



# Three-Year Academic Plan 2017-2020

KAPALAMA ELEMENTARY SCHOOL

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

## Where are we now?

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

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

Category B:

Standards Based Student Learning: Curriculum, instruction

- WASC

Category C:

Standards Based Student Learning: Instruction

- WASC

Category D:

Standards Based Student Learning: Assessment and Accountability

- International Baccalaureate (IB) Authorization
- Other

## 1. Need: Common Core State Standards (CCSS)

**GRADE 3 LITERACY:** Teachers are working towards implementing Stephanie Harvey comprehension and GLAD strategies into the ELA curriculum to focus on closing the existing achievement gap. Longitudinal reading data for the SY 2017-2018 reflected 34% of Grade 1 students (based on Informal Reading Inventory (IRI) data) and 31% of Grade 2 students performed below grade level at the end of the school year. Maintaining an adequate class size in Grades 3 further supports the agreements and nationwide research on the importance of every child reading by Grade 3. Updated reading data will be analyzed in May 2019 to reflect staffing needs.

- **English Language Arts (ELA) / Math:** Writing supports the development of critical thinking and problem solving skills. Students need more opportunities to apply critical thinking in reading and math based on SY 2017-18 ELA/Math student learning data. Data supports writing for active thinking and learning as a need area.
- **Science Technology Engineering and Math (STEM):** School wide science curriculum that aligns to Next Generation Science Standards (NGSS) is not completed. Teachers are beginning to have a deeper understanding of NGSS (structure of standards, deconstructing standards).

## 2. Need: Comprehensive Student Support System (CSSS)

**Response to Intervention (RtI)/Inclusion:** RtI system for reading continues to be implemented. Teachers continue to need support/help to address the needs of the struggling students. As of December 2018, we had 133 students in Tertiary and Secondary groups in Grades K-5. The staff identified the RtI system needing to be revised and improved along with inclusive practices. Research shows that inclusive practices are best for high-needs students. Students, who are most severely impacted by our achievement gap including those receiving special education (SPED) and English Learner (EL) services, deserve high-quality education in a regular classroom setting. Twelve out of nineteen Tertiary students who had a "Well Below" grade at the end of SY 2017-18 on the Reading and/or Mathematics report card, were EL students. Kapalama will begin plans to collect longitudinal and yearly progress monitoring data to track EL student progress in four domains (Listening, Speaking, Reading, Writing) based on English Language Proficiencies (Entering, Emerging, Developing, Expanding). The increase of EL students enrolled during the SY 2018-19 determined the increase of EL staff from 1.5 teacher positions to 2.0 teacher positions for SY 2019-2020. Findings from the SY 2016-17 STRIVE HI report indicated Kapalama's inclusion rate is 6% and the need to improve inclusion rate continues.

**Positive Behavior Intervention and Support (PBIS):** Kapalama's PBIS continues to be implemented and 13% of the students felt unsafe at school on the Spring 2018 SQS survey. Therefore the staff continues to implement and monitor the system.

## 3. Need: PARENT INVOLVEMENT

A system for better communication to parents about their child's learning/needs throughout the school year is currently being implemented.

## Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Free/Reduced (F/R) meeting grade level reading proficiency

- Not F/R: 53.8%
- F/R: 45.7%

EL meeting grade level reading proficiency

- Not EL: 55.4%
- ELL: 11.6%

SPED meeting grade level reading proficiency

- Not SPED: 51%
- SPED: 0%

Foster: N/A

Homeless: N/A

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Jan Takasaki	1. Well-Rounded Education, CCSS, Formative Instruction/Data Teams (F/DT), Western Association of Schools and Colleges (WASC), Academic Review Team (ART)
2. Cheryl Taitague	2. Inclusive Practices, CSSS, WASC, ART
3. Patricia Dang	3. Transitions, Educator Effectiveness System (EES), Induction & Mentoring (IM), STEM, WASC, ART
4. Diane Young	4. Whole Child, Family/Community Engagement, WASC, ART
5. Glenn Fujita	5. Integration of technology into content areas, WASC, ART
6. Mia Grant	6. Data Teams, WASC, ART
7. Robyne Watanabe	7. Data Teams, WASC, ART
8. Stephanie Kau	8. Data Teams, WASC, ART
9. Stephanie Aiona	9. Data Teams, WASC, ART
10. Torie Nakata-Nagao	10. Data Teams, WASC, ART
11. Kyle Sakamoto	11. Data Teams, WASC, ART
12. Lori Kajiyama	12. Data Teams, WASC, ART
13. Brooke Gascon-Vea	13. Integration of technology into content areas, WASC, ART

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

X **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.

