



Three-Year Complex Area Academic Plan 2017-2020

Waipahu Elementary School

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Where are we now?	
<p>Prioritize Waipahu Elementary School's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● Other 	<p>1. <u>Need: Student proficiency (ELA, Math & Science) is low and Achievement Gap is high</u> Contributing causes which caused this need (What's not working?):</p> <ul style="list-style-type: none"> ● Teacher support may not be sufficient, primarily in providing consistent PD on areas of focus (e.g. teaching gap students, tiered instruction, use of resources, progression of CCSS, and effective student engagement) <ul style="list-style-type: none"> ○ Faculty has limited knowledge of effective research-based instructional strategies to meet the academic needs of all learners (e.g. ELL, SPED, Disadvantaged). High percent of ELL and disadvantaged students. ○ Faculty has limited knowledge and understanding of the effects of poverty on learning. (CNA pages 13, 14, and 22) ● School processes may not be coherent, consistent, or understood by all stakeholders. <ul style="list-style-type: none"> ○ Staff may be unclear about RTI process and system ○ School processes and expectations may be overwhelming for teachers and may lack coherence ○ Teachers may be unclear on the progression and coherence of CCSS ○ There may be a lack of understanding of school-wide initiatives among faculty ○ There may be a lack of understanding in the reasoning for school-wide initiatives among faculty (CNA page 22) ● Parents may lack the skills, knowledge, and resources needed to support their child's education and ensure that they are college and career ready. <ul style="list-style-type: none"> ○ School may not be providing adequate support to strengthen school and family partnerships, provide parents opportunities to better understand the common core standards, and to address chronic absenteeism. (CNA pages 7, 10, 22) <p>Contributing Causes addressing this need (What's working?):</p> <ul style="list-style-type: none"> ● Continue to develop school structures that support the needs of all students (i.e. Disadvantaged, ELL, SPED, High/low achieving, etc.) (CNA page 22) ● Continue to support teaching and learning by allocating resources to support the needs of all students especially our ELL, Disadvantaged, and SPED population (e.g. PTTs, technology, curriculum and supplies). (CNA page 22) ● Continue successful practices to strengthen teacher collaboration, teacher learning, data teams, and the implementation of effective instructional strategies in order to meet the needs of all students including professional development and regular articulation time (TST). (CNA page 22) <p>2. <u>Need: High chronic absenteeism - 16% SY 15-16</u> Contributing causes which caused this learning need (What's not working?):</p> <ul style="list-style-type: none"> ● There is no effective process in place to identify & address the cause of chronic absenteeism for individual students and determine appropriate interventions. (CNA pages 5, 7, 8, and 11)

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- Parents may lack the skills, knowledge, and resources needed to support their child’s education and ensure that they are college and career ready.
 - School may not be providing adequate support to strengthen school and family partnerships, provide parents opportunities to better understand the common core standards, and to address chronic absenteeism.

(CNA pages 7, 10, 22)

SCHOOL DATA:

- [Waipahu Elementary School Comprehensive Needs Assessment: WaipahuEl_CNA_SY17-18_11.22.16](#)
- [WES Field Assessment Data: WaipahuEl_Field Assessment Data_SY16-17](#)

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.

Sub-groups/Student Achievement & Demographic Data for ELA & Math

(Data Source: CNA Report, Strive HI School Accountability Report - Student Group Assessment Results)

- All students (ELA - 577 students, Math - 585 students)
 - 33% ELA Proficiency
 - 32% Math Proficiency
- Students receiving Free/Reduced Lunch
 - 28% ELA Proficiency
 - 26% Math Proficiency
- Student in Special Education Programs
 - 4% ELA Proficiency
 - 2% Math Proficiency
- Students with Limited English Proficiency
 - 3% ELA Proficiency
 - 6% Math Proficiency

Sub-groups/Student Achievement & Demographic Data for Science Gr. 4

(Data Source: Aloha HSA Report)

