




Three-Year Academic Plan 2017-2020

Blanche Pope Elementary School

41-133 Huli Street
Waimanalo, HI 96795
(808) 259-0450



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| Submitted by Aaron Okumura | Date | Approved by Lanelle Hibbs | Date |
|  | 5-3-2019 | | |

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

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category 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

Our school's prioritized needs were identified through our Comprehensive Needs Assessment and confirmed by the WASC Initial Visiting Report.

- Need: Students continue to demonstrate low achievement in ELA (50% SY 1516, **45.2% SY1617**, **56% SY1718**), math (47% SY 1516, **48.2% SY1617**, **52% SY 1718**), and science (41% SY 1516, **31% SY1617**, **44% SY 1718**).**
 - Additional professional development is needed to develop the core instruction and effective differentiation strategies.
 - Improve our RTI Process to better provide interventions that address the needs of all students.
 - Utilize the data team process to improve instructional practices and monitor student progress.
 - Increase rigor and consistency in core curriculum areas.
- Need: High percentage of chronic absenteeism (25%, **23% SY1617**, **17% SY 1718**) and student behavior referrals.**
 - Ensure that our school wide behavior program meets the needs of our students,
 - Explore additional strategies or incentives that can help to improve student attendance and behavior.
 - Provide adequate supports that help students successfully transition from grade level to grade level.
- Need: Lack of family involvement**
 - Explore ways to involve our families and community.
 - Increase communication with family and community members.

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 | ELA | Math | Science |
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| Males/Females (SY1516) SY 1617 SY 1718 | 44.78%/57.14% 40%/53.33% 55%/56% | 49.25%/44.90% 49.28%/46.67% 48%/56% | 57.14%/23.08% 33.33%/25% 53%/33% |
| Sped/Non Sped (SY 1516) SY 1617 | 25%/54% 10%/52.63% | 18.75%/52% 10%/56.38% | 0%/39.13% 0%/37.5% |

Academic Review Team Accountable Leads

| Name and Title of ART Team Accountable Lead | Responsible for implementation of the school's strategies and initiatives |
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| 1. Aaron Okumura, Principal | 1. <u>Student Behavior</u> , <u>Wellness Partnerships</u> , <u>ART</u> , <u>ILT</u> , <u>Family/Community Partnerships</u> , <u>Professional Development</u> |

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| 2. _____, Academic Coach | 2. ELA/Math CCSS, NGSS , RTI Academics , Data Teams |
| 3. Maury Fujisaka, SSC | 3. RTI Behavior |
| 4. Nicole Perreira, School Counselor | 4. Attendance , Transitions |
| 5. Aimee Clanin, Technology Coordinator | 5. Technology |

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.

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| Outcome: By the end of three years, | Rationale: |
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| <ul style="list-style-type: none"> - Students are engaged in a quality standards-based ELA, math, and science curriculum that is relevant, rigorous, and promotes student voice and collaboration. - Students receive focused and individualized instruction and support that is informed by data and differentiated to meet their academic, social, and emotional needs. - There is a culture where attendance, positive behaviors, and healthy living are valued, encouraged, and supported. | <p>Our three year outcomes are aligned with Blanche Pope's Vision.</p> <p>E Kulia I Ka Pono Loa - Strive for Excellence</p> <p>Blanche Pope Elementary is a culturally responsive school that provides students with a strong foundation for future academic and life endeavors. Students are respectful, cooperative, and active participants in a student-centered curriculum that integrates technology, collaboration, and problem-solving.</p> <p>Along with our vision, the current data below has been used to determine our focus areas and develop our plan.</p> <ul style="list-style-type: none"> - Our students are demonstrating low academic achievement, only 50% proficient for ELA, 47% proficient for math, and 41% proficient for science on the State Assessments. - More than 50% of our students have not been on grade level at the end of the school year on the STAR Reading and Math Assessments. - Attendance continues to be a persistent problem and we know that this is an indicator for high school dropouts. Last year we had 25% chronic absenteeism and currently we are at 21%. - Although behavior referrals have decreased, we continue to see a high number of incidences in the common areas (walkways, playground, cafeteria) and during times that the homeroom teachers are not present. <p>WASC has also confirmed the need to focus on chronic absenteeism and refining the RTI process.</p> <p>Over the past 4 years, Blanche Pope has adopted school wide practices and programs to increase student attendance, behavior, engagement, and achievement. Although they are currently in place, we need to continue to improve implementation and monitor impact on students. We will apply the Plan/Do/Check/Act cycle for continuous improvement to achieve our 3 year goals.</p> |
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| Planning | | | Interim Measures of Progress | | Funding |
|-----------------|---|----------------------------|--|-------------------------|-----------------|
| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | School Year(s) of Activity | Define the relevant data used to regularly assess and monitor progress | ART Accountable Lead(s) | Source of Funds |

