



Three-Year Academic Plan 2017-2020



Ha'aheo Elementary School
[121 Haaheo Rd Hilo, Hawaii 96720, 808-974-4111, <http://www.haaheo.org/>]

Submitted by [Jennifer Sueoka]	Date
	4/18/2019

Approved by [Chad Farias]	Date
	MAY 09 2019

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

Where are we now?	
<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: Prioritize school's needs as identified in one or more of the following needs assessments: ▪ 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 	<ol style="list-style-type: none"> 1. NEED (ACHIEVEMENT): Develop the RTI-A process to systematically and effectively impact student achievement. (CNA) 2. NEED (CONNECTEDNESS): Improve school climate and culture among all stakeholders (CNA) 3. NEED (ENGAGEMENT): Provide standard based extended learning opportunities (real-world relevant learning) to support student success (CNA)
	Addressing Equity: SubGroup Identification
	<p>In order to address equity, list the targeted sub group(s) their identified needs. **Specific enabling activities listed in the academic plan should address identified sub groups) and their needs.</p> <ul style="list-style-type: none"> ● Take steps to close the gap rate and improve proficiency in Math for the disadvantaged and Asian/Pacific Islander sub-group (They meet in ELA). ● Collect data to monitor effectiveness and implementation of systems for SPED and ELL. <ul style="list-style-type: none"> ○ Asian-Pacific Islanders are the majority of our school and we are moving to improve real-world relevant experiences ○ All 4 sub-groups needs are addressed daily in the general education classrooms and are tracked as groups in Data Teams ○ Data Teams specifically discuss the needs of these students and how to address them ○ 100% of our SPED students are in an inclusion setting with pull out based on individual student needs ○ Our ELL students receive push-in supports in the classroom, Imagine Learning, and pull out services when necessary. ○ PPTs and PTTs provide classroom supports

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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. Jennifer Sueoka (Principal)	1. ART Member, EES
2. Veronica Williams (Coach, Title I)	2. Curriculum Coordinator, Title I, Data Teams, ART Lead
3. Maile Kapuniai (Counselor)	3. Counselor, Testing Coordinator, PBIS, Attendance, ART Member
4. Adrean Floro (SSC, RTI)	4. Student Services, RTI Coordinator, Data Teams, ART Member
5. Brandi Mahuna (Teacher)	5. Real World Learning and Science Standards
6.	6.
7.	7.
8.	8.
9.	9.

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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>NEED (ACHIEVEMENT): Develop the RTI-A process to systematically and effectively impact student achievement. (CNA)</p> <p>GOAL: By the end of the 2019-2020 School Year, a systematic and effective RTI-A process will be in place to impact 100% of the students with their growth and achievement. (CNA)</p> <p>NEED (CONNECTEDNESS): Improve school climate and culture among all stakeholders (CNA)</p> <p>GOAL: By the end of the 2019-2020 School Year, 100% of school activities and programs support a positive school climate and culture that is inclusive of all stakeholders. (CNA)</p>	<p><u>ACHIEVEMENT</u></p> <ul style="list-style-type: none"> Teachers are continually in the process of learning the curriculum and how to effectively implement them. Data teams are still developing and are not efficient and effective in utilizing the 6-step cycle Limited understanding of what and how to provide a variety of interventions that target student needs, and how to monitor progress Statewide Student Success Indicators on Academic Achievement (Proficiency): <ul style="list-style-type: none"> ELA - 54% Math - 41% Science - 68% <p><u>CONNECTEDNESS</u></p> <ul style="list-style-type: none"> Students reported not feeling supported and safe on the WASC report survey and the School Quality Survey (SQS) ("Well-Being" 7.2% negative responses) Staff rated "school connectedness" lowest on the well-being survey School-wide behavior supports (Ekahi) are still developing Feedback on school events could be analyzed more effectively as to how to build better partnerships with students, faculty, staff, family and community Statewide Student Success Indicators on School Climate: <ul style="list-style-type: none"> 2016 SQS student safety rating: 80.9% "I feel safe from the mean kids at my school." six students (10.9% of surveyed) disagreed 2017 SQS student safety rating: 84.2% "I feel safe from the mean kids at my school." eight students (14% of surveyed) disagreed Statewide Student Success Indicators on Family and Community

