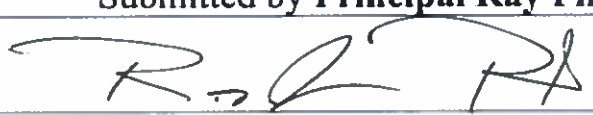# Three-Year Academic Plan 2017-2020

Wai'anae Elementary School

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Wai'anae, HI 96792
(808) 305-2900
wes.nwcomplex.org

Submitted by **Principal Ray Pikelny**	Date
	04/18/19

Approved by **Complex Area Superintendent Ann Mahi**	Date
	04/26/2019

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

Where are we now?

1. **Student Success- Instructional Needs:** Students of WES suffer from the same impacts as other children on the Leeward coast such as high rates of poverty, homelessness, and transiency. These community factors impact the educational needs of the students and because of decreased enrollment, WES has struggled with meeting their needs. The school focuses its resources on improving instruction through research-based professional development and consistent coaching. In order to meet all student learning needs, RTI-A academic interventions and differentiation will continue to be implemented through data-based grouping and during RTI-A blocks; where students work on skills, based on their identified need areas. Implementation of the Wonders reading program as a natural scaffold upon the Read Well program already implemented for grades K-2.

   Student Success- Social-Emotional Needs: WES students' needs also include social and emotional needs, that impacts their learning. School staff have participated in Diana Browning-Wright training to support the overall effort to create a more positive school environment. An emphasis has been placed on the development of positive relationships (peer-peer and peer-teacher). The school will also continue to provide school wide instruction via Social Emotional Learning (SEL) Curriculum.
   A related issue is that of chronic absenteeism. Communicating and following up with families is key to getting students to school, so hiring an additional counselor will help assure constant contact with parents. The school has established a framework and continues to improve it, based upon research, implementation demands, and yielding results.

2. **Staff Success Needs:** While the school is implementing curriculum that is aligned with CCSS, teacher skill, knowledge, and their fidelity to curriculum implementation and other school initiatives will continue to be enhanced and monitored. Training teachers to use research-based best practices, mentoring and coaching all teachers to improve their instructional practices, and raising teacher expectations for student achievement and academic rigor will continue. Additionally, professional development will continue to be provided to build staff ownership and responsibility in increasing: classroom management, school wide behavior expectations, and positive school climate.

3. **Successful Systems of Support Needs:** School data indicates that low numbers of parents participate in activities designed to involve them in their child's education, such as parent literacy nights. Research also indicates that parent and family involvement correlates with a child's school success, particularly for children of poverty. The school will expand the variety of opportunities for families to be part of the school through student-centered learning activities. WES has formed a MTSS/PBIS team to support students' needs. The team has focused on supporting implementation of tier 1 strategies in all classrooms. Furthermore, the team is currently focusing on tier II & III, while progress monitoring tier I implementation.

Addressing Equity: Sub Group Identification

10% of the current school population qualify for EL services, with the majority of EL students in grades K-3. Every year there are several EL students who enroll in grades other than kindergarten with no school experience. These students have been supported by individual and small group instruction as well as support from EL teachers.

The Special Education population of 15% has been a challenge. This population requires a wide range of instructional support in order to meet their various emotional, behavioral, and academic needs . The schoolwide approach identifies and addresses specific needs indicated by formative and diagnostic data.

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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. Ray Pikelny, Principal	Goal 2, Objective 1: Teacher Retention Goal 3, Objective 1: Access to Health program Goal 3, Objective 2: Family Involvement
2. Sheldon Konno, TA Vice Principal	Goal 1, Objective 6: School Climate Goal 3, Objective 1: Access to Health program
3. Lauren Kamikawa, TA Vice Principal	Goal 1, Objective 6: School Climate Goal 3, Objective 2: Family Involvement
4. Naomi Cordeiro, Counselor	Goal 1, Objective 1: Chronic Absenteeism
5. Wanda Hasegawa, Instructional Coach	Goal 1, Objective 2: 3rd grade literacy Goal 1, Objective 3: ELA Proficiency and Gap Rate Goal 1, Objective 4: Math Proficiency and Gap Rate Goal 1, Objective 5: Science Proficiency
6. Katie Hillstead, Instructional Coach	Goal 1, Objective 3: ELA Proficiency and Gap Rate Goal 1, Objective 4: Math Proficiency and Gap Rate Goal 1, Objective 5: Science Proficiency