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| <p>G1.D01- Students are engaged in a challenging, quality, standards-based language arts curriculum to increase proficiency in ELA to 75% as measured by SBA. <i>(Empowered & Well Rounded)</i></p> | <p>G1.EA1- Teachers will implement agreed upon Wonders components and pacing schedule for consistency and utilize the data team process to monitor student progress and ensure students achieve the learning expectations in the CCSS.</p> | 2017-18 | - 58% of students will be grade level proficient on the STAR Reading Assessment | Academic Coach | Title I - See FRF |
| | <p>G1. EA1- Grade level teachers will implement agreed upon Wonders components and create an ELA pacing guide for consistency. Through the data team process, teachers will routinely collaborate to plan, reflect, and refine lessons to ensure students achieve the learning expectations in the CCSS.</p> | 2018-19 | - 66% of students will be grade level proficient on the STAR Reading Assessment | | |
| | <p>G1.EA1- Teachers will continue to participate in the Data Team process to improve and maintain implementation of the ELA curriculum to ensure students achieve the learning expectations in the CCSS. Teachers will utilize existing curriculum maps efforts and create grade level ELA curriculum maps.</p> | 2019-20 | <p>- 60% of students will be grade level proficient on the iReady Reading Assessment. This percentage is taking into account our school transitioning to a new screener in iReady.</p> <p>100% of teachers will complete grade level curriculum maps.</p> | | |
| <p>G1.D02- All students are engaged in meaningful centers while small groups of students receive focused and individualized reading instruction from the classroom teacher so that 75% of students will meet grade level benchmarks as measured on the STAR Reading Assessment. <i>(Empowered & Well Rounded)</i></p> | <p>G1.EA2- Classroom teachers will continue to implement CREDE strategies for small group instruction to encourage collaboration among students and allow for opportunities each Wonders week for small group guided reading instruction with an emphasis on predicting and validating.</p> | 2017-18 | <p>- 58% of students will be grade level proficient on the STAR Reading Assessment</p> <p>- 100% of teachers will be implementing small group guided reading instruction components measured by walkthrough observation sheet.</p> | Academic Coach | Title I - See FRF |
| | <p>G1.EA2- Classroom teachers will continue to implement CREDE to encourage collaboration among students and allow for opportunities each Wonders week for small group guided reading instruction with an emphasis on collaborative conversations.</p> | 2018-19 | <p>- 66% of students will be grade level proficient on the STAR Reading Assessment</p> <p>- 100% of teachers will be implementing small group guided reading instruction components measured by walkthrough</p> | | |

