Three-Year Academic Plan
2017-2020

Revised April 2019

Kipapa Elementary School

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Submitted by <u>Corinne Yogi</u>   Date _____
Principal's Signature _____   Date _____

Approved by _____   Date ___/___/2019
Superintendent's Signature _____   Date ___/___/2019

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

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs: Assessment (Title I Schools)
 	
● WASC
  ○ Initial Visit report
  ○ Category B: Standards Based Student Learning: Curriculum
  ○ Category C: Standards Based Student Learning: Instruction
  ○ Category D: Standards Based Student Learning: Assessment
 	
● STRIVE HI -3rd Grade Literacy
 	
● Tiered Fidelity Inventory (TFI)
	1. Need: Increase proficiency in reading and GLO's (#1 and #3) by 10% from baseline each year.
	  a. Reading Baseline: 54% (Triangulation Data)
	  b. GLO #1 Baseline: 36% (LDS)
	  c. GLO #3 Baseline: 22% (LDS)
	
	2. Need: Update school wide systems that support instruction and student learning with a built in system for accountability:
	  a. ART
	  b. Data Teams
	  c. Walkthrough Process
	    i. Admin
	    ii. IPI
	  d. RTI
	  e. Teacher Handbook
	
	3. Need: Strengthen Science and Social Studies Curriculum
	  a. Continue implementing Next Generation Science Standards (NGSS) in every classroom.
	  b. K-5 Awareness of C3 framework for Social Studies
	
	4. Need: Comprehensive school wide positive behavioral interventions and supports system

	Addressing Equity: Sub Group Identification
	In order to address equity, list the targeted subgroups) and their identified needs. Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs. 1. Special education resource, inclusion, ELL, Tier 2 and 3 and Literacy Room students: Continue to provide a continuum of services for all subgroups and collect data on these groups collectively and individually.

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. Kristy Lucas, Leslie Kodani, Merf Antonio (Instructional Coaches)	CCSS, Data Teams, RTI, Professional Development, WASC
2. Kim Shinsato (ELL/Data/WASC Coordinator)	ELL, Data Support, Web Management, Professional Development, WASC, Title 1 Coordinator
3. Tricia Ho (Student Services Coordinator)	CSSS, support for Special Education Teachers
4. Silvia Koch, Lori Harris (Counselors)	Character Counts Program, Behavior Support Team (BST), Attendance, SEL/Trauma Initiatives
5. Corinne Yogi, Leigh Ann Siaosi (Administrators)	EES, Induction & Mentoring

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

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

WASC Critical Area for Follow-up #1:
  Administration and teachers need to ensure consistent implementation of rigorous curriculum, instruction, and assessment to support academic growth for all students.
WASC Critical Area for Follow-up #2:
  Administration and teachers need to establish systems/process to measure the effectiveness of the following in order to allocate resources and make modifications that will best support students' academic achievement: a. systems (e.g. RTI, resource) b. professional development c. programs (e.g. Wonders, Stepping Stones) d. teacher practices (e.g. GLOs, literacy initiatives, instructional strategies) e. collection and analysis of data
WASC Critical Area for Follow-up #3:
  Staff need to collaboratively clarify roles and responsibilities and develop/enhance a clear decision-making process to support effective and timely communication and implementation of both academic and non-academic programs to support all student needs.

Outcome: By the end of three years (2020):	**Rationale**
Student reading proficiency scores will increase 10% per year from SY 2017-18 (SY baseline was 54% (Triangulation Data)).	**(Critical Area of Need #1, aligns to CAF #1)** At KES the reading and math scores have shown no change, remaining around the 50%ile for the past 3 years. Strive HI **Reading** data fluctuates in the mid to upper 50%ile with a high of 59% in SY 2017-18 and a low of 55% in SY 2016-17. Strive HI **Math** has a wider range with a low of 48% in SY 2015-16 and a high of 57% in SY 2016-17. These percentages are much lower for our at risk or striving learners, ELL and Special Education subgroups.
KES will increase English Language Proficiency for our ELL subgroup by 10% from SY 2017-18. Baseline data was 24% (Strive HI Data). KES will continue to decrease the Gap Rate between High Needs and Non High Needs students for reading and math. (Strive HI data)	**(Critical Area of Need #3, aligns to CAF #1 & CAF #2)** Currently, the Strive HI data indicates little change in the Gap Rate for reading and math; the number of students on track to English language proficiency decreased from 52% to 24% while students needing ELL services increased from 5% to 7%; and the Free and reduced population increased from 49% to 53%.
Students will have a clear understanding of what a *Self-Directed Learner* (GLO #1) and *Complex Thinker* (GLO #3) knows and does as evidenced by: • GLO #1 - 10% per year increase from SY 2017-18 of students receiving a rating of *Consistently* on their 4th quarter report cards. The SY 2017-18 baseline score was 36%. • GLO #3 - 10% per year increase from SY 2017-18 of students receiving a rating of *Consistently* on their 4th quarter report cards. The SY 2017-18 baseline score was 22%. • All classrooms will address issues of social-emotional learning through the	**(Aligns to CAF #2)** There is a disconnect between teaching our students about the GLOs and teaching our students how to live the GLOs. **(Aligns to CAF #3)** Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel.org). SEL skills are lacking at Kipapa Elementary School and in society as a whole. SEL skills are important because it is a critical life skill for working in groups, in teams, making friends, and