X **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

X **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.

X **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome:	Rationale:
<p>By the end of three years,</p> <p>Reduce achievement gap by 50% by SY2020:</p> <ul style="list-style-type: none"> <li>• ELA 16% to 8%</li> <li>• Math 4% to 2%</li> <li>• Science 8% to 4%</li> </ul>	<p><b>STEM:</b> All school wide science curriculum maps and lessons are aligned to NGSS. All teachers continue to develop a deeper understanding of how NGSS is structured including the deconstruction of the standards. Teachers are understanding HOW and WHEN to teach science (STEM, Inquiry). Teachers participated in NGSS quarterly planning sessions led by Honolulu District Resource Teachers. A school wide NGSS aligned science progress monitoring tool is being planned and implementation of the tool is expected in SY 2019-20.</p> <p><b>ELA:</b> KES identified the need for a school wide standards-based writing curriculum. Research supports the importance of providing writing exercises to help students think critically about subject material while encouraging them to grasp, organize, and integrate prior knowledge with new concepts. Writing is both a process of critical thinking and a product of communicating the results of critical thinking. Findings showed Grades K-5 started grade level writing curriculum planning using 2017 version of the Wonders program.</p> <p><b>RtII:</b> Reading RtI system's forms and schedules are in place. Revisions to forms and schedules continue as we establish and improve the RtI system to monitor all student needs. Teachers still need support/help to address the needs of the struggling students. Twelve out of nineteen Tertiary students who had a "Well Below" grade at the end of SY 2017-18 on the Reading and/or Mathematics report card, were EL students. Kapalama will begin collecting longitudinal and yearly progress monitoring data to track EL student progress in four domains (Listening, Speaking, Reading, Writing) based on Proficiency Levels (Entering, Emerging, Developing, Expanding). At the beginning of the school year 2018-19, we had 117 students in Tertiary and Secondary Levels in Grades 1-5. Kapalama's 2016 inclusion rate was 6% and working towards increasing to 53% by 2020.</p> <p><b>PBIS:</b> Kapalama's revised PBIS is being implemented and 73% of the students surveyed had positive ratings for safety in school. Therefore the staff is in the process of continuing to monitor the PBIS system.</p>

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Planning			Funding		Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress	
Y1-STEM 60-70% of Kapalama Grade 4 students will be meeting and /or exceeding science proficiency on the State Science Assessment.	#1. Y1-STEM <ul style="list-style-type: none"> <li>• Align science curriculum to NGSS:                             <ul style="list-style-type: none"> <li>○ structure of standards</li> <li>○ deconstruct standards</li> <li>○ revisit curriculum maps for alignment of NGSS.</li> </ul> </li> </ul>	Year 1 SY 2017-18	Jan Takasaki	Y1-STEM X WSF (\$8,500 – Subs for NGSS professional development) <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	Y1-STEM Students meet the scientific process strand as measured by Kapalama's school wide Scientific Process Skills Assessment: <ul style="list-style-type: none"> <li>• Quarter 1 – 20-30%</li> <li>• Quarter 2 – 40-50%</li> <li>• Quarter 3 – 60-70%</li> </ul>	
Y2-STEM 65-75% of Kapalama Grade 4 students will be meeting and /or exceeding science proficiency on the State Science Assessment.	#2. Y2-STEM <ul style="list-style-type: none"> <li>• Continue aligning science curriculum to NGSS by deconstructing standards and revisiting curriculum maps to check for integration of NGSS.</li> <li>• Conduct a Needs Assessment on the availability of science resources.</li> <li>• Research science units/lessons that are aligned to NGSS.</li> </ul>	Year 2 SY 2018-19	Jan Takasaki	Y2-STEM X WSF (\$17,680 – Subs for NGSS professional development) <ul style="list-style-type: none"> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	Y2-STEM Students meet the scientific process strand as measured by Kapalama's school wide Scientific Process Skills Assessment: <ul style="list-style-type: none"> <li>• Quarter 1 – 20-30%</li> <li>• Quarter 2 – 40-50%</li> <li>• Quarter 3 – 60-70%</li> </ul>	

