



# Three-Year Academic Plan 2017-2020

## Kaimiloa Elementary School

91-1028 Kaunolu Street

(808) 689-1280

<http://www.kaimiloa.k12.hi.us/>

School Needs

SY 17-18 Enabling Activities-Goal #1

SY 18-19 Enabling Activities-Goal #1

SY 19-20 Enabling Activities-Goal #1

Submitted by:  
Principal Debra Hatada

☒ APPROVED ☐ DISAPPROVED

  
COMPLEX AREA SUPERINTENDENT  
LEEWARD DISTRICT OFFICE

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

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment (Title I Schools)</li> <li>• WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>• Other</li> </ul>	<p><b><u>STUDENT SUCCESS:</u></b></p> <ol style="list-style-type: none"> <li>1. Need: Our students need to broaden their language, experiences and thinking base necessary for acquiring literacy skills and developing learners who are independent thinkers and problem solvers. WASC Chpt 3</li> <li>2. Need: Our students need to be immersed in an engaging learning environment that provides differentiated opportunities for the practice of skills, dispositions and concept knowledge/skills integrating content areas. WASC Chpt 3</li> <li>3. Need: Our students need to be knowledgeable about themselves as learners and teachers and be able ask themselves in all learning situations the following three questions: Where am I going? How am I doing? Where to next? WASC Chpt 3</li> </ol> <p><b><u>STAFF SUCCESS:</u></b></p> <ol style="list-style-type: none"> <li>1. Need: Our teachers need to know and continually evaluate their impact on their students' learning through ongoing and effective PLC practices.</li> </ol> <p><b><u>SYSTEM SUCCESS:</u></b></p> <ol style="list-style-type: none"> <li>1. Need: Our school believes a condition for system success is having a framework and processes in place that create coherence and purpose for everything we do, aligned with our school's vision and goals.</li> </ol> <p><b>Addressing Equity: Sub Group Identification</b></p> <p><b>In order to address equity, list the targeted subgroup(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p> <p>ELL Subgroup: Our ELL population need to have access to quality teaching and learning experiences that will increase their language acquisition and close the gap in their achievement levels.</p> <p>SPED Subgroup: Our SPED students need focused and teaching and learning experiences that will address their specific learning needs and close the gap in their achievement levels.</p> <p>SES Subgroup: Our SES student population needs an enhanced teaching and learning environment providing additional resources and/or experiences that may they may lack because of of their socio-economic status.</p>

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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. Debra Hatada (Principal)	1.
2. Laura Nakamura (Vice-Principal)	2.
3. Mariko Yorimoto (Vice-Principal)	3.
4. Kathleen Makimoto (Instructional Coach)	4.
5. James Ro (Instructional Coach)	5.
6. Tamra Yamamoto (Instructional Coach)	6.
7. Cecilia Chung (Instructional Coach)	7.
8. Amy Santos (Instructional Coach)	8.
9. Shely Chang (Counselor)	9.
10. Haylee Rezentes (Counselor)	10.
11. Nancy Aviles (ELL)	11.
12. Tamie Richardson (SPED)	12.

