Three-Year Academic Plan 2017-2020

Helemano Elementary School

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Submitted by Ernest Muh	Date
	May 3, 2019

Approved by Bob Davis	Date
	May 3, 2019

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
• Comprehensive Needs Assessment (Title I Schools)
 	
• WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
	1. Need: Close the achievement gap between Non-High Need students and High Need students
	
	2. Need: Strengthen our Positive Behavior Intervention Support (PBIS) System
	
	3. Need:

• International Baccalaureate (IB) Authorization • Other	**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. Subgroups Needs English Language Learners English Language Arts and Mathematics Special Needs Learners English Language Arts and Mathematics

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

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Ernest Muh	1. Comprehensive Student Support/Objective 2: Whole Child/Objective 4: Prepared and Resilient
2. Ann Nakasato	2. Common Core State Standards/Formative Instruction and Data Teams/Objective 1: Empowered/Objective 3: Well Rounded
3. Crystal Shimoda	3. Common Core State Standards/Formative Instruction and Data Teams/Induction and Mentoring/ Objective 1: Empowered/Objective 3: Well Rounded
4. Crystal Shimoda	4. Common Core State Standards/Formative Instruction and Data Teams/ Objective 1: Empowered/Objective 3: Well Rounded
5. Ernest Muh	5. Educator Effectiveness System and Academic Review Team
6.	6.
7.	7.
8.	8.
9.	9.

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

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☐ 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:
83% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment	Currently, 67% of all students in grades 3-5 are at Level 3 or above in English Language Arts on the Smarter Balanced Assessment. Reducing the percentage of students who are not at Level 3 or above by half is 83%
82% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment	Currently, 63% of all students in grades 3-5 are at Level 3 or above in Mathematics on the Smarter Balanced Assessment. Reducing the percentage of students who are not at Level 3 or above by half is 82%
90% of all students in grade 4 will be proficient in Science on the Hawaii State Assessment	Currently, 80% of all students in grade 4 are proficient in Science on the Hawaii State Assessment. Reducing the percentage of students who are not proficient by half is 90%
Reduce the achievement gap in English Language Arts to 14%	Currently, our achievement gap in English Language Arts is 28%. Reducing the achievement gap in half is 14%
Reduce the achievement gap in Mathematics to 10%	Currently, our achievement gap in Mathematics is 20%. Reducing the achievement gap in half is 10%
Increase 3rd grade literacy to 88%	Currently, 76% of all students in grade 3 are at or near Level 3 or above in English Language Arts on the Smarter Balanced Assessment. Reducing the percentage of students who are not at or near Level 3 or above by half is 88%.
Reduce chronic absenteeism to 4%	Currently, 8% of students are chronically absent. Reducing the chronic absenteeism rate in half is 4%.
91% of students in grades 4-5 will report a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS)	Currently, 82% of students in grades 4-5 report a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS). Reducing the percentage of students in grades 4-5 by half is 91%.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** (Indicate year(s) of implementation in next column)	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** (Check applicable boxes to indicate source of funds)	**Define the relevant data used to regularly assess and monitor progress**
83% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment SY 17-18=72% SY 18-19=77% SY 19-20=83%	1. Implement the Common Core State Standards to increase proficiency in English Language Arts • Grade level teams will function as a professional learning community by identifying relevant standards, mapping out curriculum, creating common formative/summative assessments, and implementing the learning activities • Implement McGraw-Hill Wonders, Multi-Sensory Structured Language/Orton-Gillingham, Thinking Maps, and other supplemental resources to teach word study (phonological awareness, phonics, word recognition), fluency, reading comprehension of complex literary/informational texts, and text dependent questions • Provide text within the appropriate text complexity grade band. Grade 1=190-530L, Grade 2=420-650L, Grade 3=520-820L, Grade 4=740-940L, Grade 5=830-1010L	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers will implement Common Core State Standards and common assessments that are consistent across the grade level as evidenced by teacher generated curriculum • 100% of teachers will share learning objectives, use rubrics, and **exemplars during instruction** as evidenced by student observations and student dialogue • 100% of teachers will address word study, fluency, reading comprehension of literary/informational texts, text-dependent questions, and explicit writing instruction with whole class and small group instruction as evidenced by student observations and student work • 100% of teachers will provide text within the appropriate text complexity grade band as evidenced by student work • **100% of students will set goals for reading** • 100% of students will self-

