



Three-Year Academic Plan 2017-2020 REVISED



Ernest Bowen DeSilva Elementary
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Submitted by [Dennis O'Brien]	Date
<i>Dennis O'Brien</i>	<i>5/9/18</i>
Approved by [Chad Farias]	Date
<i>Chad Farias</i>	<i>5/10/18</i>

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"> ● Comprehensive Needs Assessment (Title I Schools) ● 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 ● International Baccalaureate (IB) Authorization ● Other 	<p>Based on our Comprehensive Needs Assessment, WASC Self-Study and our 5 Year Plan, the following areas of concerns have been identified and prioritized in order of importance.</p> <p>Academic: Align school wide expectations and instructional practices to improve student achievement</p> <p>Needs:</p> <ul style="list-style-type: none"> ● Intervention/strategies to support student learning needs ● Backwards mapping of instructional practices for implementation of Common Core State Standards ● Professional Development on curriculum, best instructional practices, etc. ● Bell schedule that embeds time for data analysis, vertical/grade level articulation, and professional development <p>Connectedness: Improve collaboration within school wide systems to maximize and support student success</p> <p>Needs:</p> <ul style="list-style-type: none"> ● Vertical articulation system for sharing of strategies and practices ● Foster closer connections with the intermediate school to best prepare students for transition ● Enhance the existing system of Rtl for student supports (student support staff) ● Improvement of Data Teams process to support student behavioral and academic concerns ● Pre-K Summer Program to support the growing numbers of incoming kindergartners with no pre-school experience ● Incentive or system to increase attendance percentage <p>Engagement: Implement a positive student support system to increase student achievement and engagement</p> <p>Needs:</p> <ul style="list-style-type: none"> ● Implement a form of goal setting to increase motivation and student engagement ● Utilize the SEL program - Second Step, Anti-Bullying to provide students with strategies to make good academic and behavior choices. ● Positive behavior support system to foster and monitor student motivation ● Universal Screener for Behavior/Social Emotional Learning

2017-2018, 2018-2019, 2019-2020

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.

IDEA/disadvantaged: Need to close the gap rate and improve proficiency in Math and ELA

2017-2018, 2018-2019, 2019-2020

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. Kimberlee Chinen - 6th Grade GLC, Colleen Alba-Kuwahara - Grade 3 GLC	1.- ELA
2. Nicole Nagato - SPED, Tammie O'Brien - Kindergarten GLC	2.RTI/SEL
3. Jodie Menino - School Wide Curriculum Coordinator Coty Miguel - Grade 5 GLC	3. Academic Review Team/Formative Instruction/Data Teams
4. Dennis O'Brien - Principal	4. EES
5. Charity De Mattos - Technology Coordinator, Brittany Kodama - 2nd Grade GLC	5. Math
6. Shana Bartolome - Counselor, Troy Fujii - SPED	6. Comprehensive Student Supports (CSSS)
7. Travis Toriano - VP, Jaimie Kihara - Grade 4 GLC, Carolyn Kuntemeyer - Grade 1 GLC	7. STEM/Science

2017-2018, 2018-2019, 2019-2020

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>Academic Outcomes:</p> <ul style="list-style-type: none"> ● Students will take ownership and responsibility of their learning by demonstrating continuous progress on school-wide assessments and meeting personal goals. ● State mandated ELA and math curriculum will be used along with supplemental material to ensure students are receiving a Common Core standard based education. ● Students will show improvement based on summative, interim and formative school-wide and classroom assessments. <p>Collaboration and Connectedness Outcomes:</p> <ul style="list-style-type: none"> ● Goal setting will be used by students to take ownership of their learning and to self-monitor their progress. ● Assessment data will be analyzed to provide differentiated instruction to meet students' needs. ● Transitions between preschool and kindergarten and sixth grade to middle school will help students adjust to school. ● System to increase attendance percentage will be implemented with fidelity. <p>Engagement Outcomes:</p> <ul style="list-style-type: none"> ● SEL program (Second Step, Anti-Bullying) will be implemented to provide students with strategies to make good academic and behavior choices. 	<ul style="list-style-type: none"> ● Students who take responsibility over their learning will improve and feel successful in school. ● A K-6 curriculum that is aligned to the Common Core in ELA and math will give students a quality standards based education. ● A school-wide summative and formative assessment system will allow students to monitor student achievement. <ul style="list-style-type: none"> ● Goal setting will encourage students to reflect and take ownership over their learning. ● Assessment data will help to differentiate curriculum to assist in improving student achievement. ● Transitions between schools and grade levels will help students to adjust to their future grade. ● If students feel good about school, their attendance will improve <ul style="list-style-type: none"> ● Goal setting in coordination with the implementation of an SEL program will empower all students to take ownership of their own learning to lead to an increase in achievement and to address student success indicator #6, Academic Achievement.

