



# Three-Year Academic Plan 2017-2020



**KOKO HEAD ELEMENTARY SCHOOL**  
189 Lunalilo Home Road  
Honolulu, Hawai'i 96825  
(808) 397-5811  
<http://kokoheadschool.org>

Submitted by Mr. Jeffrey Shitaoka, Principal	Date
	5/2/2019

Approved by Dr. Rochelle Mahoe, Complex Area Superintendent	Date
	5/7/2019

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

<p><b>Where are we now?</b></p> <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <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> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p><b>1. Need: While students are provided with a rigorous curriculum, it has been challenging to meet and differentiate the range of students' needs in a classroom.</b></p> <p>Based on perceptual data collected as part of our Comprehensive Needs Assessment (CNA) by the Academic Review Team (March 2016, December 2016, and February 2017), differentiation strategies and a range of Tier 2 &amp; 3 supports are lacking when students are not performing on grade level for ELA and Math. The challenge of meeting the range of students' needs in the classroom was identified in our school's SY 2016-2017 WASC Self Study Report, as a priority need to address. Instructional practices must include collaboration amongst all teachers and other support staff when students need beyond what is presented in their respective classrooms. Teachers must accurately diagnose a specific skill and/or concept that is not grasped by the learner(s) and differentiation and/or intervention must be delivered and assessed in a timely manner. In addition, our 2018 ELA/Math Achievement by Subgroup indicates that our Non-SPED students performed 73% in ELA and 80% in math, while our SPED students performed 0% in ELA and 25% in math. This gap difference of 73% in ELA and gap difference of 55% in math will continue to be at the forefront of our collaboration and planning data teams meetings and in SY 2019-20, we will further analyze student data in grade levels to plan for next steps, to implement actions that ultimately improve student achievement outcomes.</p> <p><b>2. Need: Increase trust, respect, and communication amongst all stakeholders to ensure clear expectations to support student learning, growth, and development that will improve school culture.</b></p> <p>In our school's SY 2016-2017 WASC Self Study Report, increasing trust, respect, and communication amongst all stakeholders was identified as a prioritized need to address. The WASC Visiting Committee who visited our school in March 2017 affirmed this as a school-wide critical area for follow-up and expects our school to conduct a critical self-analysis to determine the root causes of low morale and to use staff input and active participation in order to continue to meet student needs. In addition, our CNA's Perceptual data collected by the Academic Review Team (March 2016, December 2016, and February 2017) identified a lack of communication amongst all stakeholders within the school community as a root cause for why teachers felt there was a need to improve school culture. The ART team determined that the need to establish school-wide policies would support the consistent use and implementation of systems, practices, and procedures. We are addressing this need with the high impact strategy of Teacher Collaboration during our Collaboration Articulation and Planning days,</p>
--	--

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

Academic Review Teams meetings, Teacher Cadre meetings, and Faculty meetings. Since SY 2016-2017, we have had staffing changes via retirements, teacher transfers, and other reasons. Our school's faculty and staff culture is improving as reflected in our teacher SQS surveys over the last three years, but we will continue to make school culture a priority in SY 19-20.

- 3. Need: Implement all integral components of International Baccalaureate Primary Years Programme to meet requirements for authorization and continuous improvement after IB World School authorization.**

The International Baccalaureate Primary Years Programme (PYP) is foundational to our school design. In March 2018, our school was visited by an IB verification team, which analyzed our PYP implementation. We responded to the IB verification team's recommendations and shared documentation of our actions plans and progress and in January 2019, we were authorized as an official IB World School. We launched our first PYP Exhibition in March 2019, which highlighted our fifth grade students voices as they worked in groups to research lines of inquiry and as they presented their findings with the public. We will continue to develop a culture of collaboration and sharing via Collaboration, Articulation and Planning days and all faculty meetings to improve our implementation and to make continuous progress on our IB journey.

#### 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.**

Based on our ELA/Math Achievement by Subgroup Report and Longitudinal Data Report, Students with a Disability (IEPs) was an identified sub group due to 2016-2018 data, which indicates the following:

Subgroup	ELA	MATH
NON-SPED (16-17) (17-18)	81% 73%	76% 80%
SPED (16-17) (17-18)	25% 0%	13% 25%
Gap Difference (16-17)	56%	64%

