

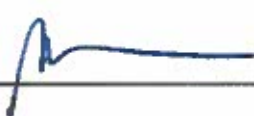


# Three-Year Academic Plan 2017-2020

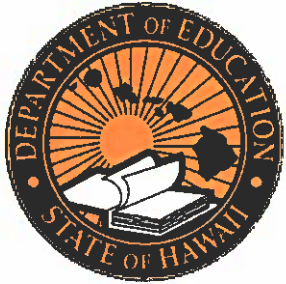
**Pahoa Elementary School**

**15-3030 Pahoa Village., Pahoa HI 96778**

**Phone #: 808-313-4440**

Submitted by Michelle Payne-Arakaki	Date
	April 16, 2019

Approved by CAS Chad K. Farias	Date
	5/10/19



# **Three-Year Academic Plan 2017-2020**

## **Pahoa Elementary School**

**15-3030 Pahoa Village Road  
Pahoa, HI 96778  
(808)-313-4400**

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

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>WASC Self Study <ul style="list-style-type: none"> <li>WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>WASC Category C: Standards Based Student Learning: Instruction</li> <li>WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Need: Category A: Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources <ul style="list-style-type: none"> <li>Expand Strategies to increase communication and involvement of all stakeholders</li> <li>Create a long range plan to promote stability and better utilization of existing resources to improve student's achievement of standards and GLOs.</li> </ul> </li> <li>Need: Category B: Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources <ul style="list-style-type: none"> <li>Vertical alignment between grade levels</li> <li>Transition from the 6th to 7th grade</li> <li>Explore additional strategies to increase parent involvement in the monitoring of students learning</li> <li>Refine the school wide processes and expectations for the Individualized Instructional Block</li> </ul> </li> <li>Need: Category C: Standards-based Student Learning: Instruction <ul style="list-style-type: none"> <li>Refine processes for identifying students who require intervention at CORE meetings</li> <li>Teachers need to effectively address and identify interventions that include the differentiation of instruction required to meet the needs of all learners.</li> <li>To address the needs of high performing students, teachers should integrate enrichment opportunities in all content areas.</li> <li>Utilize HOT questioning strategies to promote critical thinking.</li> </ul> </li> <li>Category D: Standards-based Student Learning: Assessment and Accountability <ul style="list-style-type: none"> <li>Leadership should explore how the school can ensure articulation between grade levels in determining student progress in the achievement of the standards.</li> <li>Determine ways of reporting assessment data to parents that will lead to greater involvement in their child's learning.</li> <li>Effectiveness of Tier 1 and 2 classroom interventions</li> </ul> </li> </ol>

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

	<p>5. Category E: School Culture and Support for Student Personal and Academic Growth</p> <ul style="list-style-type: none"> <li>● Integrate STEM activities with real world applications of their learning</li> <li>● Refine and improve positive behavior system</li> <li>● Improve communication with “hard to reach” families</li> </ul>
	<p><b>Addressing Equity: Sub Group Identification</b></p>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● Set annual performance targets for ELL students based on data analysis and student performance trends.</li> <li>● Continue to monitor the effectiveness of the current ELL program and modify based on the effectiveness of service supports.</li> </ul> <p><b>Sped</b></p> <ul style="list-style-type: none"> <li>● Set annual performance targets for special education and disadvantage students based on data analysis and student performance trends.</li> <li>● SpEd and regular education teachers meet during PLC to analyze student performance, discuss and implement effective instructional strategies.</li> <li>● Support classroom teacher participation in quarterly Peer Review meetings where IDEA/504 student progress in counseling services is reviewed and create an action plan as needed.</li> </ul>

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

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Michelle Payne-Arakaki	1. Induction & Mentoring
2. Derek Vicente	2. Educator Effectiveness
3. Debra Borges	3. Formative Instruction/Data Teams School Design-Student Voice-Teacher Collaboration
4. Amber Makuakane	4. Common Core State Standards School Design-Student Voice-Teacher Collaboration
5. Debbie Matthews	5. Comprehensive Student Supports School Design-Student Voice-Teacher Collaboration
6. Progress Monitoring Team (GLCs, Counselor, Academic Coaches, and Administrators)	6. Academic Review Team School Design-Student Voice-Teacher Collaboration

