



# Three-Year Academic Plan 2017-2020

**STATE VISION:**

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

**STATE MISSION:**

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

**DANIEL K. INOUE ELEMENTARY SCHOOL**

1 Ayres and Wai'anae Avenue

Wahiawā, HI 96786

<http://www.inouye.k12.hi.us/>

**SCHOOL VISION:**

Empowering learners to explore, discover, create and share.

**SCHOOL MISSION:**

Learners explore through hands-on experiences and inquiry-based learning to discover new ideas. We expect students to collaborate and communicate with each other and to rely on critical and creative thinking skills to gain new insights into their learning.

Submitted by Principal Yuuko Arikawa  on Date \_\_\_\_\_

Approved by Complex Area Superintendent Bob Davis on Date \_\_\_\_\_

## Where are we now?

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

### 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

### Need: WASC RECOMMENDATIONS

1. Develop a school-wide writing plan that includes a vertically articulated writing continuum and a method to monitor grade level progress
2. Explore creative ways to provide opportunities for vertical articulation of the CCSS
3. Continue to deconstruct and unpack the CCSS in both ELA and Mathematics
4. Develop a plan to maintain the present level of support for Tier II students by classroom teachers as resources become more limited by budget cuts.
5. Continue to integrate technology and enhance project / problem based learning into their IDUs.
6. Continue to explore ways of collecting and sharing data about program efficacy.
7. The ART and SCC should regularly monitor and document the implementation of the school's AFP
8. Refine indicators of progress on the AFP, where appropriate, once baseline data for the new school year becomes available

## Addressing Equity: Subgroup Identification

**In order to address equity, list the targeted subgroup(s) and their identified needs.**

**\*\*Specific enabling activities listed in the academic plan should address identified subgroups and their needs.**

- Special education achievement gap for English Language Arts is 44.6 (the gap increased from 38.8 in 2015) and 31.3 for math (the gap decreased from 35.4 in 2015).
- Disadvantaged achievement gap for math is 8.4 (up from 3.1 in 2015).
- Special education achievement gap for 3rd grade literacy is 55.6 (down from 56.3 in 2015).

10/8/18 - Targeted Support and Improvement

Students with Special Education services due to Speech/language, Other Health Disability, and Specific Learning Disability are identified and supported through effective academic interventions to increase academic achievement. Teachers of these students are encouraged to seek and attend professional development to improve their instructional practices.

**ORGANIZE: Identify your Academic Review Team Accountable Leads.**

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies & initiatives
1. YUUKO ARIKAWA - PRINCIPAL	1. Overall implementation and monitoring of the Academic Plan, Staff Success (Professional Development), Successful Systems of Support (Innovation, Adequate and Expanded Resources)
2. RACHEL ARMSTRONG - VICE PRINCIPAL	2. Overall implementation and monitoring of the Academic Plan, Prepared and Resilient (Goal 1, Objective 4)
3. TAMI SEGO - INSTRUCTIONAL COACH	3. Well-rounded (Goal 1, Objective 3)
4. KRISTIN VILLALOBOS - INSTRUCTIONAL COACH	4. Well-rounded (Goal 1, Objective 3)
5. MEGAN CUMMINGS - MEDIA SPECIALIST	5. Empowered (Goal 1, Objective 1)
6. MICHELLE COLTE - LIBRARY SPECIALIST	6. Empowered (Goal 1, Objective 1)
7. ESTHER PARK - MENTORING AND GIFTED/TALENTED	7. Support for teachers (Goal 2, Objective 1)
8. ELIZABETH ARAKI - MENTORING AND RtI TIER III	8. Support for teachers (Goal 2, Objective 1)
9. <del>JERRY BEVACQUA</del> LAUREN MEYER - PHYSICAL EDUCATION INSTRUCTOR	9. Whole child (Goal 1, Objective 2)
10. JASON KAWAGUCHI, STUDENT SERVICES COORDINATOR	10. Whole child (Goal 1, Objective 2)