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

	(17-18)	73%	55%
--	---------	-----	-----

**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. Jared Kagihara (Curriculum Coordinator), Jody Yamauchi-Oku (SSC), & Darlene Ko (Counselor)	1. Goal 1. Part A
2. Jody Yamauchi-Oku (SSC) & Darlene Ko (Counselor)	2. Goal 1. Part B
3. Jared Kagihara (IB & Curriculum Coordinator)	3. Goal 1. Part C
4. Jeffrey Shitaoka (Principal) & Jared Kagihara (IB & Curriculum Coordinator)	4. Goal 1, Part D
5. Jeffrey Shitaoka (Principal) & Jared Kagihara (IB & Curriculum Coordinator)	5. Goal 2. Part A
6. Jared Kagihara (Curriculum/IB Coordinator)	6. Goal 2. Part B
7. Jared Kagihara (IB & Curriculum Coordinator)	7. Goal 2. Part C
8. Emma Lee-Yee, Gr. K GLC; Jacky Jaeger, Gr. 1-2 GLC; Jennifer Kozuma, Gr. 3 GLC, Jasmine Auyong, Gr. 4. GLC; Annie Kimoto, Gr. 5 GLC, & Joy Yoshimura, SPED DH	8. Goal 3, Part A
8. Jeffrey Shitaoka (Principal)	9. Goal 3, Part B

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

## 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.

*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, ALL students will be prepared with the knowledge, skills, and dispositions to successfully transition to the middle school as teachers successfully implement <b>differentiation strategies</b> to meet the range of student needs. To ensure student success, <b>school-wide support systems</b> will identify and support individual student needs in academics and social emotional behaviors. A <b>systematic approach</b> will include progress monitoring and collaboration to measure the effectiveness of instructional practices and strategies. Early intervention will ensure appropriate identification of students with disabilities; and students with disabilities will receive quality specially designed instruction as teachers work towards <b>inclusive practices</b> to ensure all students receive their instruction in the least restrictive environment.</p>	<p>Historically, our special education and regular education teachers divide their responsibilities based on a student's placement in the individualized education program (IEP). Based on perceptual data collected by the Academic Review Team (March 2016, December 2016, and February 2017), a lack of collaboration between teachers impacts the expectations and delivery of instruction which may be a primary factor impacting the performance and increase in our SPED subgroup.</p> <ol style="list-style-type: none"> <li>1) Based on our 2017 ELA/Math Achievement by Subgroup Report indicates that our Non-SPED students performed 81.0% in ELA and 76.1% in math, while our SPED students performed 25.0% in ELA and 12.5% in math. This results in a significant gap difference of 56.0% in ELA and 63.6% in math.</li> <li>2) Based on perceptual data collected as part of our Comprehensive Needs Assessment (CNA) by the Academic Review Team (March 2016, December 2016, and February 2017), differentiation strategies and a range of Tier 2 &amp; 3 supports are lacking which directly impacts all students. Instructional practices must include collaboration amongst all teachers and other support staff who must work together to ensure all students are given the support they need.</li> <li>3) Based on our Longitudinal Data and Potential Targets for 2020 Report, in 2016 our inclusion rate is 34% which is significantly low when compared to similar schools who have an inclusion rate of 95%. By 2020, it is imperative that we increase this inclusion rate to 51%.</li> </ol>

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

Planning					
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Interim Measures of Progress
<p><b>Goal 1: Part A</b> All identified students will demonstrate academic growth after receiving effective and timely intervention.</p>	<p>Through the data team process, grade levels will use a systematic approach when identifying differentiation strategies to address the skill(s) that groups and/or individual students' need by the following:</p> <ol style="list-style-type: none"> <li>1) Identify common assessments in ELA and Math.</li> <li>2) Diary Curriculum Mapping for IB units.</li> <li>3) Determine priority standards based on iReady diagnostics to prioritize data team dialogues, discussions, and instructional strategies.</li> <li>4) Collaborate between general and special educators to determine inclusive differentiation strategies to address identified needs.</li> </ol>	2017-20	Jared Kagihara, Curriculum Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><b>Define the relevant data used to regularly assess and monitor progress</b></p> <ol style="list-style-type: none"> <li>1) 100% of grade levels will have selected quarterly common assessments in ELA and math by the end of September.</li> <li>2) 100% of grade levels will administer 3 common Wonders weekly assessments a quarter as documented in grade level data sheets.</li> <li>3) 100% of grade levels will diary map quarterly for units taught as evident in the IB Curriculum Map template.</li> <li>4) 90-100% of students will take Universal Screeners. (iReady Diagnostic for academics in the Fall, Winter, and Spring for ELA and Math)</li> <li>5) 100% of grade levels will document in meeting minutes the use of CAP data team time to analyze iReady diagnostic results to determine a grade level priority standard need area to focus on in ELA or math. (SY 2019-20)</li> </ol>