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

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>By the end of SY 2019-2020, Pahoa Elementary school will:</p> <ol style="list-style-type: none"> <li>1. Increase the availability of intervention, support, and enrichment programs focusing on Tier 1, 2 and 3 by refining and formalizing our academic and behavior RTI system. <ul style="list-style-type: none"> <li><input type="checkbox"/> Revise Tier I procedures</li> <li><input type="checkbox"/> Monitor effectiveness of Tier II interventions</li> <li><input type="checkbox"/> Establish Tier 3 interventions.</li> </ul> </li> <li>2. Attain an effective progress monitoring system towards meeting the academic standards, general learner outcomes and chronic absenteeism.</li> <li>3. Revise the PES vision and mission statements to enliven its meaning so that all stakeholders are aware of the school's high aspirations for all students.</li> </ol>	<ul style="list-style-type: none"> <li>● To close the achievement gap and attain equity and excellence for all students.</li> <li>● To have a stable RTI system focusing on Tiers 1, 2, and 3 for academic and behavior.</li> <li>● To maintain a system of sustainability to support monthly progress monitoring of the six priority strategies and the State Strategic Plan.</li> <li>● To retain a school wide system to promote positive school climate focusing on building positive relationships with every child.</li> <li>● To have a new vision and mission statement and inform all stakeholders.</li> </ul>

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

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
Standards in Science are integrated into common grade level/department pacing charts. (W:E1)	<p>Review and revise Science pacing guides to ensure alignment to Next Generation Science Standards (NGSS) and include all 6 required elements.</p> <p>Integrate STEM activities with real world applications of their learning. (W:E1)</p> <p><b>Delivery of 'Ike Hawai'i lessons focused on 'Oiwī STEAM for Grades 4 and 5. Partnership with Kamehameha Kealapono division.</b></p>	<p><b>2018-19</b></p> <p><b>2017-2020</b></p>	Academic Coaches	<p>X WSF \$60,860 x 2 Academic Coaches = \$121,720</p> <p>GLC pull out days – \$165 x 7 GLCs x 4 days = \$4,620</p> <p>X Title I Stipends - 27 teachers x \$165 x 2 days \$8,910 for stipends \$165 x 2 days +fringe = \$9,718</p> <p><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</p>	<p>A percentage of PES teachers who will review and revise science pacing guides to ensure alignment to NGSS will increase from 80% to 100% by the end of year as measured by gap-match analysis of pacing guides.</p> <p>100% of PES teachers will integrate STEM activities with real world applications by the end of SY 19-20 as measured by the teacher STEM log.</p> <p><b>Eighty percent of students have increased their sense of belonging to a learning environment as measured by the Kealapono Keiki survey.</b></p>

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

				<input type="checkbox"/> N/A	<b>Eighty percent of students have increased knowledge and skills in science and 'Ike Hawai'i as measured by Keiki survey and NGSS project-based learning rubric.</b>
<b>Students have access to an instructional program that provides challenging opportunities to extend their learning.</b>	<p>An increased emphasis is placed on increasing the consistent use of the effective classroom instructional strategies shown in the School Synergy/KKP Informal Classroom Observation Tool</p> <p>Based on data, including that from informal observations instructional teams and/or individual teachers engage in appropriate professional development to improve and increase the classes in which these traits are present</p> <p>Provide one-on-one coaching to teachers to increase and improve on the presence of this trait in classrooms school wide</p>	2017-2020	Academic Coaches	<p>X WSF \$60,860 x 20 reg ed teachers = \$1,217,200</p> <p><input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<p>Based on classroom observations which are recorded in a monthly workbook, a percentage of the instructional program that provides challenging opportunities to extend students learning will increase monthly as set by the August progress monitoring observation data.</p> <p>A percentage of PES teachers who will receive professional development to increase the presence of the traits not observed will improve to 90% by the end of quarter 1 and will maintain at 90% for each quarter thereafter as measured by observation data and PD agendas.</p>