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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:
<ol style="list-style-type: none"> <li>1. ____% of Kaimiloa students will be on grade level based on iReady scores in end of the year view (mid and late).</li> <li>2. 47% of Kaimiloa Elementary students will meet ELA proficiency on the SBA.</li> <li>3. 43% of Kaimiloa Elementary students will meet Math proficiency on the SBA.</li> <li>4. Kaimiloa Elementary students will be able to demonstrate understanding of the learning process:(as articulated through the 3 Questions of a Visible Learner)               <ol style="list-style-type: none"> <li>a. SY 2017-18: 25%</li> <li>b. SY 2018-19: 30%</li> <li>c. SY 2019-20: 35%</li> </ol> </li> </ol>	<p>Based on data, Kaimiloa students continue to perform low on the SBA as compared to state and complex average proficiency levels. To address this problem, Kaimiloa will focus on developing experiences(schema), language-based skills/strategies, and the learning process (How to learn) for all students.</p> <p>Based on research, experiences are the basis in which language, vocabulary and comprehension is developed and acquired. Kaimiloa will focus on providing PD for teachers to understand how to enhance student experiences through instructional activities that are rich in discussions stimulating language and thinking skills. According to Walqui and Heritage, 2012, “Learning is always based on prior knowledge and experiences.” All students “...need to have equal access to knowledge that is valued in school.” Time and resources will be prioritized to meet the experiential needs of all of our students to equalize their learning base.</p> <p>To improve reading and math achievement, Kaimiloa will focus on providing teachers targeted professional development with high impact strategies from John Hattie’s research. In addition, brain research on how individuals learn and how to maximize learning using specific strategies will be incorporated into the school’s professional development plans.</p> <p>Lastly, Kaimiloa believes that we are a learning community and every student and teacher is a learner first. We want students to be cognizant/aware of how they learn and acquire knowledge so they can confidently apply their learning to new situations and across disciplines. Key in accomplishing this is providing real-life application opportunities in every classroom that allow students to not only exhibit mastery of knowledge, but to practice and display Visible Learning Dispositions and GLOs.</p>



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

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Kaimiloa Elementary students will meet ELA proficiency on the SBA test:</p> <p>SY 2017-18: 41%</p> <p>SY 2018-19: 44%</p> <p>SY 2019-20: 47%</p> <p>Kaimiloa Elementary students will meet Math proficiency on the SBA test:</p> <p>SY 2017-18: 37%</p> <p>SY 2018-19: 40%</p> <p>SY 2019-20: 43%</p>	<p><b>Overarching Goals (3 Year Plan)</b></p> <p><b><u>Language, Experiences, Thinking</u></b></p> <ul style="list-style-type: none"> <li>Provide professional development for teachers to deepen their knowledge about the connection between high achievement and level of language, experiences and thinking acquisition of students.</li> </ul> <p><b><u>Integrated Units</u></b></p> <ul style="list-style-type: none"> <li>Provide professional development and time for teachers to create integrated units of study that incorporate problem solving and/or project based learning in an engaging format allowing for students to display an application of learning and visible learning dispositions.</li> </ul> <p><b><u>Visible Learner's Learning Process (How Students Learn)</u></b></p> <ul style="list-style-type: none"> <li>Provide professional development for teachers that will assist students in understanding how they learn, where they are in a learning progression and demonstrate metacognitive strategies necessary to translate new learning into application.</li> <li>Work with an outside consultant to create and refine a learning framework to help Kaimiloa focus on goals and bring coherence to all systems in place.</li> </ul> <p>SY 2017-18:</p> <p><b><u>Language, Experiences, Thinking</u></b></p> <ul style="list-style-type: none"> <li>Provide professional development that will increase teachers'</li> </ul>		<p>Title I/WSF</p> <p>Title I/WSF</p> <p>Title I/WSF</p> <p>Title I/WSF</p> <p>Title I/WSF</p> <p>Title I/WSF</p>	<p>Professional Developments will be monitored through the achievement of specified learning targets and success criteria. (Eg. formative checks for understanding)</p> <p>PDs will also be monitored via walkthroughs of classrooms and through grade level Data Team Cycles and teacher reflections.</p> <p>The Academic Review Team will collect monitor, evaluate and report back to the school on the progress of each PD cycle.</p> <p>Teacher survey or reflection GL Agenda/Minutes</p> <p>Learning Walk through data Student interviews</p>