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<p><b>Y3-STEM</b> 45-55% of Kapalama Grade 5 students will be meeting and /or exceeding science proficiency on the State Science Assessment.</p>	<p><b>#3. Y3-STEM</b> • Align Grades K-5 science units/lessons vertically.</p>	<p>Year 3 SY 2019-20</p>	<p>Jan Takasaki</p>	<p><b>Y3-STEM</b> <input type="checkbox"/> WSF  X Title I (\$21,200 – Subs for NGSS professional development) (\$30,000 – STEMscopes resources for students and teachers)  <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p><b>Y3-STEM</b> Grade K-5 teachers will monitor and report students meeting a grade level targets using a common formative assessment measuring NGSS Claim Evidence Reasoning. Quarter 4 data will determine baseline for SY 2020-2021. • Quarter 2 – 100% • Quarter 3 – 100% • Quarter 4 – 100%</p>
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Planning		Funding		Interim Measures of Progress	
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>
Y1-ELA 50-60% of Students will be meeting and /or exceeding ELA proficiency on the Smarter Balanced Assessment.	#4. Y1-ELA • Integrate school wide reading strategies into Grades K-5 ELA curriculum. • Revise grade levels' Wonders pacing guide.	Year 1 SY 2017-18	Jan Takasaki	Y1-ELA <input type="checkbox"/> WSF  X Title I (\$139,474 – Grade 3 and Reading Support teachers) (\$5,006 – Subs for Grade 3 and Reading Support teachers) (\$5,562 – Subs for reading professional development)  <input type="checkbox"/> Title II	Y1-ELA Each quarter reflects an increase of: • students performing at their grade level instructional reading level as measured by the Individual Reading Inventory (IRI) and • students performing on grade level based on common grade level problem solving assessments: <input type="checkbox"/> Qtr 1 – 20-30% <input type="checkbox"/> Qtr 2 – 35-45% <input type="checkbox"/> Qtr 3 – 50-60%

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				<input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	100% of teachers document weekly action steps on the Grade Level Data Teams Worksheet to analyze data, determine effective strategies, and monitor progress to meet the needs of all students.
Y2-ELA 55-65% of Students will be meeting and/or exceeding ELA proficiency on the Smarter Balanced Assessment.	#5. Y2-ELA • Reflect/revise/revise ELA curriculum and grade level Wonders pacing guide.	Year 2 SY 2018-19	Jan Takasaki	Y2-ELA <input type="checkbox"/> WSF  X Title I (\$138,643 – Grade 3 and EL teachers) (\$5,006 – Subs for Grade 3 and EL teachers) (\$9,642 – Subs for Wonders training days)  <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Y2-ELA Each quarter reflects an increase of: <ul style="list-style-type: none"> <li>• students performing at their grade level instructional reading level as measured by the Individual Reading Inventory (IRI) and</li> <li>• students performing on grade level based on common grade level problem solving assessments:             <ul style="list-style-type: none"> <li>○ Qtr 1 – 20-30%</li> <li>○ Qtr 2 – 35-45%</li> <li>○ Qtr 3 – 50-60%</li> </ul> </li> </ul> 100% of teachers document weekly action steps on the Grade Level Data Teams Worksheet to analyze data, determine effective strategies, and monitor progress to meet the needs of all students.
Y3-ELA/Math 60-70% of Students will be meeting and/or exceeding ELA proficiency on the Smarter Balanced Assessment.	#6. Y3-ELA/Math • Develop/revise/implement writing curriculum map • Reflect/revise/revise ELA curriculum.	Year 3 SY 2019-20	Jan Takasaki	Y3-ELA/Math <input type="checkbox"/> WSF  X Title I (\$85,300 – Grade 3 teacher) (\$3,500 – Subs for Grade 3 teacher-18 days)	Y3-ELA/Math Each quarter reflects an increase of: <ul style="list-style-type: none"> <li>• students performing at grade level as measured by reading performance task rubrics,</li> <li>• students writing at grade level as measured by grade</li> </ul>

