-5** SY 2017-2020 Minimum 2 module per grade level SY 2017-2018 ● 2 module per grade level ● Provide professional development and support to teachers in order to implement PLTW modules. SY 2018-19 ● Minimum of 1 module per grade level (excluding Gr 4)	Jaclyn Riel Renee Kaneshiro	A $1.5 million DoDEA grant will help Ilima Intermediate and 7 elementary schools (Barbers, Ewa Beach, Holomua, Iroquois Pt., Kapolei, Keoneula, and Mauka Lani) fund PLTW materials, training, and fees	HSA Science Assessment PLTW Walkthrough Data

teachers are supplementing to cover NGSS Standards) SY 2019-20: Minimum 1 module per grade level (as long as teachers are supplementing to cover NGSS Standards)	• Continue to provide professional development and support to teachers in order to implement PLTW modules. SY 2019 - 20 • Minimum of 1 PLTW module per grade level • Continue to provide professional development and support to teachers in order to implement PLTW module		(SY 2015-2020).	
Students will score proficient in Science: SY 2017-18 - 36% SY 2018-19- 38% SY 2019-20- 40% WASC Critical Area #6	**Science NGSS** SY 2017-18 Coordinate/provide professional development and support for Next Generation Science Standards following the statewide implementation plan. • Introduction to NGSS through professional development • Development of Learning Targets and Success Criteria SY 2018-19	Jaclyn Riel Renee Kaneshiro	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Data Team Templates • Quarterly common assessments • Formative assessments SBA Science scores

	Continue to coordinate/provide professional development and support for Next Generation Science Standards following the statewide implementation plan.
	    • Use HIDOE Crosswalk to transition from HCPS III to NGSS
	    • Unpack the NGSS
	    • Development of Learning Targets and Success Criteria
	    • Grade levels to create Science curriculum map and lessons for SY 2019-20
	
	SY 2019-20
	Continue to coordinate/provide professional development and support for Next Generation Science Standards following the statewide implementation plan.
	    • Use HIDOE Crosswalk to transition from HCPS III to NGSS
	    • Unpack the NGSS
	    • Development of Learning Targets and Success Criteria			

Goal 2: Staff Success. Barbers Point 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:

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BPES will routinely use a self-reflection/study process to determine support(s) and resource(s) in order to ensure essential elements of the school's identified priority strategy work; which is also aligned to state and complex initiatives.

BPES will continue to revisit the 2017 WASC visiting team critical areas and collect evidence to support progress.

Receiving accreditation:

Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning

Validates the integrity of the school's program and transcripts

Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide

Fosters the ongoing improvement of the school's programs and operations to support student learning

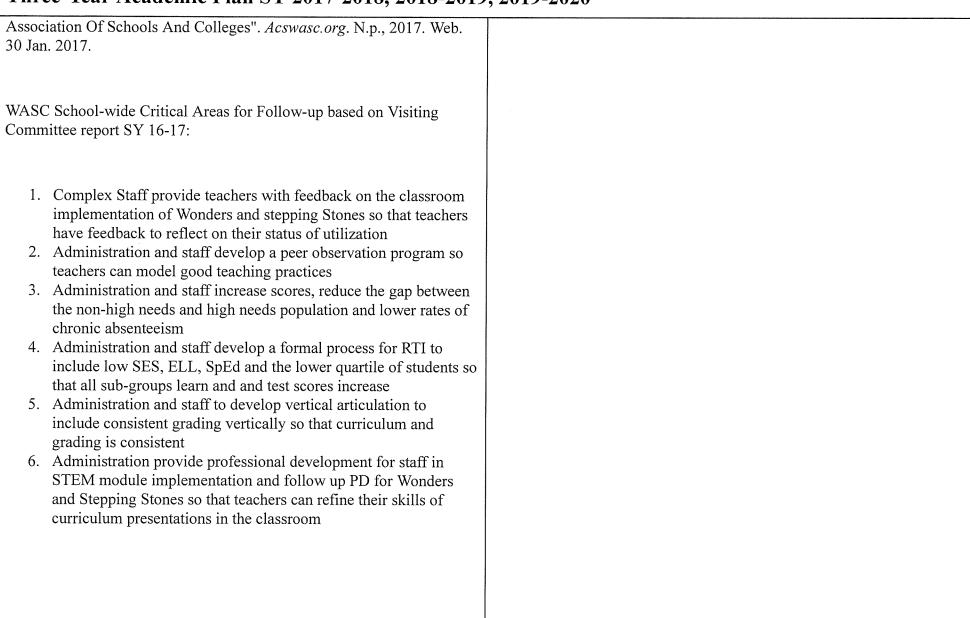Provides valuable insight from fellow educators visiting the school

Benefits schools that choose joint accreditation or other collaborative processes, e.g.,ACS WASC/CDE.   Reference: ACS WASC Overview | Accrediting Commission For Schools Western

A coordinated accreditation system is integral to the school improvement process for all DOE K-12 public schools (BOE Policy). .The philosophy of the Accrediting Commission for Schools centers upon three beliefs: (1) a school's goal is successful student learning; (2) each school has a clear purpose and schoolwide student goals; and (3) a school engages in external and internal evaluations as part of continued school improvement to support student learning ("ACS WASC Overview | Accrediting Commission For Schools Western Association Of Schools And Colleges").