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<p><u>NEED (ENGAGEMENT):</u> Provide standard based real-world relevant learning to support student success (CNA)</p> <p>GOAL: By the end of the 2019-2020 School Year, Standards-based real-world relevant learning will be embedded in the curricula for 100% of grade levels to support student success. (CNA)</p>	<p>Engagement:</p> <ul style="list-style-type: none">○ <i>Metric to be determined</i> <p><u>ENGAGEMENT</u></p> <ul style="list-style-type: none">● Student chronic non-attendance has increased from 8%-12% over the past three years. Curbing chronic absenteeism continues to be a challenge.● Students scored “captivate” low (70.75%) and “classroom management” low (44.25%) on the Fall 2016 Tripod Survey, and a high negative response for “involvement/Engagement” (4.5%) on the School Quality Survey (SQS)● Teachers are learning how the curriculum aligns with real-world experiences● Limited opportunities for the application of learning to real-world experiences and its relevance
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	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 2019-2020 SY, a systematic and effective RTI-A process will be in place to increase student learning and achievement, as evidenced by effective small group implementation, productive and efficient data teams, and utilization of standards driven pacing guides. By SY 2019-2020, proficiency on the SBA will be at the following percentages:</p> <p>ELA - 54% (state: 61%)</p> <p>Math - 41% (state: 54%)</p> <p>Science - 68% (state: 64%)</p> <p><i>Proficiency on the SBA will be at the following percentages in years 1-3:</i></p> <p><u>Year 1 - SY 2017-18</u> ELA - 68% Math - 52%</p>	<p>1. Refine the data team process to drive RTI-A which will also address the needs of the disadvantaged, SPED, ELL, and Asian Pacific Islanders.</p> <p><u>Data Teams - YEAR 1:</u></p> <ul style="list-style-type: none"> ● Improve the data team process <ul style="list-style-type: none"> ○ Implement the iReady program as a universal screener schoolwide ○ Provide training for teachers on using iReady and its resources and reports ○ Utilize DIBELS in K-3 as a risk indicator for early literacy skills ○ Teachers begin implementation of iReady resources to provide targeted interventions ○ Data teams analyze various data sources (screeners, online reports, classroom assessments, observation, etc.) to drive RtI-A interventions and strategies for all students with specific monitoring of students in 4 sub-groups (ELL, SPED, disadvantaged, Asian Pacific) in years 1-3 ○ Data Teams monitor curriculum (ELA, Math, Science) pacing guides to 	2017-2018	Floro, Horstmanshoff	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><u>Data Teams</u></p> <ul style="list-style-type: none"> - School Schedule & Data team schedule reflect data team meeting time - Data Team meeting minutes - Electronic Data Wall - Plan For Intervention form on the drive

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<p>(Disadvantaged subgroup - 42%) (Asian-Pacific subgroup - 46%) Science - 63%</p> <p><u>Year 2 - SY 2018-19</u> ELA - 54% Math - 56% (Disadvantaged subgroup - 44%) (Asian-Pacific subgroup - 48%) Science - 66%</p> <p><u>Actual Scores 17-18</u> ELA - 49% (ELA SES- 40%) Math 36% (MATH SES- 25%) Science 65% (Science SES- 47%)</p> <p><u>Year 3 - SY 2019-20</u> ELA - 54% (state: 61%) (SES subgroup - 45%)</p> <p>Math - 41% (state: 54%) (SES subgroup - 31%)</p> <p>Science - 68% (state: 64%) (SES subgroup - 44%)</p> <p><u>Interim Targets:</u> (sub-group- ELL and SPED)</p>	<p>make appropriate adjustments to instruction</p> <p><u>Data Teams - YEAR 2:</u></p> <ul style="list-style-type: none"> • Maintain time for data team meetings to allow teachers ample time to analyze data, adjust instruction, determine interventions and plan for classroom Rtl (ie: screeners, online reports, classroom assessments, etc) • Data teams will improve progress monitoring of various sources of data (6 Step Data Team Cycle) in order to adjust and plan targeted interventions. <ul style="list-style-type: none"> • Teachers independently will track and monitor student progress using various data from screeners to adjust instruction • Data Teams monitor curriculum (ELA, Math, Science) pacing guides to make appropriate adjustments to instruction <p><u>Data Teams - YEAR 3</u></p> <ul style="list-style-type: none"> • Teachers utilize the data team process to effectively identify students' needs, adjust instruction, provide interventions and monitor progress <ul style="list-style-type: none"> • Utilization of school-wide screeners (ex. DIBELS, iReady, etc.) • Teachers will be proficient in tracking and monitoring student progress using various data from screeners to adjust instruction and 	<p>2018-2019</p>			
		<p>2019-2020</p>			