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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 school year 2019-2020, ...	**Rationale:**
Outcome 1: ... the **chronic absenteeism** rate will be reduced from **30%** (in 2016-2017) to **24%**, as evidenced by the Strive HI report. **Outcome 2:** ... the **3rd grade literacy** rate will increase from **28%** (in 2016-2017) to **43%**, as evidenced by the Strive HI report. **Outcome 3:** ... the **ELA proficiency** rate will increase from **25%** (in 2016-2017) to **40%**, and the **ELA gap** will decrease from **23 points** (in 2016-2017) to **17 points**, as evidenced by the Strive HI report. **Outcome 4:** ... the **math proficiency** rate will increase from **28%** (in 2016-2017) to **43%**, and the **math gap** will decrease from **24 points** (in 2016-2017) to **18 points**, as evidenced by the Strive HI report. **Outcome 5:** ... the **science proficiency** rate will increase from **33%** (in 2016-2017) to **48%**, as evidenced by the Strive HI report. **Outcome 6:** ... the percentage of students reporting positive **school climate** will increase from **68%** (in 2016-2017) to **73%**, as measured by the safety dimension of the *School Quality Survey.*	WES has worked on developing positive systems of support for all students and is supporting their teachers with an active coaching staff. Decreased enrollment resulted in considerable decrease in WSF funding which has impacted the ability to provide effective small group instruction to target specific needs of the students. WES is working to provide a standards-focused, inclusive curriculum for all students. Weekly PLC with coaches has facilitated the development of a system of identifying student academic needs and differentiation of instruction via smaller instructional groups. This has helped focus instruction on student needs as well as identifying those needing more serious intervention. Using data to drive curricular choices, professional development, and coaching has been and will continue to be a focus. There are computer-based and online support programs that are used to supplement instruction. One-to-one computers at all levels has allowed for the use of digital tools to both practice skills and take assessments. The creation of pacing guides for all grade levels is ongoing and will be used to keep all students moving forward at a similar pace and while focusing on the standards and effective instructional strategies.

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

DESIRED OUTCOME 1:

Chronic absenteeism rate will be reduced by 2% yearly in order to reduce chronic absenteeism rate from 30% to 24%.

Planning		Funding		Interim Measures of Progress
Enabling Activities	**ART Accountable Lead(s)**	**Source of Funds**		**Define the relevant data used to regularly assess and monitor progress**
Objective: The Chronic Absenteeism Rate will be addressed by creating and maintaining a culture of attendance and by using a tiered intervention structure: 1. Prevention for all students; fostering a school culture conducive to learning 2. Intervention for students identified with attendance concerns specific to the student 3. Provide intensive intervention for students with chronic attendance problems. **2017-2018** 1. Hire a second counselor who will share responsibility for connecting with the chronically absent. 2. Monitor and track attendance data. 3. Communicate and work with families of chronically absent students. 4. Provide group counseling for these students and follow up with teachers to assure appropriate support in the classroom. 5. Work with students, families, and staff to set attendance goals and monitor progress. 6. Facilitate support for the student, along with the SSC, from in-school mentors, school nurse, social workers and other family support organizations in the community. 7. Develop a student orientation that may include parents so that they understand the importance of school attendance. This orientation will also be provided for new students that enter the school after the start of the school year. 8. At the end of this school year, conduct a review of enabling activities for next school year and adjust as needed.	Naomi Cordeiro	☐ WSF ☒ Title I (supplemental) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A		2017-2018 target: chronic absenteeism rate = 28% ● Attendance Data ● Infinite Campus ● eCSSS data ● Counseling records

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2018-2019 1. Additional counselor will be responsible for connecting with the chronically absent. 2. Monitor and track attendance data (daily attendance rate and chronic absenteeism). 3. Communicate attendance goals through newsletters and website. Provide updates on progress throughout the year. 4. Work with families of chronically absent students to set attendance goals. 5. Provide group counseling for these students and follow up with teachers to assure appropriate support in the classroom. 6. Facilitate support for the student, along with the SSC, from in-school mentors, school nurse, social workers and other family support organizations in the community. 7. Continue to work on RAMP certification. Attend ASCA Conference in Summer 2019.	Naomi Cordeiro	☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	2018-2019 target: chronic absenteeism rate = **26%** • Daily Attendance Rate • Chronic Absenteeism Rate • Communication log of students with attendance concerns
2019-2020 • Continue or modify enabling activities from SY 2018-2019.		☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	2019-2020 target: chronic absenteeism rate = **24%** • Daily Attendance Rate • Chronic Absenteeism Rate • Communication log of students with attendance concerns