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

	Activities and assignments provide ample opportunities for students to demonstrate higher order thinking.				
<b>Deconstruct the HDOE General Learner Outcomes (GLO) rubrics to operationally define parameters for school wide agreements on ratings. (W:A2)</b>	<p>Documents collected as supporting evidence and the rating criteria for each.</p> <p>Create a long range plan to promote stability and better utilization of existing resources to improve student's achievement of standards and GLOs. (W:A2)</p>	2017-2020	All teachers	X WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	100% of teachers will participate in the enabling activity and use the resultant information in grading student progress on GLOs.

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

<p><b>The school has processes in place to meet the academic needs of students who are at risk of not completing school.</b></p>	<p>CSSS Implementation Continuum Strategy</p> <p>Apply elements of RTI:</p> <ul style="list-style-type: none"> <li>● Universal Screening</li> <li>● Progress Monitoring</li> <li>● Multi-tier System of Supports</li> <li>● Data-driven decision-making</li> </ul> <p>A systematic mechanism to effectively address and identify interventions that include the differentiation of instruction required to meet the needs of all learners/RTI Tiers 1, 2, 3. (W:C2)</p> <p>To address the needs of high performing students, enrichment opportunities in all content areas will be provided. (W:C3)</p> <p>Refine the school wide processes and expectations for Individualized Instructional Block (IIB). (W:B4)</p>	<p>2017-2020</p>	<p>SSC Academic Coaches Administration</p>	<p><b>X WSF</b>  <i>\$73,032 – Student Services Coordinator-12 months</i></p> <p><i>\$38,505 x 2 = \$77,010 – User Support Technician</i></p> <p><i>\$15,000 –Equipment and maintenance to allow access to web based interventions</i></p> <p><b>X Title I</b>  <i>\$10,865 x 5 tutors = \$54,325</i>  <i>\$10,865 x 6 tutors = \$65,190</i>              Full day pull out to administer DIBELS (3x/yr):</p> <p><i>Substitutes \$165 x 20 teachers x 3 pull out days = \$9,900 + 9.06% fringe = \$10,797</i>  <b>Substitutes \$165 x 3</b></p>	<p>A percentage of PES teachers delivering engaging and challenging enrichments and interventions to students will increase monthly as set by the August 2017 progress monitoring observation data.</p> <p>A percentage of PES teachers implementing a separate intervention/enrichment period will increase to 95% based on the August 2017 administration informal observations.</p> <p>One hundred percent of PES students identified as needing higher level of supports will be brought to monthly CORE meetings and will receive timely and targeted interventions based on identified areas of need.</p> <p>85 percent of PES students receiving Tier 1 &amp; 2 will show increases in their monthly CFA and quarterly i-Ready scores.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Determine the effectiveness of Tier 1 &amp; 2 classroom interventions. (W:D3)</p> <p>Specific procedures to escalate the amount of instructional support, if needed, to ensure students meet learning targets.</p> <p>Document services provided to each student.</p>			<p><i>teachers x 5 pull out days x 3/year = \$8,910 + 9.06% fringe = \$9717.24</i></p> <p><i>\$18,286 – i-Ready annual online site license fees for web based intervention and universal screener-SY17-18</i></p> <p><i>\$18,807 – i-Ready annual online site license fees for web based intervention and universal screener-SY18-19</i></p> <p><i>\$499 - Mystery Science Membership and teacher licenses</i></p> <p><i>\$58,315– Supplemental math and ELA curriculum materials</i></p> <p><i>\$97,853– Supplemental math,</i></p>	
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