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| | | | observation sheet. do we want to keep this? | | |
| | G1.EA2- Sustain implementation of CREDE and small group guided reading instruction with an emphasis on consistent practice. | 2019-20 | - 60% of students will be grade level proficient on iReady. - 100% of teachers will be implementing small group guided reading instruction components measured by walkthrough observation sheet. | | |
| G1.D03-Our Response to Intervention (RTI) System is being implemented as intended so that all students are provided with adequate Tier 1, 2, and 3 interventions to ensure learning growth and decrease the ELA Gap to 11% and Math Gap to 16%. <i>(Well Rounded & Prepared)</i> | <p>G1.EA3- Review and revise RTI Process and explore a diagnostic assessment continuum that will assist with identifying the specific needs and interventions needed to support our struggling students.</p> <p>3 RTI Cycles per year:</p> <ul style="list-style-type: none"> - All students in grades 1-6 are screened at the beginning, middle, and end of year using the STAR Reading Assessment. - The results of the STAR assessments are reviewed to get a school wide view of the performance and allocate support. - The results of the screeners are shared with all teachers and EA's. Teachers discuss in class interventions for identified students. - Teachers will complete intervention and progress monitoring plans. - Weekly progress monitoring assessment results are discussed and reviewed during each Data Team cycle. <p>An EA will provide Tier 3 interventions (Pull out) to identified students 2-3 times per week for 20 minute blocks.</p> | 2017-18 | <p>- 75% of students in grades 1-6 will show adequate growth (40 point SGP) on the STAR Reading Assessment</p> <p>- Students receiving Tier 2 and 3 interventions will show an increase in their scaled score on the STAR Reading Assessment at the end of each RTI cycle.</p> | Academic Coach SCC | Title I - See FRF |
| | G1.EA3- Continue to collect student data and teacher feedback to refine the RTI process. | 2018-19 | - 75% of RTI students in grades 1-6 will show adequate growth (40 point SGP) on the STAR Reading and Math Assessment | | |

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| | <p>2 RTI Cycles per year (3 cycles for Grades 1-2) :</p> <ul style="list-style-type: none"> - All students in grades 1-6 are screened at the beginning, middle, and end of year using the STAR Reading Assessment. - The results of the STAR assessments are reviewed to get a school wide view of the performance and allocate support. - The results are shared with all teachers and EA's. Teachers discuss interventions for identified students and administer the diagnostic assessment. - Teachers will group students according to needs and complete intervention and progress monitoring plans. - Weekly progress monitoring assessment results are discussed and reviewed during each Data Team cycle. - After each cycle, students are reassessed and grouped accordingly. <p>An EA will continue to provide Tier 3 interventions (Pull out) to identified students 2-3 times per week for 20 minute blocks after the 1st RTI cycle has been completed.</p> | | <ul style="list-style-type: none"> - Students receiving Tier 2 and 3 interventions will show an increase in their scaled score on the STAR Reading Assessment at the end of each RTI cycle. | | |
| | <p>G1.EA3- Sustain the implementation of our RTI process.</p> <p>2 RTI Cycles per year (3 cycles for Grades K-2) :</p> <ul style="list-style-type: none"> - All students in grades K-6 are screened at the beginning, middle, and end of year using the iReady Reading Assessment. - The results of the iReady assessments are reviewed to get a school-wide view of the performance and allocate support. - The results are shared with all teachers and EA's. Teachers discuss interventions for identified students and administer the diagnostic assessment. - Teachers will group students according to needs and complete intervention and progress monitoring plans. - Weekly progress monitoring assessment results are discussed and reviewed during each Data Team cycle. - After each cycle, students are reassessed and grouped accordingly. | 2019-20 | <ul style="list-style-type: none"> - Students receiving Tier 2 and 3 interventions will show an increase in their score on the iReady Reading Assessment at the end of each RTI cycle. | | |