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>	School Year(s) of Activity	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
80% of students will be proficient or higher in ELA and/or Math in STAR 360 Universal Screener and 100% of students will show improvement from the beginning of the year.	<p><i>Student improvement on universal screeners will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> ● 2017-2018 - 70 % will demonstrate proficiency on universal screeners, 85% will show improvement over the SY. <ul style="list-style-type: none"> ○ Teachers will collect data on the Universal Screener scores quarterly ○ Teachers will track and monitor class data (data wall) ○ A google file will be created to document student scores ○ Teachers will review end of year data to identify areas of weakness by specific benchmarks ○ Teacher will provide support for those who don't meet proficiency ● 2018-19 - 75% of students will demonstrate proficiency on universal screeners 90% will show improvement over the SY. <ul style="list-style-type: none"> ○ Students will track and monitor their progress in scores on the Universal Screener quarterly ○ Teachers will document data in google file ● 2019-20 - 80% of students will demonstrate proficiency on universal screeners and 100% of K-6 students will show improvement over the SY. 	2017-18	Principal All Teachers, Data Teams Support staff	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> ● Data Wall - Chart and track percentage of students who are in the advanced/proficient, approaching, and well below categories ● Analyze school wide and grade level assessments in data teams by grade level ● Weekly Data team collaboration and notes ● Data Cycle documentation ● Monthly vertical articulation notes ● ART Leads will monitor progress on Academic Plan ● Weekly grade level articulation notes
		2018-19			
		2019-20			

2017-2018, 2018-2019, 2019-2020

	<p>program.</p> <ul style="list-style-type: none"> ○ Compare progress of students who participated in a Pre-K program vs. those without any preschool ● 2019-20 enrollment of at least 90% of registered incoming K students ○ Use Kindergarten data and parent survey results to determine effectiveness of the transition program ○ Revise program curriculum to meet the needs of the students 	<p align="center">2019-20</p>			<p align="center">monitor progress on Academic Plan</p>
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2017-2018, 2018-2019, 2019-2020

Goal 2: Staff Success. **E.B. deSilva 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:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> ● Intervention strategies will be utilized in a small group setting by all teachers to support student learning needs ● Backwards mapping of instructional practices for implementation of Common Core State Standards will be complete <p>Collaboration and Connectedness Outcomes:</p> <ul style="list-style-type: none"> ● Professional Development on curriculum, best instructional practices, evidence based practices, etc. will continue ● Data Teams process to support student behavioral and academic concerns will be improved by setting goals for each Data Team meeting. ● Identify universal screeners for behavior/social emotional learning. 	<ul style="list-style-type: none"> ● Differentiation strategies will help teachers meet the needs of all learners and improve the ELA, Math, and Science gap to address student success indicator #7, Academic Gap and indicator #3, Inclusion Rate. ● Both WASC Report and Comprehensive Needs Assessment recommend backwards mapping of curriculum and instructional practices to ensure that all essential standards are being addressed at the appropriate grade levels. ● Professional development opportunities will improve the array of supports teachers provide in the classroom. ● Data teams will provide time for teachers to analyze student work and monitor student progress to track growth and proficiency. ● A universal screener for behavior/social and emotional learning will help provide staff with suggestions for appropriate interventions and accommodations to ensure academic success.