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

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

Outcome: By the end of three years ...	Rationale:
<p><b><u>Objective 1: Empowered</u></b></p> <ul style="list-style-type: none"> <li>By the end of three years, all students will be empowered to make a difference in their school or community by exploring questions of their own choice, discovering new information, creating a product, and sharing their learnings through project-based opportunities.</li> <li>By the end of three years, all students in grades 2-5 will be empowered to set their own personal and academic goals and to collect evidences of how they are achieving their goals.</li> </ul> <p><b><u>Objective 2: Whole Child</u></b></p> <ul style="list-style-type: none"> <li>By the end of three years, a <b>school-wide Positive Behavior Intervention System and Social-Emotional Learning curriculum</b> will be in place and the percentage of students reporting a positive school climate on the School Quality Survey will increase. Embedded in PBIS and SEL will be a plan to ensure that students come to school on-time and ready-to-learn and to reduce the number of students who are considered chronically absent.</li> <li>By the end of three years, all students will have access to a curriculum that values individual strengths and needs and includes physical</li> </ul>	<p><b><u>Objective 1: Empowered</u></b></p> <ul style="list-style-type: none"> <li>In today's world, students need more than just basic knowledge and skills. Through project-based learning, students learn to take responsibility and build their confidence to make a difference in their world. Students learn to work collaboratively with others to solve problems, communicate ideas, manage their responsibilities more effectively, and have a positive impact on their world.</li> <li>The availability of technology has provided our students with opportunities to curate evidences of their growth throughout the school year and to understand the importance of creating a positive digital footprint that will follow them throughout their lives.</li> </ul> <p><b><u>Objective 2: Whole Child</u></b></p> <ul style="list-style-type: none"> <li>Research indicates that a positive school culture with personalized behavioral and social-emotional support focused on the whole child is important if we want an effective teaching and learning environment. Our school will benefit from a strong PBIS system that defines, teaches, and acknowledges positive behaviors, regularly analyzes data for decision-making, and stresses prevention over punishment. Social-Emotional learning is a process that helps students apply knowledge and skills to manage their emotions, develop empathy, and establish positive relationships with others.</li> </ul>

education, drama, the arts, and other enrichment and extracurricular opportunities.

**Objective 3: Well-Rounded**

- By the end of three years, all students will experience and participate in a challenging and quality standards-based education that will prepare them for success.
- By the end of three years, all students will be supported through the intentional use of Response to Intervention data for reading, mathematics, and behavior.
- By the end of three years, all students will receive the supports they need to be successful. The achievement gap for those students with special supports will decrease as a result of an array of services that will be provided.
- By the end of three years, the number of special education and English Language Learner students participating in general education classes for 80% or more of the school day will increase to 76%.

**Objective 4: Prepared and Resilient**

- By the end of three years, a transition program will be in place so all students can be successful when they enter our school and as they move from grade to grade or to middle school.

- A whole child approach promotes the development of all students to prepare them for long-term success. Students need to be safe, healthy, engaged, challenged, exposed to a variety of opportunities, and supported by the school community.

**Objective 3: Well-Rounded**

- To be successful in school and in the community, all students will benefit from a rigorous standards-based curriculum that includes project-based or inquiry-based learning embedding the Next Generation Science Standards and social studies standards, the integration of technology, communication skills, problem-solving, and mathematical practices.
- Progress monitoring data will be used to provide targeted interventions for students requiring Tier II and Tier III supports for language arts, mathematics, and behavior.
- Students who need support to be successful can be provided with an array of services including: special education, 504 plan, English Language Learner services, and a Functional Behavior Analysis/Behavior Support Plan. Additionally, students identified as gifted/talented will participate in G/T enrichment.

**Objective 4: Prepared and Resilient**

- As a school with a high rate of transience, a successful transition program will include KinderKamp for incoming K students with no previous preschool experience as well as a transitional program for students who enter during the school year.

Planning				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)	Define the relevant data used to regularly assess and monitor progress
<b>Objectives 2, 4</b>  <b>Chronic Absenteeism</b> Encourage students to come to school on-time and ready-to-learn and <b>reduce chronic absenteeism.</b>  Year 1 - 7% Year 2 - 6% Year 3 - 5%	<ul style="list-style-type: none"> <li>• Create a template/system for teachers and counselors to track chronic absenteeism</li> <li>• Follow State guidelines and complex or school procedures to monitor student attendance.</li> <li>• Emphasize the importance of regular school attendance with students and parents.</li> <li>• Create and monitor individualized plans for students at-risk of being chronically absent</li> </ul>	2017-2018	Jason Kawaguchi	<ul style="list-style-type: none"> <li>• Daily attendance</li> <li>• Chronic absenteeism data</li> <li>• Review individualized plans for students who are being monitored for chronic absenteeism</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue to track student attendance and follow guidelines and procedures to monitor student attendance</li> <li>• Continue to create and monitor individualized plans for students at-risk of being chronically absent</li> </ul>	2018-2019	Marleen Clarke Jenny Dyer Keith Matsuura	
	<ul style="list-style-type: none"> <li>• All teachers will follow the school's attendance reporting and tracking procedures</li> <li>• Counselors will follow the school's attendance tracking and notification procedures</li> </ul>	2019-2020	Counselors	<ul style="list-style-type: none"> <li>• All daily attendance will be accurately reflected</li> <li>• Proactive systems of support implemented</li> <li>• Chronic absenteeism decreased to 5%</li> </ul>