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

<table>
<tr>
<td colspan="5">DESIRED OUTCOME 2:
Third grade literacy will increase by 5% yearly in order to increase the 3rd grade literacy rate from 28% to 43%.</td>
</tr>
<tr>
<td colspan="2">Planning</td>
<td colspan="2">Funding</td>
<td>Interim Measures of Progress</td>
</tr>
<tr>
<td>Enabling Activities</td>
<td>ART Accountable Lead(s)</td>
<td colspan="2">Source of Funds</td>
<td>Define the relevant data used to regularly assess and monitor progress</td>
</tr>
<tr>
<td>Objective: Students will be assessed/progress monitored to provide appropriate differentiated instruction to improve children's literacy skills using relevant core and intervention curricular and instructional programs. (Eric ED533115: Early Reading Proficiency, A Companion Series to Beyond Test Scores: Leading Indicators for Education, Lindsey Musen, Annenberg Institute for School Reform at Brown University, May 2010)

2017-2018
1. Facilitate regular assessment of students to Identify them for instructional grouping to meet needs.
2. Use student data to move students in and out of instructional groups as they make progress and as needs change. As students enter school, throughout the school year, they can be assessed and placed in appropriate learning groups. Accelerate learning for students who require more intensive intervention to join their peer instructional group.
3. Work with coaches to identify instructional strategies that can support student learning for all students.
4. Hire PPT and train to provide individual and small group instruction as intervention and advancement.</td>
<td>Wanda Hasegawa

Jerrica Patao</td>
<td colspan="2">☒ WSF
☒ Title I supplemental
☐ Title II
☐ Title III
☒ IDEA
☐ Homeless
☐ CTE
☒ Other: SIG
☐ N/A</td>
<td><u>2017-2018 target:</u>
3rd grade literacy rate = 33%

• AIMS Web (K-6)
• Wonders assessment data (3-6)
• iReady(3-6)
• myOn (K-6)
• STAR (2-6)
• Phonics Data (2-3)
• Read Well (K-2)</td>
</tr>
<tr>
<td>2018-2019
1. Facilitate regular assessment of students to identify them for instructional grouping to meet needs.
2. Use student data to move students in and out of instructional groups as they make progress and as needs change.
3. Work with coaches to identify instructional strategies that can support student learning for all students.
4. Provide individual and small group instruction as intervention and advancement.</td>
<td>Wanda Hasegawa</td>
<td colspan="2">☐ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☒ N/A</td>
<td><u>2018-2019 target:</u>
3rd grade literacy rate = 38%

• Read Well data (K-1)
• myOn Lexile data (K-6)
• iReady</td>
</tr>
</table>

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

2019-2020		
• Continue or modify enabling activities from SY 2018-2019.	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ N/A	2019-2020 target: 3rd grade literacy rate = **43%** • Read Well data (K-1) • myOn Lexile data (K-6) • iReady • DRA data

DESIRED OUTCOME 3:

ELA proficiency will increase by 5% yearly and the ELA gap will be reduced by 2% yearly in order to increase the ELA proficiency rate from 25% to 40% and decrease the ELA gap from 23 points to 17 points.

Planning		Funding	Interim Measures of Progress
Enabling Activities	**ART Accountable Lead(s)**	**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**
Objective: Instruction using core and intervention curricular and instructional programs will be provided for all students and formative and progress monitoring assessments will be used to provide differentiated instruction. Professional development will be provided to refine skills to provide standards based instruction, formative assessment skills, and create a positive culture. **2017-2018** 1. Support teachers to attend GLAD training for ELL students. 2. Implement Reading Wonders curriculum in Gr 3-6. 3. Continue to deliver Read Well curriculum in Gr K-2. 4. Coaches will continue to work on pacing guides with the teachers, incorporating new curricular programs and monitoring for implementation. 5. Continue Transformational ARTs Alliance strategies and other arts integration activities including work with Artists in the Schools and other artists. 6. Teachers participate in PD to support instructional improvement including unpacking	Wanda Hasegawa Jerrica Patao	☒ WSF ☒ Title I ☒ Title I supplemental ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other :	2017-2018 target: ELA proficiency rate = **30%** ELA gap = **21 points** • AIMSweb • Wonders unit assessments • SBA Interim tests • iReady(3-6) • myOn (K-6) • STAR (2-6) • Phonics Data (2-3) • Read Well (K-2)