	• Implement Step Up to Writing strategies, Thinking Maps, and the Six Traits model for explicit writing instruction to write opinion pieces, short/focused research, informative/explanatory texts, and narratives.				assess their work • 80% of students will meet or exceed proficiency on grade level common assessments in reading comprehension and text-dependent questions • 80% of students will meet or exceed proficiency on grade level opinion, informative/explanatory, and narrative writing assessments
82% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment SY 17-18=69% SY 18-19=75% SY 19-20=82%	2. Implement Common Core State Standards to increase proficiency in mathematics • Grade level teams will function as a professional learning community by identifying relevant standards, mapping out their curriculum, creating common formative and summative assessments, and implementing the learning activities • Implement Stepping Stones and other supplemental resources to emphasize the eight mathematical practices, teach basic math skills, strengthen procedural fluency, develop conceptual understanding, and become adept at problem solving	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers will implement Common Core State Standards and common assessments that are consistent across the grade level as evidenced by teacher generated curriculum • 100% of teachers will share learning objectives, use rubrics, and **exemplars during instruction** as evidenced by student observations and student dialogue • 100% of teachers will address the eight mathematical practices, basic math skills, procedural fluency, conceptual understanding, and problem solving (QDPAC) with whole class and small group instruction as evidenced by student observations and

					weekly student work • **100% of students will set goals for mathematics** • **100% of students will self-assess their work** • 80% of students will meet or exceed proficiency on grade level common assessments in mathematics
90% of all students in grade 4 will be proficient in Science on the Hawaii State Assessment SY 17-18=83% SY 18-19=86% SY 19-20=90% *Outcome will be adjusted because NGSS scheduled for administration in Spring 2020 to grade 5	3. Create and implement Understanding by Design (UbD) **phenomena driven** units in science. Grade level teams will identify/integrate benchmarks, develop units that **may** include STEM/EDP learning experiences, the scientific inquiry process, and create common formative and summative assessments.	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers will develop/refine and implement a UbD unit each quarter • 100% of students will participate in UbD units as evidenced by student observations and student work • 80% of students will meet or exceed proficiency on common formative and summative assessments

Increase 3rd grade literacy to 88% SY 17-18=80% SY 18-19=84% SY 19-20=88% Reduce the achievement gap in English Language Arts to 14% SY 17-18=24% SY 18-19=20% SY 19-20=16% Reduce the achievement gap in Mathematics to 10% SY 17-18=17% SY 18-19=14% SY 19-20=10%	4. Provide differentiated instruction to meet the diverse needs of special education and English Language Learner (ELL) students			☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers working with special education and English Language Learner (ELL) students will provide differentiated instruction as evidenced by student observations and student work • 80% of ELL students will make a .5 gain on the WIDA Access Test • 80% of Special Education students will make a one year gain on the Group Reading Assessment and Diagnostic Evaluation (GRADE)
Reduce chronic absenteeism to 4% SY 17-18=7% SY 18-19=6% SY 19-20=4%	5. Monitor daily attendance and communicate with parents after every 4th absence • Parent meeting in 1st quarter for students chronically absent the previous school year • Communication by teacher with families after the 4th absence • Communication by counselors with families after 8th and 12th absence • Parent meeting for students with 8 or more absences	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers and counselors will document absences and follow the school procedures for students who are chronically absent • The number of students who are chronically absent will not exceed 1% each quarter