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

	<p>For all students with disabilities who receive their instruction in the general education setting, build a team to include the IEP care coordinator, general education teacher, and sped support (i.e. EA) will meet prior to the new school year starting AND ongoing for the following:</p> <p>1) Dialogue on</p>	<p>2018-19</p>	<p>Jody Yamauchi-Oku, Student Services Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>6) 100% of grade levels will document in meeting minutes the use of faculty meeting time to collaborate between general and special educators to determine inclusive differentiation strategies to address identified needs once every quarter. (SY 2019-20)</p> <p>7) 100% of students with identified needs in grade level priority standard need area will demonstrate growth on targeted skill through implementation of identified specific instructional strategies. Quantitative progress on growth as measured by common grade level assessments and diagnostics will be reported to ART and Principal quarterly. (SY 2019-20)</p>
				<p>1) Within the first month of school, the roles and responsibilities of the general education teacher, IEP coordinator, SPED teacher, EA and supports will be clearly established for 100% of students with IEPs.</p> <p>2) Scheduled team meetings are held at minimum quarterly to review, reflect, and adjust the level of support and the environment for students with disabilities.</p>	



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

	<p>expectations for one another's roles and responsibilities (regarding who does what in the classroom)</p> <p>2) Analysis of support's effectiveness, and adjustments, as needed.</p>			<p>3) By the end of the annual IEP, 100% of students with disabilities who receive their instruction in the general education setting will demonstrate progress on the IEP Progress Report.</p>
<p>Increase collaboration and seamless delivery of student support through "Transition Meetings" held prior to the first day of school, 100% of students who received Tier 2 or 3 interventions shall be documented at the end of each school year and shared at the start of each new school year with his/her new grade level.</p> <p>Through "Transition Meetings" held prior to the first day of school, 100% of students who received Tier 2 or 3 interventions shall be documented at the end of each school year and shared at the start of each new school year with his/her new grade level.</p>	<p>2017-2020</p>	<p>Jody Yamauchi- Oku, SSC &amp; Darlene Ko, Counselor</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1)-Scheduled transition meetings for each grade level prior to the start of the new school year.</p> <p>2 )100% of students receiving Tier 2 and 3 interventions will have documentation of any actions, progress, and data via CSSS files by the end of each school year.</p>

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

<p><b>Goal 1, Part B</b> A Multi-Tiered System of Support (MTSS) to effectively and timely address students' academic and behavior needs.</p>	<p><b>Identification Process</b> Conduct &amp; facilitate a timely use of universal screeners to identify at-risk students in the areas of Academics and Behaviors.  <u>Data-based Team Decision Making Process</u> Determine tiered interventions for specific skills to be addressed. Develop plans to include:</p> <ul style="list-style-type: none"> <li>- targeted skill</li> <li>- goal</li> <li>- strategy</li> <li>- progress monitoring tool</li> </ul> <p><b>Tiered Math Intervention</b> Develop (or Design) a tiered system of support to address mathematic skills</p>	<p>2019-2020</p>	<p>Jody Yamauchi-Oku, SSC &amp; Darlene Ko, Counselor</p>	<p><b>1a) At-Risk List (Academics)</b> Within a week after conducting an iReady assessment, develop a list identifying all “at-risk” students (any student below grade level who are in the yellow and red). b) <u>Data-based team decision-making process</u> Conduct additional diagnostic assessments and consult with teachers to determine level of need (tier 1, tier 2...) c) <u>Progress monitoring data system</u> Indicate how and when progress will be monitored. Include a goal(s) for students.</p> <p>1a) <b>At-Risk List (Behaviors)</b> Within a week after conducting a BEISY, develop a list identifying all “at-risk” students (any student rated 4 in one or both areas). b) <u>Data-based team decision-making process</u> Consult with teachers to determine level of need (tier 1, tier 2...) c) <u>Progress monitoring data system</u> Indicate how and when progress will be monitored. Include a goal(s) for students.</p> <p>2). <b>Reading Assessment analysis</b></p>
---	---	------------------	---	---