- All Students (128 students)
 - 46% Proficiency
- Students receiving Free/Reduced Lunch

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	<ul style="list-style-type: none"> ○ 36% Proficiency ● Student in Special Education Programs <ul style="list-style-type: none"> ○ 0% Proficiency ● Students with Limited English Proficiency <ul style="list-style-type: none"> ○ 3% Proficiency <p>Identified Needs:</p> <ul style="list-style-type: none"> ● Low proficiency and gap in achievement between high-needs and non high-needs students. ● High-need students (ISC and NEP) not participating with non high-need students for the majority of the day, especially in core subject areas of Math and ELA.
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ORGANIZE: Identify your Complex Area priorities and leads	
Complex Area Priorities/Strategies/Initiatives	Name and Title of School Accountable Lead
1. Research-Based & Evidence-Based [Well Rounded] {CCSS}	1. Principal
2. Social Emotional Learning [Whole Child] {EES}	2. Complex Area Educational Officer
3. Inclusive Practices [Equity] {CSSS-RTI}	3. RTI Coaches (2)
4. Kindergarten transition and Grade 6-7 transition [Transitions]	4. Grade K and 6 counselors
5. ART {FI/DT}	5. Principal/ VP3
6. I & M	6. Upper Elem Data Coach
7. CCSS - Math	7. Content Coaches (2)
8. CCSS - ELA	8. Content Coaches (2)
9. Title I	9. Lower Elem Content Coach
10. 21st Century Grant	10. VP 1

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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>Waipahu Elementary students will demonstrate progress toward success in college, career, and citizenship as measured by the following school level targets.</p> <ol style="list-style-type: none"> 1. By 2019-2020, Waipahu Elementary School will decrease the ELA and Math achievement gap to 40% as measured on the STRIVE HI Report. 2. By 2019-2020, Waipahu Elementary School will increase student achievement in Math and ELA to 50% of the students meeting standards as measured on SBA & STRIVE HI. 3. By 2019-20, Waipahu Elementary School will increase ELA and Math MGP by 4 points every year to 69 points in reading and 75 points in math. 4. By 2019-20, Waipahu Elementary School will increase 3rd Grade Literacy by 10% to reach 51%. 5. By 2019-2020, Waipahu Elementary School will decrease student absenteeism by 2% every year to reach 10%. 	<p>Based on identified Complex Area school level targets, there is demonstrated need based on 2015-16 Strive Hi data across varied levels of measures including:</p> <ul style="list-style-type: none"> ● WES’s ELA Gap rate is currently at 60% up from the previous year of 29%. The Math Gap rate is 61% up from 52% the previous year. ● 33% of students are proficient in ELA and 32% of students are proficient in Math. ● ELA growth MGP is 57 & Math growth MGP is 63. ● 3rd Grade Literacy scores showed 41% of students are at or near or above grade level expectations. ● Chronic Absenteeism is currently at 16%.

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Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><i>By the end of the 2017-2020 Waipahu Elementary School will use processes and tools to implement and monitor their priority campus-wide initiative.</i></p> <p>(Teaching and Learning Framework Alignment: Assessment/Data Teams)</p>	<p>1. Art Institutes (K-12) to focus on utilizing a data driven, systematic approach to ensure focused planning and implementation of a campus-wide initiative that will result in continuous school improvement. Waipahu Elementary School will focus on two power initiatives during school years 2017-2020:</p> <ul style="list-style-type: none"> a. Response to Intervention <ul style="list-style-type: none"> i. Tiered Instruction ii. PTTs are provided so every classroom has a second adult to assist with tiered and small group instruction iii. Progress Monitoring iv. Universal Screener/Growth Monitoring v. Structured Supports/Referral Practices vi. Professional Development b. Co-teaching Implementation 	2017-20	Principal and VP1 RTI coaches	Title I (18902) 20 PTTs iReady Universal Screener PD -Math Fluency w/Judy Keeney, OG Foundational Reading, Writing, Spelling Skills w/ R. Yoshimoto, Teaching and Learning with Poverty in Mind w/Dr. Eric Jensen	Based on: <ul style="list-style-type: none"> a. Response to Intervention <ul style="list-style-type: none"> i. Tiered Instruction <ul style="list-style-type: none"> o (2017-18) Leadership consistently completes walkthroughs (2x quarter) of all tiered instruction while teachers consistently implement curriculum programs for all tiers and students work samples showcase use of curriculum programs. o (2018-20) Leadership team revisits agreed upon components of curricular programs (at beginning of year); teachers demonstrate consistency and fidelity in implementing agreed upon components for all tiers, and