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

CCSS, data analysis, assessments, lesson planning and for implementation of specific programs (reading, math) with follow up by school academic coaches. 7. Provide substitutes to facilitate participation of all teachers in appropriate professional development. 8. Hire PTT to provide direct instruction for ELL students. 9. Purchase necessary classroom supplies and technology/software necessary to deliver effective lessons. 10. Implement/emphasize reading and writing AVID strategies (WICOR).		SIG ☐ N/A	
2018-2019 1. Full implementation of Reading Wonders in all grades 2-6 and use of Read Well for grades K-1. 2. Utilize program embedded reteaching or intervention for identified students. 3. Continue to refine pacing guides in reading including differentiated instruction. 4. Implement Data Driven Instruction Cycle. [WASC Critical Area #2: Data teams should use assessment results to modify professional development to support teachers and improve instruction to meet student needs.] 5. Utilize articulation meeting to ensure alignment of curriculum and skills between grade levels. [WASC Critical Area #1: The instructional staff should consistently implement a vertically aligned standards-based curriculum to ensure that students are prepared for the next grade level.] 6. Develop common grade level assessments. [WASC Critical Area #3: All school staff need to develop and use common benchmark and formative assessments in order to provide quick feedback that will benefit teachers in guiding instruction.] 7. Select programs and assessments to be used for reading and math instruction and differentiated support. [WASC Critical Area #7: The school leadership in consultation with the teaching staff must decide which assessments and instructional programs are most effective and abandon other assessments and programs in order to bring more focus and coherence to the instructional program.] 8. Utilize online learning to promote reading proficiency. myON to track student Lexile levels and number of books read (grades K-6). iReady to provide differentiated instructional support (grades 1-6). 9. Support teachers to attend GLAD training for English Learners (EL). 10. Hire PTTs to provide direct instruction for English Learners (EL) and EAs for classroom support.	Wanda Hasegawa Katie Hillstead	☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	2018-2019 target: ELA proficiency rate = 35% ELA gap = 19 points Progress toward proficiency of standards assessed through the following: • Wonders assessments • SBA Interim tests • iReady(3-6) • myOn Lexile common assessments (K-6) • Read Well (K-2) Data Driven Instructional Cycle

11. Implement/emphasize reading and writing AVID strategies (WICOR). 12. Provide professional development and materials for Thinking Maps to use with students so they have tools to process, organize and visualize their thinking across content areas. 13. Work with consultant on guided reading group strategies in grades K-6.			

2019-2020
 	
  * Continue enabling activities #1-13 from SY18-19.
 	
14. Implement Thinking Maps school-wide.
 	
15. Continue to provide professional development on small group instruction and provide observational feedback on guided reading group strategies.
		☐ WSF
		☒ Title I
		☐ Title II
		☐ Title III
		☐ IDEA
		☐ Homeless
		☐ CTE
		☐ Other
		☐ N/A
			2019-2020 target:
			ELA proficiency rate = 40%
			ELA gap = 17 points
			
			Progress toward proficiency of standards assessed through the following:
			  • Wonders assessments
			  • SBA Interim tests
			  • iReady(3-6)
			  • myOn Lexile common assessments (K-6)
			  • Read Well (K-2)
			
			Data Driven Instructional Cycle

DESIRED OUTCOME 4:

Math proficiency will increase by 5% yearly and the math gap will be reduced by 2% yearly in order to increase the math proficiency rate from 28% to 43% and decrease the math gap from 24 points to 18 points.

Planning		Funding	Interim Measures of Progress
Enabling Activities	**ART Accountable Lead(s)**	**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**