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<ul style="list-style-type: none"> • ELL students will show growth of 1 level each year on WIDA test to progressively move to exit the program • SPED students will show continuous growth on their GRADE scores as appropriate based on their disability (ie: Autism, SLD, ID, etc) 	<ul style="list-style-type: none"> • groupings • Data Teams monitor curriculum (ELA, Math, Science) pacing guides to make appropriate adjustments to instruction including differentiation • Utilize the data team process to plan for implementation of instructional differentiation in ELA and Math for all students • Improve the data team process to ensure teachers are utilizing the six steps (collect data, identify strengths & weaknesses, create SMART goals, Identify strategies, identify indicators, monitor & evaluate results) to target needs for small group instruction and interventions. <p>2. Refine implementation of common core curricula in ELA and Math which will also address the needs of the disadvantaged, SPED, ELL, and Asian Pacific Islanders.</p> <p><u>ELA - YEAR 1 (SBA-ELA 68%):</u></p> <ul style="list-style-type: none"> • 2a. Improve small group instruction in 100% of classrooms . <ul style="list-style-type: none"> • 1-Assess and analyze teacher's strengths and challenges to determine professional development needs for teachers. (1st Semester) 	2017-2018			<p><u>ELA</u> Implementation of common-core curriculum</p> <ul style="list-style-type: none"> - School-wide screener data (i-Ready) will indicate that all students in Grades K-6 are making expected progress - Curriculum assessment data (SFA, Reading Wonders, SpringBoard) - Report Card Grades - DIBELS data for Grades K-3 - Achieve-KidBiz & SmartyAnts progress data - SFA Data for grades K and 1 (ELA) - ELA Pacing Guides <p>Small group implementation:</p> <ul style="list-style-type: none"> - PD documented in sign in sheets and PD materials - Data team minutes & Sign in sheets - Personnel records and groupings as documented in data team minutes
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	<ul style="list-style-type: none"> • 2-Provide targeted PD to address teachers' needs in implementing small group instruction (2nd Semester) • 3-Prioritize targeted school-wide agreements and expectations for small group instruction for ELA. • 4-Annual use of school-wide screeners (ex: DIBELS, iReady, etc.) • 5-Small groups are embedded in the instructional structure that address all student needs. • 6-Increase use of a variety of resources (supplemental curriculum materials, iReady resources, etc.) to be used within instruction to meet all student needs. • 7-Improve the data team process to ensure teachers are utilizing the six steps (collect data, identify strengths & weaknesses, create SMART goals, Identify strategies, identify indicators, monitor & evaluate results) to target needs for small group instruction and interventions. • 8-Yearly review of curriculum pacing guides and revise as needed to address needs for ongoing improvement • 9-Provide PPTs/PTTs classroom supports for assistance to implement small group instruction and interventions. 				
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	<ul style="list-style-type: none"> • 10-Start transitioning 1st grade from SFA to the Wonders curriculum • 11-Collect and analyze data from Imagine Learning for ELL in years 1-3 • 12-Target ELA interventions to implement in the classroom for ELL and SPED based on data (iReady, Imagine Learning, Achieve 3000, curriculum assessments, etc) in years 1-3 • 13-Monitor progress of students in 4 sub-groups regularly in years 1-3 <p><u>ELA - YEAR 2 (SBA-ELA 54%):</u></p> <ul style="list-style-type: none"> • 2a. Refine for deeper implementation of small group instruction in 100% of classrooms. <ul style="list-style-type: none"> • Adjust targeted school-wide agreements and expectations for small group instruction for ELA based on what worked or didn't work in year 1. • Small groups are embedded in the instructional structure that address all student needs. • Data team continue to access and utilize classroom data along with schoolwide data (ex. screeners) to plan for classroom interventions and monitor student progress. • Continue to utilize the data 	2018-2019			
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	<p>team process with a focus on monitoring of targeted students and their progress</p> <ul style="list-style-type: none"> • Provide support and professional development to PPTs/PTTs as classroom supports that will focus on providing targeted interventions utilizing small groups per teachers' direction, 				
	<p><u>ELA - YEAR 3 (SBA-ELA 54%):</u></p> <ul style="list-style-type: none"> • 2a. Systemic implementation with adjustments as needed for continuous improvement of small group instruction in 100% of classrooms. <ul style="list-style-type: none"> ○ Small groups are embedded in the instructional structure that address all student needs. ○ Utilizing CCSS curriculum and resources teachers will develop and/or refine ELA CCSS pacing guides to adjust instruction to meet the needs of all students ○ Systematic use of PPTs/PTTs as classroom supports to provide targeted interventions utilizing small groups 	2019-2020			<p><u>Math</u> Implementation of common-core curriculum</p> <ul style="list-style-type: none"> - School-wide screener data will indicate that students in Grades K-6 are making expected progress (iReady) - Curriculum assessment scores - Report Card Grades - Math Pacing Guides <p>Small group implementation:</p> <ul style="list-style-type: none"> - Agreements documented in meeting minutes - PD documented in sign in sheets and PD materials - Data team minutes & Sign in sheets - Personnel records and groupings as documented in data team minutes
	<p><u>MATH - YEAR 1 (SBA-Math 52%)</u></p> <ul style="list-style-type: none"> • 2b. Assess needs to begin implementation of small groups during math instruction <ul style="list-style-type: none"> ○ 1-Identify specific needs for implementation of small group instruction in math (ex. PD, 	2017-2018			