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	<p>i. Professional Development</p>				<p>students produce work samples of completion of agreed-upon curriculum programs for all tiers.</p> <ul style="list-style-type: none"> ○ (2018-20) Leadership provides PD/coaching on identified technology programs and facilitates discussion on “must do” for tech integration. Teachers implement programs and provide feedback on programs. Student work samples of initial implementation. ○ (2018-20) Leadership provides PD/Coaching on identified tech programs while teachers implement identified tech programs. ○ (2018-20) Leadership finalizes “must dos” based on teacher feedback of initial implementation based on student work samples. <p>ii. PTTs are provided so every classroom has a second adult to assist with tiered and small group instruction</p> <ul style="list-style-type: none"> ● (2017-20) Leadership consistently completes walkthroughs (2x quarter) of all tiered instruction to monitor effectiveness of PTT support for tiered and small group instruction.
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					<p>iii. Progress Monitoring</p> <ul style="list-style-type: none"> • (2017-20) Leadership creates progress monitoring schedule that teachers follow and students complete. • Leadership coaches teachers in documenting and analyzing data to adjust interventions as teachers provide sufficient data (6-9 data points from a variety of formative data points) and students showing growth through data points. <p>iv. Universal Screener/Growth Monitoring</p> <ul style="list-style-type: none"> • (2017-20) Leadership creates universal screening schedule that teachers administer and have 100% of students complete screening. • Leadership analyzes pre/mid/post data to determine need areas and impact on student learning and behavior. Teachers analyze student data to inform tiered grouping, appropriate interventions within all levels of instruction. Students receive appropriate tiered instruction and interventions based on results of u. screener.
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					<p>v. Structured Supports/Referral Practices</p> <ul style="list-style-type: none"> ● (2017-20) Leadership reviews RTI process with all staff throughout the year while teachers follow school process for ensuring supplementary instruction and referrals. Students receive supplementary instruction and referrals in a timely manner. ● Leadership makes any adjustments based on available data and need with teacher providing feedback. ● Leadership provides PD/coaching on student goal setting in order for teachers to implement student goal-setting practices. Students will start using goal-setting practices <p>vi. Professional Development</p> <ul style="list-style-type: none"> ● (2017-20) Leadership will provide ongoing coaching based on current data and need. Teachers will receive ongoing coaching on RTI processes and tiered instruction: ● Math fluency - Judy Keeney <ul style="list-style-type: none"> ○ SY17-18 (Gr 2-3) ○ SY 18-19 (Gr 4-5) ○ SY 19-20 (Gr 6)
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					<ul style="list-style-type: none"> ● OG foundational reading - Ron Yoshimoto ● Thinking Maps - Differentiated thinking ● Strategies for disadvantaged students - Eric Jensen ● Guided Language Acquisition Design (GLAD) <p>b. Co Teaching</p> <p>i. Professional Development</p> <ul style="list-style-type: none"> ● (2017-20) Leadership establishes and supports two co-teaching rooms (one ELL* and one Sped) in every grade level (*not K). Teachers follow effective co-teaching instruction, assessment, and culture-based practices (as defined by co-teaching vision). High needs students identified for co-teaching classrooms are fully interacting with non-high needs students for at least 80% of the day ● Provide ongoing PD/coaching as needed for new co-teachers. Co-teachers receive PD/coaching when asked.