<p><b>Objectives 1, 2, 3, 4 School Climate</b></p> <p><b>Implement school-wide Positive Behavior Intervention Support and Social-Emotional Learning curriculum</b> to create and build a safe and positive learning environment for all as measured by the Safety Dimension data on the School Quality Survey.</p> <p>Year 1 - 76% Year 2 - 79% Year 3 - 82%</p>	<ul style="list-style-type: none"> <li>● PBIS cadre to discuss and create a school-wide multi-tiered system of support.</li> <li>● Teachers to receive training on “Second Steps” social-emotional program</li> <li>● Teachers implement lessons in classroom</li> <li>● PBIS cadre to review disciplinary data to focus on specific school wide strategies</li> </ul>	2017-2018	Jenny Dyer	<ul style="list-style-type: none"> <li>● Disciplinary data over time (longitudinal data)</li> <li>● Behavioral data on students to determine Response to Intervention levels of support</li> </ul>
	<ul style="list-style-type: none"> <li>● New staff are trained in PBIS multi-tiered system of support and “Second Steps” SEL program</li> <li>● PBIS cadre to continue to monitor multi-tiered system of support</li> <li>● All teachers continue to implement SEL program</li> <li>● PBIS cadre continues to review disciplinary data to focus on specific school-wide strategies</li> </ul>	2018 - 2019	Rachel Armstrong	<ul style="list-style-type: none"> <li>● Pre/mid/post data using the Panorama Education system for students in grades K-5.</li> <li>● Benchmarks to be determined after initial data is collected</li> </ul>
	<ul style="list-style-type: none"> <li>● Train all new teachers to the school in PBIS and SEL</li> <li>● All grade levels develop map for implementation of SEL program, Second Steps</li> <li>● All teachers implement SEL program, Second Steps</li> <li>● All teachers participate in Panorama Assessments 3x per year</li> </ul>	2019 - 2020	Vice Principal Counselors	<ul style="list-style-type: none"> <li>● Pre/mid/post data using the Panorama Education system for students in grades K-5 will show positive trends</li> <li>● Data review and guidance lessons aligned with class needs and implemented</li> </ul>

<p><b>Objectives 1, 2, 3, 4 Inclusive Practices</b></p> <p>Provide all students with opportunities to <b>participate in the general education curriculum.</b> Increase the number of special education and English Language Learner students who receive instruction in general education classes for 80% or more of the school day. (Present rate 52%) As a result of students with SPED and ELL services receiving instruction in the general ed setting, the achievement gap will decrease for reading and math. (Present rate - 15% for reading and 17% for math)</p>	<ul style="list-style-type: none"> <li>● Create a strong Response to Intervention system to ensure that students get supports to successfully participate in the general education curriculum. This includes screening 3x/year and progress monitoring so teachers can use the data to provide appropriate intervention strategies.</li> <li>● Provide training for teachers on strategies to help their struggling students using data to determine interventions.</li> <li>● Special education teachers, English Language Learner teacher, and Instructional Coaches will collaborate with general education teachers to review data for struggling students and determine appropriate strategies to address areas of challenge.</li> <li>● Provide students receiving specialized services (special education or ELL) more opportunities to receive instruction in the general education setting.</li> </ul>	2017-2018	Kristin Villalobos Tami Sego Beth Araki	<ul style="list-style-type: none"> <li>● Response to Intervention data (screening, progress monitoring)</li> <li>● Achievement data for students with special education and/or English Language Learner services</li> <li>● Data for number of special education and ELL students receiving 80% of their instruction in the general education setting.</li> </ul>
<p><b>Inclusive Practices Rate:</b> Year 1 - 65% Year 2 - 70% Year 3 - 76%</p> <p><b>Gap for Reading:</b> Year 1 - 13% Year 2 - 10% Year 3 - 8%</p>	<ul style="list-style-type: none"> <li>● Continue to take data and monitor SPED and ELL students in the GenEd setting.</li> <li>● Ensure that sufficient time is provided for teacher training and/or collaboration time to discuss data and agree on intervention strategies</li> </ul>	2018-2019	Jason Kawaguchi Kristin Villalobos Tami Sego Vera Yamanaka Beth Araki	<ul style="list-style-type: none"> <li>● Response to Intervention data (screening, progress monitoring)</li> <li>● Achievement data for students with special education and/or English Language Learner services</li> </ul>