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	<p>curriculum, materials, etc.)</p> <ul style="list-style-type: none"> ○ 2-Teachers will utilize data and the data team six-step process to identify student needs and determine interventions and strategies used for small group instruction. ○ 3-Teachers will implement math small group instruction at least 1x/week during the second semester ○ 4-Yearly review of curriculum pacing guides to revise as needed for ongoing improvement ○ 5-PPTs/PTTs utilized as classroom supports during math instruction that will assist with the implementation of small groups ○ 6-Target Math interventions to implement in the classroom for disadvantaged and Asian-Pacific Islanders based on data (iReady, IXL, curriculum assessments, etc) in years 1-3 to close the gap rate. ○ 7-Monitor progress of students in 4 sub-groups regularly in years 1-3 ○ 8-Specifically target interventions and monitor progress of disadvantaged and Asian Pacific subgroups <p><u>MATH -YEAR 2 (SBA Math 56%):</u></p> <ul style="list-style-type: none"> ● 2b. Improve small groups during math instruction <ul style="list-style-type: none"> ● Assess and analyze teacher's strengths and 	2018-2019			
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	<p>challenges to determine professional development needs for teachers. (1st Quarter)</p> <ul style="list-style-type: none"> • Seek out and provide PD to address teachers' needs in implementing small group instruction • Prioritize targeted school-wide agreements and expectations for small group instruction for Math. • Small groups are implemented as part of math instructional block • Data teams will utilize classroom data along with schoolwide data (ex. screeners) to plan for classroom interventions and monitor student progress • Increase use of a variety of resources (supplemental curriculum materials, iReady resources, etc.) within instruction to improve targeted interventions • Utilize PPTs/PTTs as classroom supports during math to provide small group instruction <p><u>Math - YEAR 3 (SBA-Math 41%):</u></p> <ul style="list-style-type: none"> • 2b. Improve small group instruction during math <ul style="list-style-type: none"> • Prioritize targeted school-wide agreements and expectations for small group instruction for Math. • Utilization of small groups are structured within the math instruction 	2019-2020			
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	<ul style="list-style-type: none"> Utilizing CCSS curriculum and resources teachers will develop and/or refine Math CCSS pacing guides to adjust instruction to meet the needs of all students Increase use of a variety of CCSS resources (supplemental curriculum materials, iReady resources, etc.) within instruction to improve targeted interventions Implement math instructional differentiation to increase engagement to improve academic proficiency for all students Improve the use of PPTs/PTTs as classroom supports that will focus on providing targeted interventions during small groups per teachers' direction <p>3. Develop K-6 science pacing guides that are aligned to the Next Generation Science Standards (NGSS) with embedded STEAM units</p> <p><u>Science Pacing Guides - YEAR 1 (HSA-Sci 63%)</u></p> <ul style="list-style-type: none"> Continue implement 1 STEM unit per semester (2x/SY) in years 1-3. Revise at least 2 STEM units to include art and transition to be STEAM units. Revise science curriculum 	2017-2018			<p><u>Science Pacing Guides</u></p> <ul style="list-style-type: none"> Faculty/PLC meeting minutes NGSS PD meetings/minutes K-6 Pacing guides in school-wide shared Google folder
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	<p>pacing guides to include STEAM units</p> <ul style="list-style-type: none"> Teachers deconstruct the Next Generation Science Standards (NGSS) to understand standard expectations <p><u>Science Pacing Guides - YEAR 2 (HSA-Sci 66%)</u></p> <ul style="list-style-type: none"> Align STEAM units with the Next Generation Science Standards (NGSS) Develop science pacing guides aligned with Next Generation Science Standards (NGSS) <p><u>Science Pacing Guides - YEAR 3 (HSA-Science - 68%)</u></p> <ul style="list-style-type: none"> Teachers deconstruct the Next Generation Science Standards (NGSS) to understand standard expectations and identify resources for implementation. Develop/refine science pacing guides aligned with Next Generation Science Standards (NGSS) 100% of teachers will transition to NGSS-based science units PLC/PD to identify supplemental materials/resources needed for NGSS implementation 	<p>2018-2019</p> <p>2019-2020</p>			
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<p>By the end of the 2019-2020 School Year, standards-based Extended Learning (real-world relevant learning) opportunities will be embedded and aligned in the curricula for 100% of grade levels to support student success.</p>	<p>4. Provide Real-World Relevant Learning opportunities to bridge classroom learning into real-world experiences which will also address the needs of the disadvantaged, SPED, ELL, and Asian Pacific Islanders.</p>			<p>☒ 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>	
<p>Interim measures of progress with focus on Asian-Pacific Islanders, SPED, ELL, and disadvantaged:</p>	<p>ELO - YEAR 1</p> <ul style="list-style-type: none"> Develop a school-wide, definition of an extended learning opportunities (ELO) Teachers will refine ELO lessons based on grade level standards to include higher order DOK (Depth of Knowledge) levels Teachers will implement at least 1 ELO lesson per semester. SPED and ELL students will have opportunities to be engaged in hands-on/mind-on learning where they apply and connect new vocabulary and concepts outside of the classroom Student reflections after ELO lesson/activity in relation to targeted standards in years 1-3 Formative assessments based on activity/opportunity 	<p>2017-2018</p>			<p>RWL</p> <ul style="list-style-type: none"> Articulation Meeting minutes PLC Meeting minutes Extended faculty meeting minutes Documentation of Grade Level ELO on Google Drive and Haaheo Website
<ul style="list-style-type: none"> 2017-2018 50% of all grade levels will have at least 1 ELO opportunity per semester. 2018-2019 80% of all grade levels will have at least 1 ELO opportunity per semester. 2019-2020 100% of all grade levels will have at 	<p>ELO - YEAR 2</p> <ul style="list-style-type: none"> Implement developed ELO lessons throughout the school year Refine subject curriculum pacing guides to incorporate ELO lessons into relevant subject areas 	<p>2018-2019</p>			

