# SY 2020 - 2021 Academic Plan

**Hilo Union Elementary School**

**506 Waianuenue Avenue**
**Hilo, Hawaii 96720**
hilounionschool.org

| Submitted by Bryan Arbles | Date |
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| | **June 4, 2020** |

| Approved by Esther Kanehailua | Date |
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| | 6/4/20 |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

| **Where are we now?** | |
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| Prioritize school's needs as identified in one or more of the following needs assessments:<br><br>• Comprehensive Needs Assessment (Title I Schools)<br><br>• WASC Self Study<br>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction<br>▪ WASC Category C: Standards Based Student Learning: Instruction<br>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability<br><br>• International Baccalaureate (IB) Authorization<br><br>• Other | Prioritized School Needs:<br><br>1) ***Establish a school-wide attendance system that supports the needs of all students*** (CNA p.57, CSSS, Chronic Absenteeism) Connectedness<br>a) No System in place for monitoring and addressing chronic absenteeism<br>b) System in place does not proactively address absenteeism<br>c) All Stakeholders do not understand the threshold for chronic absenteeism<br><br>2) ***Develop and implement a multi-tiered system of support for both academic and behavioral concerns of students to close the achievement gap*** (CNA p.57, CSSS, Systems & WASC p.52, Critical Follow-Up, 4) Connectedness, Engagement<br>a) CSSS systems are not in place in multiple areas<br>b) Stakeholders do not fully understand connections between CCSS, Data Teams, PBIS, & RTI<br><br>3) ***Engage all students in rigorous (standards aligned) and relevant (meaningful) instruction so that they are challenged to achieve beyond their comfort level (stretch learning)*** (CNA p. 57, FI/DT & WASC p.52, Critical Follow-Up,1) Engagement, Achievement<br>a) Data Team cycle does not reflect a continuous improvement cycle driven by analysis of student data used to subsequently improve classroom instruction<br>b) Systems are not in place to track achievement of high needs students<br>c) Teachers require support with understanding the research and information that impacts instructional decisions |
| | **In order to address equity, list the targeted subgroup(s) and their identified needs.** **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.<br><br>• At-Risk Population: Chronically Absent<br><br>• Economically Disadvantaged<br><br>• Special Needs<br><br>• English Language Learners (ELL) |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

| **ORGANIZE:** Identify your Academic Review Team Accountable Leads. | |
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| **Name and Title of ART Team Accountable Lead** | **Responsible for implementation of the school's strategies and initiatives** |
| • Bryan Arbles (Principal) | EES |
| • Bryan Arbles (Principal) | ART<br>SCC & Faculty Inclusion |
| • Tyson Tomono (Vice Principal)<br>○ Student Support - Whole School, Grade Level Representatives, SCC | Connectedness<br>Establish a school-wide attendance system that supports the needs of all students (Need #1) |
| • Jamilyn Nakayama, Collin Funamura, Gerrie Morishita (Student Support)<br>○ Grade Level Representatives, SCC | Connectedness, Engagement<br>Develop and implement a multi-tiered system of support for both academic and behavioral concerns of students to close the achievement gap (Need #2) |
| • Lori Berrios, Stacey Thom, Mary Gorman, Sharon Beauchan (Student Support)<br>○ Grade Level Representatives, SCC | Engagement, Achievement<br>Engage all students in rigorous (standards aligned) and relevant (meaningful) instruction so that they are challenged to achieve beyond their comfort level (stretch learning) (Need #3) |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

**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 four years,* | **Rationale:** *Based on our root cause analysis,* |
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| 1) By the end of SY 20-21, we will establish a school-wide attendance system that supports the needs of all students and reduces:<br>a) *Chronic Absenteeism from 26% to 9%.* | 1) Our goal is to cultivate a community and school culture where attendance is valued, encouraged, and supported so that students can fully engage in high-quality educational opportunities.<br>(*SSSI #1 Chronic Absenteeism*) |
| 2) By the end of SY 20-21, the difference between non-high needs students meeting academic achievement standards and high needs students (e.g., Economically Disadvantaged, Special Needs, English Language Learners) meeting the same standards will:<br>*a) Decrease in ELA from 37% to 19%.*<br>*b) Decrease in Math from 40% to 20%.* | 2) By working to achieve our vision as a school community we will ensure that each student's learning is personalized, informed by high-quality data, and develops the abilities and skills necessary for them to obtain a "breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry"<br>(*SSSI #7 Achievement Gap, SSSI#2 School Climate, SSSI #5 Ninth Grade On-Track*) |
| 3) By the end of SY 20-21, the percentage of students meeting achievement targets on statewide assessments in:<br>a) *ELA achievement will increase from 45% to 61%*<br>b) *Math achievement will increase from 32% to 54%*<br>*c) Science achievement will increase from 26% to 64%* | 3) Increasing student engagement and empowerment through relevant, rigorous learning opportunities demonstrates that they are on a path to be successful in college, career, and citizenship and are ultimately able to set and achieve their aspirations for the future.<br>(*SSSI #6 Academic Achievement, SSSI #5 Ninth Grade On-Track*) |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

| Planning | | | | Funding | Interim Measures of Progress |
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| **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** |
| By the end of SY 20-21, we will reduce Chronic Absenteeism from 26% to 9%<br>• 26-21% 17-18 SY<br>• 21-15% 18-19 SY<br>• 15-9% 20-21 SY | 1) School Counselor will work with Healthy Habits Team and Administration to develop a tracking system that identifies:<br>a) Students that are at-risk for missing more than 8.5% of the days in the School Year "Chronically Absent" (specific to day of school year, e.g. Day 23 of 180)<br>b) Students that have successfully attended more than 95% of the days in the School Year (specific to day of school year, e.g. Day 23 of 180) | 2017-2018 | Tyson Tomono | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>☐ IDEA<br>✓ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | Chronic Absenteeism Enabling Activities will be progress monitored by:<br>• LDS Student Attendance YTD<br>○ Weekly Data Pull<br>○ Weekly Data Discussion (Admin w/Healthy Habits, GLC, SS)<br>○ Monthly Analysis, Goal Setting & Monitoring (ART) |
| | 2) School Counselor will work with Healthy Habits Team to personalize action plans for "At-Risk Population: Chronically Absent" students during Weekly Meetings with Administration and forward to Grade Level Teams (GLC Wed Meeting w Principal) so Teachers can support identified students in their classrooms. | 2017-2018 | | | |
| | 3) Grade Level Teachers will implement daily attendance | 2017-2018 | | | |