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<p>(Teaching and Learning Framework Alignment: Strategies)</p>	<p>Alignment team. The team will focus on the following</p> <ul style="list-style-type: none"> a. Collaborative Conversations: Developing a school continuum and samples for teachers to view. b. Critical Thinking: Involve teachers in discussions about how we have students think from recall to evaluation. <p>5. WES will continue to follow its AVID progression chart that addresses Inquiry and Organization/Planning Tool and Note-taking.</p> <ul style="list-style-type: none"> a. Student planner and dividers <p>6. WES will provide training for teachers when available to teachers who have not been trained.</p> <p>7. WES will develop school-wide agreements on GLOs including consistent use of the state rubric.</p>	<p>2017-19 (2 yrs)</p> <p>2019-20</p> <p>2017-20</p> <p>2017-20</p> <p>2017-20</p> <p>2017-20</p>		<p>Title I (18902) Student Planners</p>	<ul style="list-style-type: none"> b. (2019-20) Team agendas, teacher survey data, and next steps. <p>5. (2017-20) AVID Progression chart</p> <ul style="list-style-type: none"> a. All students will use student planners as a tool to develop responsibility, accountability and self-direction. b. Team revisits progression at the beginning of each year and shares out with grade level within the first month of school. c. Complex Area will complete yearly walkthroughs to see how classes are implementing AVID strategies.. <p>6. (2017-20) AVID Training</p> <ul style="list-style-type: none"> a. 2017-20 Improve AVID Certification Requirements to have all teachers trained by 2019-20. <p>7. (2017-20) GLO</p> <ul style="list-style-type: none"> a. Conversations during TST minutes including analyzing GLO data. b. Vertical articulation during Team Alignment mtg
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<p><i>By the end of the 2017-2020 Waipahu Elementary School will develop transitional strategies to ensure students' preparedness for elementary, intermediate, high school, and college/career.</i></p> <p>(Teaching and Learning Framework Alignment: Relationships)</p>	<p>8. Participate in Professional Learning Community to identify strategies to align complex efforts that support student transitions from preK to kindergarten and elementary to intermediate.</p>	<p>2017-20</p>	<p>Counselors, Grade K and 6 teachers</p>		<p>Based on</p> <p>8. (2017-20) PLC to support transitions</p> <ul style="list-style-type: none"> a. Grade 6 students participate in Grade 7 transition day at WIS. b. Kinder Ramp Up attendance and screening forms
<p><i>By the end of the 2017-2020 school year Waipahu Elementary School will utilize organizational resources to meet the needs of the whole child.</i></p> <p>(Teaching and Learning Framework Alignment: Relationships)</p>	<p>9. Establish and monitor the implementation of school-wide learning and behavioral expectations.</p> <ul style="list-style-type: none"> a. WES will develop and refine PBIS program (including Race to Recess and Attendance Challenge) and goals to increase student engagement in school and complex PBIS initiatives. b. WES will develop a program to increase student attendance. c. WES will include Core Values in quarterly assembly by involving teacher and student participation. 	<p>2017 -20</p>	<p>School PBIS Committee</p> <p>PBIS Steering Leads</p>		<p>Based on</p> <p>9. (2017-20) Data to monitor school-side learning and behavioral expectations</p> <ul style="list-style-type: none"> a. PBIS program <ul style="list-style-type: none"> i. Attendance Data ii. GLO Data iii. PBIS Team meeting minutes iv. Progress Monitoring Data (including Complex Tiered Fidelity Inventory) b. Attendance Data <ul style="list-style-type: none"> v. WES will demonstrate an increase in positive behavior and a decrease in referrals & Chapter 19 offenses based on discipline and behavior data.