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<p>least one RWL opportunity per semester.</p> <p>- Pacing guides should show evidence of at least one RWL opportunity per semester and what standards are the focus.</p>	<ul style="list-style-type: none"> Continue to Identify and utilize supporting materials and resources (ie. community partnerships and resources, curricular materials, experts/people, etc.) needed to improve ELO lessons. SPED and ELL students will continue to have opportunities to be engaged in hands-on/mind-on learning where they apply and connect new vocabulary and concepts outside of the classroom <p><u>Real World Learning (RWL)-</u> <u>YEAR 3</u></p> <ul style="list-style-type: none"> Adjust RWL lessons to build upon previous year's experiences and to continuously increase student engagement in higher order DOK levels Lessons connect real world relevant learning opportunities Identify additional supporting materials and resources (ie. community partnerships and resources, curricular materials, experts/people, etc.) available to improve RWL lessons Update curriculum pacing guides to include RWL opportunities for all students 	<p style="text-align: center;">2019-2020</p>			
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<p>By the end of the 2019-2020 School Year, 100% of school activities and programs promote a positive school climate and culture that is inclusive of all stakeholders that encourage students to become more self-directed and good community members (CNA) as measured by the School Quality Survey (Student Safety 86%; Student Involvement/Engagement - 90%; Student Well-Being - 86%) and the Tripod Survey (Captivate 80%; Classroom Management 50%)</p> <p><u>SY 2017-2018</u> School Quality Survey Goals:</p> <ul style="list-style-type: none"> • Student Safety 82% • Student Involvement/Engagement - 86% • Student Well-Being - 82% <p>Tripod:</p> <ul style="list-style-type: none"> • Captivate 73% • Classroom Management: 46% 	<p>5. Implement school-wide programs that will support students Social-Emotional Learning, behavior supports and transitions which will also address the needs of the disadvantaged, SPED, ELL, and Asian Pacific Islanders.</p> <p><u>SEL Year 1</u></p> <ul style="list-style-type: none"> • 5a-Utilizing data from behavioral screener (ie; BIESY) to provide monthly progress monitoring of students receiving Tier 2 behavioral interventions • 5b-Improve school-wide positive behavior program utilizing data from surveys of students/teachers, PD for support staff, establish school-wide agreements) • 5c-Provide PD on SEL curriculum in the 1st semester • 5d-Initial implementation of SEL curriculum in the 2nd semester • 5e-Develop pacing guides for SEL curriculum • 5f-Develop and implement school-wide bullying prevention and response plan (i.e. provide PD for teachers and staff, survey students, establish clear reporting procedures, and intervention) • 5g-Provide PD on evidence-based proactive behavioral classroom 	<p style="text-align: center;">2017-2018</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" 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><u>Year 1-3 School wide Social Emotional</u></p> <ul style="list-style-type: none"> • Documentation of school-wide agreements for SEL implementation and PBIS programs • SEL curriculum pacing guides • School-wide behavior expectation documents • Meeting minutes reflecting data analysis (i.e Tripod Survey, SQS, Well-Being Survey, report card GLOs, discipline, All-Star Bucks data, BEISY, Tier 2 behavioral data, etc.) • Meeting Minutes reflecting review of social/emotional interventions, programs, and PD provided • Walkthroughs and observations • School level survey data • Sign-In sheets, agendas and documentation of transition activities and programs • PSAP Action Plans • PBSC meeting minutes