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>	School Year(s) of Activity	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
100% of teachers will utilize interventions/ strategies in small group to differentiate for student needs.	<p><i>Teachers utilizing interventions/strategies in small group will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> ● In 2017-18, 100% teachers will receive PD on data analysis to inform instruction and provide interventions/strategies appropriate to address student needs <ul style="list-style-type: none"> ○ PD on data analysis and how to gather data on student needs. ○ PD on strategies/interventions to address student needs. ○ PD on collecting data to monitor student progress. ● In 2018-19 90% of teachers will Implement interventions/ strategies to support student needs <ul style="list-style-type: none"> ○ Grade level data team develop an action plan to implement interventions/strategies to address student needs (RTI Forms). ○ Collect data and document student progress ○ Teachers collaborate on interventions/ strategies in vertical articulation ● By 2019-20 or sooner, 100% of teachers will be effectively utilizing small group interventions/strategies. <ul style="list-style-type: none"> ○ Teachers will collaborate with staff on small group interventions/strategies that have 	2017-18	Teachers, CCSS Team, Data Team, Mentoring & Inductions Team	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> ● Administrative observations/walk through data ● Data Team minutes ● Student Data - formative, interim and summative assessment ● Wed. faculty meeting minutes ● Vertical Articulation minutes and group memory ● RTI form A & B documentation ● Data collection on student interventions (academic and behavioral) ● ART Leads will monitor progress on Academic Plan
		2018-19			
		2019-20			

2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> ○ Student surveys will be created in data teams to assess effectiveness of SEL. ● 2018-19 100% of teachers will implement SEL strategies to develop classroom routines ○ Collaborate in vertical articulation and data team meetings on successes and challenges of SEL. ○ Make school wide agreements and develop a common language/expectations (signals, words/phrases used, compliance with school rules, etc.) ○ Counselor will implement quarterly anti-bullying lessons for each class using appropriate grade level material. ○ Counselor will provide coaching/modeling for classroom teachers on SEL and Bullying Prevention strategies that will be implemented in the classroom. ○ Continue to use Student surveys to assess effectiveness of SEL. ○ School wide community building SEL activity “Na Hale” will be continued ● 2019-2020 100% of teachers will utilize SEL strategies to address the needs of the Whole Child ○ Evaluate the program being used and supplement with other resources as needed ○ Evaluate effectiveness of screener and replace if necessary. ○ Establish routines for class expectations on SEL strategies to improve behavior ○ Counselor will implement monthly bullying prevention lessons for each class using appropriate grade level material. ○ Students will collaborate with teachers to 	<p align="center">2019-20</p>			
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2017-2018, 2018-2019, 2019-2020

	<p>communicate their needs to improve behaviors</p> <ul style="list-style-type: none">○ Counselor will collaborate with teachers on students with behavior needs to set goals to improve their behaviors using SEL strategies○ Continue to use Student surveys to assess effectiveness of SEL.				
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2017-2018, 2018-2019, 2019-2020

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

Outcome: By the end of three years,	Rationale:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> ● The existing system of student support (RTI) will be implemented with fidelity <p>Collaboration and Connectedness Outcomes:</p> <ul style="list-style-type: none"> ● Vertical articulation system will be in place for sharing of strategies and practices ● Closer connections will be fostered to best prepare students for transition ● A Bell schedule that embeds time for data analysis, vertical/grade level articulation, and professional development will be in place ● System to increase attendance percentage will be implemented with fidelity ● Increase the number of IDEA students serviced in the inclusion setting. ● Positive behavior support system to foster and monitor student motivation 	<p>Address state targets and explain why the outcome (collecting this data to show improvement)</p> <ul style="list-style-type: none"> ● RTI system will provide students with supports needed for academic and social/emotional success ● On-going vertical articulation will assist in aligning curriculum and sharing of best practice within the school to impact student achievement and to address student success indicator #6, Academic Achievement. ● Transitions between preschool and elementary school and elementary and middle school will help prepare students for the academic and socio-emotional rigors as children advance. ● A bell schedule that allows time for teacher professional development and vertical articulation is needed to improve the effectiveness of the system as suggested in the WASC accreditation report. ● An attendance system will reduce the chronic absenteeism to address student success indicator #1, Chronic Absenteeism. ● A positive behavior support system will assist in motivating students to make good choices in school.