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<p><i>By the end of the 2017-2020 school year, Waipahu Elementary School will utilize organizational resources to meet the needs of the whole child.</i></p> <p>(Teaching and Learning Framework Alignment: Relationships)</p>	<p>10. Implement the structure and provide opportunities for students, through National Elementary Honor Society (NEHS)</p>	<p>2017 -20</p>	<p>NHS Leads</p> <p>Complex Principals</p>		<p>Based on</p> <p>10. (2017-20) WES will structure and provide NEHS opportunities for students, as evidenced in membership, by-laws, a selection process and induction ceremony.</p>
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Goal 2: Staff Success. **Waipahu Elementary School** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- Objective 1: Focused Professional Development** – *Develop and grow employees to support student success and continuous improvement.*
- Objective 2: Timely Recruitment and Placement** – *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- Objective 3: Expanded Professional Pipeline** - *Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.*

Outcome: By the end of three years,	Rationale:
<p>Waipahu Elementary School staff will</p> <ol style="list-style-type: none"> 1. Use highly effective research-based and evidence-based instructional techniques to effectively further student success by school year 2019-20. 2. Examine, collaboratively, the impact of instructional beliefs and practices by school year 2019-20. 	<p>Based on identified Complex Area and school level targets, there is demonstrated need across varied levels of measures including but not limited to Strive HI 2015-16 data</p> <ul style="list-style-type: none"> ● WES’s ELA Gap rate is currently at 60% up from the previous year of 29%. The Math Gap rate is 61% up from 52% the previous year. ● 33% of students are proficient in ELA and 32% of students are proficient in Math. ● ELA growth MGP is 57 & Math growth MGP is 63. ● 3rd Grade Literacy scores showed 41% of students are at or near or above grade level expectations. ● Chronic Absenteeism is currently at 16%. ● Inclusion Rate 3% (SY 2015-16)

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><i>By the end of the 2017-2020 school year, all Pearl City-Waipahu schools will provide Induction and Mentoring support for beginning teachers and mentors.</i></p> <p>(Teaching and Learning Framework Alignment: Strategies, Relationships)</p>	<ol style="list-style-type: none"> 1. Participate in Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program. <ol style="list-style-type: none"> a. Beginning Teacher PD b. Mentor PD c. Induction and Mentoring Forums d. NHQT 2. Waipahu Elementary will implement the complex I & M program, including <ol style="list-style-type: none"> a. Participating in complex PD and PLCs b. Regular meetings of mentor & mentee c. Other support requested by admin or mentee 	2017 - 2020	Upper Data Coach		<p>Based on</p> <p>1.(2017-20) Implement complex I & M program</p> <ol style="list-style-type: none"> a. 2017-20 I & M requirements (checklist) <ul style="list-style-type: none"> ● PDE3 Mentoring Logs ● Mentor observations ● Agenda and minutes ● Walkthroughs ● WES will retain or increase the number of HQTs