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| | <ul style="list-style-type: none"> - Orton-Gillingham (OG) strategies will be used for Tier 1, Tier 2, and Tier 3 supports <p>An EA will continue to provide Tier 3 interventions (Pull out) to identified students 2-3 times per week for 20 minute blocks after the 1st RTI cycle has been completed.</p> | | | | |
| G1.D04- Students are engaged in NGSS integrated units and 70% of students will demonstrate proficiency on the State standardized test. <i>(Empowered & Well Rounded)</i> | G1.EA4- Classroom teachers will plan and implement a NGSS lesson each semester with support from the Academic Integration Team. <ul style="list-style-type: none"> - Participate in NGSS Overview PD on 8/28/17 - Grade level teams will receive individualized PD from the AIT for collaborative lesson planning and pacing. | 2017-18 | - NGSS lesson plans | Academic Coach | Title I - See FRF |
| | G1.EA4- Classroom teachers will develop a NGSS integrated unit and pacing guide with support from the Academic Integration Team. | 2018-19 | - NGSS Integrated Unit - Pacing Guide | | |
| | G1.EA4- Classroom teachers will continue to develop additional NGSS integrated units with support from the Academic Integration Team. | 2019-20 | - NGSS Units | | |
| G1.D05- Students are provided with quality writing instruction so that 75% of our grade 3-6 students will be near/at or above proficiency in the writing claim. <i>(Well Rounded)</i> | G1.EA5- Faculty will explore and select a writing curriculum to build consistency within and throughout the grade levels to ensure students achieve the learning expectations in the CCSS. <ul style="list-style-type: none"> - Teachers will collect baseline data to determine focused writing trait K-6 that can be assessed through all writing genres. | 2017-18 | - Collect baseline data on identified writing trait. - 70% of students will demonstrate proficiency on the identified writing trait as measured by the grade level writing rubrics. | Academic Coach | Title I - See FRF |
| | G1.EA5- Faculty will explore and agree on a writing curriculum for consistency within and throughout the grade levels to ensure students achieve the learning expectations in the CCSS. | 2018-19 | - 75% of students will demonstrate proficiency using grade level writing rubric. | | |
| | G1.EA5- Faculty will explore writing programs which address learning expectations in the CCSS. | 2019-20 | - 75% of students will demonstrate proficiency using grade level writing rubric | | |

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| <p>G1.D06- Students increase proficiency on the SBA in Math to 74% through their engagement in a math curriculum that requires them to use productive struggle to solve problems. <i>(Empowered & Well Rounded)</i></p> | <p>G1.EA6- Classroom teachers will embed one open-ended problem solving task into each module/unit with support from complex math resource teacher.</p> <ul style="list-style-type: none"> - Participate in PD (Faculty Meeting) - Grade level teams will meet and plan with complex math resource teacher 2 times per quarter to plan tasks for each unit - Classroom teachers will implement open-ended problem solving tasks | 2017-18 | - 58% of students will be grade level proficient on the STAR Math Assessment | Academic Coach | Title I - See FRF |
| | <p>G1.EA6- Classroom teachers will facilitate productive struggle with higher level questioning to promote problem solving skills and collaborative conversations.</p> | 2018-19 | - 66% of students will be grade level proficient on the STAR Math Assessment | | |
| | <p>G1.EA6- Classroom teachers facilitate student led discussions using problem solving.</p> | 2019-20 | - 70% of students will be grade level proficient on the STAR Math Assessment | | |
| <p>G1.D07- Blanche Pope School has created a culture where attendance is valued and supported so that student chronic absenteeism will decrease to 13%. <i>(Whole Child)</i></p> | <p>G1.EA7- Monitor and adjust attendance interventions and explore incentives for students who attend school regularly and on time.</p> <ul style="list-style-type: none"> - Annual and Quarterly Attendance Awards - Incentives for students with perfect attendance - Weekly check ins with targeted students - School wide PUEO classroom incentive - Lunch bunch meetings - Daily phone calls - Home visits after 2 consecutive absences with no communication to school - School social worker monitors targeted students | 2017-18 | <p>- Decrease chronic absenteeism to 21%</p> <p>- Monthly attendance data will be collected to track students who are approaching off track or off track.</p> | Counselor | WSF |
| | <p>G1.EA7- Continue to provide attendance interventions and incentives that promote a school culture that values, encourages, and supports attendance.</p> <ul style="list-style-type: none"> - Annual and Quarterly Attendance Awards - Incentives for students with perfect attendance (Weekly Winners, Free Dress Pass, PUEO Redemption, TARO) - Weekly check-ins with targeted students - School wide PUEO classroom incentive - Daily phone calls - Home visits after 2 consecutive absences with no | 2018-19 | <p>- Decrease chronic absenteeism to 17%</p> <p>- Monthly attendance data will be collected to track students who are approaching off track or off track.</p> <p>- Student Survey/Focus Group</p> | | |