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>	School Year(s) of Activity	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
100% of Teachers will vertically articulate instructional strategies to align curriculum, instruction, and assessment in the school. (Professional Development)	<p><i>Teachers</i> will vertically articulate instructional strategies</p> <ul style="list-style-type: none"> ● 2017-18 100% of teachers will participate in the Learning Walk process <ul style="list-style-type: none"> ○ Debrief with Administration prior to and after the learning walk ○ Learning Walk schedule provided to all teachers ● 2018-19 - 90% of teachers will participate in professional development opportunities and share learning through vertical articulation sessions <ul style="list-style-type: none"> ○ PD on new Universal Assessment Screener- STAR 360, K-6 ○ PD on new math supplements ○ PD on SEL strategies ○ PD on Learning Walk Process ● 2019-2020 - 100% of teachers will participate in professional development opportunities and share learning through vertical articulation sessions <ul style="list-style-type: none"> ○ PD on new Universal Assessment Screener- STAR 360, K-6 ○ PD on new math supplements ○ PD on SEL strategies ○ PD on Learning Walk Process 				<ul style="list-style-type: none"> ● Vertical Articulation agendas, minutes and evaluations ● Professional development log ● Admin. Walk through data ● Core professionalism ● Professional reflection ● Teachers attending PD to share out with entire faculty. ● Admin. to observe newly acquired strategies/processes learning from Professional development opportunities

2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> ● 2018-19 - 85% or more IDEA/504 students will be taught in an inclusion setting. <ul style="list-style-type: none"> ○ Reflect on the most successful practice from SY 17-18 ○ Inclusion team will cont. strategies/practices that are working ○ Devise a plan address challenges from previous year ○ Monitor student progress and provide additional RTI supports as needed ● 2019-20 - 90% or more IDEA/504 students will be taught in an inclusion setting. <ul style="list-style-type: none"> ○ All staff will collaborate to ensure all IDEA/504 student needs are met in the Least Restrictive environment and implement evidence based practices to meet individual student needs. ○ Support systems will continue to be monitored and revised as needed. ○ Collect and document evidence to show progress over time towards mastery of goals. 	2019-20			
<p>Chronic absenteeism will decrease to 4% or less.</p> <p>Current chronic absenteeism is 5%</p>	<p><i>A decrease in chronic absenteeism will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> ● 2017-18 - Chronic absenteeism will decrease to 5% or less. <ul style="list-style-type: none"> ○ Teachers will monitor students' attendance and submit Attendance communication log to school Counselor on the 5th, 10th, 15th and 20th absence. ○ On fifth absence, admin. will phone parents and document parent notification on the communication log. ○ On tenth absence, parents may meet with Counselor and Teacher to develop and 	2017-18	Counselor Principal, CSSS Team	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> ● Teacher daily attendance record ● Counselor to collect data on daily/yearly attendance %. ● Counselor to monitor and document attendance data weekly ● Counselor to monitor progress of attendance improvement plans

2017-2018, 2018-2019, 2019-2020

<p>100% of teachers will have a bell schedule that allows for weekly meeting time and consistent vertical articulation.</p>	<p><i>A bell schedule that allows time for teacher articulation will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> ● 2017-18 Develop a schedule that allows for grade level and vertical articulation meeting time. ● 2018-19 Full implementation of new bell schedule ● 2019-20 - Review schedule and adjust as necessary based on school needs. 	<p>2017-18</p> <p>2018-19</p> <p>2019-20</p>	<p>Principal, ART Leads, Teachers</p>	<p><input checked="" type="checkbox"/>WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Results of bell schedule vote & minutes of extended meetings. ● ART Leads will monitor progress on Academic Plan
<p>By 2020, Positive Behavior Support Systems will be in place to encourage and support students to make good choices.</p>	<p><i>A Positive Behavior Support system will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> ● 2017-2018 Develop a PBS system of support to encourage student to make good choices <ul style="list-style-type: none"> ○ Perfect Attendance Recognition ○ Superbee Pride Recognition Assembly ○ Golden Bee Ticket reward/incentive system ● 2018-2019 Continue to refine and revise PBS support system <ul style="list-style-type: none"> ○ Identify strengths and needs of the system ○ Gather student feedback and ideas for improvement quarterly from teachers and students ● 2019-2020 Positive Behavior Support System in place. <ul style="list-style-type: none"> ○ Gather feedback on effectiveness of PBS system from teachers and students. ○ revise and revisit incentives and system based on student feedback. 	<p>2017-18</p> <p>2018-19</p> <p>2019-20</p>	<p>CSSS Team, Teachers</p>	<p><input checked="" type="checkbox"/>WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Teachers to monitor system. ● Counselor and CSSS Team will monitor and oversee PBS system. ● ART Leads will monitor progress on Academic Plan