Accreditation is integral to a school's perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established criteria. In addition to its official title, WASC also means *We Are Student-Centered* ("ACS WASC Overview | Accrediting Commission For Schools Western Association Of Schools And Colleges").

Association Of Schools And Colleges". *Acswasc.org*. N.p., 2017. Web. 30 Jan. 2017.

WASC School-wide Critical Areas for Follow-up based on Visiting Committee report SY 16-17:

1. Complex Staff provide teachers with feedback on the classroom implementation of Wonders and stepping Stones so that teachers have feedback to reflect on their status of utilization
2. Administration and staff develop a peer observation program so teachers can model good teaching practices
3. Administration and staff increase scores, reduce the gap between the non-high needs and high needs population and lower rates of chronic absenteeism
4. Administration and staff develop a formal process for RTI to include low SES, ELL, SpEd and the lower quartile of students so that all sub-groups learn and and test scores increase
5. Administration and staff to develop vertical articulation to include consistent grading vertically so that curriculum and grading is consistent
6. Administration provide professional development for staff in STEM module implementation and follow up PD for Wonders and Stepping Stones so that teachers can refine their skills of curriculum presentations in the classroom

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BPES will continue to implement a comprehensive and systemic induction and mentoring program for all beginning teachers in their first three years of teaching. By doing so, beginning teachers will increase their effectiveness. Effective teaching practices and professional behaviors will promote a positive school climate that supports student achievement and professional growth.	This outcome will be targeted through: • EES • BPES new teacher meetings • Mentoring support (ie. class observations, peer observations, conferencing, providing resources, etc…)

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Planning			Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
All schools accredited (BOE Policy) BPES will routinely use a self-reflection/study process to determine support(s) and resource(s) in order to ensure essential elements of the school's identified priority strategy work; which is also aligned to state and complex initiatives.	ART/WASC leads and teams to problem solve and seek innovations in order to reflect, have meaningful discussions, and develop feedback loops on current practices through developing Comprehensive Needs Assessment, Academic Plan, Fiscal Requirements & Title I Addendum as needed (ie. Title I), & Parent-Community Notices & Engagement **SY 2017-18:** Update Comprehensive Needs Assessment, Academic Plan, Fiscal Requirements & Title I Addendum as needed (ie. Title I), & Parent-Community Notices & Engagement **SY 2018-19:**	Jaclyn Riel	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Commendations & critical areas in WASC visiting committees' reports. School Comprehensive Needs Assessments Title I schools Allotment Status Report (Financial)

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BPES will continue to revisit the 2017 WASC visiting team critical areas and collect evidence to support progress.	Update Comprehensive Needs Assessment, Academic Plan, Fiscal Requirements & Title I Addendum as needed (ie. Title I), & Parent-Community Notices & Engagement **SY 2019-20:** Update Comprehensive Needs Assessment, Academic Plan, Fiscal Requirements & Title I Addendum as needed (ie. Title I), & Parent-Community Notices & Engagement			
			☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	

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BPES will continue to implement a comprehensive and systemic induction and mentoring program for all beginning teachers in their first three years of teaching. By doing so, beginning teachers will increase their effectiveness. Effective teaching practices and professional behaviors will promote a positive school climate that supports student achievement and professional growth.	Implement a comprehensive and systemic Induction and Mentoring Program for all beginning teachers in their first 3 years of teaching experience • Beginning teachers in their first 3 years of experience are assigned an instructional mentor and receive support. • Provide opportunities for beginning teachers and mentors to meet and discuss effective teaching practices	Jaclyn Riel VP Laureen Masukawa Tammy Nakagawa		• EES • BPES new teacher meetings • Mentoring support (ie. class observations, peer observations, conferencing, providing resources, etc…)

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<u>Goal 3:</u> **Successful Systems of Support.** The system and culture of Barbers Point Elementary School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
BPES will have built capacity to self-sustain a process of continuous improvement to continue to work on areas of growth and maintain accreditation.	Strategic and academic planning process and ART help support WASC accreditation which is a BOE Policy.

Planning			Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
BPES will build capacity to self sustain a process of continuous improvement and show student achievement

BPES will continue to work on areas of growth and maintain accreditation. | BPES administration will work with provide supports, funding

(from the district) Provide supports, funding, and resources for administrators/ school leadership teams to make needed changes in organization, structure, and classroom implementation of curriculum, instruction, and assessment. SY 2017-18: Ensure understanding of the STRIVE | | ☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A | CAS Visit

ART monitoring

STRIVE HI indicators |

	HI indicators/ WASC reports & comprehensive needs assessment analysis. SY 2018-19: Submit requests for resources/funding/PD supports. SY 2019-20: Develop sustainable progress monitoring and systems within identified school(s).			
			☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	