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

Objective: Provide standards based instruction implementing a pacing guide to ensure all key concepts are taught and to establish a clearer understanding of the grade level progression of requirements described by the standard. Use curricular and instructional programs as well as formative assessments and progress monitoring to provide instruction in the zone of proximal development; in other words, differentiated instruction. Teachers will implement strategies and best practices learned from professional development. *(Improving math Instruction, https://www2.ed.gov/programs/nclbbrs/math.pdf)* **2017-2018** 1. Provide professional development to increase instructional knowledge and skills about standards based instruction: problem solving, art integration strategies, implementing math curriculum, math fluency, developing pacing guides, and formative assessment in math with follow up by school coaches. 2. Provide substitutes to facilitate participation of all teachers in appropriate PD 3. Purchase appropriate math curricular materials. 4. Given formative assessment and progress monitoring, provide differentiated instruction; intervention for those students requiring additional instruction i.e. for the development of number sense in grades K-3, understanding of rational numbers in grades 4-6. 5. Coaches will continue to work with teachers on grade level pacing guides for math. 6. Purchase necessary classroom supplies and technology/software necessary to deliver effective lessons.	Michele Smith Terry Memea	☒ WSF ☒ Title I supplemental ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: SIG	2017-2018 target: math proficiency rate = **33%** math gap = **22 points** • AIMSweb • Pacing guides • End of quarter benchmark tests • Teacher meeting notes • Stepping Stones Module Assessment (K-5) • Go Math Assessments (6th) • IXL • iReady (3-6) • ST Math (K-6) • Study Island Benchmark Assessment (3-6) • Math Trend Data (K-6)
2018-2019 1. <mark>Continue to utilize Stepping Stones 2 and Everyday Math curriculum in grades K-5 and Go Math in grade 6.</mark> 2. Provide intervention support to identified students. 3. Continue to refine pacing guides in math including differentiated instruction. 4. Implement Data Driven Instruction Cycle. [WASC Critical Area #2: Data teams should use assessment results to modify professional development to support teachers and improve instruction to meet student needs.] 5. Utilize articulation meeting to ensure alignment of curriculum and skills between grade levels. [WASC Critical Area #1: The instructional staff should consistently implement a vertically aligned standards-based curriculum to ensure that students are prepared	Wanda Hasegawa Katie Hillstead	☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	2018-2019 target: math proficiency rate = **38%** math gap = **20 points** Progress toward proficiency of standards assessed through the following: • Stepping Stones assessments • SBA Interim tests • iReady(3-6) • GO Math assessments Data Driven Instructional Cycle

for the next grade level.] 6. Develop common grade level assessments. [WASC Critical Area #3: All school staff need to develop and use common benchmark and formative assessments in order to provide quick feedback that will benefit teachers in guiding instruction.] 7. Select programs and assessments to be used for reading and math instruction and differentiated support. [WASC Critical Area #7: The school leadership in consultation with the teaching staff must decide which assessments and instructional programs are most effective and abandon other assessments and programs in order to bring more focus and coherence to the instructional program.]			
2019-2020 * Continue enabling activities from SY 2018-2019. 8. Full implementation of Everyday Math curriculum in grades K-3 9. Provide professional development focused on mathematical practices and curriculum supports.		☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	2019-2020 target: math proficiency rate = **43%** math gap = **18 points** Progress toward proficiency of standards assessed through the following: • Stepping Stones assessments • Everyday Math assessments • SBA Interim tests • iReady(3-6) • GO Math assessments Data Driven Instructional Cycle

DESIRED OUTCOME 5:		
Science proficiency will increase by 5% yearly in order to increase the science proficiency rate from 33% to 48%.		
Planning	**Funding**	**Interim Measures of Progress**

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

Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Objective: Provide standards based instruction by creating the pacing guide to ensure key concepts are taught. Teachers will implement instruction to include real world applied learning experiences and integrate arts strategies (STEAM). **2017-2018** 1. Provide PD for teachers in project based learning strategies to engage students in "hands-on" learning through STEAM related projects. This will facilitate development of a "science mindset" through authentic learning and content based work. 2. Project Lead the Way curriculum will be rolled out in all grade levels. Purchase materials. 3. Develop initial grade level curriculum maps leading to initial pacing guides for science. 4. Conduct a review of progress in implementing project based learning and plan for enabling activities for next school year and adjust as needed. 5. Provide professional development on NGSS.	Michele Smith Terry Memea	☐ WSF ☒ Title I (supplemental) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	2017-2018 target: science proficiency rate = 38% • Sch Synergy observation data • Student project evidence • Pacing guides • Mystery Science Assessments (K-6) • Smart Science Assessments (4/6)
2018-2019 1. Begin to develop grade level pacing guides to include unpacking the standards. 2. Implement 4 lessons of Project Lead the Way curriculum (1 per quarter) through resource teacher. Teachers will complete Mystery Science online lessons and deliver Science instruction using Stemscopes curriculum. 3. Attend professional development on NGSS in preparation for state roll out of science standards. 4. Provide professional development, equipment, and necessary materials for students to engage in project based learning where students learn through "hands-on" projects/activities and Makerspace engineering opportunities that are STEM/Science related. This will facilitate development of a "science and engineering mindset" through authentic learning and content based work.	Wanda Hasegawa Katie Hillstead	☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ N/A	2018-2019 target: science proficiency rate = 43% • Science pacing guides • PLTW assessment • Mystery Science assessments