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| | tracking and recognition systems. (Example: R.A.I.N.B.O.W.S, Weekly Lunch Bunch, etc)<br><br>4) Students will participate in monthly attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while promoting connectedness with adults on campus.<br><br>5) School Counselor will work with Healthy Habits Team, Teachers, and Staff to provide information to families and work alongside them to support their understanding of the importance of coming to school on a daily basis.<br>a) Open House/Information Sessions<br>b) Newsletters<br>c) Brochures<br><br>6) School Counselor will develop and incorporate a monthly continuous improvement cycle into Healthy Habits Weekly Meetings and begin modeling the process with Teachers in Grade Level Weekly Meetings (once per week 60 minutes - PLC 60) in | 2017-2018<br><br>2017-2018<br><br>2018-2020 | | | |

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| | an effort to:<br>a) Identify priorities and set goals for students (1st week)<br>b) Implement personalized action plans (2nd week)<br>c) Monitor, measure, and document student progress (3rd week)<br>d) Evaluate progress and modify as necessary to support student needs (4th week) | | | | |
| | 7) School Counselor will work with Healthy Habits Team, Teachers, & Staff to provide information to families utilizing technology to support their understanding of the importance of coming to school on a daily basis.<br>a) School Website<br>b) Social Media<br>c) Absentee Notifications | 2018-2020 | | | |
| | 8) Healthy Habits will align attendance and PBIS need areas with the Student Council to implement attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while promoting connectedness with adults on | 2018-2020 | | | |

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| | campus.<br><br>9) Grade Levels (SS & GLC Lead) will integrate student attendance data into a monthly continuous improvement cycle (modeled by School Counselor & Team in previous school years) into PLC - Grade Level Teacher Meetings to:<br>a) Identify priorities and set goals for students (1st week)<br>b) Implement personalized action plans (2nd week)<br>c) Monitor, measure, and document student progress (3rd week)<br>d) Evaluate progress, modify as necessary to support student needs, and celebrate gains with students (4th week) | 2020-2021 | | | |
| | 10) Healthy Habits will work with Teachers, Staff, and the Student Council to develop community partnerships that support attendance recognition activities and quarterly PBIS celebrations that improve attendance, school pride, and school vision alignment needs for all students while promoting connectedness with adults in the school community. | 2020-2021 | | | |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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| By the end of SY 20-21, we will decrease the achievement gap between high needs and non-high needs students in ELA and Math<br>• ELA<br>○ 37-31% 17-18 SY<br>○ 31-25% 18-19 SY<br>○ 25-19% 20-21 SY<br>• Math<br>○ 40-34% 17-18 SY<br>○ 34-27% 18-19 SY<br>○ 27-20% 20-21 SY | 1) All Teachers and Educational Assistants assigned to a grade level classroom will lead differentiated instruction on a daily basis in Math to better connect with and engage students by:<br>a) Reviewing required content, learning objectives, and expected outcomes before daily instruction begins. (pacing guides, unit plans, lesson plans, etc)<br>b) Implementing an instructional cycle that presents the required content in a way that supports students' individual needs along with their understanding of learning objectives and expected outcomes while establishing Teachers and Educational Assistants as instructional leaders in the classroom.<br>• *Semester 1 - Math*<br>○ *SS to introduce and model Inclusion Instruction and align with Assessment of expected outcomes. Modeling will begin in Inclusion and then move to Reg Ed Classrooms to prep when/if additional support is available.*<br>• *Semester 2 - Math*<br>○ *Align Inclusion Instructional Practices and Assessment Data with Quarterly Progress Reporting for Students with Special Needs* | 2017-2018 | Jamilyn Nakayama<br>Collin Funamura<br>Gerrie Morishita | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>✓ IDEA<br>☐ Homeless<br>☐ CTE<br>☐ Other<br>☐ is N/A | *2017-2019*<br>Math Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br>*2019-2021*<br>Math Growth<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ iReady<br>*2020-2021*<br>ELA & Reading Growth<br>• Special Needs, English Language Learner, Economically Disadvantaged)<br>○ iReady<br>○ DRA (K-2) |

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| | 2) Grade Level Teachers and Educational Assistants (including SS for Grade Level) will meet (every other week for 60 minutes PLC 60) to differentiate learning objectives and expected outcomes according to individual student needs (Examples: Special Needs, English Language Learner, Economically Disadvantaged, Chronically Absent) | 2017-2018 | | | |
| | 3) Grade Level Teachers (including SS for Grade Level) will meet (every other week for 60 minutes PLC 60) to examine data (Discipline Database, Task Cards, and Student Communication Logs) and personalize action plans that address behavioral needs for all students that have missed instruction due to behavioral incidents (goal is to maximize instructional time for students) | 2017-2018 | | | |
| | 4) Counselor to research Social Emotional Learning (SEL) Instructional Programs, review program components with ART, GLCs, & Grade Level PLCs to ensure alignment with student needs, and prepare implementation roll out overview for following SY. | 2017-2018 | | | |
| | 5) Technology Coordinator to research Digital Citizenship Instructional Programs, review program components with | 2017-2018 | | | |

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| | ART, GLCs, & Grade Level PLCs to ensure alignment with student needs, and prepare implementation roll out overview for following SY. | | | | |
| | 6) Grade Level Teachers to design implementation roll out overview for Quarterly Grade Level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics for following SY. Potential recognition activities will be shared with ART & GLCs. | 2017-2018 | | | |
| | 7) All Teachers and Educational Assistants assigned to grade level classrooms will lead instruction on a daily basis in ELA & Math (2017-2018) to better connect with and engage students by:<br>a) Reviewing required content, learning objectives, and expected outcomes before daily instruction begins. (pacing guides, unit plans, lesson plans)<br>b) Implementing an instructional cycle that presents the required content in a way that supports students' | 2018-2020 | | | |

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| | individual needs along with their understanding of learning objectives and expected outcomes while establishing Teachers and Educational Assistants as instructional leaders in the classroom.<br>• *Semester 1 - ELA*<br>  ○ *SS to introduce and model Inclusion Instruction and align with Assessment of expected outcomes. Modeling will begin in Inclusion and then move to Reg Ed Classrooms to prep when/if additional support is available.*<br>• *Semester 2 - ELA*<br>  ○ *Align Inclusion Instructional Practices and Assessment Data with Quarterly Progress Reporting for Students with Special Needs* | | | | |
| | 8) Grade Level Teachers to begin incorporating monthly continuous improvement cycle data and individual student action plans (Examples: Attendance, Behavioral, Social Emotional, Communication Logs, etc.) into Grade Level PLCs aimed at:<br>a) Identifying priorities and setting goals for students (1st week)<br>b) Implementing personalized action plans (2nd week)<br>c) Monitoring, measuring, and documenting student progress (3rd week)<br>d) Evaluating progress and | 2018-2020 | | | |