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

				<p>For identified students, track student progress on:          -reading statewide assessment          -report cards          -grade level common assessments</p> <p>3) <u>Faculty Presentation</u>          Deliver a presentation to faculty on schoolwide tiered math intervention supports and approaches</p>
	<p>Continuous monitoring and implementation of the Mindup (Social Emotional Learning curriculum) for all grade levels to increase students' proficiency in using strategies to self-regulate negative internalized and externalized behaviors.</p>	<p>2019-20</p>	<p>Darlene Ko, Counselor</p> <p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) 100% of Teacher survey will be given at each lesson to assist teachers monitor easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life.</p> <p>2) Continuous Faculty training and monitoring for improvements and/or adjustments to include new teachers and students.</p> <p>3) Parent Training will be given on March 27, 2019 with continuous education and training. (Completed)</p> <p>4) 100% of students will participate in a student survey once a semester to show effectiveness of SEL - Mindup program from student's lens.</p> <p>5) 100% of teachers will complete BEISY screeners three times during the</p>

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

	<p>Monitor and ongoing review of the following school-wide MTSS components to insure fidelity of implementation:</p> <ol style="list-style-type: none"> <li>1) Tiers 1-3 of our MTSS System both academic and behavior</li> <li>2) Positive behavior reinforcement supports</li> <li>3) Behavior expectations matrix</li> <li>4) Social emotional curriculum</li> </ol>	2019-20	Jody Yamauchi-Oku, SSC & Darlene Ko, Counselor	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A .	<p>school year, which will provide a way to measure effectiveness of SEL curriculum per teachers' perspective.</p> <p>1) 100% of students who are identified as "at risk" on academic and behavior screeners (iReady Diagnostic, BEISY) have an action plan and ongoing progress monitoring in place.</p>
<p><b>Goal 1, Part B</b>          A Multi-Tiered System of Support (MTSS) to effectively and timely address students' academic and behavior needs.</p>	<p>Build common understanding of MTSS Tier 1 foundational practices.</p> <p>During faculty meetings, MTSS Leads' will:</p> <ol style="list-style-type: none"> <li>1) Provide an overview to build common understanding of the system and process to address academic and behavior needs</li> <li>2) Accessible procedures and tools via google docs for all faculty members</li> </ol>	2018-19	Jody Yamauchi-Oku, SSC & Darlene Ko, Counselor	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>1) 100% School Level Support Team (SLSFT) and/or Student Focused Team (SFT) meeting agenda and minutes within 15 days upon receipt of the concern via RFA.</p> <p>2) 100% of students will participate in universal screeners. (iReady Diagnostic for academics three times a school year / BEISY for behavior semesterly)</p>

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

	<p>3) Define and follow the multi-tiered system of support process. (When an academic concern arises, teachers utilize DATA TEAM Meetings to review data, select Tier 1 interventions, and monitor student progress.) When progress is nominal, submit a RFA to SSC and schedule a School Level Student Focused Team (SLSFT) meeting.</p>			
<p>The SSC will facilitate use of universal screeners and grade level assessment data to:</p> <ol style="list-style-type: none"> <li>1) Identify students who are not responding to Tier 1 classroom interventions and may require Tier 2 academic supports</li> <li>2) Develop student action plans to address students who require Tier 2 and 3 academic supports</li> <li>3) Implement the 4 essential components of RTI to measure the</li> </ol>	<p>2017-18</p>	<p>Jody Yamauchi-Oku, SSC</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<ol style="list-style-type: none"> <li>1) 100% of students in grades K1-5 will participate quarterly on the Universal Screener (iReady Diagnostic reading and math)</li> <li>2) 100% of Kindergarten students will take the Kindergarten assessment quarterly.</li> <li>3) 100% of students identified for Tier 2 academic supports will have data to monitor progress towards individual goals/targets.</li> </ol>

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

	<p>effectiveness of supports and/or strategies.</p>	<p>2018-19</p>	<p>Darlene Ko, Counselor</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) 100% of students will participate in a (pre and post) student survey (BEISY student survey) which will provide a way to measure effectiveness of SEL curriculum per students' perspective                  2) 100% of teachers will complete a BEISY screeners once a semester which will provide a way to measure effectiveness of SEL curriculum per teachers' perspective.</p>
<p>Introduce and implement a Social Emotional Learning curriculum for all grade levels to increase students' proficiency in using strategies to self-regulate negative internalized and externalized behaviors.</p>	<p>2018-19</p>	<p>Darlene Ko, Counselor</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) By the end of the August 2018, a completed and published schoolwide behavior expectations matrix is shared with the faculty and staff -                  2) By end of Feb 2019, 100% of teachers will review the schoolwide behavior expectations matrix with all students.</p>	
<p>Create a Positive Behavior Intervention Support (PBIS) cadre who will develop and implement school-wide behavior expectations matrix aligned with IB Learner Profile and GLOs to provide a supportive environment to develop compassionate critical thinkers.</p>					