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

2019-2020			
2019-2020 * Continue enabling activities #1-4 from SY18-19. 5. Continue to use Mystery Science in grade K-2 and implement Stemscopes in grades 3-6 to deliver science instruction. 6. Provide professional development on PBL.		☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ N/A	2019-2020 target: science proficiency rate = 48% • Science pacing guides • PLTW assessment • Mystery Science assessments

DESIRED OUTCOME 6:
School climate will increase by 3% yearly in order to increase school climate rate from 68% to 77%.

Planning		Funding	Interim Measures of Progress
Enabling Activities	**ART Accountable Lead(s)**	**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**
Objective: The school will maintain a positive culture and continue implementation multi-tier systems of support (MTSS) including progress/program monitoring. PD will be provided. **2017-2018** 1. Continue to focus on building school wide positive and safe culture and a welcoming environment through various strategies including different kinds of physical activities during recess and PE classes. 2. Continue to develop a positive classroom climate- classroom management and engaging instruction by focusing on 17 proactive strategies from Diana Browning Wright; and continue to monitor data to differentiate support. 3. Provide professional development: School-wide SEL curriculum, integration of art strategies, Tier I, II, and III strategies/plan. 4. Consultant will provide differentiated instruction PD for special education teachers and coaching for all teachers, and support with school-wide PBIS. 5. Implement system to support school wide PBIS, which may include incentive program for students that promote positive behaviors consistently.	Sheldon Konno	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: SIG ☐ N/A	2017-2018 target: school climate rate = 71% • Sch Synergy observation data • School climate survey • AVID • SWIM • Belief Survey • MTSS minutes

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

2018-2019	Sheldon Konno	☐ WSF	2018-2019 target: school climate rate = 74%
1. Provide professional development: School-wide SEL curriculum; Tier I, II, and III strategies/plan; Trauma-informed; Poverty; and self-care. 2. Develop a MTSS team to discuss needs of the school, uses data to monitor our progress. 3. Continue incentive program for students that promote positive behaviors- SWIM. 4. Provide students with opportunities to explore arts and music to increase student engagement in school activities. 5. Solidify a system of identifying student behaviors. Review behavior data through grade level articulation meetings. Apply DDIC process to behaviors. 6. Consistently implement school wide initiatives. [WASC Critical Area #4: Teachers and school leadership need to work towards consistency in the implementation of school wide initiatives (discipline, expectations, curriculum, etc.) to give clearer expectations to all stakeholders.] 7. Refine language of WES vision and mission to ensure clarity. [WASC Critical Area #6: WES should refine the language of the vision, mission and slogans to be cohesive, clear, and focused because multiple messages lead to confusion.]	Lauren Kamikawa	☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	● School climate survey ● Belief Survey ● MTSS minutes
2019-2020 1. Provide professional development: School-wide SEL curriculum; Tier I, II, and III strategies/plan; Trauma-informed; Poverty; and self-care. 2. Continue incentive program for students that promote positive behaviors- SWIM. 3. Provide students with opportunities to explore arts and music to increase student engagement in school activities. 4. Solidify a system of identifying student behaviors. Review behavior data through grade level articulation meetings. Apply DDIC process to behaviors. 5. Consistently implement school wide initiatives. [WASC Critical Area #4: Teachers and school leadership need to work towards consistency in the implementation of school wide initiatives (discipline, expectations, curriculum, etc.) to give clearer expectations to all stakeholders.] 6. Refine Tier I & Tier II strategies and supports. 7. Implement plan applying Tier II strategies including hiring PTT to provide focused		☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	2019-2020 target: school climate rate = 77% ● School climate survey ● Belief Survey ● MTSS minutes ● Student/Teacher survey

support to students. 8. Refine MTSS team roles and system for analyzing and monitoring behavioral data.			