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| | <p>communication to school</p> <ul style="list-style-type: none"> - School social worker monitors targeted students | | | | |
| | <p>G1.EA7- Maintain implementation of attendance interventions and incentives that promote a school culture that values, encourages, and supports attendance.</p> <ul style="list-style-type: none"> - Annual and Quarterly Attendance Awards - Incentives for students with perfect attendance (Free Dress Pass, PUEO Redemption, TARO) - Weekly check-ins with targeted students - School wide PUEO classroom incentive - Daily phone calls - Home visits after 2 consecutive absences with no communication to school - School social worker monitors targeted students | 2019-20 | <p>-Maintain chronic absenteeism at 17%</p> <ul style="list-style-type: none"> - Monthly attendance data will be collected to track students who are approaching off track or off track. | | |
| <p>G1.D08- Student behavioral referrals decrease by 10% each year due to staff, students, and families having a common understanding of the behavior expectations and consistently working together to demonstrate and promote positive behaviors.</p> <p>(Whole Child)</p> | <p>G1.EA8- Create a committee to monitor, adjust, and build consistency of our current behavior expectations, school-wide behavior matrix, and RTI behavior process. Explore ways to implement new school-wide positive behavior supports to address identified students and areas of concern.</p> | 2017-18 | <ul style="list-style-type: none"> - Decrease total number of referrals by 10% - Quarterly behavior data will be collected to track students and offenses. - Staff survey - Student focused group | SSC Principal | |
| | <p>G1.EA8- Implement revised behavior referral form and procedures, school-wide positive behavior supports, school-wide behavior matrix, and RTI behavior process.</p> <ul style="list-style-type: none"> - Faculty will explicitly teach the behavior expectations at the beginning of the school year and consistently reinforce them throughout the year. | 2018-19 | <ul style="list-style-type: none"> - Decrease total number of referrals by 10% - Quarterly behavior data will be collected to track students and offenses. - Staff and student survey - Student focused group | | |
| | <p>G1.EA8- Monitor and review referral procedures, school-wide positive behavior supports, school-wide behavior matrix, and RTI behavior process.</p> | 2019-20 | <ul style="list-style-type: none"> - Decrease total number of referrals by 10% - Quarterly behavior data will be collected to track students and offenses. - Staff and student survey | | |

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| | | | - Student focused group | | |
| <p>G1.D09- All students are actively engaged in opportunities that develop the whole child and promote healthy living through school programs and partnerships that support students' well-being.</p> <p><i>(Whole Child)</i></p> | <p>G1.EA9- Teachers and students will become familiar with the Wellness Policy and participate in the following programs and partnerships that promote healthy living:</p> <ul style="list-style-type: none"> - Fresh Fruits and Vegetable Program - Playworks - School Garden Projects (Growing Pono) - Walking Path/Exercise Stations (PBR Hawaii) - Physical Fitness Team (Grades 3-6) - After school Clubs/Programs (Grades K-6) - Choose Love | 2017-18 | <ul style="list-style-type: none"> - Student pre/post survey for Fruit and Vegetable Program - Student feedback collected through focused groups on Playworks and walking path. - Physical Fitness Team participation data | Principal | WSF Title I - See FRF |
| | <p>G1.EA9- Teachers and students will continue to participate in programs and partnerships that promote healthy living and support students' well-being.</p> <ul style="list-style-type: none"> - Fresh Fruits and Vegetable Program (suspended) - Playworks - School Garden Projects (Growing Pono) - Walking Path (PBR Hawaii) - Physical Fitness Team (Grades 3-6) - After school Clubs/Programs (Grades K-6) - Choose Love (Yoga ED) - Aina in Schools | 2018-19 | <ul style="list-style-type: none"> - Student pre/post survey for Fruit and Vegetable Program - Student feedback collected through focused groups on Playworks and Choose Love. - Physical Fitness Team participation data - Student products and projects | | |
| | <p>G1.EA9- Teachers and students will continue to explore and participate in programs and partnerships that promote healthy living and support student's well-being.</p> <ul style="list-style-type: none"> - Fresh Fruits and Vegetable Program - Physical Fitness Team (Grades 3-6) - After school Clubs/Programs (Grades K-6) - Yoga ED - Aina in Schools | 2019-20 | | | |
| <p>G1.EA10- All students are provided with adequate supports that help with successful transitions throughout their educational experiences.</p> | <p>G1.EA10- Faculty will implement the following supports to help students transition successfully from grade level to grade level.</p> <ul style="list-style-type: none"> - Keiki Steps (K Prep) - Flying Up Day (Grade level to Grade level) - Waimanalo Orientation - Summer ELO | 2017-18 | <ul style="list-style-type: none"> - Participation data - Teacher survey - Parent Evaluations | Counselor | Title I - See FRF |