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	<p>understanding and the development of a shared language defining the Language, Experiences, and Thinking (LET) Model.</p> <p><b><u>Integrated Units</u></b></p> <ul style="list-style-type: none"> <li>• Provide professional development developing and refining multiple strands of Learning Intentions and Success Criteria (LISC) for priority standards that results in units of studies integrating 2 or more content areas. <ul style="list-style-type: none"> <li>○ Refine single standard LISC</li> <li>○ Connecting single standard LISC</li> <li>○ Crossing content area LISCs units</li> <li>○ Integrated LISC units</li> <li>○ Design Thinking &amp; Problem Based Learning</li> </ul> </li> </ul> <p><b><u>Visible Learner's Learning Process (How Students Learn)</u></b></p> <ul style="list-style-type: none"> <li>• Provide professional development on how individuals learn, what high impact strategies work best for the different levels of learning. (Acquisition, Transfer, Application)</li> <li>• AVID strategies for organization, reflection and levels of questioning</li> </ul> <p>SY 2018-19:</p> <p><b><u>Language, Experiences, Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Provide PD to deepen teachers' understanding and use of instructional strategies that address language, experiences and thinking (LET) of all students which will result in personalizing learning based on what students know, do and care about.</li> </ul> <p><b><u>Integrated Units</u></b></p> <ul style="list-style-type: none"> <li>• Provide PD to continue work on developing and refining Learning Intentions and Success Criteria (LISC) for priority standards to</li> </ul>		<p>Title I/WSF</p> <p>Title I/WSF</p> <p>Title I/WSF</p> <p>Title I/WSF</p>	
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	<p>include Science and/or Social Studies Standards, resulting in problem/project based learning.</p> <ul style="list-style-type: none"> <li>○ Connecting single standard LISC</li> <li>○ Crossing content area LISCs units</li> <li>○ Integrated LISC units</li> <li>○ Design Thinking &amp; Problem Based Learning</li> </ul> <p><b><u>Visible Learner's Learning Process (How Students Learn)</u></b></p> <ul style="list-style-type: none"> <li>● Provide PD on connecting instructional strategies with brain research that results in students being able to articulate how they learn best and identifying metacognitive strategies they use throughout their learning journey.</li> <li>● AVID strategies for organization, reflection and levels of questioning</li> </ul> <p>SY 2019-20:</p> <p><b><u>Language, Experiences, Thinking</u></b></p> <ul style="list-style-type: none"> <li>● Teachers continue to practice and refine language, experience, thinking strategies and routinely measure the positive effect of their impact in raising their students' achievement levels.</li> </ul> <p><b><u>Integrated Units</u></b></p> <ul style="list-style-type: none"> <li>● Provide PD to develop authentic units of study that involve students to apply knowledge in solving real-life problems. (exhibitions of learning) <ul style="list-style-type: none"> <li>○ Crossing content area LISCs units</li> <li>○ Integrated LISC units</li> <li>○ Design Thinking &amp; Problem Based Learning</li> </ul> </li> </ul> <p><b><u>Visible Learner's Learning Process (How Students Learn)</u></b></p> <ul style="list-style-type: none"> <li>● Students will be able to exhibit their learning by sharing their project with their teachers and peers, articulating and answering questions about the learning process they went through.</li> <li>● AVID strategies for organization, reflection and levels of questioning</li> </ul>			
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**Goal 2: Staff Success.** [Kaimiloa Elementary School] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>By the end of three years, Kaimiloa will have a working plan, do, check, act system aligned with a Learning Framework that monitors and holds all stakeholders accountable for the implementation of school initiatives resulting in an increase in student achievement.</p>	<p>Over the years, Kaimiloa made several modifications to programs, processes and professional development without a clear results-driven, continuous process to monitor and evaluate the impact that the changes had on student achievement. There were varying degrees of implementation within and across grade levels.</p> <p>Teachers were not held accountable beyond compliance to implement various (State, District and School Level) initiatives, nor were they provided with adequate support or time to implement with fidelity and effectiveness. Impact on student achievement has to be embedded in every initiative adopted by a school, whether it is mandated or by choice. There is a need to have a PDCA system in place that monitors the implementation and effect of school initiatives on student achievement.</p>