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| | modifying as necessary to support student needs (4th week) | | | | |
| | 9) Counselor to provide Social Emotional Learning (SEL) Instructional Material to Grade Level Teachers during PLC Meetings (every other week for 60 minutes) to support implementation with students. | 2018-2020 | | | |
| | 10) Technology Coordinator to provide Digital Citizenship Instructional Material to Grade Level Teachers during PLC Meetings (every other week for 60 minutes) to support implementation with students. | 2018-2020 | | | |
| | 11) Students will participate in Quarterly Grade Level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics. | 2018-2020 | | | |
| | 12) All Teachers and Educational Assistants assigned to a grade level classrooms will lead instruction on a daily basis in both ELA & Math Implementing instructional strategies and personalized student action plans developed during Grade Level PLC Meetings (every other | 2020-2021 | | | |

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| | week 60 minutes PLC 60)<br><br>13) Grade Level Teachers (including SS for Grade Level) will meet (every other week for 60 minutes) to develop and implement a consistent method for assessing student progress toward demonstrating proficiency of the General Learner Outcomes (GLOs)<br><br>14) Students will participate in quarterly grade level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics as they relate to attainment of General Learner Outcomes (GLOs) | 2020-2021<br><br>2020-2021 | | | |
| By the end of SY 20-21, we will increase the percentage of students meeting achievement targets in ELA, Math, & Science<br>• ELA<br>○ 45-50% 17-18 SY<br>○ 50-55% 18-19 SY<br>○ 55-61% 20-21 SY<br>• Math<br>○ 32-39% 17-18 SY<br>○ 39-46% 18-19 SY<br>○ 46-54% 20-21 SY<br>• Science | 1) Teacher Support will develop an Academic Achievement Database (eValuate, DRA, iReady CFA, etc) for Math & ELA to be used by grade level teachers in PLC Data Team Meetings (180 minutes every other week PLC 180) with a focus on:<br>a) Special Needs Students<br>b) Economically Disadvantaged Students<br>c) English Language Learners<br><br>2) Grade Level Teacher Teams | 2017-2018<br><br>2017-2018 | Lori Berrios<br>Stacey Thom<br>Mary Gorman<br>Sharon Beauchan | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>✓ IDEA<br>☐ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | Math Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br><br>ELA & Reading Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br>○ DRA (K-2)<br><br>Science Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA |

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| ○ 26-38% 17-18 SY<br>○ 38-51% 18-19 SY<br>○ 51-64% 20-21 SY | will personalize action plans for "Special Needs" students in Math & ELA during PLC Grade Level Meetings (180 minutes every other week PLC 180) with a focus on Student Engagement.<br><br>3) Grade Level Teachers to provide weekly opportunities (Science or Other Applicable Content Areas) for Students to describe what Scientists do to Investigate the Natural World and what Engineers do to design and Build Systems (Scientific Inquiry & Process - NGSS Sci & Engineering Practices). These learning opportunities will be documented by Teachers during quarterly grade level planning to begin pacing process.<br><br>4) Teacher Support will work with Grade Level Teachers during Quarterly Planning Days to diary map "high yield/bright spot" instructional practices. These practices correlate with student gains as evidenced by our Academic Achievement Database (eValuate, DRA, iReady, CFA, ietc) for Math & ELA and maintain a focus on:<br>a) Special Needs Students<br>b) Economically Disadvantaged Students<br>c) English Language | 2017-2018<br><br>2018-2020 | | | |

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| | Learners | | | | |
| | 5) Grade Level Teacher Teams will personalize action plans for "Special Needs, Economically Disadvantaged, and English Language Learner" students during PLC Grade Level Meetings (180 minutes every other week PLC 180) with a focus on Student Engagement | 2018-2020 | | | |
| | 6) Grade Level Teachers (with SS) will align Science content to Next Generation Science Standards (NGSS - Disciplinary Core Ideas) during quarterly planning days. Examples Include:<br>a) Deconstruct NGSS Standards<br>b) Continue to Research and build Lesson Bank (Include Wonders, Stepping Stones, Go Math, Springboard, Achieve 3000, etc)<br>c) Align Instructional Opportunities to Grade Level Bell Schedules | 2018-2020 | | | |
| | 7) Implement Student-Involved classroom assessment to engage students in setting goals, using criteria, providing descriptive feedback, self assessing, and communicating their learning. | 2020-2021 | | | |
| | 8) Grade Level Teachers (with SS) | 2020-2021 | | | |

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| | will Implement Science content aligned to Next Generation Science Standards (NGSS), Diary Map instructional practices that promote student engagement during quarterly planning days, and develop Science CFAs to be incorporated into PLC Process (every other week for 180 minutes). | | | | |

**Goal 2:** **Staff Success. Hilo Union 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 four years, | **Rationale:** |
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# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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| 1) By the end of SY 20-21, we will establish a school-wide attendance system that supports the needs of all students and reduces:<br>a) *Chronic Absenteeism from 26% to 9%.* | 1) Our goal is to cultivate a community and school culture where attendance is valued, encouraged, and supported so that students can fully engage in high-quality educational opportunities.<br>*(SSSI #1 Chronic Absenteeism)* |
| 2) By the end of SY 20-21, the difference between non-high needs students meeting academic achievement standards and high needs students (e.g., Economically Disadvantaged, Special Needs, English Language Learners) meeting the same standards will:<br>a) *Decrease in ELA from 37% to 19%.*<br>b) *Decrease in Math from 40% to 20%.* | 2) By working to achieve our vision as a school community we will ensure that each student's learning is personalized, informed by high-quality data, and develops the abilities and skills necessary for them to obtain a "breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry"<br>*(SSSI #7 Achievement Gap, SSSI#2 School Climate, SSSI #5 Ninth Grade On-Track)* |
| 3) By the end of SY 20-21, the percentage of students meeting achievement targets on statewide assessments in:<br>a) *ELA achievement will increase from 45% to 61%*<br>b) *Math achievement will increase from 32% to 54%*<br>c) *Science achievement will increase from 26% to 64%* | 3) Increasing student engagement and empowerment through relevant, rigorous learning opportunities demonstrates that they are on a path to be successful in college, career, and citizenship and are ultimately able to set and achieve their aspirations for the future.<br>*(SSSI #6 Academic Achievement, SSSI #5 Ninth Grade On-Track)* |