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<p><i>By the end of the 2017-2020 school year, Waipahu Elementary School will implement the Hawaii Common Core Standards with high yield instructional and assessment strategies to impact student progress.</i></p>	<p>3. Professional Learning Communities (K-12) and Professional Development to focus on curriculum, instruction, and assessment aligned to Hawaii Common Core Standards to ensure College and Career Readiness.</p> <ul style="list-style-type: none"> a. Waipahu Elementary will participate in Waipahu Complex K-12 Math Core 	<p>2017 - 2020</p>	<p>Content Area Coaches</p>		<p>Based on</p> <p>3. PLC (2017-20) Participate in Waipahu Complex Math Core</p> <ul style="list-style-type: none"> a. Sharing in alignment meetings b. Sharing/minutes in grade level TSTs c. ARA data d. SBA results e. Strive HI
<p>(Teaching and Learning Framework Alignment: 21st century standards/assessment/instructional patterns/data teams)</p>	<p>4. Waipahu Elementary will provide PD and ongoing coaching based on current data and need to address tiered instruction</p> <ul style="list-style-type: none"> a. Judy Keeney (math fluency) SY 17-20 b. Ron Yoshimoto (Orton Gillingham reading foundational skills) SY 17-20 c. Bernice Kihara (Thinking Maps) SY 17-18 d. Dr. Eric Jensen (effective strategies for disadvantaged students) SY17-18 e. Guided Language Acquisition Design (GLAD) SY 17-20 f. NGSS new science standards g. C3 new social studies standards 	<p>2017-2020</p>	<p>Content Area Coaches</p>		<p>4. Professional Development</p> <ul style="list-style-type: none"> a. Math Fluency Judy Keeney <ul style="list-style-type: none"> i. 2017-18 Gr 2 and 3 ii. 2018-19 Gr 4 and 5 iii. 2019-20 Gr 6 b. OG Ron Yoshimoto <ul style="list-style-type: none"> i. 2017-18 lower grades ii. 2018-19 upper grades iii. 2019-20 Morphology c. Thinking Maps B. Kihara <ul style="list-style-type: none"> i. 2017-18 - Intro d. Dr. Eric Jensen <ul style="list-style-type: none"> i. 2017-18 e. GLAD <ul style="list-style-type: none"> i. 2017-20 new teachers f. NGSS <ul style="list-style-type: none"> i. 2017-18 Bundle 1 ii. 2018-19 Bundle 2-3 iii. 2019-20 Full Imp. g. C3 <ul style="list-style-type: none"> i. 2017-18 - Introduction ii. 2018-19 - study iii. 2019-20 - implementation

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<p><i>By the end of the 2017-2020 school year, Waipahu Elementary School will implement the framework for “Teaching and Learning”.</i></p> <p>(Teaching and Learning Framework Alignment: all)</p>	<p>5. Professional Learning Communities (K-12) and Professional Development to use the “Teaching and Learning” framework at their individual schools within the context of Waipahu Complex.</p> <p>a. Waipahu Elementary will focus on the Content Comprehension Process by focusing on Visualization and Experience.</p>	<p>2017 - 2020</p> <p>2017-20</p>	<p>Coaches</p>		<p>Based on</p> <p>5. (2017-20) WES leadership will continue to build awareness of the Teaching and Learning Framework</p> <ul style="list-style-type: none"> ● Agenda and Minutes of TSTs ● Walkthroughs
<p><i>By the end of the 2017-2020 school year, Waipahu Elementary School will partner with University of Hawaii, College of Education (UHCOE)</i></p> <p>(Teaching and Learning Framework Alignment: Relationships)</p>	<p>6. UHCOE and Waipahu Complex will participate in a partnership to jointly support specified personnel and activities within the terms and conditions of the Memorandum of Agreement between UHCOE and Waipahu Complex.</p>	<p>2017 - 2020</p>	<p>Principal</p>		<p>Based on</p> <p>6. (2017-20) UHCOE and Waipahu Complex</p> <ol style="list-style-type: none"> a. Teacher candidate placements within Waipahu Complex b. Professional development opportunities and attendance c. Enrollment of cadets in UHCOE and retention as Waipahu Complex cohort teacher. d. Mentor and candidate survey

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

- Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of three years,	Rationale:
<p>Waipahu Elementary School will work with financial, human, and community based resources to strengthen the system for student success.</p> <ol style="list-style-type: none"> 1. By 2017-20 WES will continue to use our TST and Data Teams process to foster innovative and effective practices. 2. By the end of 2017-18 WES will have a positive mid-check WASC progress report. 3. By 2019-20 WES will participate in community activities to support the school. 4. By 2019-20 WES will support students by offering extra-curricular opportunities. 5. By 2019-20 WES will partner with community groups to strengthen support and resources for school and student success. 6. By 2019-20 WES will continue to provide parent support through PCNC activities. 7. 2019-20 celebrate Waipahu Elementary’s 120th year anniversary 	<p>Based on identified Complex Area school level targets, there is demonstrated need across varied levels of measures including but not limited to</p> <ul style="list-style-type: none"> ● WES’s ELA Gap rate is currently at 60% up from the previous year of 29%. The Math Gap rate is 61% up from 52% the previous year. ● 33% of students are proficient in ELA and 32% of students are proficient in Math. ● ELA growth MGP is 57 & Math growth MGP is 63. ● 3rd Grade Literacy scores showed 41% of students are at or near or above grade level expectations. ● Chronic Absenteeism is currently at 16%. ● School Climate as stated in 2015-16 SQS: Satisfaction for teachers 57.7% and student at 89.6%. Well being teacher 69.6% and student at 80.2%. ● Inclusion Rate is 3% ● Family and Community Engagement as stated in SQS parent satisfaction at 81.8%