				<p><i>ELA and science curriculum materials</i></p> <p><i>\$64,039– Supplemental math, ELA and science curriculum materials</i></p> <p> <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A         </p>	
<p><b>The school has processes in place to meet the social service needs of students who are at-risk of not completing school.</b> (W:C1)</p>	<p>CSSS Implementation Continuum Strategy</p> <ul style="list-style-type: none"> <li>implements a proactive student behavior support system</li> </ul> <p>Apply elements of RTI:</p> <ul style="list-style-type: none"> <li>Universal Screening</li> <li>Progress Monitoring</li> <li>Multi-tier System of Supports</li> <li>Data-driven decision-making</li> </ul>	2017-2020	<p>Vice Principal Counselors SBBH SSC Teacher</p>	<p>X WSF \$60,860 x 2 school counselors = \$121,720</p> <p><i>Substitute teachers for Peer Review - \$165 x 2 substitutes x 4 days = \$1,320</i></p> <p>X Title I <i>Substitute teachers for SPED PLCs - \$165 x 5 substitutes x 4</i></p>	<p>One hundred percent of PES students identified as needing higher level of supports will be brought to monthly CORE meetings and will receive timely and targeted interventions based on identified areas of need.</p> <p>One hundred percent of PES teachers will be provided with professional development by the school level team who has attended the Ekahi Cohort for</p>

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

	<p>PES will ensure a research-based continuum of social services supports (Tiers 1, 2 and 3) is fully implemented. Apply a system of supports that Identify at-risk students resulting in application of appropriate tiered behavioral interventions. Report on initial implementation, next steps, and fidelity of implementation.</p> <p>Support classroom teacher participation in quarterly Peer Review meetings where IDEA/504 student progress in counseling services is reviewed and create an action plan as needed.</p> <p>Refine process for identifying students who require intervention at CORE meetings. (W:C1)</p> <p>Refine process and monitor effectiveness of current programs for chronic absenteeism.</p>			<p><i>days = \$3,300</i></p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>	<p>Diana Browning-Wright workshop series to ensure development and implementation of a continuum of behavioral supports.</p> <p>One hundred percent of teachers will increase their knowledge and application of interventions, support and enrichment programs by the end of SY 2019-20.</p> <p>One hundred percent of teachers with identified IDEA/504 counseling students will participate in quarterly peer review meetings as measured by peer review summary.</p> <p>One hundred percent of teachers will monitor and follow the PES attendance procedures while counselors will monitor the effectiveness of all programs as measured by Strive Hi results.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>PES will adopt the Challenge 5 campaign and the motto Strive for less than 5 to combat chronic absenteeism.</p> <p><u>UNIVERSAL SCREENING PROCESS</u></p> <ul style="list-style-type: none"> <li>• School will continue to implement the universal screener</li> <li>• BEISY Universal screening is conducted 3x per year</li> <li>• The Student Intervention Matching Form (SIM-Form) will be used to determine needs and appropriate behavioral interventions</li> <li>• CORE/ Progress Monitoring teams will make adjustments to primary, secondary and tertiary supports as a result of universal screening data</li> <li>• Conduct PD on behavioral information and interventions,</li> </ul>				<p>One hundred percent of teachers will participate in the Universal Screening Process as measured by receipt of screening data by SSC.</p> <p>One hundred percent of students will be assessed with universal screener and placed in appropriate intervention(s) as documented by CORE data.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<i>provide additional support to teachers, consolidate and disseminate universal screening data</i>				
<b>Positive Behavior Interventions and Supports System (W:E2)</b>	<p>PES will revisit and revise the current PBIS plan to develop systems of support to establish and sustain school wide positive and proactive teacher and student practices to maximize academic achievement and character development for all students. (W:E2)</p> <p>Families and diverse school community members will consistently be engaged with school to support &amp; enhance student positive behavior &amp; learning</p>	2017-2020	Counselors SBBH SSC Administration	<p><b>X</b> WSF \$2,500 – <i>incentives and supplies</i></p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>	<p>One hundred percent of teachers will be provided support in the implementation of PBIS through professional development by counselors, SBBH, SSC and administration by the end of quarter 1.</p> <p>Referrals will decrease by 10% according to the end of year student data from multiple sources (eCSSS, LDS, eWs)</p> <p>The PES Facebook page will be updated annually with the PES behavioral expectation rubric. Highlights of learning within PES will be included monthly in the school Newsletter.</p>