<p>Gap for Math: Year 1 - 14% Year 2 - 11% Year 3 - 9%</p>	<ul style="list-style-type: none"> <li>• Administer universal assessments to all students at least 3x per year</li> <li>• Disaggregate student assessment data during articulation periods</li> <li>• Create specific plans to address areas of need and track the effectiveness of the intervention provided.</li> <li>• Provide training for teachers on strategies to help struggling students</li> <li>• Special education teachers, English Language Learner teacher, and Instructional Coaches will collaborate with general education teachers to review data for struggling students and determine appropriate strategies to address areas of challenge.</li> <li>• Teachers to attend professional development, as offered by the district/state, to improve instructional methodology for students with identified needs</li> </ul>	2019-2020	<p>Tami Sego Kristin Villalobos Vera Yamanaka SPED Leads</p>	<ul style="list-style-type: none"> <li>• Universal assessment data will show positive trends</li> <li>• Achievement data for students with Special Education and/or English Language Learner services will show positive trends</li> <li>• Professional development data.</li> </ul>
<p><b>Objectives 1, 2, 3</b> <b>Academic Achievement</b> <b>School Climate</b> <b>WASC #5</b></p> <p><b>Project-based learning</b> is a way for students to gain deeper learning. PBL addresses the standards through the application of real-world skills, and students work</p>	<ul style="list-style-type: none"> <li>• Teachers explore PBL and create lessons with their grade level team.</li> <li>• Students have project experiences and are more engaged learners as a result.</li> <li>• Teachers share with other grade levels about their PBL lessons.</li> <li>• A voluntary PBL cohort of grade level teachers receive training and all committed to sharing their PBL with an authentic audience from the school community at a PBL Showcase.</li> </ul>	2017-2018	<p>Michelle Colte</p> <p>Megan Cummings</p>	<ul style="list-style-type: none"> <li>• Grade level curriculum pacing guides</li> <li>• PBL evidences for each grade level (student work)</li> <li>• All students from the PBL cohort classrooms learned the PBL process, collaborated on projects with peers, and had the opportunity to share at a PBL Showcase.</li> </ul>

<p>collaboratively to answer essential questions and communicate their learning with others. Embedding technology throughout the PBL process and connecting with others globally can engage students in skills that are essential for success.</p> <p>Year 1 - Teachers create and share PBL lessons</p> <p>Year 2 - Students create and share PBL projects</p> <p>Year 3 - Reflect and Refine for learning</p>	<ul style="list-style-type: none"> <li>● Students ask open-ended questions and have the support to discover answers to those questions.</li> <li>● Students are engaged during PBL experiences and work collaboratively with their teammates on projects.</li> <li>● Student projects are shared with authentic audiences.</li> <li>● Self-assessment as well as feedback help to drive the quality of student projects.</li> <li>● All are committed to sharing their PBL with an authentic audience from the school community at a PBL Showcase.</li> </ul>	2018-2019		<ul style="list-style-type: none"> <li>● All students will explore the driving question “How Can I Make a Difference?” Grade level standards for social studies and/or science will allow for more specificity in the driving question.</li> <li>● Students will individually respond to the driving question at the start of their PBL and again at the end using a common process for teachers and an inquiry/ decision-making process for students.. All students will show growth in how they can make a difference. (Students in grades K and 1 can do this as a whole group instead of individually.)</li> </ul>
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	<ul style="list-style-type: none"> <li>Teachers work to expand the relevance of Project Based Learning into various communities via partnerships</li> <li>Students ask open-ended questions and have the support to discover answers to those questions.</li> <li>Students are engaged during PBL experiences and work collaboratively with their teammates on projects.</li> <li>Self-assessment as well as feedback help to drive the quality of student projects.</li> <li>All are committed to sharing their PBL with an authentic audience.</li> </ul>	2019-2020	Vice Principal Tami Sego Kristin Villalobos Michelle Colte Megan Cummings	<ul style="list-style-type: none"> <li>PBL is seen as “the way we teach at DKIES” and not as a separate event.</li> <li>Students are highly engaged and can communicate the importance of their work.</li> <li>Community partnerships are explored and /or made</li> </ul>
<b>Objective 1, 2, 3, 4 WASC</b>  Students need to experience a <b>well-rounded standards-based education</b> . Using a variety of resources, our students will be exposed to interdisciplinary lessons that are more meaningful and help students develop the skills and mindset to be successful and engaged learners.  English Language Arts curriculum includes a variety of fiction and	<ul style="list-style-type: none"> <li>Teachers continue to explore and use a variety of resources (<i>Wonders, Sonday, Smarty Ants, Imagine Learning, Being a Writer</i>, multisensory instruction, etc.) to engage their students in learning to read and write.</li> <li>Teachers continue to explore and use a variety of resources (<i>KidBiz3000, Wonders, Being a Writer</i>, text sets, literature circles, etc.) to engage their students in English Language Arts standards that focus on reading to learn and writing to communicate.</li> <li>Students apply ELA skills, are able to select reading material of their choice and to communicate to others about what they enjoyed, what they learned, what they wondered, or what other questions they might have.</li> <li>Teachers receive training on math problem solving and agree on an</li> </ul>	2017 - 2018	Kristin Villalobos Tami Sego Esther Park Beth Araki	<ul style="list-style-type: none"> <li>Grade level data for ELA (pre, mid-year, and post-assessments for reading comprehension, <i>Smarty Ants</i> and <i>KidBiz3000</i> Lexile data.)</li> <li>Grade level data for ELA writing (pre-, mid-year and post-assessments using a grade level rubric)</li> <li>Grade level data for math (<i>Stepping Stones</i> pre-, mid-year, and post-assessments for math and grade level pre-, mid-year, and post-assessments for math problem-solving using a grade level</li> </ul>