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><i>By the end of the 2017-2020 school year, all Pearl City-Waipahu schools will receive accreditation the Western Association of Schools and Colleges (WASC).</i></p> <p>(Teaching and Learning Framework Alignment: Assessment/instructional patterns/data teams)</p>	<p>1. All Pearl City-Waipahu Complex Area schools will continue and complete the accreditation process.</p> <p style="margin-left: 20px;">a. Waipahu Elementary will participate in its mid-year visit</p> <p style="margin-left: 20px;">b. Waipahu Elementary will participate in the complex WASC accreditation.</p>	<p>2017- 2020</p> <p>2017-18</p> <p>2017-20</p>	Principal		<p>Based on</p> <p>1. (2017-20) Accreditation</p> <p style="margin-left: 20px;">a. Components of the WASC process</p> <p style="margin-left: 20px;">b. Final WASC report</p>
<p><i>By the end of the 2017-2020 school year, all Pearl City-Waipahu schools will utilize organizational resources to meet the needs of the whole child.</i></p>	<p>2. All Pearl City-Waipahu Complex Area Schools will continue engaging with the Leeward Community Children’s Council</p> <p style="margin-left: 20px;">a. Attendance at meetings and/or activities</p> <p style="margin-left: 20px;">b. Apply meeting details as necessary, according to the school/student needs and progress.</p>	2017 - 2020	Principals		<p>Based on</p> <p>2. (2017-18) Leeward Community Children’s Council</p> <p style="margin-left: 20px;">a. Meeting</p> <p style="margin-left: 40px;">● Meeting Attendance</p> <p style="margin-left: 40px;">● Meeting Minutes</p> <p style="margin-left: 40px;">● Principal Reports</p> <p style="margin-left: 20px;">b. WES will apply meeting details as necessary, according to the school/student progress.</p>

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<p>(Teaching and Learning Framework Alignment: Relationships)</p>					
<p><i>By the end of the 2017-2020 school year, all Pearl City-Waipahu schools will utilize organizational resources to meet the needs of the 21st-Century Learner.</i></p> <p>(Teaching and Learning Framework Alignment: 21st century standards)</p>	<p>3. All Pearl City-Waipahu Complex Schools will develop and refine program goals as necessary to increase student engagement in school and complex 21st Century and Community programs.</p> <ol style="list-style-type: none"> a. Utilize the 21st Century Community Learning Center Grant to provide programs and opportunities (before and/or after school) for students to participate in activities to supplement their learning. b. Participate with Weed and Seed c. Participate with Olelo Community Media Center d. Implementing coding programs and provide opportunities for students to learn and enhance their coding skills. <ol style="list-style-type: none"> i. Waipahu Elementary resource teachers will develop K-6 framework for coding curriculum SY17-18 ii. Waipahu Elementary 	<p>2017 - 2020</p>	<p>VP 1</p> <p>Resource teachers and Grade 6 teachers</p>		<p>Based on</p> <p>3. (2017-20) 21st century program</p> <ol style="list-style-type: none"> a. goals and program data collection/participation rate b. Weed and Seed activity with agenda c. Olelo Community Media Center activities list d. Coding lesson/unit and curriculum plans in grade 6 and any after school programs <ul style="list-style-type: none"> ● Agendas & Minutes from PD ● Coding curriculum ● Enrollment and participation data in coding classes – during or after school ● Student Participation Rate <p>2016-17 21st Century Grant Progress Monitoring</p>