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| (Prepared & Resilient) | Develop new student welcome procedures to help with transition. | | | | |
| | G1.EA10- Continue to provide supports to help students transition successfully. <ul style="list-style-type: none"> - Keiki Steps (K Prep) - Flying Up Day (Grade level to Grade level) - Waimanalo Orientation Develop new student welcome procedures to help with transition. | 2018-19 | <ul style="list-style-type: none"> - Participation data - Teacher survey - Parent Evaluations | | |
| | G1.EA10- Continue to provide supports to help students transition successfully. <ul style="list-style-type: none"> - Keiki Steps (K Prep) - Flying Up Day (Grade level to Grade level) - Waimanalo Orientation Develop new student welcome procedures to help with transition. | 2019-20 | <ul style="list-style-type: none"> - Participation data - Teacher survey - Parent Evaluations | | |
| G1.EA11- AVID Students in Grades 4-6 will utilize AVID strategies to support their academic success | G1.EA11- Teachers in Grades 4-6 will attend AVID training to become familiar with AVID strategies. Students will begin utilizing WICOR strategies. | 2018-19 | Student Work samples Walkthrough data | Principal | WSF |
| | G1.EA11- Students in Grades 4-6 will continue to utilize WICOR strategies in the classroom. | 2019-20 | Student Work samples Walkthrough data | | |
| G1. EA12 - TECHNOLOGY | G1.EA12 - 1:1 device access for all students in grades K-6 <ul style="list-style-type: none"> • Grades K-1 - iPads • Grades 2-6 - Chromebooks Students have access to online programs and resources to support learning <ul style="list-style-type: none"> - Examples: G Suite Tools (Classroom, Docs, Sheets, Slides), BrainPop, FlipGrid, IXL, | 2019-20 | 100% of students have access to devices on campus | Technology Coordinator | WSF Title I |

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| | Achieve3000, Mystery Science, Wonders, iReady, etc. | | | | |
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Goal 2: Staff Success. Blanche Pope Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

| Outcome: By the end of three years, | Rationale: |
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| All teachers at Pope will have increased knowledge and understanding, and demonstrate growth through training, support, and professional development so they can effectively contribute to the success of our students. | <p>Research has shown that the single most influential factor impacting student achievement is the quality of the teacher. This is why we plan to focus much attention to enhancing the knowledge and skills of our faculty and staff so that we can continue to improve our practice.</p> <p>This years walk through data identified higher level questioning as a focus area. Through our CNA process and collaboration with the faculty, we have also identified NGSS, math problem solving, and RTI, as areas of need for additional professional development.</p> |

| Planning | | | Interim Measures of Progress | | Funding |
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| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | School Year(s) of Activity | Define the relevant data used to regularly assess and monitor progress | ART Accountable Lead(s) | Source of Funds |
| G2. D01- 100% of teachers increase their knowledge through focused professional | G2.EA1- Teachers will be provided with professional development and support on the following: | 2017-18 | <ul style="list-style-type: none"> - Teacher evaluations/ Implementation plans - Teacher surveys | Principal | WSF |