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

<p><b>The teaching of social-emotional and behavior skills</b></p>	<p><b><u>SOCIAL EMOTIONAL LEARNING (SEL)</u></b>  <b>School administrators and leadership team commit to the implementation of social emotional learning system supports through targeted school wide instruction of <u>Second Step Curriculum</u> that includes a pacing guide.</b></p> <ol style="list-style-type: none"> <li>1. School will explore innovative ways to integrate the CSSS components with state and federal initiatives</li> <li>2. School leadership team will explore ways to expand community partnerships to help align resources for student needs based on data</li> <li>3. School team(s) will provide opportunities to celebrate positive student outcomes with staff, family and school partners</li> </ol> <p><b><u>Tier 2 Behavior Interventions</u></b></p>	<p>2017-2020</p>	<p>Counselors SBBH SSC Administration</p>	<p><b>X</b> WSF  <i>\$3,000 supplemental SEL materials (i.e.: Second Step, Coping Cat, Coping Power, etc.)</i></p> <p><input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>One hundred percent of teachers will implement all components of the school wide social emotional learning curriculum, <u>Second Step</u> in each school year as verified by data collected from teachers.</p> <p>School counselors will plan and implement targeted Tier 2 group interventions for anxiety, anger, depression, impulsivity and emotional distress using Coping Cat and/or Coping Power Curriculum as indicated by the needs of students and measured by data from CORE/Progress Monitoring meetings.</p> <p>School counselors and select school personnel will plan and implement targeted Tier 2 interventions using Ripple effects as indicated by the needs of students and measured by data from CORE/Progress Monitoring meetings.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Tier 2 Behavior Interventions will include implementation of evidence-based program Ripple Effects.</p> <p>Student progress will be monitored as part of CORE/Progress Monitoring</p>				
<p><b>Teachers frequently employ formative assessment to identify current knowledge and skill levels. (W:B1, C4, D1)</b></p>	<p>Formative Instruction/Data Teams Implementation Continuum</p> <p>Students can articulate learning targets, use feedback about their performance to make corrections, provide feedback to peers, set goals, and keep track of and share their learning. (Student involvement indicator)</p> <p>Each instructional team will create or select a common assessment and scoring rubric. The rubric will have 3 to 4 levels</p>	2017-2020	Academic Coaches	<p>X WSF \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>	<p>A percentage of PES teachers analyzing student's data gathered from multiple measures of common assessments and providing interventions will be maintained at 85% throughout the year as measured by Tracking Progress form.</p> <p>Based on classroom observations which are recorded in a monthly workbook, a percentage of the instructional program that provides higher order thinking</p>

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

	<p>of possible student performance.</p> <p>Each instructional team analyzes the student data gathered from the common assessments and other data to select and provide interventions.</p> <p>Strategic and intensive interventions are provided to students based on their achievement on common formative assessments.</p> <p>Develop higher order thinking question strategies to promote critical thinking. (W:C4)</p> <p>Leadership will ensure articulation between grade levels in determining student progress in the achievement of the standards. (W:D1)</p> <p>Vertical alignment between grade level teams will begin for reading and math and continue with writing. (W:B1)</p>				<p>questioning strategies to promote critical thinking will increase monthly as set by the August progress monitoring observation data.</p> <p>One hundred percent of teachers will participate in articulation between grade levels for reading, math, and writing to promote achievement of the standards as measured by school wide assessments.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>The school has a process in place to deliver the vision and mission of PES to all stakeholders.</b></p>	<p>All stakeholders will understand the Pahoia Elementary School Vision &amp; Mission Statements and use them to drive all initiatives and on-going program goals.</p>	<p>2017-2018</p>	<p>Counselors SBBH SSC Administration</p>	<p>X WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>One hundred percent of teachers will be provided professional development support to be able to gain knowledge, review and action plan the implementation of vision and mission into daily instructional practices by the end of quarter 1.</p> <p>Eighty percent of students will be able to articulate the vision and mission statement upon request by any stakeholder by the end of semester one.</p> <p>One hundred percent of students will recite the vision and mission statement on a daily basis as part of classroom morning business.</p>
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 2: Staff Success. Pahoa Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
By the end of SY 2019-2020, PES will provide professional development to meet school wide and State level initiatives.	In effective schools, professional development deepens and refines teacher knowledge and skills in content and pedagogy. The professional development program is based on student outcome data and is collaborative, sustained, intensive, and closely tied to the classroom.