| 91% of students in grades 4-5 will report a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS) | 6. Provide a safe and caring learning environment by implementing our Positive Behavior Intervention Support System (PBIS)
• Teach expected/desired behaviors and procedures on a continual basis
• Acknowledge appropriate behaviors with positive verbal reinforcement and Super Hornet Recognition Program
• Consistent guidance lessons to reinforce school-wide behavior expectations, social/emotional learning (Second Steps), and BOE Bullying Policy
• Provide structured recess activities
• Use a universal screening tool (Panorama Survey) to identify students needing additional support
• Provide small group or individual lessons for students needing additional social, emotional, and behavioral support
• Problem solving meetings, behavior plan teacher/parent (BP-TP), functional behavioral assessments/behavioral support plans for students needing additional support | 2017-2020 | | ☐ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | • 100% of faculty will be trained and implement strategies/activities required of a Positive Behavior Intervention Support System as evidenced by reflection sheets
• 100% of teachers will teach or review expected/desired behaviors and procedures the first week of each semester as evidenced by completed checklists
• 100% of teachers/counselors will provide guidance lessons as evidenced by student observations
• 100% of identified students will be offered individual or small group lessons for behavioral support
• The number of office referrals will not exceed 10 per quarter
• The number of students with multiple office referrals will not exceed 3 per quarter |

Increase 3rd grade literacy to 88% SY 17-18=80% SY 18-19=84% SY 19-20=88% Reduce the achievement gap in English Language Arts to 14% SY 17-18=24% SY 18-19=20% SY 19-20=16% Reduce the achievement gap in Mathematics to 10% SY 17-18=17% SY 18-19=14% SY 19-20=10%	7. Provide timely and appropriate interventions through our Response to Intervention System for all students who are not meeting proficiency on grade level benchmarks in reading and math • Use a universal screening tool (AIMS Web Plus) to identify struggling students • Use the data from a variety of sources to determine the appropriate interventions needed • Provide timely and appropriate interventions during the school day through classroom and resource teachers in small groups or individually • Use a progress monitoring system (AIMS Web Plus) to improve the support provided to struggling students • **Collect data to monitor the progress of students with mastering basic math facts** • Conduct problem solving meetings for students not meeting adequate progress (SSC, Admin, Classroom Teacher, Intervention Teacher, Special Education Teacher, ELL Teacher, and Counselor) • Provide extended learning opportunities for students who are not meeting grade level benchmarks	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers will identify students not meeting proficiency on grade level benchmarks in reading and math by using a universal screening assessment three times a year • 100% of teachers will provide the appropriate interventions in a timely manner and monitor the effectiveness of the interventions as evidenced by student observations and progress monitoring data collection sheets • 100% of identified students will be offered extended learning opportunities • 100% of the identified students who receive interventions will demonstrate progress towards meeting grade level benchmarks as evidenced by AIMS Web • 60% of students will be on grade level at the winter benchmark period as measured by AIMS Web Progress Monitoring System • 80% of students will be on grade level at the spring benchmark period as measured by AIMS Web Progress Monitoring System

Waiting on family and community engagement indicator from BOE/DOE	8. Provide parent activities and workshops (school-wide, grade level, or classroom) • Inform parents about school's standards-based curriculum • Assist parents with strategies to help with their child's school work	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers will provide parent activities/workshops as evidenced by sign in sheets • 90% of feedback on parent evaluation forms will be positive
Waiting on family and community engagement indicator from BOE/DOE	9. Provide a systematic transition process for all new students and families through our transition center and kindergarten readiness programs • Maintain school website • Overview of curriculum, programs, policies • Explanation of School-Wide Positive Behavior Expectations (PBS) • Introduction to key faculty/staff members • Welcome Packet • New Student Survey				• 100% of Helemano Elementary School staff will be incorporated into a systematic transition process for new students and families • 100% of new families will be given a new student survey • 100% of parent questions from the survey will be addressed

Waiting on family and community engagement indicator from BOE/DOE	10. Provide parent/child kindergarten readiness and summer pre-kindergarten programs to prepare our students for the transition to kindergarten	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of entering kindergarten students will be invited to participate in our kindergarten readiness programs • 100% of participating families will complete an end of program survey • 100% of parent questions from the survey will be addressed

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

Outcome: By the end of three years,	**Rationale:**

90% of teacher responses on the School Quality Survey (SQS) for the dimension of Involvement and Engagement will be positive	Currently, 96.7% of teacher responses on the School Quality Survey for the dimension of Involvement and Engagement are positive
Retain 100% of all beginning teachers	100% of all beginning teachers at Helemano Elementary School have remained in the profession after five years.