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| development opportunities and support to improve and demonstrate growth in the areas as determined by walkthroughs and EES. | <ul style="list-style-type: none"> - NGSS overview & lesson development - Math (productive struggle & problem solving) - DOK & higher level questioning - School-wide RTI Process - CREDE, Small Group Guided Reading Instruction, and mentoring for new teachers | | - Walkthrough Data | | |
| | G2.EA1- Teachers will be provided with professional development based on school-wide focus areas and identified needs. <ul style="list-style-type: none"> - Emotional and Social Growth - Behavior Strategies - Thinking Maps - Gifted and Talented - Bridging gap between home/community and school - Writing | 2018-19 | - Teacher evaluations/surveys - Walkthrough Data | | |
| | G2.EA1- Teachers will be provided with professional development based on school-wide focus areas and identified needs. | 2019-20 | - Teacher evaluations/surveys - Walkthrough Data | | |
| G2.D02- 100% of teachers are provided with professional development opportunities that focus on addressing the needs of our targeted sub groups. | G2.EA2- Explore and plan for professional development opportunities that focus on effective strategies geared toward specific sub groups to help us better address the needs of all students. <ul style="list-style-type: none"> - Gender specific learning styles/strategies - Inclusion practices | 2017-18 | - Student surveys - Faculty evaluations/surveys - Walkthrough Data | Principal | WSF |
| | G2.EA2- Provide professional development opportunities that focus on effective strategies geared toward identified sub groups to help us better address the needs of all students. <ul style="list-style-type: none"> - Inclusion practices (In practice, Hands on Co-teaching method) | 2018-19 2019-20 | - Teacher evaluations/surveys - Walkthrough Data | | |
| G2.D03 - TECHNOLOGY | G2.EA3: Teachers will be familiar with a variety of technology programs and resources which they will integrate into instruction and for other professional uses. | 2019-20 | -Teacher lesson plans -Student work/projects | Technology coordinator | WSF Title I |

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| G2.D04 - Faculty/Staff will receive support through Stetson company and district RTs | G2.EA4: School will receive Multi-Tiered Systems of Support (MTSS) through: -District -Stetson | 2019-20 | -Counselor implementation plan | Counselor Principal | WSF |
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Goal 3: Successful Systems of Support. The system and culture of Blanche Pope Elementary 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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| <ul style="list-style-type: none"> - Blanche Pope will effectively implement collaborative practices and systems to consistently and effectively implement school wide practices and programs to increase student attendance, behavior, engagement and achievement. - Blanche Pope will have developed collaborative partnerships with our families and community members so they can be engaged in relationships, resources, and expertise that support student success strategies. | <p>Collaboration and consistent implementation of best practices will ensure that students receive the instruction and support they need to meet expected attendance, behavior and achievement targets.</p> <p>We currently have 4 elements on the ILT Success and Cycles of Professional Learning Continuums that are rated at a 1 (emergent) or 2 (developing). These continuums have helped to inform us on the areas of improvement that we need to focus on so that we can increase the success and become proficient in all elements of the process.</p> <p>We also continue to have limited parent and family involvement. Our school PTO is in the process of being disbanded after this school year due to lack of participation from our families. We need to explore ways to increase communication and develop relationships with our families to build a collaborative community that includes all stakeholders.</p> |

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

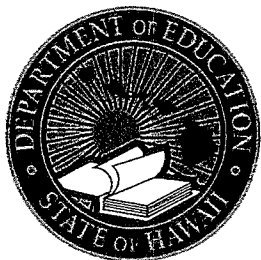
| Planning | | | Interim Measures of Progress | | Funding |
|---|---|----------------------------|---|-------------------------|--|
| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | School Year(s) of Activity | Define the relevant data used to regularly assess and monitor progress | ART Accountable Lead(s) | Source of Funds <i>(Check applicable boxes to indicate source of funds)</i> |
| G3.D01- The Academic Review Team (ART) meets regularly to monitor the academic plan and provide timely data to enhance implementation, support strategic decision making, and ensure accountability for student success and continuous improvement. | G3.EA1- The ART will meet quarterly to collect and analyze relevant data used to monitor progress, identify problems, and plan for appropriate next steps. <ul style="list-style-type: none"> - Data, progress, and next steps will be shared at a faculty meeting following each ART meeting. - Clarify purpose and roles and responsibilities of all teacher teams | 2017-18 | - ART Team minutes to include data analyzed, progress towards goals, and next steps | Principal | |
| | G3.EA1- Continue to routinely implement high quality ART routines that will enhance our understanding of our school's performance, enable us to solve problems early, and ensure accountability. | 2018-19 | - ART Team minutes to include data analyzed, progress towards goals, and next steps | | |
| | G3.EA1- Continue to routinely implement high quality ART routines that will enhance our understanding of our school's performance, enable us to solve problems early, and ensure | 2019-20 | - ART Team minutes to include data analyzed, progress towards goals, and next steps | | |