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			<ul style="list-style-type: none"> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>
			<ul style="list-style-type: none"> <li>level rubrics performance level 4, 5 or 6,</li> <li>students performing on grade level based on common grade level problem solving assessments:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Qtr 1 – 20-30%</li> <li><input type="checkbox"/> Qtr 2 – 35-45%</li> <li><input type="checkbox"/> Qtr 3 – 50-60%</li> </ul> </li> </ul>

Funding				Interim Measures of Progress
Planning	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>
<b>Desired Outcome</b>  Y1-Rtl Reduce achievement gap: <ul style="list-style-type: none"> <li>• ELA 16% to 13%</li> <li>• Math 4% to 3%</li> <li>• Science 8% to 7%</li> </ul>	<b>#7. Y1-Rtl</b> <ul style="list-style-type: none"> <li>• Continue to refine Rtl system in reading               <ul style="list-style-type: none"> <li><input type="checkbox"/> 30 min. once a week during articulation to progress monitor the Tertiary and Secondary students.</li> <li><input type="checkbox"/> Provide coaching for teachers to use effective strategies and track student data.</li> <li><input type="checkbox"/> Implement yellow folder system for Tertiary students.</li> <li><input type="checkbox"/> Implement and refine school wide formative assessments for the individual data point report for Tertiary prevention level students.</li> <li><input type="checkbox"/> Initial training on inclusion practices to plan for implementation.</li> </ul> </li> </ul>	Year 1 SY 2017-18	Cheryl Taitague	<b>Y1</b> X WSF (\$240,000 – 4 teachers for articulation coverage for data team meetings) (\$1,000 – PBIS rewards) (\$3,400 – Subs for inclusion implementation)  <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A
				<b>Define the relevant data used to regularly assess and monitor progress</b>  Y1-Rtl/PBIS Rtl: Decrease at least 5-10% the number of students in the Tertiary prevention level and at least 10-15% the number of students in the Secondary prevention level.  PBIS: 60-70% of K-5 students will be rated Usually or Consistently for GLO 1 and GLO 3 by the end of each year: <ul style="list-style-type: none"> <li>• Quarter 1 – 20-30%</li> <li>• Quarter 2 – 30-40%</li> <li>• Quarter 3 – 40-50%</li> </ul>



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<p><b>Y2-Rtl</b> Reduce achievement gap:</p> <ul style="list-style-type: none"> <li>• ELA 13% to 10%</li> <li>• Math 3% to 2%</li> <li>• Science 7% to 6%</li> </ul>	<p><b>#8. Y1-PBIS</b></p> <ul style="list-style-type: none"> <li>• Continue to refine PBIS             <ul style="list-style-type: none"> <li>◦ Implement PBIS matrix.</li> <li>◦ Teachers provide opportunities for students to demonstrate GLOs 1-6.</li> <li>◦ Implement and refine NaAikane Semester 1, Semester 2, Year rewards.</li> <li>◦ Counselors document ongoing behavior supports on eCSSS based on student needs.</li> <li>◦ Continue to offer Malama Store (PBIS matrix reward system).</li> </ul> </li> </ul>	<p>Year 2 SY 2018-19</p>	<p>Cheryl Taitague</p>	<p><b>Y2</b> X WSF (\$240,000 – 4 teachers for articulation coverage for data team meetings) (\$1,000 – PBIS rewards) (\$5,000 – Subs for inclusion implementation)</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	
<p><b>Y2-Rtl</b> Reduce achievement gap:</p> <ul style="list-style-type: none"> <li>• ELA 13% to 10%</li> <li>• Math 3% to 2%</li> <li>• Science 7% to 6%</li> </ul>	<p><b>#9. Y2-Rtl</b></p> <ul style="list-style-type: none"> <li>• Continue to refine Rtl system in reading             <ul style="list-style-type: none"> <li>◦ 30 min. once a week during articulation to progress monitor the Tertiary and Secondary students.</li> <li>◦ Provide coaching for teachers to use effective strategies and track student data.</li> <li>◦ Implement yellow folder system for Tertiary students.</li> <li>◦ Implement school wide formative assessments for the individual data point report for Tertiary prevention level students.</li> </ul> </li> <li>• Implement inclusion practices in Grades K-5.</li> <li>• Initial planning of Rtl system in Math.</li> </ul>	<p>Year 2 SY 2018-19</p>	<p><b>Y2-Rtl/PBIS</b></p> <p>Rtl: Decrease at least 5-10% the number of students in the Tertiary prevention level and at least 10-15% the number of students in the Secondary prevention level.</p> <p>PBIS: 60-70% of K-5 students will be rated Usually or Consistently for GLO 1 and GLO 3 by the end of each year:</p> <ul style="list-style-type: none"> <li>• Quarter 1 – 20-30%</li> <li>• Quarter 2 – 30-40%</li> <li>• Quarter 3 – 40-50%</li> </ul>		