Planning		Funding	Interim Measures of Progress

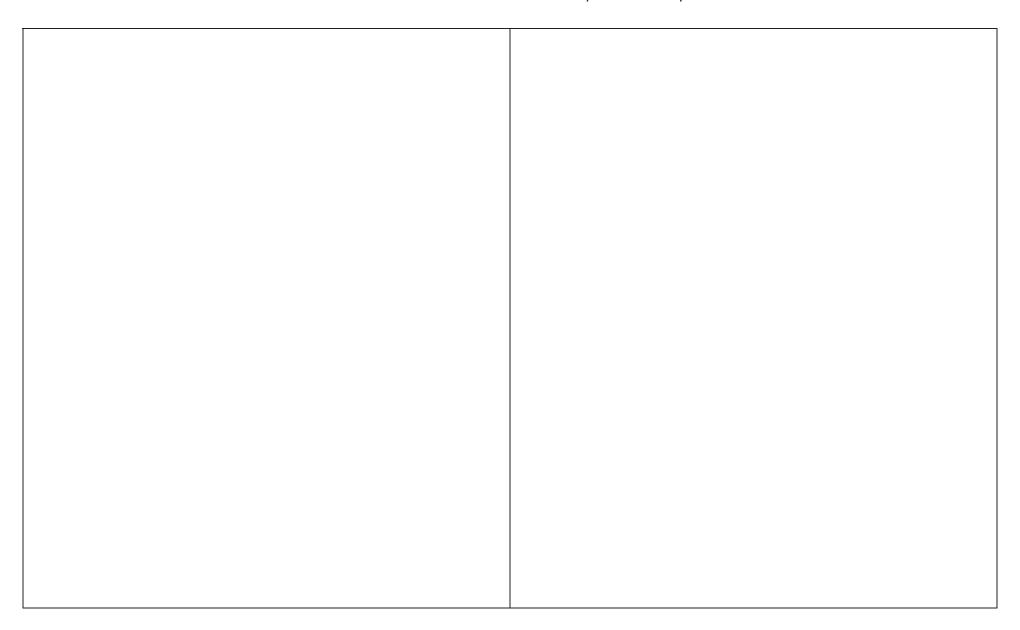# Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
90% of teacher responses on the School Quality Survey (SQS) for the dimension of Involvement and Engagement will be positive	1. Provide relevant professional development, mentoring, training and support that is sustained over time for all teachers to increase their effectiveness in the following areas: • Thinking Maps • Mathematical Practices • Reading, Writing, Listening, and Speaking Strategies • Effective Teaching Strategies • Student Discourse • Incorporating Non-fiction Text with Social Studies and Science content • Next Generation Science Standards (NGSS) • Positive Behavior Support	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of teachers will be provided substitute or stipend days to observe other teachers implementing school wide professional development activities, for professional development in curriculum, formative/summative assessments, assessing student work, analyzing student data, and effective instructional practices as evidenced by reflection sheets or notes. • 100% of teachers will be provided professional development, mentoring, training, and support as evidenced by completed teacher reflections or teacher evaluations.

Retain 100% of all beginning teachers	2. Provide induction, mentoring, training, and support for all beginning teachers	2017-2020		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 100% of beginning teachers will attend a school orientation • **100% of beginning teachers will complete a transition survey to determine if any additional support is needed** • 100% of beginning teachers will be assigned a mentor by the end of first quarter • 100% of beginning teachers will attend monthly mentoring and support meetings as evidenced by sign in sheets • 100% of beginning teachers will develop a professional growth plan by the end of first semester • 100% of beginning teachers will be observed and provided feedback/support by the end of October and again by the end of February
				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	

Goal 3: **Successful Systems of Support.** The system and culture of **[Insert school name]** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:

Planning	Funding	Interim Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	
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