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

<p>PBIS Cadre will develop and implement a school-wide positive behavior reinforcement system to promote the IB Learner Profile and GLOs.</p>	<p>2018-19</p>	<p>Darlene Ko, Counselor</p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A         </p>	<p>           1) By the end of the first quarter of SY 2018-19, a completed and published school-wide positive reinforcement system is shared with the faculty and staff.            2) Within a month upon completion, 100% of teachers will review the school-wide positive behavior reinforcement system with all students            3) Within a month upon completion after introducing the system to students, 100% of faculty and staff will utilize the reinforcement system. (Note: the measurement tool will be developed as part of the system - i.e. recording who is distributing tickets to students who are earning it)            4) Continuous monitoring of office referrals by quarters and from year to year. Starting with baseline data of office referrals 2018-19 and continuing for SY 2019-20. (i.e. By March 2018 (qtr 3), office referrals from Oct-Dec (qtr 2) will decrease by 50%.            By May 2018 (qtr 4), office referrals from Jan-Mar (qtr 3) will decrease by 50%         </p>
---	----------------	----------------------------------	--	---

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

<p><b>Goal 1: Part C</b> The school is committed to the Primary Years Programme being the framework for all planning, teaching, and learning across the curriculum. In particular, through the use of the IB planner, the Programme of Inquiry (POI) template and use of a transdisciplinary, constructivist inquiry-based approach to teaching and learning that promotes the development of critical thinking skills in all classes and student learning engagements.</p>	<p>1) Criteria and checklist created to assess units of inquiry. As a faculty will review units of inquiry for relevant learning experiences for students that are significant, engaging and challenging. Changes made to units based on checklist.</p> <p>2) Next Generation Science Standards integrated IB units implemented and reflected on by the end of Year 2.</p> <p>3) School will review current teaching practices to ensure learning aligns with requirements of International Baccalaureate (IB) Programme. Changes made based on identified needs of the school.</p> <p>4) The school will identify/develop scope and sequence documents that indicate the development of</p>	<p>2018-20</p> <p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) Pre and post checklist on all IB units. Interim Measures of Progress: Baseline taken end of Qtr 1. Goal is 10% increase of items in place each quarter</p> <p>2) Units revised or rewritten to incorporate NGSS Standards. NGSS Standards documented in Section 9 of IB unit planners. Interim Measures of Progress: Each semester 1 NGSS unit will be implemented and reflected on to determine effectiveness of integration of NGSS into IB units.</p> <p>3) Pre and Post Teacher Survey on current teaching practices as it aligns to requirements of IB programme. Interim Measures of Progress: Baseline taken end of Qtr 1. Goal is 10% increase of items in place each quarter.</p> <p>4) Scope and Sequence documents to be posted in IB section of school Dashboard by end of 1st semester. Interim Measures of Progress: Qtr 1. 100% of teachers will have identified/developed scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.</p>
<p><b>Koko Head Elementary School Academic Plan</b></p>	<p>Page 16</p>	<p>Version [7] [4.5.19]</p>		



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

	<p>conceptual understanding, knowledge and skills for each Primary Years Programme subject area.</p> <p>5) Review the Programme of Inquiry (POI) to identify connections between students' previous learning experiences within the units (horizontally and vertically).</p>				<p>1) School will review school's POI for evidence that written curriculum builds on students' previous learning experiences. Reflection will be documented in faculty meeting minutes by 1st Semester.</p>
--	--	--	--	--	---

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

	<p>1) New Hawaii Core Standards for Social Studies reviewed in a faculty meeting.</p> <p>2) New Hawaii Core Standards for Social Studies incorporated into IB units.</p>	<p>2019-2020</p>	<p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) New Hawaii Core Standards for Social Studies reviewed in a faculty meeting as documented in faculty meeting minutes.</p> <p>2) Units revised or rewritten to incorporate new Hawaii Core Standards for Social Studies. New standards documented in Section 9 of IB unit planners. Interim Measures of Progress. 100% of grade levels will revise at least one unit per quarter in 2nd semester.</p>
--	--	------------------	---------------------------------------	--	---