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<p><b>Y3-Rtl</b> Reduce achievement gap:</p> <ul style="list-style-type: none"> <li>• ELA 10% to 8%</li> <li>• Math 3% to 2%</li> <li>• Science 6% to 4%</li> </ul>	<p><b>#10. Y2-PBIS</b></p> <ul style="list-style-type: none"> <li>• Maintain PBIS             <ul style="list-style-type: none"> <li>◦ Implement final PBIS matrix guidelines.</li> <li>◦ Teachers provide opportunities for students to demonstrate GLOs 1-6.</li> </ul> </li> <li>◦ Continue NaAikane rewards.</li> <li>◦ Counselors document ongoing behavior supports on eCSSS based on student needs.</li> <li>◦ Offer Malama Store.</li> </ul>	<p>Year 3 SY 2019-20</p>	<p>Cheryl Taitague</p>	<p><b>Y3</b> X WSF (\$260,000 – 4 teachers for articulation coverage for data team meetings)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><b>Y3-Rtl/PBIS</b> Rtl: Students performing at grade level instructional reading level as measured by the Individual Reading Inventory (IRI):</p> <ul style="list-style-type: none"> <li>• Quarter 1 – 20-30%</li> <li>• Quarter 2 – 35-45%</li> <li>• Quarter 3 – 50-60%</li> </ul> <p>Decrease at least 5-10% the number of students in the Tertiary prevention level and at least 10-15% the number of students in the Secondary prevention level.</p> <p>PBIS: 60-70% of K-5 students will be rated Usually or Consistently for GLO 1 and GLO 3 by the end of each year:</p> <ul style="list-style-type: none"> <li>• Quarter 1 – 20-30%</li> <li>• Quarter 2 – 30-40%</li> <li>• Quarter 3 – 40-50%</li> </ul>
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<p><b>Y1-EL</b> Reduce achievement gap:</p> <ul style="list-style-type: none"> <li>• ELA 10% to 8%</li> <li>• Math 3% to 2%</li> <li>• Science 6% to 4%</li> </ul>	<p><b>#11. Y1-EL</b></p> <ul style="list-style-type: none"> <li>• Develop a progress monitoring tool to track EL students' progress on WIDA Performance Definition: Speaking and Writing by October 2019.</li> <li>• Provide teachers professional development on WIDA Performance Definition: Listening and Reading, Speaking and Writing.</li> <li>• Implement and review the progress monitoring tool from November 2019 to May 2020.</li> </ul>	<p>Year 1 SY 2019-20</p>	<p>Cheryl Taitague</p>	<p><b>Y1-EL</b> X WSF (\$130,000 – 2 teachers for EL)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><b>Y1-EL</b> 15-20% of EL students will show progress based on movement of at least one level on the WIDA Performance Definition: Speaking and Writing chart.</p> <ul style="list-style-type: none"> <li>• Quarter 2 – 10-15%</li> <li>• Quarter 3 – 10-15%</li> <li>• Quarter 4 – 15-20%</li> </ul> <p>100% of teachers will understand and use the EL progress monitoring tool.</p>
<p><b>Y2-EL</b> Reduce achievement gap:</p> <ul style="list-style-type: none"> <li>• ELA 10% to 8%</li> <li>• Math 3% to 2%</li> <li>• Science 6% to 4%</li> </ul>	<p><b>#12. Y2-EL</b></p> <ul style="list-style-type: none"> <li>• Continue to implement and review EL progress monitoring tool.</li> </ul>	<p>Year 2 SY 2020-21</p>	<p>Cheryl Taitague</p>	<p><b>Y2-EL</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><b>Y2-EL</b> 20-25% of EL students will show progress based on movement of at least one level on the WIDA Performance Definition: Speaking and Writing chart.</p> <ul style="list-style-type: none"> <li>• Quarter 2 – 10-15%</li> <li>• Quarter 3 – 15-20%</li> <li>• Quarter 4 – 20-25%</li> </ul> <p>100% of teachers will understand and use the EL progress monitoring tool.</p>
<p><b>Y3-EL</b> Reduce achievement gap:</p> <ul style="list-style-type: none"> <li>• ELA 10% to 8%</li> <li>• Math 3% to 2%</li> <li>• Science 6% to 4%</li> </ul>	<p><b>#13. Y3-EL</b></p> <ul style="list-style-type: none"> <li>• Continue to implement and review EL progress monitoring tool.</li> </ul>	<p>Year 3 SY 2021-22</p>	<p>Cheryl Taitague</p>	<p><b>Y3-EL</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> </ul>	<p><b>Y3-EL</b> 25-30% of EL students will show progress based on movement of at least one level on the WIDA Performance Definition: Speaking and Writing chart.</p>