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<p><u>17-18 SQS Results:</u> School Quality Survey:</p> <ul style="list-style-type: none"> Student Safety 75% <p><u>SY 2018-2019 School Quality Survey Goals:</u></p> <ul style="list-style-type: none"> Student Safety 84% Student Involvement/Engagement - 88% Student Well-Being - 84% <p><u>Tripod:</u></p> <ul style="list-style-type: none"> Captivate 76% Classroom Management 54% <p><u>Fall 2018 Tripod Results:</u></p> <ul style="list-style-type: none"> Captivate 70% Classroom Management: 50% 	<p>strategies (i.e. 6 to 1, greeting at the door, etc.)</p> <ul style="list-style-type: none"> 5h-Continue to Implement strategies/activities that support successful student transitions (ex. KinderKamp, Kindergarten summer transition program, Kindergarten home visits, grade-to-grade transition day, visits to and participation at intermediate school, PSAP, etc.) 5i-Identify ways to incorporate culturally relevant values into PBIS system <p><u>SEL Year 2</u></p> <ul style="list-style-type: none"> SEL curriculum will be implemented full year (i.e. following agreements and pacing guides) Annually monitor use of and effectiveness of social emotional support interventions and programs (i.e. bullying prevention programs and strategies, proactive classroom behavioral strategies, PBIS, and SEL curriculum) Implement strategies/activities identified to be successful based on data collected (adjusted for improvement) that support successful student transitions (ex. KinderKamp, Kindergarten summer transition program, Kindergarten home visits, grade-to-grade transition day, visits to and participation at 	2018-2019			
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<p><u>SY 2019-2020</u> School Quality Survey/Tripod Goals:</p> <ul style="list-style-type: none"> • Student Safety 80% <p>Tripod:</p> <ul style="list-style-type: none"> • Captivate 75% • Classroom Management 55% 	<p>intermediate school, PSAP, etc.)</p> <ul style="list-style-type: none"> • Culturally relevant values will be embedded into PBIS system (i.e Hawaiian values will be present in PBIS lessons, in PBIS printables, signage, etc.) <p><u>SEL Year 3</u></p> <ul style="list-style-type: none"> • Emotional/Behavioral Support Committee (EBSC) formed to include key stakeholders • EBSC will meet biannually to discuss effectiveness of current programs and interventions and to propose new initiatives. • Continue to implement strategies/activities (adjusted for improvement) that support successful student transitions (ex. KinderKamp, Kindergarten summer transition, Kindergarten home visits, grade-to-grade transition day, visits to and participation at intermediate school, PSAP, etc.) • Develop/refine behavior incident referral/response protocols and agreements, which includes data collection • Improve PBIS incentive programs (ie; All Star Bucks, quarterly celebrations, School Store and behavior reinforcers) 	<p>2019-2020</p>			
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<p>By 2019-2020 SY, Chronic-Absenteeism Rate (CAR) will be less than or equal to 6%.</p> <p>Year 1 Goal: CAR ≤9%</p> <p>Year 2 Goal: CAR ≤8%</p> <p>Year 3 Goal: CAR ≤7%</p>	<p>6. Implement a school-wide Attendance Program</p> <p><u>ATTENDANCE - Year 1 (CAR≤9%)</u></p> <ul style="list-style-type: none"> Continue to monitor attendance using infinite campus Gather feedback from stakeholders on how to improve attendance program Continue to provide individual and class recognition and rewards for perfect attendance (ie. Weekly, Monthly, Quarterly, Newsletter, etc.) Develop and implement a Tier 2 attendance counseling group program (at-risk students will meet with counselor) Review and update Attendance Program Handbook annually 	2017-2018	<p>☒ WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p><u>Attendance Program Years 1-3</u></p> <ul style="list-style-type: none"> Stakeholder feedback survey data Student attendance records (infinite campus) LDS attendance data
	<p><u>ATTENDANCE - Year 2 (CAR≤8%)</u></p> <ul style="list-style-type: none"> Analyze attendance data from previous year to improve school-wide attendance program Measure effectiveness of Tiered Attendance intervention program Research school-wide attendance campaigns that are being implemented at other schools (i.e “No more than 8”) 	2018-2019		
	<p><u>ATTENDANCE - Year 3 (CAR≤7%)</u></p> <ul style="list-style-type: none"> Continue to provide individual and class recognition and rewards for perfect attendance Quarterly, TERRIFIC Lunch. 	2019-2020		