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

	<p>1) Examine current practices to determine to what extent we use a range and variety of teaching strategies. (IB C3.9)</p> <p>2) School wide dialogue on what our understanding of teaching strategies are.</p>	<p>2018-2019</p>	<p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) School document that lists teaching strategies used at our school posted in IB section of school Dashboard.  Interim Measures of Progress:  <b>Qtr 1:</b> 100% of teachers will have identified teaching strategies used in their classroom.  <b>Qtr 2:</b> List will be compiled and reviewed by faculty.</p>
<p>1) The Primary Years Programme (PYP) Exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.</p> <p>2) Training provided for key staff members to support implementation of PYP Exhibition.</p> <p>3) School develops implementation plan for faculty/staff roles in mentoring exhibition groups.</p> <p>4) School develops student/mentor/parent guides for exhibition.</p>	<p>2018-2019</p>	<p>Jared Kagihara, IB Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) 100% of 5th grade teachers and PYP coordinator will receive PYP Exhibition training prior to school's exhibition.</p> <p>2) School implementation plan developed and documented in IB section of school Dashboard under School Essential Agreements by end of 1st quarter.</p> <p>3) School student/mentor guides for exhibition will be developed and documented in IB section of school Dashboard under new PYP Exhibition section by end of 1st quarter. Parent informational meeting held prior to the start of Exhibition process.</p>	

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

<p><b>Goal 1: Part D</b> All students attending Niu Valley Middle School, our feeder middle school in our Complex, will be prepared for the rigorous academics and teacher expectations of 6th grade.</p>	<p>1) Examine current practices to determine to what extent teaching and learning encourages students to demonstrate learning in a variety of ways. School Assessment policy reviewed and revised as needed. (IB C3.15)</p>	<p>2019-2020</p>	<p>Jared Kagihara, IB Coordinator</p>	<p>1) Any changes made to School Assessment policy documented and shared with all stakeholders. Interim Measures of Progress: Qtr 1: 100% of teachers will have identified forms of assessment written in their IB unit planners. Qtr 2: List will be compiled and reviewed by faculty. Qtr 3: List will be reviewed in conjunction with the school's Assessment policy.</p>
	<p>Continue Math, ELA, and IB articulation between our Grade 5 teachers and Grade 6 Niu Valley Middle School teachers to dialogue about knowledge and skills critical to Grade 6 student success, including the sharing of teaching practices, learner outcomes, and IB alignment.</p>	<p>2018-2019</p>	<p>Jeffrey Shitaoka, Principal, Jared Kagihara, IB/Curriculum Coordinator, &amp; Annie Kimoto, Gr. 5 GLC</p>	<p>Grade 5 teachers will grade level iReady Diagnostic data three times a school year and will share spring iReady diagnostic data by May 2019 with Grade 6 Niu Valley Middle School teachers that identifies areas of students' needs.</p>

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

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

By the end of three years, all teachers will make data-informed decisions to determine effectiveness of instructional practices. All teachers will be implementing appropriate differentiated strategies and high level practices that meet the needs of all students. Implementation with fidelity is monitored for continuous improvement to ensure student success. Ongoing coaching and support will ensure transfer of new information learned to practice and will provide teachers with the feedback needed to adjust instructional practices and carefully select appropriate interventions to impact students' learning success.

Our Smarter Balanced Assessment SY 2018 ELA and Math assessment data is as follows:

2018 State Assessment	Koko Head Elementary
ELA Proficiency	67%
MATH Proficiency	73%

The challenge is to meet the needs of all students and subgroups. While we continue to perform well above statewide ELA and Math proficiency percentages, our school specific, data suggests there is a significant gap of 73% and 55% between the non-sped and sped subgroups in ELA and Math respectively. The challenge of meeting the range of students' needs in the classroom was identified in our school's SY 2016-2017 WASC Self Study Report, as a priority need to address. Instructional practices must include collaboration amongst all teachers and other support staff when students need beyond what is presented in their respective classrooms. Teachers must accurately diagnose a specific skill and/or concept that is not grasped by the learner(s) and differentiation and/or intervention must be delivered and assessed in a timely manner.

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

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><b>Goal 2: Part A</b> K-2 Teachers, Special Education Teachers, and support staff will utilize multisensory learning strategies to increase early literacy for their students.</p>	<p>Increase foundational reading proficiency for all students through the use of multisensory strategies incorporated into daily ELA routines.</p>	<p>2018-19</p>	<p>Jeffrey Shitaoka, Principal &amp; Jared Kagihara, Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) 100% of Gr. K-2 teachers trained will create a grade level implementation plan following training detailing how multisensory strategies and routines will be incorporated into teaching by the end of August 2018.</p> <p>2) 100% of teachers trained will share implementation experiences and understanding, as well as receive coaching and support during their weekly CAP Data Team times and share at least once with faculty over the course of the school year as reflected in meeting minutes.</p> <p>3) 100% of teachers trained will be observed using multisensory learning strategies as evidenced by Principal quarterly walkthroughs.</p>