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			<ul style="list-style-type: none"> <li>• Quarter 2 – 15-20%</li> <li>• Quarter 3 – 20-25%</li> <li>• Quarter 4 – 25-30%</li> </ul> <p>100% of teachers will understand and use the EL progress monitoring tool.</p>
	<input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A		

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

**Outcome:** By the end of three years.

80% of Grade 3 students will demonstrate reading "At or Near" or "Above" grade level expectation on SBA by SY2020.

**Rationale:**

Competent and committed teachers have the greatest influence on student achievement. Supporting teachers' professional and collegial practice including coaching and mentoring is a valuable investment. 100% of Kapalama teachers have been rated overall Effective and Highly Effective in the EES during the SY 2017-2018.

**STEM:** All school wide science curriculum maps and lessons are aligned to NGSS. Most teachers have a better understanding of how NGSS is structured including the deconstruction of the standards. Teachers are understanding HOW and WHEN to teach science (STEM, Inquiry).

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

Planning		Funding			Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Y1</p> <p>50-60% of Grade 3 students will demonstrate reading "At or Near" or "Above" grade level expectation on SBA.</p>	<p>#1. Y1</p> <ul style="list-style-type: none"> <li>• Provide professional development on NGSS: Connection to the Scientific Process Skills, and how it impacts teaching and learning.</li> <li>• Implement the EES to provide feedback to teachers in Charlotte Danielson's Framework for Teaching.</li> <li>• Pre/Post conferences for identified teachers.</li> <li>• Classroom Observations conducted by Administration for identified teachers.</li> <li>• Coaching by Curriculum Coordinator and documented on Collaboration Log.</li> <li>• Coaching supports to grade level teachers during their articulation.</li> </ul>	<p>Year 1</p> <p>SY 2017-18</p>	<p>Patricia Dang</p>	<p>Y1</p> <p>X WSF (\$60,000 – Coach to support teachers) (\$3,400 – presenter fee for Linda Jordan's NGSS training)</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Y1-STEM</p> <p>Students meet the scientific process strand as measured by Kapalama's school wide Scientific Process Skills Assessment:</p> <ul style="list-style-type: none"> <li>• Quarter 1 – 20-30%</li> <li>• Quarter 2 – 40-50%</li> <li>• Quarter 3 – 60-70%</li> </ul> <p>100% of teachers document weekly action steps on the Grade Level Data Teams Worksheet to analyze data, determine effective strategies, and monitor progress to meet the needs of all students.</p> <p>50-100% of students will show progress in grade level Common Summative Assessment as documented on the Grade Level Data Teams Worksheet.</p> <p>100% of teachers are rated overall Effective or Highly Effective in EES.</p>