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	<p>Newsletter, etc.)</p> <ul style="list-style-type: none">• Adjust Attendance Program and Intervention Programs based on evidence of effectiveness in Years 1 and 2• Implement school-wide attendance campaign (i.e. catchy slogan, accessories, delivery of message via multiple avenues, monitoring and follow up)				
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Goal 2: Staff Success. Ha'aheo 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.

Outcome: By the end of three years,	Rationale:
<p>NEED (ACHIEVEMENT): Develop the RTI-A process to systematically and effectively impact student achievement. (CNA)</p> <p>GOAL: By the end of the 2019-2020 School Year, 100% of teachers effectively utilize evidence-based interventions to support standards-based instruction.</p>	<ul style="list-style-type: none">• Teachers continually need to improve instructional practices to effectively deliver the curricula and meet student needs• Teachers are learning how to better analyze school and classroom data to inform instruction and interventions• Instructional practices need to improve student engagement and growth

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	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 the 2019-2020 School Year, 100% of teachers will systematically implement evidence-based instruction and interventions that support student achievement to increase proficiency and improve school climate and culture.</p> <p><i>Proficiency on the SBA will be at the following percentages:</i></p> <p><u>Year 1 - SY 2017-18</u> ELA - 68% Math - 52% Science - 63%</p> <p><u>Year 2 - SY 2018-19</u> ELA - 54% Math - 56% Science - 66%</p> <p><u>Year 3 - SY 2019-20</u> ELA - 54% (state: 61%) (SES subgroup - 45%)</p> <p>Math - 41%</p>	<p><i>Provide professional development to improve instructional practices.</i></p> <p><u>PD - Year 1:</u></p> <ul style="list-style-type: none"> • Provide school level PD/PLC to learn, implement. and reflect on evidence-based practices. • Provide PD for teachers to independently access data reports (ie. iReady, SmartyAnts, Achieve 3000, SBA/HSA, etc.) to drive RtI • Increase the number of teachers trained in Instructional Practices Inventory (IPI) • Collect and analyze IPI data at least 4x/SY • Faculty and staff will be offered available appropriate professional development and training opportunities throughout the school year that are aligned with needs and continuous improvement goals 	2017-2018	ART Team, Principal	<input 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"> • Faculty meeting calendar and minutes will show scheduled school-level PD/PLC topics (evidenced based practices, data reports, etc.). • Documentation of school-identified agreed upon evidence-based practices in Google Drive • Walk-throughs and observations • Data Team minutes include analysis of data reports and interventions • IPI training registration and agendas will reflect an increased number of teachers trained • Documentation of IPI quarterly data collection and analysis • Professional development/training registration and agendas
	<p><u>PD - Year 2:</u></p> <ul style="list-style-type: none"> • Continue to provide school level PD/PLC to support teachers' implementation and improvement of agreed 	2018-2019			

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<p>(state:54%) (SES subgroup - 31%)</p> <p>Science - 68% (state: 64%) (SES subgroup - 44%)</p> <p><i>Improving school climate and culture: SY 2017-2018</i></p> <p>School Quality Survey:</p> <ul style="list-style-type: none"> • Student Safety 82% • Student Involvement/Engagement - 86% • Student Well-Being - 82% <p>Tripod:</p> <ul style="list-style-type: none"> • Captivate 73% • Classroom Management: 46% <p><u>SY 2018-2019</u></p> <p>School Quality Survey:</p> <ul style="list-style-type: none"> • Student Safety 84% • Student Involvement/ 	<p>upon evidence-based practices.</p> <ul style="list-style-type: none"> • Continue to collect IPI data (4x/SY) with an increased number of teachers collecting data • Utilize IPI data to adjust instruction that improves usage of Higher Order/Deeper Engagement (HO/D) • Duane Baker (BERC Group) will work with Ha'aheo teachers to support deeper student engagement and self reflection on instructional practices • Faculty and staff will be offered available appropriate professional development and training opportunities throughout the school year that are aligned with needs and continuous improvement goals <p>PD -Year 3:</p> <ul style="list-style-type: none"> • Continue with year 2 of 3 years with BERC Group to support teacher PD based on Powerful Teaching and Learning STAR Instructional Framework to increase student engagement and academic proficiency • Continue to provide school level PD/PLC to support teachers' implementation 	<p style="text-align: center;">2019-2020</p>			
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><i>Engagement - 88%</i></p> <ul style="list-style-type: none"> • <i>Student Well-Being - 84%</i> <p>Tripod:</p> <ul style="list-style-type: none"> • <i>Captivate 76%</i> • <i>Classroom Management 48%</i> <p>Actual Tripod 2018:</p> <ul style="list-style-type: none"> • <i>Captivate 70%</i> • <i>Classroom Management 50%</i> <p><u><i>SY 2019-2020</i></u></p> <p><i>School Quality Survey:</i></p> <ul style="list-style-type: none"> • <i>Student Safety 86%</i> • <i>Student Involvement/Engagement - 90%</i> • <i>Student Well-Being - 86%</i> <p><i>Tripod:</i></p> <ul style="list-style-type: none"> • <i>Captivate 75%</i> • <i>Classroom Management 55%</i> 	<p>of standard based curricula as well as improvement evidenced based practices.</p> <ul style="list-style-type: none"> • Teachers will independently access data reports to be utilized during data teams to drive Rtl. • Routinely collect and analyze (4x/SY) IPI data, and adjust instruction that maximizes usage of Higher Order/Deeper Engagement (HO/D) • Faculty and staff will be offered available appropriate Math and sub-group based (ELL, SPED, SES) professional development and training opportunities throughout the school year that are aligned with needs and continuous improvement goals 				
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

support of 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 resource.

Outcome: By the end of three years,	Rationale:
<p><u>NEED (CONNECTEDNESS):</u> Improve school climate and culture among all stakeholders (CNA)</p> <p>GOAL: By the end of the 2019-2020 School Year, 100% of committees are aligned and working toward meeting Academic Plan goals.</p> <p>Committees include: Academic Reflection Team (ART), Safety/Operations, Family Focus Team (FFT), School-Community Council (SCC), Peer Review, etc.</p>	<ul style="list-style-type: none"> • ART Team does not regularly monitor progress on the AcPlan (WASC) or review school-wide data in a timely manner to make on-going decisions • ART team is focused on operational issues rather than addressing AcPlan monitoring/progress • Inconsistent members on ART team (changes in leadership/new principal and team members) • Small school/limited staff requires team members to take on multiple responsibilities • ART team process and purpose not clearly established • Lack of a means to ensure all committees are aware of AcPlan goals • Ha'aheo provides a variety of family/parent events (i.e. KinderKamp, Open House, Parent workshops, Fall Festival, Holiday Craft night, STEM night, Standards Showcase, etc.) that provide families with opportunities to be involved with their child's school and learning. Feedback is continuously gathered at each event and considered in future planning of events to improve and increase participation.