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

<u>Goal 2:</u> **Staff Success. Wai'anae 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 school year 2019-2020. …	**Rationale:**
Outcome 1: … the percent of **teachers retained** with 5+ years of service will increase from **35%** (in 2015-2016) to **41%** by 2020, as evidenced by the Trend Report and School Status and Improvement Report.	A highly qualified and consistent experienced (5+ years) faculty is more efficient to give students a quality instruction to enable students to progress towards becoming ready for career, college and citizenship. It also allows staff to develop positive relationships with the students which are the foundation for academic success. Focused professional development, mentoring, and coaching for educators and leaders will increase knowledge and skills and improve instruction for all students. Professional development will support improving strategic instructional practices, Data Driven Instructional Cycle, and small group instruction.

DESIRED OUTCOME 1:
Percent of teachers with 5+ years at this school will increase by 2% yearly in order to increase the percent of teachers with 5+ years at this school from 35% to 41%.

Planning		Funding	Interim Measures of Progress
Enabling Activities	**ART Accountable Lead(s)**	**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**
2017-2018 Provide ongoing support through professional development, mentoring, and coaching. (See contractors page 10) Travel: • Turnaround Arts • Visible Learning	Ray Pikelny Sheldon Konno	☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	<u>2017-2018 target:</u> retention rate = **37%** • SQS survey- Teacher results • Teacher survey (reasons for leaving school) • Teacher retention rate (Trend Report) • Feedback regarding participation in conferences

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2018-2019
1. Provide ongoing support through tailored professional development, mentoring, and coaching.
    o Data Driven Instructional Cycle (Ahead of the Class)
    o Visible Learning
    o Reading instruction (Jo Robinson)
 	
2. Coaches and teachers will discuss instructional strategies in articulation. Teacher will implement strategy in class and coaches will assist in determining the effectiveness of strategy. [WASC Critical Area #5: WES teachers should continue to implement, monitor, and evaluate a repertoire of effective instructional strategies to improve student learning. (From VC Initial Report 2016)].
 	
3. Provide monthly observational data and feedback to teachers.
 	
4. Create peer-to-peer walkthrough and reflection process.
 	
5. Teachers will provide a professional development plan which will map out their own personal learning goals for the year.
	Ray Pikelny	☐ WSF
		☒ Title I
		☐ Title II
		☐ Title III
		☐ IDEA
		☐ Homeless
		☐ CTE
		☐ Other
			2018-2019 target:
			retention rate = **39%**
			
			• SQS survey- Teacher results
			• Teacher survey (reasons for leaving school)
			• Teacher retention rate (Trend Report)
			• Feedback regarding participation in conferences
			• Walkthrough data

2019-2020 * Continue enabling activities as updated and recorded in 2018-2019.		☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	2019-2020 target: retention rate = **41%** • SQS survey- Teacher results • Teacher retention rate (Trend Report) • Feedback regarding participation in conferences • Walkthrough data

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

Outcome: By the end of school year 2019-2020. ...	Rationale:
1. 100% of students will have access to a health program staffed by a registered nurse (RN). 2. 100% of family and student support activities will be coordinated by a Parent Involver.	WES carried out the plan to create a school system that supports its students, teachers, staff, families and community. School staff has focused on developing positive relationships between adults and students as the foundation of a caring educational environment. More often than not, this environment must provide support for the physical and emotional health of the student. This learning environment also extends beyond the school facilities, expanding out to families and into the community. Providing a school registered nurse and a Parent Involver helps to bridge relationships between families and the school. Students and families who have difficulties accessing health care and medical attention will have access to a health program at school. Parents and families will also have opportunities to engage with the school through planned activities.

DESIRED OUTCOME 1:
100% of students will have access to a health program staffed by a registered nurse (RN).

Planning		Funding	Interim Measures of Progress
Enabling Activities	**ART Accountable Lead(s)**	**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**
Objective: Continue to provide quality school health care for students. In addition, provide medical advice for faculty and staff. **2017-2020** 1. Continue to fund RN through UCERA contract to assure student access to school related health care.	Ray Pikelny Sheldon Konno	☐ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Student health records • Student, parent and teacher survey data • Number of health room visits • List of services provided for each quarter