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

Y2 60-70% of Grade 3 students will demonstrate reading "At or Near" or "Above" grade level expectation on SBA.	#2. Y2 • Implement the EES to provide feedback to teachers in Charlotte Danielson's Framework for Teaching. • Pre/Post conferences for identified teachers. • Classroom Observations conducted by Administration for identified teachers. • Coaching by Curriculum Coordinator and documented on Collaboration Log. • Coaching supports to grade level teachers during their articulation.	Year 2 SY 2018-19	Patricia Dang	Y2 X WSF (\$60,000 – Coach to support teachers)  <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Y2 100% of teachers document weekly action steps on the Grade Level Data Teams Worksheet to analyze data, determine effective strategies, and monitor progress to meet the needs of all students.  50-100% of students will show progress in grade level Common Summative Assessment as documented on the Grade Level Data Teams Worksheet.  100% of teachers are rated overall Effective or Highly Effective in the EES.
Y3 70-80% of Grade 3 students will demonstrate reading "At or Near" or "Above" grade level expectation on SBA.	#3. Y3 • Implement the EES to provide feedback to teachers in Charlotte Danielson's Framework for Teaching. • Pre/Post conferences for identified teachers. • Classroom Observations conducted by Administration for identified teachers. • Coaching by Curriculum Coordinator and documented on Collaboration Log. • Coaching supports to grade level teachers during their articulation.	Year 3 SY 2019-20	Patricia Dang	Y3 X WSF (\$65,000 – Coach to support teachers)  <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Y3 100% of teachers document weekly action steps on the Grade Level Data Teams Worksheet to analyze data, determine effective strategies, and monitor progress to meet the needs of all students.  50-100% of students will show progress in grade level Common Summative Assessment as documented on the Grade Level Data Teams Worksheet.  100% of teachers are rated overall Effective or Highly Effective in the EES.

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

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

<b>Rationale:</b>	
<p><b>Outcome:</b> By the end of three years.</p> <p><b>Parent</b> On the online parent perception survey, 80-100% of parents will respond with a 4 or 5 rating and positive comments by SY2020.</p> <p><b>Transition</b> On the online Grade 5 student transition survey, 80-90% of students will respond with a 4 or 5 rating.</p> <p>On the online FCIL transition survey, 90-100% of families will respond with a 4 or 5 rating.</p>	<p>The staff values the strong connection between supportive families and on-going student academic growth. According to the Parent Survey (V. Bernhardt) administered in September 2018, 289 parents out of approximately 500 parents rated the following statement "I was informed of my child's academic progress throughout the school year" ranging from 4.3-4.6 on a 1-5 rating scale (5 being strongly agree).</p> <p>Kapalama continues to support student transitions. Annually, all Grade 5 students have the opportunity to attend a middle school orientation and families are invited to an evening meeting to learn more about middle schools. Incoming kindergarten students participate in a modified Kindergarten schedule at the start of the school year for a smooth transition. The federally funded Head Start preschool and Pre-K SPED class visit kindergarten classrooms at the end of the school year for kindergarten readiness. Kapalama's Family-Child Interaction Learning (FCIL) program, for children ages 3-5, prepares children and families for school readiness. Early childhood education initiatives offered on campus are critical to establishing a strong foundation for educating our school community's youngest learners.</p> <p>ART members meet at least 5 times per school year to analyze interim measures of progress as stated on Kapalama's Academic Plan. Analysis of data determines ART decisions to continue or revise interim measures of progress.</p>