| Planning | | | | Funding | Interim Measures of Progress |
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| **Desired Outcome** | **Enabling Activities**<br>*(Indicate year(s) of implementation in next column)* | **School Year(s) of Activity** | **ART Accountable Lead(s)** | **Source of Funds**<br>*(Check applicable boxes to indicate source of funds)* | **Define the relevant data used to regularly assess and monitor progress** |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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| By the end of SY 20-21, we will reduce Chronic Absenteeism from 26% to 9%<br>• 26-21% 17-18 SY<br>• 21-15% 18-19 SY<br>• 15-9% 20-21 SY | 1) Provide Professional Development and Clerical Support for School Counselor to systematize, identify, and track progress for:<br>a) Students that are at-risk for missing more than 8.5% of the days in the School Year "Chronically Absent" (specific to day of school year, e.g. Day 23 of 180)<br>b) Students that have successfully attended more than 95% of the days in the School Year (specific to day of school year, e.g. Day 23 of 180) | 2017-2018 | Tyson Tomono | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>☐ IDEA<br>✓ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | Chronic Absenteeism Enabling Activities will be progress monitored by:<br>• LDS Student Attendance YTD<br>○ Weekly Data Pull<br>○ Weekly Data Discussion (Admin w/Healthy Habits, GLC, SS)<br>○ Monthly Analysis, Goal Setting & Monitoring (ART) |
| | 2) Provide Professional Development for Counselor & Team Members to systematize, identify, personalized action plans, and begin sharing information with Teachers in Grade Level Teams for "At-Risk Population: Chronically Absent" students during Tuesday Meetings with Administration. | 2017-2018 | | | |
| | 3) Provide Materials and Resources for Counselor to model and develop support materials for Grade Level Teachers to implement daily attendance tracking and recognition systems. (Example: R.A.I.N.B.O.W.S, Weekly Lunch Bunch, etc) | 2017-2018 | | | |
| | 4) Provide Professional Development for Healthy Habits Team Members to develop and | 2017-2018 | | | |

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| | implement monthly attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while connecting them with a significant adult on campus. Possible examples include but are not limited to:<br>a) Additional time at recess<br>b) Whole School PBIS Activities (Dances, Pool Party, Water Games, Intramurals, etc)<br>c) Grade level activities (art, music, games, intramural, etc)<br>d) Treasure Chest (school supplies, uniform attire)<br>e) Snacks or Food Prizes<br>f) Excursion Trips for Grade Level to extend learning beyond the classroom | | | | |
| | 5) Provide Professional Development and access to Bright Spot Practices from other Schools or Businesses to support School Counselor, Healthy Habits Team, Teachers, and Staff with the development of communication media and outreach opportunities for Students and their families to emphasize the positives that result from daily attendance.<br>a) Open House/Information Sessions<br>b) Newsletter<br>c) Brochures | 2017-2018 | | | |

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| | 6) Provide Professional Development for School Counselor, Healthy Habits Team, Staff, and Grade Level Teachers to begin incorporating monthly continuous improvement cycle data and individual student action plans (into Grade Level PLCs) from Tuesday Weekly Meetings (School Counselor & Team with Administration) aimed at:<br>a) Identifying priorities and setting goals for students (1st week)<br>b) Implementing personalized action plans (2nd week)<br>c) Monitoring, measuring, and documenting student progress (3rd week)<br>d) Evaluating progress and modifying as necessary to support student needs (4th week) | 2018-2020 | | | |
| | 7) Provide Professional Development and access to Bright Spot Practices from other Schools or Businesses to support School Counselor, Healthy Habits Team, Teachers, & Staff with the development of technology-based communication media and outreach opportunities that support students and their families ability to access information and gain insight into the benefits and programs in | 2018-2020 | | | |

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| | place to support student attendance.<br>a) School Website<br>b) Social Media<br>c) Absentee Notifications | 2018-2020 | | | |
| | 8) Provide Professional Development and Resources for Healthy Habits Team Members to work with Student Council to develop and implement monthly attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while connecting them with a significant adult on campus. Possible examples include but are not limited to:<br>a) Additional time at recess<br>b) Whole School PBIS Activities (Dances, Pool Party, Water Games, Intramurals, etc)<br>c) Grade level activities (art, music, games, intramural, etc)<br>d) Treasure Chest (school supplies, uniform attire)<br>e) Snacks or Food Prizes<br>f) Excursion Trips for Grade Level to extend learning beyond the classroom | 2020-2021 | | | |
| | 9) Provide Professional Development for Grade Levels (SS & GLC Lead) to further develop and integrate our monthly continuous improvement cycle into PLC - Grade Level Teacher Meetings to: | | | | |

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| | a) Identify priorities and set goals for students (1st week)<br>b) Implement personalized action plans (2nd week)<br>c) Monitor, measure, and document student progress (3rd week)<br>d) Evaluate progress and modify as necessary to support student needs (4th week)<br><br>10) Provide Professional Development and Resources for Healthy Habits Team & Student Council to develop community partnerships that support the implementation of monthly attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while connecting them with a significant adult on campus. Possible examples include but are not limited to:<br>a) Additional time at recess<br>b) Whole School PBIS Activities (Dances, Pool Party, Water Games, Intramurals, etc)<br>c) Grade level activities (art, music, games, intramural, etc)<br>d) Treasure Chest (school supplies, uniform attire)<br>e) Snacks or Food Prizes<br>f) Excursion Trips for Grade Level to extend learning beyond the classroom. | 2020-2021 | | | |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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| By the end of SY 20-21, we will decrease the achievement gap between high needs and non-high needs students in ELA and Math<br>• ELA<br>○ 37-31% 17-18 SY<br>○ 31-25% 18-19 SY<br>○ 25-19% 20-21 SY<br><br>• Math<br>○ 40-34% 17-18 SY<br>○ 34-27% 18-19 SY<br>○ 27-20% 20-21 SY | 1) Provide Modeling and Professional Development for Teachers and Educational Assistants assigned to grade level classrooms who will lead instruction on a daily basis in Math to better connect with and engage students by:<br>a) Reviewing required content, learning objectives, and expected outcomes before daily instruction begins. (pacing guides, unit plans, lesson plans, etc)<br>b) Implementing an instructional cycle that presents the required content in a way that supports students' individual needs and their understanding of learning objectives and expected outcomes while establishing Teachers and Educational Assistants as instructional leaders in the classroom.<br>• *Semester 1 - Math*<br>○ *SS to introduce and model Inclusion Instruction (as needed) and align with Assessment of expected outcomes. Modeling will begin in Inclusion and then move to Reg Ed Classrooms to prep when/if additional support is available*<br>• *Semester 2 - Math*<br>○ *Align Inclusion Instructional Practices and Assessment Data with Quarterly Progress Reporting for Students with Special Needs*<br><br>2) Provide Professional Development to Grade Level | 2017-2018 | Jamilyn Nakayama<br>Collin Funamura<br>Gerrie Morishita | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>✓ IDEA<br>☐ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | *2017-2019*<br>Math Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br><br>*2019-2021*<br>Math Growth<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ iReady<br><br>*2020-2021*<br>ELA & Reading Growth<br>• Special Needs, English Language Learner, Economically Disadvantaged)<br>○ iReady<br>○ DRA (K-2) |