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

<p><b>Goal 2: Part B</b> Extended learning opportunities available for students who demonstrate the need to be challenged beyond the grade level curriculum.</p>	<p>1) Develop and implement differentiated learning opportunities for students who need to be challenged beyond the grade level within the IB unit implementation.</p> <p>2) Gifted and Talented identification matrix will be reviewed by ART or school cadre.</p>	<p>2018-19</p> <p>Jared Kagihara, IB/Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) By the end of the first quarter, 100% of any training, support or professional development is documented in the Academic Plan.</p> <p>2) Extended learning opportunities documented in at least one IB unit planner a quarter.</p> <p>3) Matrix will be reviewed and approved at Wed, Dec 12th ART mtg. Revisions to Gifted and Talented identification matrix will be shared with 100% of Gr 3-5 teachers by January 2019.</p> <p>3) Within a month after any professional development, participants will reflect on and share new findings on extended learning opportunities at a faculty meeting.</p>
<p><b>Goal 2: Part C</b> Teachers will engage students in mathematical learning using an inquiry approach. Students will learn to construct and transfer meaning and apply mathematical concepts with</p>	<p>1) Teachers will engage in the following Category 3 IB training: The role of mathematics May 16th and 17th, 2019.</p> <p>2) Coordinator will model a demonstration lesson during a faculty meeting.</p>	<p>2019-20</p> <p>Jared Kagihara, IB/Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) 100% of all teachers will attend the Category 3 IB training on May 16th and 17th as documented in teacher sign in.</p> <p>2) Baseline data taken using iReady math data in Quarter 1. Grade levels will demonstrate a 5%</p>

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

<p>understanding.</p>	<p>3) Teachers will incorporate their learning from the training into their teaching and IB planning.</p> <p>4) Teachers will receive active coaching to help support implementation of IB math PD.</p>			<p>increase in proficiency rate per quarter.</p> <p>3) Demonstration lesson will be presented during a faculty meeting in 1st quarter as documented in faculty meeting minutes.</p> <p>4) 100% of teachers will model a math lesson in 1st or 2nd quarter incorporating IB principles as observed by IB coordinator and/or principal.</p> <p>5) 100% of teachers will receive coaching in 3rd quarter as documented in CAP meeting minutes.</p>
-----------------------	---	--	--	---



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

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

Outcome:	Rationale:
<p>By the end of three years, a positive school culture exists amongst faculty and staff who will share common beliefs and will have a philosophy on how students learn best to increase student engagement. <b>Clearly written policies</b> are developed and consistently practiced. <b>A collective leadership</b> will influence student achievement with the realization that the “principal maintains the most influence on decisions in all schools, however, they do not lose influence as others gain influence.” <b>Teachers will be well-equipped</b> with the appropriate materials and resources needed within the workplace.</p>	<p>Based on extensive research studies, specifically <i>The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota- July 2010</i>, results show that collective leadership is linked to student achievement indirectly, through its effects on teacher motivation and teachers’ workplace settings. This supports perceptual data collected by the Academic Review Team (March 2016, December 2016, and February 2017), in which overall teachers felt there is a need to improve school culture BY improving communication amongst all stakeholders within the school community. As evidenced by our SY 2016-17 WASC Self-Study report and affirmed by the March 2017 WASC Visiting Committee’s summary as a school-wide critical area for follow-up, the need to establish schoolwide policies would support the consistent use and implementation of systems, practices, and procedures is a school priority. Lastly, the belief that IF the faculty functions as a collective team who shares common beliefs and understandings, THEN all will be equipped with clear references to guide decision-making, which will lead to an increase in trust, respect, and communication amongst all stakeholders thus addressing another critical area for follow-up by our SY 2016-17 WASC Self-Study report and March 2017 WASC Visiting Committee.</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><b>Goal 3: Part A</b> Classroom are equipped with resources needed to promote student engagement, support curriculum implementation and support student success.</p>	<p>Strengthen community partnerships to promote student engagement, IB action, and student success.</p>	<p>2018-20</p>	<p>Emma Lee-Yee, Gr. K GLC; Jacky Jaeger, Gr. 1-2 GLC; Jennifer Kozuma, Gr. 3 GLC, Jasmine Auyong, Gr. 4. GLC; Annie Kimoto, Gr. 5 GLC, &amp; Joy Yoshimura, SPED DH Jared Kagihara Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1) By the end of first quarter of SY 2019-20, a timeline is established to ensure the following will be completed by the end of SY 2019-20: a) A system in place to communicate and connect with community partners. b) Classroom inventory sheets added to school Google Dashboard. c) List of community resources and contacts to support the curriculum added to school Google Dashboard. d) Google Form wish list created on the school website to encourage community donations.</p>