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

Panorama Survey.	successfully solving problems and conflicts.

Planning							Interim Measures of Progress
Goal 1: *Student Success Objectives*	**Desired Outcome**	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Responsible Group** ~~Art Lead~~	**EST. Cost**	**Funding Source (WSF, Title 1, etc)**	**Define the relevant data used to regularly assess and monitor progress**
Objective 1b: Empowered *WASC Areas of Growth:* • A1 • B3 • D1	**SY 18-19:** **Target Outcome: Quarter 4 report card will reflect at least 46% of students receiving** *Consistently* **on GLO #1** (10% increase from prev. year) **SY 19-20:** **Target Outcome: Quarter 4 report card will reflect at least 56% of students receiving** *Consistently* **on GLO #1** (10% increase from prev. year) **Quarter 4 report card will reflect at least __ + 10% of students receiving** *Consistently* **on GLO #3** (10% increase from prev. year)	~~Year 1: 2017-18~~ ~~Report card data will be used to determine which GLO the school will focus on. All grade levels will begin to reach grade level understandings of the GLOs.~~ *~~GLOs #1 & 3 were selected~~* **Year 2: 2018-19** First Semester: Vertical alignment discussions for GLO #1 will begin during FOL and Waiver Day meetings. Second Semester: Grade levels will begin to embed GLO #1 into their curriculum plans and instruction (PLC and GL meetings). **Year 3: 2019-20** First Semester: • ~~Faculty will establish clear school-wide understanding of GLO #1 and refine expectations of students grades K-5.~~ • ~~Grade levels will begin to embed GLO #3 into their curriculum plans during PLC meetings and curriculum planning sub days.~~ First Semester: Vertical alignment discussions for GLO #3 will begin during FOL and Waiver Day meetings. Second Semester: Grade levels will begin to embed GLO #3 into their curriculum plans and instruction (PLC and GL meetings). ~~Second Semester: Vertical alignment discussions for GLO #3 will begin in PLC meetings.~~ ~~Next Steps: Faculty will establish clear school-wide understanding of GLO #3 and refine expectations of students grades K-5.~~	2017-20	~~Coaches~~ FOL A			Evidence: • State GLO Report Card Data (Dashboard) • Increase in Student Engaged Learning (Levels 5 & 6 on IPI) with a decrease in Disengagement and Teacher Directed Instruction (Levels 1, 2, 3 on IPI)
Objective 1a: Empowered	**Target for Reading Triangulation**	Implement Reading CCSS in every classroom by utilizing a variety of resources to instruct, assess and monitor students' progress in reading with accountability via targeted 1x/mo	2017-20	~~Coaches~~ FOL C			Evidence: • Classroom weekly schedules • Increase in Student Engaged

| Objective 3a: Well-Rounded

WASC Areas of Growth:
• C1
• C2
• D3 | Data (~~STAR~~, i-Ready, SBA, IRI):

SY 18-19:
Target Outcome: 64% Proficiency (54% + 10% increase)

SY 19-20:
Target Outcome: ___ + 10% = ____ | walkthroughs in the classroom. To include:
• Provide uninterrupted block for Language Arts
• Create School Wide Reading Agreements (Must Do's) that include:
  ○ Assessment
    ■ Formative
    ■ Summative
  ○ Procedures for Tier 2 and 3 students
• Small Group Instruction (minimum 3 days/week) with flexible grouping to address the needs of ALL learners
• Daily instruction that includes Level 3, 4 and 5/6
  ○ I Do, We Do, You Do, Collaboration
• Daily ~~DEAR~~ Independent Reading w/ regular 1:1 interaction between T/S with increased dedicated time as the year progresses (stamina)
• Daily Read Aloud
• Provide reading support to K-5
  ○ K: PPT's
  ○ 1-3: Coach, PTT, PPT, Resource Teachers
  ○ 4-5: Coach, Resource Teacher and PPT
• Use i-Ready and school wide reading data to create targeted reading plans (Classroom Action Plan)
  ○ All teachers will progress monitor their red and yellow students (Tier 2 and 3) using their choice of record keeping
  ○ Admin will meet 1:1 quarterly to discuss progress on these plans
  ○ ART, Resource will meet monthly to discuss Tier 2 and 3 student
  ○ Create a data wall
• ~~Evidence of K-5 Close Reading Strategies~~
• ~~Student Engagement in the area of "Student Learning Conversations" (Level 5)~~
• ~~Formative and Summative Assessment Data~~