<p>non-fiction resource including <i>Wonders</i>, <i>KidBiz3000</i>, <i>Smarty Ants</i>, <i>Being a Writer</i>, text sets, and online materials.</p> <p>Math curriculum includes <i>Stepping Stones</i>, <i>Reflex Math</i>, integration of literature, and an emphasis on the Common Core State Standards Mathematical Practices.</p>	<p>assessment task. After reviewing student work to determine a strategy or strategies to focus on, teachers collaborate to improve their math instruction to increase students' potential for learning.</p> <ul style="list-style-type: none"> <li>• All students receive instruction in physical education, drama, and art from a resource teacher. A certified librarian and technology/media coordinators will support teachers and students to embed research and technology into their lessons and to provide students with ways to create and share their learnings with others.</li> </ul>			<p>rubric)</p> <ul style="list-style-type: none"> <li>• Data teams will examine data and determine strategies to teach/re-teach</li> </ul>
<p>As a result of engagement in a strong interdisciplinary curriculum which includes physical education, drama, the arts, and extracurricular or enrichment activities, students will achieve academically, and the % of students who meet proficiency on statewide assessments will increase.</p> <p>Present proficiency rate:</p> <ul style="list-style-type: none"> <li>• Reading = 55%</li> <li>• Math = 43%</li> <li>• Science = 51%</li> </ul> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Reading = 62%</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve instruction in English Language Arts and Mathematics through the use of a variety of resources.</li> <li>• Continue to provide time for teachers to collaborate and to agree on instructional strategies that can improve student performance.</li> <li>• Grade levels will determine how to provide additional time for the arts, enrichment, and extracurricular activities to ensure that all students have a well-rounded education.</li> <li>• Provide time to deprivatize practice so teachers can observe and learn from each other through conversations, reflections, and refining instruction and assessments.</li> </ul>	<p>2018 - 2019</p>	<p>Kristin Villalobos Tami Sego Esther Park Beth Araki</p>	

<ul style="list-style-type: none"> <li>• Math = 55%</li> <li>• Science = 63%</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Reading = 70%</li> <li>• Math = 62%</li> <li>• Science = 68%</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading = 77%</li> <li>• Math = 70%</li> <li>• Science = 76%</li> </ul>	<ul style="list-style-type: none"> <li>• Agree upon effective instructional literacy and mathematical practices.</li> <li>• Utilize facilitated articulation periods to dialogue and discuss practices to improve student achievement and success</li> <li>• Provide time to deprivatize practice so teachers can observe and learn from each other through conversations, reflections, and refining instruction and assessments.</li> <li>• Prioritize well rounded educational opportunities by having all students receive instruction in physical education, drama, and art from a resource teacher.</li> </ul>	2019 - 2020	Kristin Villalobos Tami Sego	<ul style="list-style-type: none"> <li>• Grade level agreements</li> <li>• Evidence of student growth and achievement</li> <li>• Scheduling for arts, enrichment, and extracurricular activities for all</li> <li>• Teacher to Teacher visits on campus</li> </ul>
<p><b>Objective 4</b></p> <p>3rd Grade Literacy Studies show that when students are proficient readers by grade 3, they are more likely to be successful later in life. Learning to read in grades K-2 will include reading non-fiction content as well as fiction material through PBL as well as student choice.</p> <p>% Meeting reading (SBA)</p> <p>Year 1 = 82%</p> <p>Year 2 = 85%</p> <p>Year 3 = 89%</p>	<ul style="list-style-type: none"> <li>• Continue to explore and use a variety of resources to engage students in reading non-fiction as well as fiction and to share their learnings through project-based learning.</li> <li>• Revise grade level curriculum pacing guide as needed to address literacy standards across the curriculum to include teaching non-fiction comprehension strategies.</li> </ul>	2018-2019	Kristin Villalobos Tami Sego	<ul style="list-style-type: none"> <li>• Data from AimsWebPlus regarding students who are at-risk or in need of support for reading</li> <li>• Data teams will examine literacy data and determine strategies to teach/reteach</li> </ul>
	<ul style="list-style-type: none"> <li>• Utilize effective instructional practices to engage students in reading, understanding, and communicating their learning about fiction and non-fiction texts.</li> <li>• Work collaboratively within the grade level to ensure access and opportunity to high quality instruction for all</li> </ul>	2019-2020	Kristin Villalobos Tami Sego Gr. 3 Team	<ul style="list-style-type: none"> <li>• Teachers will track individual growth and achievement</li> <li>• Teachers will utilize effective instructional strategies</li> <li>• Students will show positive trends in data</li> </ul>