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

	<p>Promote a culture of collaboration, which intentionally engages the voices of the staff to:</p> <ol style="list-style-type: none"> <li>1) Maintain Teacher Cadre groups in SY 2019-20 will focus on WASC critical areas for follow-up</li> <li>2) Reflect on the school's current Mission &amp; Vision and to co-construct a new Mission &amp; Vision for our school (SY 19-20) that reflects the direction of our school.</li> </ol>	<p>2019-20</p>	<p>Jeffrey Shitaoka, Principal</p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A         </p>	<p>1) By the end of year 3 (May 2020), 90% of targets per Teacher Cadre have been met resulting in established schoolwide systems and policies in place.</p> <p>2) During SY 2019-20 Faculty and ART meeting agendas will reflect co-construction of school's vision and mission, with the target completion date of December 2019.</p>
<p>Promote a culture of sharing and to view learning from through the lens of our students by intentionally holding faculty meetings in teachers' classrooms. .</p>		<p>2019-20</p>	<p>Jeffrey Shitaoka, Principal</p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A         </p>	<p>1) During the SY 2019-20, one faculty meeting per month will take place in a teacher's classroom as reflected in faculty meeting agendas/minutes.</p>

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

<p><b>Goal 3: Part B</b> Effective school wide systems and policies are in place to effectively organize and guide how and why decisions are made to ensure actions contribute to student success.</p>	<p>Promote a culture of collaboration, which intentionally engages the voices of the staff to:</p> <ol style="list-style-type: none"> <li>3) Establish Teacher Cadres to gather input/feedback to develop systems for communication and decision making.</li> <li>4) Build capacity of group facilitators to navigate dialogues and decisions.</li> </ol>	<p>2017-19</p> <p>Jeffrey Shitaoka, Principal</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<ol style="list-style-type: none"> <li>1) During the SY 2018-2020, the ART will continue to the organizational habit to use adaptive schools strategy of the what, why, and how and to use dialogue and discussion embedded in all meetings to help us to build a culture of collaboration.</li> <li>2) By the end of the first semester of SY 17-18, 100% of grade levels will submit to the ART a prioritized list of schoolwide systems that require improvements to address the 5 components:             <ol style="list-style-type: none"> <li>1) Vertical Alignment</li> <li>2) Formative and Summative Assessments</li> <li>3) Transitions</li> <li>4) Homework</li> <li>5) Grading and GLOs</li> </ol> </li> <li>3) By the end of the third quarter of SY 17-18, 100% of faculty members will be assigned to a focus group (or cadre) to build a</li> </ol>
--	---	---	--	--

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

				<p>culture of collaboration.</p> <p>4) By the end of the fourth quarter, SY 17-18 all focus groups (or cadres) will identify a facilitator (or co-facilitators) who will lead the groups in dialogues/discussions around school foci</p> <p>5) By the end of the fourth quarter, SY 17-18, all focus groups (or cadres) will have an action plan to identify targets and a timeline, as documented via google docs.</p> <p>6) By the end of year 2 (May 2019), 90% of targets per Teacher Cadre have been met resulting in established schoolwide systems and policies in place.</p>
	<p>Build a shared leadership construct for continuous improvement through quarterly ART Team pull out days; goal is to promote shared educational and financial decision making.</p>	<p>2017-20</p>	<p>Jeffrey Shitaoka, Principal</p>	<p>1) 100% of quarterly ART meeting minutes to include progress monitoring of every goal (and its parts) at minimum, three times throughout each school year and/or until the outcomes are reached.</p>

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

	<p>Define &amp; systemize a collaborative decision-making model which uses data to inform:</p> <ul style="list-style-type: none"> <li>● instructional decisions related to student engagement,</li> <li>● procedures for school wide issues/needs, and</li> <li>● establish professional development needs.</li> </ul>	<p>2018-20</p>	<p>Jeffrey Shitaoka, Principal &amp; Jared Kagihara, Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>1) Faculty and ART meeting agenda and minutes will reflect the collaborative decision-making model defined by our faculty and decision-making model used informed by data (e.g. fist to five, simple majority).</p> <p>2) The percentage of SY 2017-18 SQS teacher survey responses in the area of involvement/engagement will be 70-80% positive responses.</p> <p>3) The percentage of SY 2018-19 SQS teacher survey responses in the area of involvement/engagement will be 75-85% positive responses.</p>
--	--	----------------	---	--	--