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<table>
<tr><td colspan="5" align="center">**DESIRED OUTCOME 2:**
100% of family and student support activities will be coordinated by a Parent Involver.</td></tr>
<tr><td colspan="3">**Planning**</td><td>**Funding**</td><td>**Interim Measures of Progress**</td></tr>
<tr><td colspan="2" align="center">**Enabling Activities**</td><td align="center">**ART Accountable Lead(s)**</td><td align="center">**Source of Funds**</td><td align="center">**Define the relevant data used to regularly assess and monitor progress**</td></tr>
<tr>
<td colspan="2">**Objective:** Coordinate communication and involvement activities for WES families.
2017-2018
1. Hire part-time PCNC to coordinate family communication and involvement activities.
2. Provide resources for family and community involvement activities.
3. Review effectiveness of PCNC position and modify plans if necessary.
4. Hire a part-time Chuukese Liaison to work with our Chuukese families enhancing understanding and developing a partnership with our school. Liaison will also assist in translating school flyers, letters, etc, and participate in parent teacher conferences as an interpreter.</td>
<td>Ray Pikelny

Sheldon Konno</td>
<td>☐ WSF
☒ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A</td>
<td>• List of family activities
• Sign in lists of parents who attend activities
• Parent survey data
• Attendance to Coffee Hour, PTC</td>
</tr>
<tr>
<td colspan="2">**2018-2019**
1. Parent Involver will coordinate family engagement activities.
2. Provide resources for family and community engagement activities.
3. Chuukese Liaison to work with our Chuukese families enhancing understanding and developing a partnership with our school. Liaison will translate school flyers, letters, etc, and participate in PTC as an interpreter.
4. At parent and community meetings will include report on the progress on the WASC Critical Areas. [WASC Critical Area #8: WASC protocols including reporting on Critical Areas for Follow-Up and assuring parent and community involvement in the WASC process resulting in a more thorough and effective School Self-Study
5. Provide students with performance opportunities to showcase art and music and increase family engagement in school activities.</td>
<td>Ray Pikelny

Lauren Kamikawa</td>
<td>☒ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A</td>
<td>• Number of parent activities planned for the year
• Number of parents who attend family activities
• Number of parents who attend Coffee Hour and Parent Teacher Conferences</td>
</tr>
</table>

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2019-2020		☒ WSF	• Number of parent activities planned for the year
• Continue enabling activities as updated and recorded in 2018-2019.		☐ Title I	• Number of parents who attend family activities
		☐ Title II	• Number of parents who attend Coffee Hour and Parent Teacher Conferences
		☐ Title III	
		☐ IDEA	
		☐ Homeless	
		☐ CTE	
		☐ Other	
		☐ N/A	

WHERE WE ARE GOING?

Category	WASC Critical Areas of Growth	Location of Evidence
A Organization	WASC Critical Area #6: WES should refine the language of the vision, mission and slogans to be cohesive, clear, and focused because multiple messages lead to confusion.	Page 14, Goal 1, Outcome 6, EA 7
B Curriculum	WASC Critical Area #1: The instructional staff should consistently implement a vertically aligned standards-based curriculum to ensure that students are prepared for the next grade level.	Pages 9 & 11, Goal 1, Outcomes 3 & 4, EA 5
C Instruction	WASC Critical Area #2: Data teams should use assessment results to modify professional development to support teachers and improve instruction to meet student needs. WASC Critical Area #5: WES teachers should continue to implement, monitor, and evaluate a repertoire of effective instructional strategies to improve student learning. (From VC Initial Report 2016)	Pages 9 & 11, Goal 1, Outcomes 3 & 4, EA 4 Page 16, Goal 2, Outcome 1, EA 2

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D Assessment and Accountability	<u>WASC Critical Area #3:</u> All school staff need to develop and use common benchmark and formative assessments in order to provide quick feedback that will benefit teachers in guiding instruction.	Pages 9 & 11, Goal 1, Outcomes 3 & 4, EA 6
	<u>WASC Critical Area #7:</u> The school leadership in consultation with the teaching staff must decide which assessments and instructional programs are most effective and abandon other assessments and programs in order to bring more focus and coherence to the instructional program.	Pages 9 & 11, Goal 1, Outcomes 3 & 4, EA 7
E School Culture and Support	<u>WASC Critical Area #4:</u> Teachers and school leadership need to work towards consistency in the implementation of school wide initiatives (discipline, expectations, curriculum, etc.) to give clearer expectations to all stakeholders.	Page 14, Goal 1, Outcome 6, EA 6
	<u>WASC Critical Area #8:</u> WASC protocols including reporting on Critical Areas for Follow-Up and assuring parent and community involvement in the WASC process resulting in a more thorough and effective School Self-Study.	Page 18, Goal 3, Outcome 2, EA 4