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	<p>teachers will implement coding curriculum SY 17-18</p> <p>iii. implementation rollout:</p> <ul style="list-style-type: none"> ○ Gr. 6 SY17-18 ○ Gr. 5 SY18-19 ○ Gr. 4 SY19-20 				
<p><i>By the end of the 2017-2020 school year, all Pearl City-Waipahu schools will utilize organizational resources to meet the needs of the whole child.</i></p> <p>(Teaching and Learning Framework Alignment: Relationships)</p>	<p>4. All Pearl City-Waipahu Complex schools will continue to participate in extra-curricular activities</p> <p>a. Waipahu Elementary School will provide Intramurals - Basketball, Volleyball, Track & Field</p>	2017 -20	CA Principals		<p>Based on</p> <p>4. (2017-20) Extra Curricular Activities</p> <p>a. Extra-curricular programs will meet minimum attendance requirements and show overall positive feedback from participants (measured through survey)</p> <p>b. Participation Data</p>
	<p>5. Waipahu Complex schools will apply for Waipahu Community Foundation grants annually.</p>	2017 -20			<p>5. (2017-20) Waipahu Com. Foundation</p> <p>a. Number of grant applications submitted</p> <p>b. Measurable grant outcomes</p>
	<p>6. Develop schoolwide Gifted and Talented process.</p>	2017 -20			<p>6. (2017-20) GT program</p> <p>a. 2017-18 Explore different GT programs/process and determine WES program.</p> <p>b. 2018-19 Implement screening process</p>

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					c. 2019-20 Provide services for students
<p><i>Throughout 2016-2017, WES will utilize community involvement to meet the needs of the 21st Century Learner</i></p> <p>(Teaching and Learning Framework Alignment: 21st century standards)</p>	<p>7. Parent Community Network Coordinator to continue to provide parents the following:</p> <ul style="list-style-type: none"> a. <i>Monthly Parent Bulletin</i> b. Parent workshops c. Home-School Connection Newsletter d. School-wide Parent Activities (e.g. Reading As Families Together (RAFT), Ohana Bingo, Meet and Greet, etc) e. Grade Level Parent Activities 	2017-20			<p>7. (2017-20) PCNC</p> <ul style="list-style-type: none"> a. 2017-20 WES will maintain communication channels with parents through monthly Parent Bulletins, and newsletters. b. 2017-20 WES will maintain communication channels with parents through quarterly workshops.. c. 2017-20 WES will maintain communication channels with parents through monthly newsletters. d. 2017-20 WES will hold School-wide parent activities as well as several Grade Level content area parent activities throughout the year e. GL will show evidence of parent involvement through sign-ins & surveys. <p>2016-17 Parent Involvement Activities</p>

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<p><i>WES teachers will have embedded time for collaboration to fulfill instructional and curriculum requirements; WES students will receive supplemental enrichment in various subjects</i></p> <p>(Teaching and Learning Framework Alignment: 21st century standards/curriculum & knowledge outcomes)</p>	<p>8. WES will continue to implement and refine the Resource Schedule which provides additional collaborative planning time for teachers and quality supplemental enrichment instruction in STEM, ART, Library, PE, Technology, & Music, Guidance, and Hawaiian Studies.</p>	<p>2017-20</p>			<p>8. (2017-20) Resource Support</p> <ul style="list-style-type: none"> a. WES will implement a 8-day Resource Schedule b. All WES students will receive supplemental enrichment instruction in Art, Music, PE, STEM, and Technology on an 8-day rotation c. Grade-level teachers will have a nearly full day about once every other week for collaboration, PD, data team process, and instructional/ curriculum planning. d. WES will improve STRIVE HI scores
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