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| | Teachers and Educational Assistants who will meet (every other week for 60 minutes PLC 60) to differentiate learning objectives and expected outcomes according to individual student needs (Examples: Special Needs, English Language Learner, Economically Disadvantaged, Chronically Absent) | 2017-2018 | | | |
| | 3) To support data process used to drive personalized student action plans for behavioral needs Administration, SS, and GLCs will provide Professional Development for Teachers' implementation and usage of a Digital Discipline Database and Digital Student Communication Log (Examples: School to Parent/Guardian, Multiple Teachers within a grade level to support daily transitions) to:<br>a) Identify behavioral needs for students (Lotus DB)<br>b) Support teachers with documenting incidents for record, referrals, and parent communication (Lotus DB)<br>c) Process referrals and communicate outcomes back to referring party (Lotus DB)<br>d) Improve communication with Parents/Guardians<br>e) Improve communication between adults on campus for students who transition to multiple instructors during the school day. | 2017-2018 | | | |

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| | 4) Provide Professional Development and Resources for Counselor to research Social Emotional Learning (SEL) Instructional Programs, review program components with ART, GLCs, & Grade Level PLCs to ensure alignment with student needs, and prepare implementation roll out overview for following SY. | 2017-2018 | | | |
| | 5) Provide Professional Development and Resources for Technology Coordinator to research Digital Citizenship Instructional Programs, review program components with ART, GLCs, & Grade Level PLCs to ensure alignment with student needs, and prepare implementation roll out overview for following SY. | 2017-2018 | | | |
| | 6) Provide Professional Development and and access to Bright Spot Practices from other Schools or Businesses for Grade Level Teachers to design implementation roll out overview for Quarterly Grade Level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and | 2017-2018 | | | |

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| | Academics for following SY. Potential recognition activities will be shared with ART & GLCs.<br><br>7) Provide Modeling and Professional Development for all Teachers and Educational Assistants assigned to grade level classrooms will lead instruction on a daily basis in ELA & Math (2017-2018) to better connect with and engage students by:<br>a) Reviewing required content, learning objectives, and expected outcomes before daily instruction begins. (pacing guides, unit plans, lesson plans)<br>b) Implementing an instructional cycle that presents the required content in a way that supports students' individual needs along with their understanding of learning objectives and expected outcomes while establishing Teachers and Educational Assistants as instructional leaders in the classroom.<br>• *Semester 1 - ELA*<br>○ *SS to introduce and model Inclusion Instruction and align with Assessment of expected outcomes. Modeling will begin in Inclusion and then move to Reg Ed Classrooms to prep when/if additional support is available.*<br>• *Semester 2 - ELA*<br>○ *Align Inclusion Instructional Practices and Assessment Data with Quarterly Progress Reporting for Students with Special Needs* | 2018-2020 | | | |

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| | 8) Provide Professional Development to support Grade Level Teachers ability to begin incorporating monthly continuous improvement cycle data and individual student action plans (Examples: Attendance, Behavioral, Social Emotional, Communication Logs, etc.) into Grade Level PLCs aimed at:<br>a) Identifying priorities and setting goals for students (1st week)<br>b) Implementing personalized action plans (2nd week)<br>c) Monitoring, measuring, and documenting student progress (3rd week)<br>d) Evaluating progress and modifying as necessary to support student needs (4th week) | 2018-2020 | | | |
| | 9) Provide Professional Development and Resources for Counselor to provide Social Emotional Learning (SEL) Instructional Material to Grade Level Teachers during PLC Meetings (every other week for 60 minutes) to support implementation with students. | 2018-2020 | | | |
| | 10) Provide Professional Development and Resources for Technology Coordinator to provide Digital Citizenship Instructional Material to Grade Level Teachers during PLC | 2018-2020 | | | |

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| | Meetings (every other week for 60 minutes) to support implementation with students. | | | | |
| | 11) Provide Professional Development and and access to Bright Spot Practices from other Schools or Businesses for Grade Level Teachers to support development of Quarterly Grade Level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics | 2018-2020 | | | |
| | 12) Provide Professional Development for all Teachers and Educational Assistants assigned to grade level classrooms who are leading instruction on a daily basis in both ELA & Math and implementing instructional strategies and personalized student action plans developed during Grade Level PLC Meetings. | 2020-2021 | | | |
| | 13) Provide Professional Development for Grade Level Teachers who will meet (every other week for 60 minutes) to develop and implement a consistent method for assessing student progress toward demonstrating proficiency of the General Learner Outcomes | 2020-2021 | | | |

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| | (GLOs)<br><br>14) Provide Professional Development and and access to Bright Spot Practices from other Schools or Businesses for Grade Level Teachers to provide quarterly grade level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics as they relate to attainment of General Learner Outcomes (GLOs) | 2020-2021 | | | |
| By the end of SY 20-21, we will increase the percentage of students meeting achievement targets in ELA, Math, & Science<br>• ELA<br>○ 45-50% 17-18 SY<br>○ 50-55% 18-19 SY<br>○ 55-61% 20-21 SY<br><br>• Math<br>○ 32-39% 17-18 SY<br>○ 39-46% 18-19 SY<br>○ 46-54% 20-21 SY<br><br>• Science<br>○ 26-38% 17-18 SY<br>○ 38-51% 18-19 SY<br>○ 51-64% 20-21 SY | 1) Provide Professional Development to assist Teacher Support with the development of our Academic Achievement Database (eValuate, DRA, iReady, CFA, etc) for Math & ELA to be used by grade level teachers in PLC Data Team Meetings (180 minutes every other week PLC 180) with a focus on:<br>a) Special Needs Students<br>b) Economically Disadvantaged Students<br>c) English Language Learners<br><br>2) Provide Professional Development to Grade Level Teachers to support their ability to personalize action plans for "Special Needs" students in Math & ELA during PLC Grade Level Meetings (180 minutes every other week) | 2017-2018<br><br>2017-2018 | Lori Berrios<br>Stacey Thom<br>Mary Gorman<br>Sharon Beauchan | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>✓ IDEA<br>☐ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | Math Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br><br>ELA & Reading Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br>○ DRA (K-2)<br><br>Science Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA |

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| | with a focus on Student Engagement (IPI Process PD)<br><br>3) Grade Level Teachers to incorporate professional development to support their ability to provide weekly opportunities (Science or Other Applicable Content Areas) for Students to describe what Scientists do to Investigate the Natural World and what Engineers do to design and Build Systems (Scientific Inquiry & Process - NGSS Sci & Engineering Practices). These learning opportunities will be documented by Teachers during quarterly grade level planning to begin pacing process.<br><br>4) Provide access to learning opportunities for Teacher Support Personnel, to improve their ability to work with Grade Level Teachers during Quarterly Planning Days to diary map "high yield/bright spot" instructional practices. These practices correlate with student gains as evidenced by our Academic Achievement Database (eValuate, DRA, CFA, iReady, etc) for Math & ELA and maintain a focus on:<br>a) Special Needs Students<br>b) Economically Disadvantaged Students<br>c) English Language Learners | 2017-2018<br><br>2018-2020 | | | |