<b>Objective 5: Writing WASC #1</b>  While focusing on the creation of a school-wide writing continuum, a broadened focus on literacy will be maintained.	<ul style="list-style-type: none"> <li>Continue to use a variety of resources to teach writing skills and strategies (<i>Wonders, Being a Writer, PBL, etc.</i>).</li> <li>All teachers will use the school-specific writing continuum to reflect on students' writing progress throughout the year.</li> <li>All students will understand and be able to self-reflect on their writing goals using the school-specific writing continuum throughout the year.</li> </ul>	2017-2018	Kristin Villalobos Tami Sego	<ul style="list-style-type: none"> <li>All students will show growth on the school-specific writing continuum from the beginning of the year to the end of the year writing assignment.</li> <li>All students will use the writing continuum to self-assess their writing strengths.</li> <li>All students will show growth by at least two levels on the writing continuum from the beginning of the year to the end of the year.</li> </ul>
	<ul style="list-style-type: none"> <li>Grade levels work together to develop common rubrics for specific writing tasks</li> <li>Grade levels share their rubrics with other grade levels to understand the school's continuum of writing expectations</li> </ul>	2018-2019	Kristin Villalobos Tami Sego	<ul style="list-style-type: none"> <li>All students will show growth over the course of writing assessments throughout the year</li> <li>A natural harvest of student writings will assist in the refinement of the schoolwide writing continuum</li> </ul>
	<ul style="list-style-type: none"> <li>Grade levels work together to develop common rubrics for specific writing tasks</li> <li>Grade levels share their rubrics and writing samples with each grade level to understand the progression of student writing and expectations on campus</li> </ul>	2019-2020	Kristin Villalobos Tami Sego	<ul style="list-style-type: none"> <li>All students will show growth throughout the year</li> <li>A natural harvest of student writings will assist in the refinement of the schoolwide writing continuum</li> </ul>



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

- ☐ **Objective 1: Focused Professional Development** - Develop and grow employees to support student success and continuous improvement
- ☐ **Objective 2: Timely Recruitment and Placement** - Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- ☐ **Objective 3: Expanded Professional Pipeline** - Expand will-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.

Outcome: By the end of three years,	Rationale:
<p>By the end of three years, the faculty and staff of Daniel K. Inouye Elementary School will receive the training, support, and professional development to contribute to student success. Professional development will focus on schoolwide focuses such as Social-Emotional Learning, Project-Based Learning, Response to Intervention strategies, and Mathematics. Additionally, teachers will have the opportunity to participate in personalized PD of their choice such as Place-Based PBL, <i>Being a Writer</i>, innovative practices, etc.</p> <p>By the end of three years, we will have a strong induction and mentoring program as well as support group for teachers who are new to the profession or who may need additional assistance in their classrooms. Time will be provided each quarter for new teachers to meet as a professional development community, and a mentor teacher will be assigned to support all beginning teachers.</p>	<p>Teachers need continuous professional development that is personalized for them in addition to PD that addresses the needs of the school. Although student learning is the ultimate target by which schools are measured, we need quality teachers in the classrooms. Professional development for teachers so they can continuously improve their practices can have a positive impact on students. We propose to engage teachers in ongoing professional development based on the needs of our school and to use data to determine strategies that could be effective for students. Additionally, teachers should be able to have a choice in their personal path to professionally improve their practices. This is the expectation for Individualized Professional Development Practices.</p> <p>Research points to the implementation of a strong induction and mentoring program to increase the retention rates for teachers who are new to the profession. These teachers need support from a caring and competent mentor who will help them to gain confidence in their ability to effectively and continuously improve as teachers.</p>

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess & monitor progress
<b>Objective 1 Focused Professional Development</b>  Teachers will reflect on their learning and set personal goals.  Year 1 - Teachers will keep a reflective journal and participate in all school-wide PD trainings  Year 2 and 3 - Teachers will continue to keep a PD reflection journal and participate in all school-wide PD trainings.	<ul style="list-style-type: none"> <li>Teachers will keep a journal of their reflections regarding their learnings during their professional development.</li> </ul>	2017-2018	Yuuko Arikawa	<ul style="list-style-type: none"> <li>Samples of teacher reflective journal entries</li> <li>Agendas for school-wide professional development sessions</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers continue to keep a PD reflection journal</li> </ul>	2018-2019	Yuuko Arikawa	
	<ul style="list-style-type: none"> <li>Time will be allocated to teacher reflection on personal practices, growth, and areas for improvement.</li> <li>Teachers will be provided time to and maintain a personal reflective journal on their personal growth and learning through professional development opportunities.</li> <li>All teachers will participate in all school-wide PD trainings.</li> <li>Teachers will select specific professional development opportunities in which they want to develop.</li> </ul>	2019-2020	Yuuko Arikawa	<ul style="list-style-type: none"> <li>Agendas for school-wide professional development sessions</li> <li>Samples of teacher reflective journal entries</li> <li>Attendance</li> <li>Teacher choice for PLCs</li> </ul>