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

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
<b>Professional Development</b>	<p>Effective professional development is on-going, job embedded, includes for the provision of supports for effective classroom implementation and provides for on-going collaboration</p> <p>Staff (Para-Educators, Office, Custodial) members feel challenged by school administrators to grow professionally.</p> <p>PD for Diana Browning Wright interventional strategies for Social Emotional Learning (SEL)</p> <p>-BEISY process (ex. SIMS)</p> <p>-Mind Up Curriculum follow-up</p> <p>-Surveys (Belief, Well Being,</p>	2017-2020	<p>Administrators</p> <p>Instructional Specialists</p> <p>Ekahi Cohort members</p>	<p>X WSF Subs for teacher professional development - \$165 x 34 teachers = \$5,610</p> <p>Subs for Para-Educators professional development - \$11.67 x 7 hours x 4 days x 5 Para-Educators = \$1,633.80</p> <p>X Title I Subs for professional development - \$165 x 32 teachers = \$5,280 + 9.06% =</p>	<p>PES teachers will participate in State, complex, and school wide PD 100% of the time as measured by PD agenda and sign in sheets.</p> <p>PES staff will participate in State, complex, and school wide PD 100% of the time as measured by PD agenda and sign in sheets</p> <p>One hundred percent of teachers will participate in interventional strategies for Social Emotional Learning (SEL) program</p>

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	<p>Student connection to adult, student out of class)</p> <p>-Second Step</p>			<p><i>\$5,758 (includes fringe)</i></p> <p><i>Subs for professional development -</i></p> <p><i>\$165 x 32 teachers x 4 days = \$21,120 + 9.06% = \$21,311 (includes fringe)</i></p> <p><i>Sub for grade level PLC \$165x 60 days = \$9,900</i></p> <p><i>ELA consultant - \$5,000</i></p> <p><i>Math consultant - \$5,000</i></p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</p> <p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>	
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

Outcome: By the end of three years,	Rationale:
By the end of SY 2019-2020, PES will: <ul style="list-style-type: none"><li><input type="checkbox"/> Increase the communication and involvement of all stakeholders.</li><li><input type="checkbox"/> Improve and close the achievement gap and attain equity and excellence for all students.</li></ul>	<p>When children see their parents interacting respectfully with staff members and community partners, they learn that school matters and all stakeholders are working together for success.</p> <p>Highly effective collaborative structures, support, and tools are in place to guide instructional data teams that leads to closing the achievement gap.</p>

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

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
Parent and community involvement (W:A1, W:B2, W:B3, W:D2, W:E3)	<p>PES will continue family involvement activities</p> <p>Expand strategies to increase communication and involvement of all stakeholders (W:A2)</p> <p>Transition from the 6th grade to 7th grade (W:B2)</p> <p>Explore additional strategies to increase parent involvement in the monitoring of students learning. (W:B3)</p> <p>Determine ways of reporting assessment data to parents that will lead to greater involvement in their child's learning (W:D2)</p> <p>Improve communication with</p>	2017-2020	Title I Coordinator	<p><input checked="" type="checkbox"/> WSF \$10,865 - PCNC PPT</p> <p><input checked="" type="checkbox"/> Title I \$10,865- SPIA PPT (Prog Id 18902)</p> <p>\$2,444 - Material, supplies, and refreshments for family involvement activities (Prog ID 18935)</p> <p>\$2,394 - Material, supplies, and refreshments for family involvement activities (Prog ID 18935)</p> <p><input type="checkbox"/> Title III \$</p> <p><input type="checkbox"/> IDEA \$</p>	Participation in family involvement activities will be monitored via sign-in sheets.