Planning	Funding	Interim Measures of Progress
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	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 the 2019-2020 School Year, Academic Reflection Team (ART) will regularly monitor progress toward academic plan goals that support student achievement to increase proficiency and improve school climate and culture.</p> <p>Proficiency on the SBA will be at the following percentages:</p> <p><u>Year 1 - SY 2017-18</u> ELA - 68% Math - 52% Science - 63%</p> <p><u>Year 2 - SY 2018-19</u> ELA - 54% Math - 56% Science - 66%</p> <p><u>Year 3 - SY 2019-20</u> ELA - 54% (state: 61%) (SES subgroup - 45%)</p> <p>Math - 41% (state: 54%)</p>	<p>Continuous Improvement of the Academic Reflection Team (ART) to regularly monitor school-wide academic plan goals and progress to adjust instruction</p> <p><u>ART - YEAR 1</u></p> <ul style="list-style-type: none"> Establish clear working agreements, roles and expectations for the ART team to discuss and monitor progress on the Academic Plan to adjust instruction ART Team/Leads will evaluate progress on the Academic Plan's enabling activities at least 2x/quarter ART Team will share, analyze and reflect upon school-wide data (ie. DIBELS, iReady, Achieve 3000, SmartyAnts, SBA, Attendance, BEISY, discipline, etc.) as a measure of progress towards school improvement goals Include a classroom teacher participant as a new ART member in 2017-2018 to provide a different perspective by using a sub for the teacher to participate in ART meetings. <p><u>ART - YEAR 2</u></p> <ul style="list-style-type: none"> ART roles/routines are in place where team members are self-directed at meeting 	<p>2017-2018</p>	<p>ART Team, Principal</p>	<input 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><u>ART Years 1-3 (2017-2020)</u></p> <ul style="list-style-type: none"> ART team working agreements, roles and expectations are documented on the shared Google drive ART team meeting minutes include relevant information from committees ART team meeting minutes reflect shared school data quarterly ART team documents progress toward goals on the ART AcPlan Progress Monitoring Tool (Google Sheet) that is shared in Google Drive
		<p>2018-2019</p>			

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

<p>(SES subgroup - 31%)</p> <p>Science - 68% (state: 64%) (SES subgroup - 44%)</p> <p>Improving school climate and culture:</p> <p><u>SY 2017-2018</u> School Quality Survey:</p> <ul style="list-style-type: none"> • Student Safety 82% • Student Involvement/Engagement - 86% • Student Well-Being - 82% <p>Tripod:</p> <ul style="list-style-type: none"> • Captivate 73% • Classroom Management: 46% <p><u>SY 2018-2019</u> School Quality Survey:</p> <ul style="list-style-type: none"> • Student Safety 84% • Student Involvement/Engagement - 88% • Student Well-Being - 84% <p>Tripod:</p> <ul style="list-style-type: none"> • Captivate 76% • Classroom Management 54% <p>Actual Tripod 2018:</p> <ul style="list-style-type: none"> • Captivate 70% 	<p>agreements and expectations</p> <ul style="list-style-type: none"> • Continue to have ART Team/Leads will evaluate progress on the Academic Plan's enabling activities at least 2x/quarter to adjust instruction • ART Team will continue to share, analyze and reflect upon school-wide data (ie. DIBELS, iReady, Sonday System, Achieve 3000, SmartyAnts, SBA, Attendance, BEISY, discipline, etc.) along with input from data teams and committees that will be utilized to determine next steps towards school improvement goals • Continue to include a classroom teacher on the ART team to provide classroom perspective and build capacity within the school with the intent of keeping the same teacher for the duration of the 3 year academic plan. <p><u>ART - YEAR 3</u></p> <ul style="list-style-type: none"> • ART team members continue to be self-directed and reflective to refine ART process to ensure continuous improvement • Continue to have ART Team/Leads evaluate progress on the Academic Plan's enabling activities to monitor progress of Ac Plan goals. • ART Team will share, analyze 	<p>2019-2020</p>			
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<ul style="list-style-type: none"> • <i>Classroom Management</i> 50% <p><u>SY 2019-2020</u> <u>School Quality Survey:</u></p> <ul style="list-style-type: none"> • <i>Student Safety</i> 86% • <i>Student Involvement/Engagement</i> - 90% • <i>Student Well-Being</i> - 86% <p><u>Tripod:</u></p> <ul style="list-style-type: none"> • <i>Captivate</i> 75% • <i>Classroom Management</i> 55% 	<p>and reflect upon school-wide data (ie. DIBELS, iReady, Achieve 3000, SmartyAnts, SBA, Attendance, etc.) to determine next steps towards school improvement goals</p> <ul style="list-style-type: none"> • Continue to include a classroom teacher on the ART team to provide classroom perspective and build capacity within the school. 				
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