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

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| | accountability. | | | | |
| G3.D02- The Instructional Leadership Team (ILT) is focused on continuous instructional improvement and demonstrates proficiency or advanced in all elements of the Cycle of Professional Learning and Conditions for ILT Success Continuums. | G3.EA2- Demonstrate proficient or higher on the ILT Cycle of Professional Learning Continuum by effectively utilizing the ILT Process Document to determine and monitor our PIP, SMARTe goal, cycle of professional learning, and evidence of implementation. <ul style="list-style-type: none">- Focus improvement on Professional Reading and Peer Observation and Reflection | 2017-18 | - Beginning of year, mid-year, and end of year STAR Reading data. - Walkthrough data - ILT Process Document and Outcomes - ILT Cycles of Professional Learning Continuum | Principal | |
| | G3.EA2- Analyze the ILT Continuum ratings to identify areas of improvement, make adjustments, and take actions to maintain a 3 or higher on the focused element. Maintain implementation of the ILT Cycle of Professional Learning. | 2018-19 | - BOY, MY, and EOY STAR Reading data. - Walkthrough data - ILT Process Document and Outcomes - Cycles of Professional Learning and Conditions for ILT Success Continuums | | |
| | G3.EA2- Analyze the ILT Continuum ratings to identify areas of improvement, make adjustments, and take actions to maintain a 3 or higher on the focused element. Maintain implementation of the ILT Cycle of Professional Learning. | 2019-20 | - BOY, MOY, and EOY iReady Reading data. - Walkthrough data - ILT Process Document and Outcomes - Cycles of Professional Learning and Conditions for ILT Success Continuums | | |
| G3.D03- Blanche Pope School has increased family and community involvement and continues to build partnerships by engaging in relationships, resources, and expertise that support student success. | G3.EA3- Explore strategies and opportunities to increase parent participation and effective communication between the school, families, and community. <ul style="list-style-type: none">- Parent Informational meetings- Updated school website- Monthly Newsletters- Parent Surveys- Family Engagement Activities (4 per year)- Community Partnerships | 2017-18 | - Parent survey feedback - Activity evaluation forms - Newsletters | Principal | WSF Title I - See FRF |

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| | G3.EA3- Implement strategies and family/community involvement opportunities throughout the school year. <ul style="list-style-type: none"> - Parent Informational meetings - School website - Monthly Newsletters - Parent Surveys - Family Engagement Activities (3 per year) - Community Partnerships | 2018-19 | <ul style="list-style-type: none"> - Parent survey feedback - Activity evaluation forms - Newsletters - Student survey/reflections | | |
| | G3.EA3- Maintain implementation and continuously improve strategies and family/community involvement opportunities based on parent feedback. <ul style="list-style-type: none"> - Parent Informational meetings - School website - Monthly Newsletters - Parent Surveys - Family Engagement Activities (3 per year) - Community Partnerships | 2019-20 | <ul style="list-style-type: none"> - Parent survey feedback - Activity evaluation forms - Newsletters | | |
| G3. D04 Initiate a Kaiapuni (immersion) framework within school infrastructure | G3.EA4- Open a grade K-1 combination immersion class | 2019-20 | 100% of students in Kaiapuni class will receive academic instruction in Hawaiian language | Principal | Office of Hawaiian Education WSF |



Three-Year Academic Plan 2017-2020

Blanche Pope Elementary School

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|----------------------------|----------|---------------------------|------------|
| Submitted by Aaron Okumura | Date | Approved by Lanelle Hibbs | Date |
| | 5-3-2019 | | 05/09/2019 |