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	<p>hard to reach families. (W:E3)</p> <ul style="list-style-type: none"> <li>• Family Night with Literacy Activities</li> <li>• Movie Night</li> <li>• Na Ali'i Luncheon</li> <li>• Open House</li> <li>• Parent conferences</li> <li>• Transition to Kindergarten (KinderKamp and Keiki Steps)</li> <li>• Transition from the 6th grade to 7th grade (W:B2)</li> </ul> <p>Kealapono 'Ohana Engagement focusing on creating a sense of belonging to a community.</p>			<p><input type="checkbox"/> CTE \$</p> <p><input type="checkbox"/> Focus/Priority \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>	<p>Participants have increased their sense of belonging to a community as measured by Kealapono 'Ohana Engagement Survey.</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Improve and close performance gaps to meet Strive HI goals.</b></p>	<ul style="list-style-type: none"> <li>• Set annual performance targets for special education and ELL and disadvantage students based on data analysis and student performance trends</li> <li>• Continue participation in complex inclusion initiative and implement initiative outcomes</li> <li>• SpEd and regular education teachers meet during PLC to analyze student performance, discuss and implement effective instructional strategies</li> <li>• <b>Begin the implementation of evidenced based strategies and activities that support early literacy for ALL students to be provided through collaborative efforts that will result in improved outcomes through Enhanced Core Reading Instruction</b></li> </ul>	<p>2017-2020</p>	<p>SSC ELL Teacher Academic Coaches</p>	<p><b>X</b> WSF \$60,860 – <i>ELL/Intervention teacher</i></p> <p>\$15,252 - <i>ELL PTT</i></p> <p>\$10,865 - <i>PPT</i></p> <p><b>X</b> Title I <i>Substitute teachers for SpEd PLC - \$165 x 5 teacher's x 4 days = \$3,300 + 9.06% = \$3,599 includes fringe</i></p> <p><input type="checkbox"/> Title III <b>X</b> IDEA \$60,860 x 6 <i>special education teachers</i> = \$365,160</p> <p>\$33,104 x 4.75 <i>Educational Assistants</i> = \$157,244</p>	<p>A percentage of PES Special Education teachers who will participate in grade level PLC's will remain at the current percentage of 100% throughout the school year as measured by grade level PLC and SpEd PLC agenda, minutes, and PLC form.</p> <p>Eighty percent of PES Special Education students will increase one year growth in SDRT from baseline score to end of the year as measured by the SDRT assessments.</p> <p>One hundred percent of PES ELL students who will increase their overall composite score of at least 0.5 in language proficiency growth (speaking, listening, reading and writing) by the end of quarter 4 as measured by the WIDA ACCESS test.</p> <p>Eighty percent of PES students will demonstrate reading of "At or Near" or "Above" grade</p>
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>(ECRI) and Flip Book [SSIP Plan]</p> <ul style="list-style-type: none"> <li>Continuing analysis of achievement data in both SPED PLCs and grade level PLCs to define and refine instructional strategies. Review and revision of strategy implementation will be timely and rigorous to promote maximum learning.</li> <li>Continue to monitor the effectiveness of the current ELL program and modify based on the effectiveness of service supports.</li> </ul>			<p> <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A         </p>	<p>level expectation on the Smarter Balanced Assessment.</p> <p>Eighty percent of PES special education students will make adequate growth in closing the proficiency gaps in both ELA and math.</p>
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