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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By the end of 3 years, 100% of teachers will implement all school-wide goals related to:</p> <ul style="list-style-type: none"> <li>Experiences</li> <li>Skills and Strategies</li> <li>Learning Process</li> </ul>	<p><b>Provide Structured Meeting Time for teacher to align student learner outcomes</b></p> <ul style="list-style-type: none"> <li>Provide Sub/Stipend/PLC/articulation time for Grade Levels to have collaborative conversations to occur about standards, learning targets, and success criteria by providing time to meet once a week for two hours</li> </ul> <p>SY 2017-18, 18-19, 19-20:</p> <p>Continue to use, monitor, and evaluate the effectiveness of the supplemental programs.</p> <p><b><u>Various Target Learning Walks</u></b></p> <ul style="list-style-type: none"> <li>Ghost Walk (anyone; to examine classrooms without Ss present to identify evidence)</li> <li>Rolling Walk (whoever is available each period or time segment; to involve all staff in visiting classrooms)</li> <li>Peer Visits (form pairs &amp; schedule a visit; to open up practice by having Ts visit each other while teaching)</li> <li>Reflective Learning Walk (focused on instructional strategies found in other rooms but reflects on own practices)</li> <li>Administrator Walk (not part of EES)</li> <li>Adding External Eyes (outside teachers, consultants, etc.)</li> </ul> <p><b><u>Plan, Do, Check, Act Sheet</u></b></p> <ul style="list-style-type: none"> <li>Template to include clearly defined school goals, teacher actions, accountability, and reflection.</li> </ul>			<p>Implementation Rubric to be collected, analyzed and reflected on by the Academic Review Team.</p> <p>Student Achievement Data based off of iReady.</p> <p>Survey from Induction and Mentoring</p>

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	<u>Induction &amp; Mentoring</u> <ul style="list-style-type: none"><li>● Provide new teachers and struggling teachers with support from a mentor teacher throughout the year.</li></ul>			
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

**Outcome:** By the end of three years,

**Rationale:**

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Kaimiloa Elementary School will have a process in place to manage, monitor and evaluate school-wide resources that link to the school's learning framework.	In any organization, there is a need to create coherence of all financial, human and community resources resulting in an alignment with the school's vision and mission statements. Kaimiloa has the beginnings of a Learning Framework that will create this coherence.
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Planning	Funding	Interim Measures of Progress
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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
<p>By the end of 3 years, Kaimiloa will have an established process to plan, do, check, act at the school-level 4 times a year.</p> <p>100% of Kaimiloa staff will be able to articulate each school year's goal and success criteria.</p>	<p><b><u>Plan, Do, Check, Act</u></b></p> <ul style="list-style-type: none"> <li>• “Plan, do, check, act” Template (Learning Framework) to include clearly defined school goals, teacher actions, accountability, and reflection at the teacher and Leadership levels.</li> <li>• At every professional development and PLC, we will reference our school goals and success criteria to guide our agenda and decision making.</li> <li>• Fund PTT positions to help close the achievement gap for students in Tiers 1, 2, and 3</li> </ul> <p><b><u>Quarterly Leadership Meetings</u></b></p> <ul style="list-style-type: none"> <li>• Meet as a leadership team quarterly to review and analyze progress towards school goals to determine next steps.</li> </ul> <p><b><u>School Learning Framework</u></b></p> <ul style="list-style-type: none"> <li>• Work with an outside consultant to create and refine a learning framework to help Kaimiloa focus on goals and bring coherence to all systems in place.</li> </ul> <p><b><u>WASC Process</u></b></p> <ul style="list-style-type: none"> <li>• Utilize an outside consultant to help plan and provide training on writing the WASC Self-Study Report.</li> </ul> <p><b><u>Parent Coffee Hour</u></b></p> <ul style="list-style-type: none"> <li>• Monthly Parent Coffee hour to support parents with resources to help their children</li> <li>• Parent Involver personnel to connect and involve families and communities with the goals of the school</li> </ul>		<p>Title I/WSF</p> <p>Title I/WSF</p> <p>Title I/WSF</p>	<ul style="list-style-type: none"> <li>• ART meeting minutes</li> <li>• Staff Development/PLC minutes</li> <li>• Quarterly Coaching Cycle/Logs</li> <li>• EES data</li> <li>• Walk Through Data</li> </ul> <p>eady Pre/Mid/Post Data to ow a steady increase over e year to equal 1 years growth over time by the end of the school year</p>