<p><b>Objective 1 Academic Achievement Achievement Gap WASC #2, 3, 6</b></p> <p>Teachers will receive focused and sustained professional development in mathematics.</p> <p>Teachers will learn how to implement instructional strategies, analyze data to determine effectiveness, set next steps, and implement the next steps.</p> <p>Year 1: Learn the process for improving math problem-solving</p> <p>Year 2 and 3: Review data from Year 1 and refine the process to improve student problem-solving data.</p>	<ul style="list-style-type: none"> <li>School-wide training on mathematics standards of practice, instruction, and student outcomes</li> <li>Designated professional development days for grade level teams to review student work to determine common instructional strategies to implement.</li> </ul>	2017-2018	Tami Sego Kristin Villalobos	<ul style="list-style-type: none"> <li>Student math data for a common problem-solving task based on a grade level rubric (at least once quarterly)</li> <li>AimsWeb Plus data for math (3x/year)</li> <li>Statewide assessment data for math (Smarter Balance or other)</li> </ul>
	<ul style="list-style-type: none"> <li>Refine the process for collecting data and agreeing on instructional strategies to implement as well as analyzing data to determine effectiveness, set next steps, and implement next steps.</li> </ul>	2018-2019	Tami Sego Kristin Villalobos	
	<ul style="list-style-type: none"> <li>Articulation periods to include professional development on explicit instructional practices.</li> <li>Grade level teams to review student work to determine common instructional strategies to implement.</li> <li>Designated leads for district / state professional development sessions will lead sessions to share learning at school.</li> </ul>	2019-2020	Tami Sego Kristin Villalobos	<ul style="list-style-type: none"> <li>Student math data will show growth for a common problem-solving task based on a grade level rubric (at least once quarterly)</li> <li>Universal Screening data will show positive trends</li> <li>Whole staff meeting schedule</li> </ul>

<p><b>Objective 1, WASC #1, 4, 5</b></p> <p>Teachers will participate in school-wide PD and apply strategies learned through classroom instruction. Time will be provided for grade levels to discuss application of PD and to vertically articulate with grade levels above and below to ensure a successful transition for students.</p> <p>Year 1: PD for PBL, RTI, and SEL; discuss school-wide application of skills and strategies learned and agreed upon by grade levels</p> <p>Year 2 and 3: Review PD school-wide plan and implementation</p>	<ul style="list-style-type: none"> <li>Teachers will participate in PD for Project-Based Learning and begin to make changes in their interdisciplinary units based on driving questions.</li> <li>Teachers will participate in PD for Response to Intervention for reading and writing.</li> <li>Teachers will participate in PD for Social Emotional Learning and implement SEL strategies in their classrooms.</li> <li>PD for PBL and SEL continues</li> <li>PD for RTI for math; continue with RTI for reading and writing</li> </ul>	2017-2018	Yuuko Arikawa	<ul style="list-style-type: none"> <li>Agendas of PBL trainings and grade level agendas where PBL is discussed</li> <li>Agendas of SEL trainings and grade level agendas where SEL is discussed</li> <li>Agendas of RTI training for reading and writing</li> <li>Teachers' RTI intervention plans for students identified as needing additional support</li> </ul>
	<ul style="list-style-type: none"> <li>Professional development to include a mix of school delivered and teacher choice based on school's overarching focus areas as determined by the academic plan</li> </ul>	2018-2019	Yuuko Arikawa	<ul style="list-style-type: none"> <li>School's professional meeting calendar</li> <li>PLC choice matrix</li> <li>School-wide PD presentations</li> </ul>
	<ul style="list-style-type: none"> <li>Professional development to include a mix of school delivered and teacher choice / facilitated sessions based on school's overarching focus areas as determined by the academic plan</li> </ul>	2019-2020	Yuuko Arikawa	<ul style="list-style-type: none"> <li>School's professional meeting calendar</li> <li>PLC choice matrix</li> <li>School-wide PD presentations</li> </ul>

<p><b>Objective 1</b></p> <p>Provide mentoring support and PD to new and probationary teachers to ensure that they are continuously growing in their professional practices.</p> <p>Year 1: Identify dedicated mentor teachers; ensure that they are trained in supporting new teachers</p> <p>Year 2 &amp; 3: Continue to provide dedicated mentor teacher support for new teachers; provide 2nd-year probie teachers with opportunities to share their experiences w/1st year teachers.</p>	<ul style="list-style-type: none"> <li>• Ensure that all teachers in their first or second year of teaching receive support from a dedicated mentor.</li> <li>• Ensure that mentor teachers receive training so they can perform their duties with fidelity.</li> <li>• Provide time for mentees to meet for trainings on topics that are relevant to them.</li> <li>• Provide time for mentees to observe quality teaching and learning and reflect on their observations.</li> <li>• Continue with ongoing support for first and second year teachers from a dedicated mentor</li> <li>• Continue to provide time for mentees to meet for trainings on topics they request</li> <li>• Continue to provide time for mentees to observe quality teaching and learning and to reflect on their observations.</li> </ul>	2017-2018	Elizabeth Araki Esther Park	<ul style="list-style-type: none"> <li>• Mentor logs</li> <li>• Mentor conversations with principal</li> <li>• Agendas for trainings with mentees</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure that all teachers in their first or second year of teaching receive support from a dedicated mentor.</li> <li>• Ensure that mentor teachers receive training so they can perform their duties with fidelity.</li> <li>• Provide time for mentees to meet for trainings on topics that are relevant to them.</li> <li>• Provide time for mentees to</li> </ul>	2018-2019	Elizabeth Araki Esther Park	<ul style="list-style-type: none"> <li>• Mentor logs</li> <li>• Mentor conversations with principal</li> <li>• Agendas for trainings with mentees</li> </ul>