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| | 5) Model process and resources available for Grade Level Teacher Teams to personalize action plans for "Special Needs, Economically Disadvantaged, and English Language Learner" students during PLC Grade Level Meetings (180 minutes every other week) with a focus on Student Engagement | 2018-2020 | | | |
| | 6) Provide resources for Grade Level Teachers (with SS) to utilize when aligning Science content to Next Generation Science Standards (NGSS - Disciplinary Core Ideas) during quarterly planning days. Examples Include:<br>a) Deconstruct NGSS Standards<br>b) Continue to Research and build Lesson Bank (Include Wonders, Stepping Stones, Go Math, Springboard, Achieve 3000, etc)<br>c) Align Instructional Opportunities to Grade Level Bell Schedule | 2018-2020 | | | |
| | 7) Provide Professional Development to support Implementation of Student-Involved classroom assessments that engage students with setting learning goals, using criteria, providing descriptive feedback, self assessing, and communicating their learning. | 2020-2021 | | | |

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| | 8) Provide Resources and Materials to support Grade Level Teachers with implementation of science content aligned to Next Generation Science Standards (NGSS), diary mapping of instructional practices that promote student engagement, and the development of Science CFAs to be incorporated into PLC Process (every other week for 180 minutes). | 2020-2021 | | | |

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

| **Outcome:** By the end of four years | **Rationale:** |
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# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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| 1) By the end of SY 20-21, we will establish a school-wide attendance system that supports the needs of all students and reduces:<br>a) *Chronic Absenteeism from 26% to 9%.* | 1) Our goal is to cultivate a community and school culture where attendance is valued, encouraged, and supported so that students can fully engage in high-quality educational opportunities.<br>(*SSSI #1 Chronic Absenteeism*) |
| 2) By the end of SY 20-21, the difference between non-high needs students meeting academic achievement standards and high needs students (e.g., Economically Disadvantaged, Special Needs, English Language Learners) meeting the same standards will:<br>a) *Decrease in ELA from 37% to 19%.*<br>b) *Decrease in Math from 40% to 20%.* | 2) By working to achieve our vision as a school community we will ensure that each student's learning is personalized, informed by high-quality data, and develops the abilities and skills necessary for them to obtain a "breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry"<br>(*SSSI #7 Achievement Gap, SSSI#2 School Climate, SSSI #5 Ninth Grade On-Track*) |
| 3) By the end of SY 20-21, the percentage of students meeting achievement targets on statewide assessments in:<br>a) *ELA achievement will increase from 45% to 61%*<br>b) *Math achievement will increase from 32% to 54%*<br>c) *Science achievement will increase from 26% to 64%* | 3) Increasing student engagement and empowerment through relevant, rigorous learning opportunities demonstrates that they are on a path to be successful in college, career, and citizenship and are ultimately able to set and achieve their aspirations for the future.<br>(*SSSI #6 Academic Achievement, SSSI #5 Ninth Grade On-Track*) |

| Planning | | | | Funding | Interim Measures of Progress |
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| **Desired Outcome** | **Enabling Activities**<br>*(Indicate year(s) of implementation in next column)* | **School Year(s) of Activity** | **ART Accountable Lead(s)** | **Source of Funds**<br>*(Check applicable boxes to indicate source of funds)* | **Define the relevant data used to regularly assess and monitor progress** |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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| By the end of SY 20-21, we will reduce Chronic Absenteeism from 26% to 9%<br>• 26-21% 17-18 SY<br>• 21-15% 18-19 SY<br>• 15-9% 20-21 SY | 1) Principal to calendar weekly meeting time (Tuesday Morning Meetings), provide clerical support, and work with School Counselor to systematize, identify, and track progress to review with ART Team Members (ART Weekly Meetings) for:<br>a) Students that are at-risk for missing more than 8.5% of the days in the School Year "Chronically Absent" (specific to day of school year, e.g. Day 23 of 180)<br>b) Students that have successfully attended more than 95% of the days in the School Year (specific to day of school year, e.g. Day 23 of 180) | 2017-2018 | Ferdie Masulit<br>Kelsie Valledor-Yoshida<br>Elizabeth Miller | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>☐ IDEA<br>✓ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | Chronic Absenteeism Enabling Activities will be progress monitored by:<br>• LDS Student Attendance YTD<br>○ Weekly Data Pull<br>○ Weekly Data Discussion (Admin w/Healthy Habits, GLC, SS)<br>○ Monthly Analysis, Goal Setting & Monitoring (ART) |
| | 2) Principal to calendar weekly meeting time (Tuesday Morning Meetings), provide clerical support, and work with School Counselor & Team Members to systematize, identify, and personalized action plans for "At-Risk Population: Chronically Absent" students during Weekly Meetings with Administration and forward to Grade Level Teams (GLC Wed Meeting w Principal) so Teachers can support identified students in their classrooms. | 2017-2018 | | | |
| | 3) Counselor will review processes with Grade Level Teachers during faculty meeting time to support the implementation of daily | 2017-2018 | | | |

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| | attendance tracking and recognition systems. (Example: R.A.I.N.B.O.W.S, Weekly Lunch Bunch, etc)<br><br>4) Provide funding, technology resources (HERO), and support the establishment of a weekly meeting time and note taking system for Healthy Habits Team to develop and implement monthly attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while connecting them with a significant adult on campus. Possible examples include but are not limited to:<br>a) Additional time at recess<br>b) Whole School PBIS Activities (Dances, Pool Party, Water Games, Intramurals, etc)<br>c) Grade level activities (art, music, games, intramural, etc)<br>d) Treasure Chest (school supplies, uniform attire)<br>e) Snacks or Food Prizes<br>f) Excursion Trips for Grade Level to extend learning beyond the classroom | 2017-2018 | | | |
| | 5) Provide funding, facilities, and supplies to support School Counselor, Healthy Habits Team, Teachers, & Staff with the development of communication media and outreach opportunities for Students and their families to | 2017-2018 | | | |

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| | emphasize the positives that result from daily attendance.<br>a) Open House/Information Sessions<br>b) Newsletter<br>c) Brochures | | | | |
| | 6) Provide Teacher Support (SS) Personnel to work with GLCs and Grade Level Teachers to begin incorporating monthly continuous improvement cycle data and individual student action plans (into Grade Level PLCs - PLC 60) from Tuesday Weekly Meetings (School Counselor & Team with Administration) aimed at:<br>a) Identifying priorities and setting goals for students (1st week)<br>b) Implementing personalized action plans (2nd week)<br>c) Monitoring, measuring, and documenting student progress (3rd week)<br>d) Evaluating progress and modifying as necessary to support student needs (4th week) | 2018-2020 | | | |
| | 7) Provide funding, facilities, and supplies for School Counselor, Healthy Habits Team, Teachers, & Staff to develop technology-based communication media and schedule opportunities that support students and their families ability to access | 2018-2020 | | | |