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

Planning			Funding		Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress	
<p>Y1-Parent 50-60% of parents will respond with a 4 or 5 rating and positive comments on the online parent perception survey.</p> <p>Y1-Transition 70-80% of students will respond with a 4 or 5 rating on the online Gr 5 student survey.</p> <p>80-90% of families will respond with a 4 or 5 rating on the online FCIL survey.</p>	<p>#1. Y1</p> <ul style="list-style-type: none"> <li>Implement and review parent communication system - Learning Goal Log.</li> <li>Implement and review Grade 5 students' transition to Dole and Kalakaua Middle Schools and Kapalama's FCIL.</li> <li>ART meetings 5 times a year to analyze and plan for next steps.</li> </ul>	<p>Year 1 SY 2017-18</p>	<p>Diane Young</p>	<p>Y1</p> <p><input type="checkbox"/> WSF</p> <p>X Title I (\$2,085 – Supplies for parent communication and workshops) (\$7,417 – Subs for ART meeting participants)</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Y1</p> <p>20-30% of Kapalama families have opportunities to provide feedback on their child's learning by completing a Parent Survey (beginning of school year) and feedback responses on their child's Learning Goal Log (monthly).</p> <p>100% of students share their monthly Learning Goal Logs with their families.</p> <p>60-70% of families will provide monthly feedback on the FCIL program.</p>	



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

<p><b>Y2-Parent</b> 60-70% of parents will respond with a 4 or 5 rating and positive comments on the online parent perception survey.</p> <p><b>Y2-Transition</b> 75-85% of students will respond with a 4 or 5 rating on the online Gr 5 student survey.</p> <p>85-95% of families will respond with a 4 or 5 rating on the online FCIL survey.</p>	<p><b>#2. Y2</b></p> <ul style="list-style-type: none"> <li>Implement and refine parent communication system.</li> <li>Implement and review Grade 5 students' transition to Dole and Kalakaua Middle Schools and Kapalama's FCIL.</li> <li>ART meetings 8 times a year to analyze and plan for next steps.</li> </ul>	<p><b>Year 2</b> SY 2018-19</p>	<p><b>Diane Young</b></p>	<p><b>Y2</b></p> <p><input type="checkbox"/> WSF</p> <p>X Title I (\$1,818 – Supplies for parent communication and workshops) (\$11,867 – Subs for ART meeting participants)</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p><b>Y2</b></p> <p>35-45% of Kapalama families have opportunities to provide feedback on their child's learning by completing a Parent Survey (beginning of school year) and feedback responses on their child's Learning Goal Log (monthly).</p> <p>100% of students share their monthly Learning Goal Logs with their families.</p> <p>70-80% of families will provide monthly feedback on the FCIL program.</p>
<p><b>Y3-Parent</b> 50-60% of parents will respond with a 4 or 5 rating on the online parent perception survey.</p> <p><b>Y3-Transition</b> 80-90% of students will respond with a 4 or 5 average rating on the online Gr. 5 student survey.</p> <p>85-95% of families will respond with a 4 or 5 rating on the online FCIL survey.</p>	<p><b>#8. Y3</b></p> <ul style="list-style-type: none"> <li>Implement final parent communication system.</li> <li>Implement and review Grade 5 students' transition to Dole and Kalakaua Middle Schools</li> <li>Implement and review Kapalama's FCIL online survey.</li> <li>ART meetings 5 times a year to analyze and plan for next steps.</li> </ul>	<p><b>Year 3</b> SY 2019-20</p>	<p><b>Diane Young</b></p>	<p><b>Y3</b></p> <p><input type="checkbox"/> WSF</p> <p>X Title I (\$8,200 – Subs for ART meeting participants-40 days) (\$1,700 – Supplies for parent communication and workshops)</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p><b>Y3</b></p> <p>50-60% of Kapalama families provide feedback to the school by completing a Parent perception survey (during Quarter 2).</p> <p>80-90% of Gr.5 students will respond with a 4 or 5 average rating on the pre- and post-online survey for middle school transition.</p> <p>85-95% of families will respond with a 4 or 5 rating on the question about staff/school supporting child's caregiver role on the transition survey.</p>