	<p>observe quality teaching and learning and reflect on their observations.</p> <ul style="list-style-type: none"> <li>• Continue with ongoing support for first and second year teachers from a dedicated mentor</li> <li>• Continue to provide time for mentees to meet for trainings on topics they request</li> <li>• Continue to provide time for mentees to observe quality teaching and learning and to reflect on their observations.</li> </ul>			
	<ul style="list-style-type: none"> <li>• All teachers in their first or second year of teaching receive support from a dedicated mentor.</li> <li>• Mentor teachers receive training so they can perform their duties effectively.</li> <li>• Time for mentees to observe quality teaching and learning and reflect on their observations.</li> <li>• Ongoing support for first and second year teachers from a dedicated mentor</li> <li>• Support for any teacher on campus who is experiencing challenges with behaviors, time management, instruction, and/or procedures.</li> </ul>	2019-2020	Kristin Villalobos Tami Sego	<ul style="list-style-type: none"> <li>• Mentor logs</li> <li>• Mentor conversations with principal</li> <li>• Agendas for trainings with mentees</li> </ul>



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

- ☐ **Objective 1: Innovation** - Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals
- ☐ **Objective 2: Adequate and expanded resources** - Secure adequate resources to support school and community-based plans for student success
- ☐ **Objective 3: Efficient and Transparent Supports** - Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public educational resources.

Outcome: By the end of three years.	Rationale:
By the end of three years, adequate resources will be available to support school and community-based plans for student success. This includes funding to replace technology devices for staff and students and the school's Makerspace as well as grade level projects and STEM activities.	Because the primary funding for schools is through Weighted Student Formula funds based on student enrollment, the school needs to plan ahead to ensure that money is set aside to replace outdated technology as well as other resources. Complex Area grants such as the DoDEA STEM grant and Project HI Aware will provide funds for teacher training and purchasing of the "Second Steps" social-emotional learning program for our staff. Funding for projects such as the second grade garden, the school's Makerspace, and the arts will be sought through grants. If we want to continue to progress towards educating the Well-Rounded Whole Child, we need to be resourceful with our allocated funds and seek supplemental grant funding

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
<b>Objective 2</b>  To ensure that technology devices are available for students to explore, discover, create, and share, funds will be set aside to ensure that our technology is up-to-date and maintained.	<ul style="list-style-type: none"> <li>Replace devices from at least 1 mobile lab (Chromebooks, iPads, Nexus tablets) during the school year</li> <li>Maintain devices throughout the school year</li> </ul>	2017-2018	Megan Cummings	Inventory of technology devices in the school
	<ul style="list-style-type: none"> <li>Continue to replace devices on an annual basis so that equipment for student and staff use is up-to-date and maintained</li> </ul>	2018-2019	Megan Cummings	Inventory of technology devices in the school
	<ul style="list-style-type: none"> <li>Create and budget for a process to repair and replace devices and equipment on campus</li> <li>Create a proactive and visionary long term technology plan</li> </ul>	2019-2020	Megan Cummings	<ul style="list-style-type: none"> <li>Budget</li> <li>Repair and replace plan</li> <li>Long term technology plan</li> </ul>
<b>Objective 1, 2, 3</b>  Ensure that funding is available to continue with innovative grade level projects such as the garden as well as place-based project-based	<ul style="list-style-type: none"> <li>Staff will be encouraged to apply for funding for specific projects through grants such as Kokua Hawaii Foundation, Good Idea Grants, Donors Choose, Hui 'O Na Wahine, etc.</li> </ul>	2017-2018	Yuuko Arikawa	Record of grants received
	<ul style="list-style-type: none"> <li>Staff will be encouraged to</li> </ul>			Record of grants received

learning, coding, video-creation, Robotics, etc.	apply for funding for specific projects through grants such as Kokua Hawaii Foundation, Good Idea Grants, Donors Choose, Hui 'O Na Wahine, etc.	2018-2019	Yuuko Arikawa	
	<ul style="list-style-type: none"> <li>• Encourage faculty and staff to apply for funding for specific projects through grants such as Kokua Hawai'i Foundation, Good Idea Grants, Donors Choose, Hui 'O Na Wahine, etc.</li> <li>• Create a budget to provide for innovative projects which align with our school's vision, mission, and beliefs.</li> </ul>	2019-2020	Yuuko Arikawa	<ul style="list-style-type: none"> <li>• Record of grants received</li> <li>• Budget</li> </ul>