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| | information and gain insight into the benefits and programs in place to support student attendance.<br>a) School Website<br>b) Social Media<br>c) Absentee Notifications | | | | |
| | 8) Provide funding, technology resources (HERO), and support for the Healthy Habits Team to support their ability to work in conjunction with the Student Council to develop and implement monthly attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while connecting them with a significant adult on campus. Possible examples include but are not limited to:<br>a) Additional time at recess<br>b) Whole School PBIS Activities (Dances, Pool Party, Water Games, Intramurals, etc)<br>c) Grade level activities (art, music, games, intramural, etc)<br>d) Treasure Chest (school supplies, uniform attire)<br>e) Snacks or Food Prizes<br>f) Excursion Trips for Grade Level to extend learning beyond the classroom | 2018-2020 | | | |
| | 9) Provide Teacher Support (SS) Personnel to work with GLCs and | 2020-2021 | | | |

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| | Grade Level Teachers to further develop and integrate our monthly continuous improvement cycle into PLC - Grade Level Teacher Meetings to:<br>a) Identify priorities and set goals for students (1st week)<br>b) Implement personalized action plans (2nd week)<br>c) Monitor, measure, and document student progress (3rd week)<br>d) Evaluate progress and modify as necessary to support student needs (4th week) | | | | |
| | 10) Provide funding, technology resources (HERO), and support for the Healthy Habits Team & Student Council to support their ability to develop Community Partnerships that improve our implementation of monthly attendance recognition activities and quarterly PBIS celebrations that support attendance, school pride, and school vision alignment needs for all students while connecting them with a significant adult on campus. Possible examples include but are not limited to:<br>a) Additional time at recess<br>b) Whole School PBIS Activities (Dances, Pool Party, Water Games, Intramurals, etc)<br>c) Grade level activities (art, music, games, intramural, etc) | 2020-2021 | | | |

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| | d) Treasure Chest (school supplies, uniform attire)<br>e) Snacks or Food Prizes<br>f) Excursion Trips for Grade Level to extend learning beyond the classroom | | | | |
| By the end of SY 20-21, we will decrease the achievement gap between high needs and non-high needs students in ELA and Math<br>• ELA<br>○ 37-31% 17-18 SY<br>○ 31-25% 18-19 SY<br>○ 25-19% 20-21 SY<br>• Math<br>○ 40-34% 17-18 SY<br>○ 34-27% 18-19 SY<br>○ 27-20% 20-21 SY | 1) Principal to calendar weekly meetings (SS Wednesday Morning), provide funding for positions, and work with Teacher Support (SS) personnel to ensure that all Teachers and Educational Assistants assigned to grade level classrooms will be able to lead instruction on a daily basis in Math to better connect with and engage students by:<br>a) Reviewing required content, learning objectives, and expected outcomes before daily instruction begins. (pacing guides, unit plans, lesson plans, etc)<br>b) Implementing an instructional cycle that presents the required content in a way that supports students' individual needs and their understanding of learning objectives and expected outcomes while establishing Teachers and Educational Assistants as instructional leaders in the classroom.<br>• *Semester 1 - Math*<br>○ *SS to introduce and model Inclusion Instruction (as needed) and align with Assessment of expected* | 2017-2018 | Jamilyn Nakayama<br>Collin Funamura<br>Gerrie Morishita | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>✓ IDEA<br>☐ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | *2017-2019*<br>Math Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br>*2019-2021*<br>Math Growth<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ iReady<br>*2020-2021*<br>ELA & Reading Growth<br>• Special Needs, English Language Learner, Economically Disadvantaged)<br>○ iReady<br>○ DRA (K-2) |

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| | *outcomes. Modeling will begin in Inclusion and then move to Reg Ed Classrooms to prep when/if additional support is available*<br>• *Semester 2 - Math*<br>  ○ *Align Inclusion Instructional Practices and Assessment Data with Quarterly Progress Reporting for Students with Special Needs* | | | | |
| | 2) Administration to work with SS to fund, hire, schedule, and identify service locations and rotations for Resource Personnel to support grade level student learning for Grade Level Teachers and Educational Assistants who will meet (with SS every other week for 60 minutes PLC 60) to differentiate learning objectives and expected outcomes according to individual student needs (Examples: Special Needs, English Language Learner, Economically Disadvantaged, Chronically Absent) | 2017-2018 | | | |
| | 3) To support our data process used to drive creation of personalized student action plans that align with individual behavioral needs, Administration will develop a Digital Discipline Database and Digital Student Communication Log (Examples: School to Parent/Guardian, Multiple Teachers within a grade level to support daily transitions) to:<br>a) Identify behavioral needs for students (Lotus DB)<br>b) Support teachers with | 2017-2018 | | | |

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| | documenting incidents for record, referrals, and parent communication (Lotus DB)<br>c) Process referrals and communicate outcomes back to referring party (Lotus DB)<br>d) Improve communication with Parents/Guardians<br>e) Improve communication between adults on campus for students who transition to multiple instructors during the school day. | | | | |
| | 4) School will fund Counselor position and provide opportunities to interact with other Schools and support the development of Social Emotional Learning (SEL) Instructional Programs, review program components with ART, GLCs, & Grade Level PLCs to ensure alignment with student needs, and prepare implementation roll out overview for following SY. | 2017-2018 | | | |
| | 5) School will fund Technology Coordinator position and provide opportunities to interact with other Schools and support the development of Digital Citizenship Instructional Programs, review program components with ART, GLCs, & Grade Level PLCs to ensure alignment with student needs, and prepare | 2017-2018 | | | |

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| | implementation roll out overview for following SY. | | | | |
| | 6) Provide Meeting Time (PLC every other week with SS for 60 minutes) for Grade Level Teachers to design implementation roll out overview for Quarterly Grade Level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics for the following SY. Potential recognition activities will be shared with ART & GLCs. | 2017-2018 | | | |
| | 7) Principal to calendar weekly meetings (SS Wednesday Morning), provide funding for positions, and work with Teacher Support (SS) personnel to ensure that all Teachers and Educational Assistants assigned to a grade level classrooms will be able to lead instruction on a daily basis in ELA & Math (2017-2018) to better connect with and engage students by:<br>a) Reviewing required content, learning objectives, and expected outcomes before daily instruction begins. (pacing guides, unit plans, lesson plans)<br>b) Implementing an instructional cycle that presents the required content in a way that | 2018-2020 | | | |

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| | supports students' individual needs along with their understanding of learning objectives and expected outcomes while establishing Teachers and Educational Assistants as instructional leaders in the classroom.<br>• *Semester 1 - ELA*<br>  ○ *SS to introduce and model Inclusion Instruction and align with Assessment of expected outcomes. Modeling will begin in Inclusion and then move to Reg Ed Classrooms to prep when/if additional support is available.*<br>• *Semester 2 - ELA*<br>  ○ *Align Inclusion Instructional Practices and Assessment Data with Quarterly Progress Reporting for Students with Special Needs*<br><br>8) Administration to work with SS to fund, hire, schedule, and identify service locations and rotations for Resource Personnel to support grade level student learning for Grade Level Teachers and Educational Assistants who will begin incorporating monthly continuous improvement cycle data and individual student action plans (Examples: Attendance, Behavioral, Social Emotional, Communication Logs, etc.) into Grade Level PLCs aimed at:<br>a) Identifying priorities and setting goals for students (1st week)<br>b) Implementing personalized action plans (2nd week)<br>c) Monitoring, measuring, and documenting student | 2018-2020 | | | |

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| | progress (3rd week)<br>d) Evaluating progress and modifying as necessary to support student needs (4th week) | | | | |
| | 9) SS to work with Counselor to provide Social Emotional Learning (SEL) Instructional Material to Grade Level Teachers during PLC Meetings (every other week for 60 minutes) to support implementation with students. | 2018-2020 | | | |
| | 10) SS to work with Technology Coordinator to provide Digital Citizenship Instructional Material to Grade Level Teachers during PLC Meetings (every other week for 60 minutes) to support implementation with students. | 2018-2020 | | | |
| | 11) Administration to provide funding, resources, and work with GLCs (Wednesday Morning Meetings) to support implementation of Quarterly Grade Level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics | 2018-2020 | | | |
| | 12) Principal to calendar weekly meetings (SS Wednesday Morning), provide funding for positions, and work with Teacher Support (SS) | 2020-2021 | | | |

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| | personnel to ensure that all Teachers and Educational Assistants assigned to grade level classrooms are leading instruction on a daily basis in both ELA & Math and implementing instructional strategies and personalized student action plans developed during Grade Level PLC Meetings. | | | | |
| | 13) Provide Meeting Time for Grade Level Teachers (PLC with SS every other week for 60 minutes) to develop a consistent method for assessing student progress toward demonstrating proficiency of the General Learner Outcomes (GLOs) | 2020-2021 | | | |
| | 14) Administration to provide funding, resources, and work with GLCs to provide quarterly grade level recognition activities and celebrations that recognize student successes in the areas of Social Emotional Learning, Digital Citizenship, Behavior, and Academics as they relate to attainment of General Learner Outcomes (GLOs) | 2020-2021 | | | |

# Four-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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| By the end of SY 20-21, we will increase the percentage of students meeting achievement targets in ELA, Math, & Science<br>• ELA<br>○ 45-50% 17-18 SY<br>○ 50-55% 18-19 SY<br>○ 55-61% 20-21 SY<br>• Math<br>○ 32-39% 17-18 SY<br>○ 39-46% 18-19 SY<br>○ 46-54% 20-21 SY<br>• Science<br>○ 26-38% 17-18 SY<br>○ 38-51% 18-19 SY<br>○ 51-64% 20-21 SY | 1) Principal will calendar weekly meeting time, provide resources/personnel, and work with Teacher Support to develop an Academic Achievement Database (eValuate, DRA, iReady, CFA, etc) for Math & ELA to be used by grade level teachers in PLC Data Team Meetings (180 minutes every other week PLC 180) with a focus on:<br>a) Special Needs Students<br>b) Economically Disadvantaged Students<br>c) English Language Learners<br><br>2) SS will schedule PLC 180 (180 Minutes every other week) time to support the ability of Grade Level Teacher Teams to personalize action plans for "Special Needs" students in Math & ELA with a focus on Student Engagement (reference IPI Engagement Process Data & Reflections)<br><br>3) School will provide quarterly planning days and resources to assist Grade Level Teachers ability to provide weekly opportunities (Science or Other Applicable Content Areas) for Students to describe what Scientists do to Investigate the Natural World and what Engineers do to design and Build Systems (Scientific Inquiry & Process - NGSS Sci & Engineering Practices). These learning opportunities will be documented by Teachers | 2017-2018<br><br>2017-2018<br><br>2017-2018 | Lori Berrios<br>Stacey Thom<br>Mary Gorman<br>Sharon Beauchan | ✓ WSF<br>✓ Title I<br>☐ Title II<br>☐ Title III<br>✓ IDEA<br>☐ Homeless<br>☐ CTE<br>☐ Other<br>☐ N/A | Math Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br><br>ELA & Reading Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA<br>○ Evaluate<br>○ DRA (K-2)<br><br>Science Achievement<br>• Special Needs, English Language Learner, Economically Disadvantaged<br>○ CFA |

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| | during quarterly grade level planning to begin pacing process. | | | | |
| | 4) Teacher Support will work with Grade Level Teachers during Quarterly Planning Days (school funded using substitute teachers) to diary map "high yield/bright spot" instructional practices. These practices correlate with student gains as evidenced by our Academic Achievement Database (eValuate, DRA, CFA,iReady, etc) for Math & ELA and maintain a focus on:<br>a) Special Needs Students<br>b) Economically Disadvantaged Students<br>c) English Language Learners | 2018-2020 | | | |
| | 5) SS will schedule PLC (180 Minutes every other week PLC 180) time to support the ability of Grade Level Teacher Teams to personalize action plans for "Special Needs, Economically Disadvantaged, and English Language Learner" students with a focus on Student Engagement (reference IPI Engagement Process Data & Reflections) | 2018-2020 | | | |
| | 6) Grade Level Teachers (with SS) will align Science content to Next Generation Science Standards (NGSS - Disciplinary Core Ideas) during quarterly planning days (school to provide substitute teachers and resources and materials to align content)<br>Examples Include: | 2018-2020 | | | |

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| | a) Deconstruct NGSS Standards<br>b) Continue to Research and build Lesson Bank (Include Wonders, Stepping Stones, Go Math, Springboard, Achieve 3000, etc)<br>c) Align Instructional Opportunities to Grade Level Bell Schedule | | | | |
| | 7) Principal to calendar weekly meeting time to work with GLCs & SS to implement student-involved classroom assessments that engage students with setting learning goals, using criteria, providing descriptive feedback, self assessing, and communicating their learning. | 2020-2021 | | | |
| | 8) Grade Level Teachers will Implement Science content aligned to Next Generation Science Standards (NGSS) (SS & Admin Walkthroughs), Diary Map instructional practices that promote student engagement during Quarterly Planning Days (school funded using substitute teachers), and develop Science CFAs to be incorporated into PLC Process (every other week for 180 minutes). | 2020-2021 | | | |