~~Year 1: 2017-18~~
~~RTI Strategies "Best Strategies for At Risk Readers" (completed)~~
  • ~~All teachers will utilize strategies learned through PD with at least 1-2 Tier 3 student(s).~~
  • ~~All teachers will Progress monitor at least 1-2 Tier 3 student(s).~~

~~Year 2: 2018-19~~
~~All teachers will craft targeted, personalized instruction that~~ | | | Classroom PPT's x8: $54,735

LR PPT'sx3: $29,330

LR PTT: $15,298 | | Learning (Levels 5 & 6 on IPI) with a decrease in Disengagement and Teacher Directed Instruction (Levels 1, 2, 3 on IPI)
• Increase in collaboration and student work based on walkthrough data and student work using assessment matrix/data, walkthroughs
• Increase in project based learning and assessments to tie learning to real-world problems and challenges.
• Classroom Action Plan
• Data Wall
• Targeted Walk Throughs

• Grade level curriculum maps/instructional planning guides

Quarterly postings by classes:
• K-5 ~~STAR Reading~~ i-Ready Universal Screener
• Gr. K, 1 - Fountas & Pinnell
• Gr. 2-5 Reading A-Z

End of School Year postings:
• K-2 ~~STAR~~ i-Ready Reading Universal Screener (Spring Post)
• All Gr. 2-5 Reading A-Z (Spring Post)
• All Gr. K-5 Wonder's IRI (Spring Post)
• Gr. 3-5 Summative Reading SBA
• Reading SMARTe Goal - i-Ready data (pre/mid/post)

Coaches/Admin Walkthrough Data (1x/mth) Look fors to include:
• Daily Independent Reading w/ 1:1 T/S interaction
• Daily Read Aloud
• Small Group Instruction |

		~~enable striving readers to find books they love and engage in voluminous reading. Teachers will utilize knowledge from PD to help students engage in meaningful reading routines and 'actions'. Create Kipapa K-5 "must do" reading agreements.~~ ~~**Year 3: 2019-20**~~ ~~All teachers will weave formative assessment practices into daily teaching and assessment activities.~~ **SY 2017-20** Continue to fund resources and materials to support classroom instruction in reading (online resources, workbooks, books, magazines). Begin to look at Reading Program and renewal of licenses for Wonder's for SY 2021-22. 1 Year: $453 per T 6 Years: $604 per T			Consumables $6,000 Headphones $697 Books for classroom ($400 per T): $18,00 License Renewal: $18,573-24,764 ($148,824)		• Classroom Libraries (evident, engaging and organized)
Objective 1a: Empowered *Objective 3a: Well-Rounded* *WASC Areas of Growth:* • B4 • C2 • C6	**Target from Math Composite Data (STAR, SBA):** **SY 18-19: 67% Proficiency (57% + 10% increase)** **SY 19-20:** ___ + 10% = ____	Implement Math CCSS in every classroom by utilizing a variety of resources to instruct, assess and monitor students' progress with accountability via targeted 1x mo walkthroughs in the classroom to look for: • Use of concrete materials to support student learning and allowing for student exploration of mathematical concepts. • Guided practice during small group collaborative learning. • Use of journaling (i.e., descriptive, evaluative, creative, investigative) • Teacher modeling and use of questions to scaffold learning • ~~Small group instruction to help students communicate thinking.~~	2017-20	~~Coaches~~ FOL B			Evidence: • Grade level curriculum maps/instructional planning guides • Student Action Plans (i-Ready) Quarterly postings by classes: • K-5 ~~STAR~~ i-Ready Math Universal Screener • Gr. K-5 Math Stepping Stones

● D3		~~Student Engagement in the area of " Student Learning Conversations" (Level 5)~~
		~~Evidence of math learning targets w/ criteria~~
		~~Math assessments match targets/criteria~~
		
		Year 1: 2017-18
		~~All teachers will utilize Stepping Stones 2 as their main resource for their math curriculum.~~
		
		Year 2: 2018-19
		All grade levels will have 100% of their Math CCSS aligned to their math curriculum maps. Create Kipapa K-5 "must do" math agreements.
		
		Year 3: 2019-20
		● Create Kipapa K-5 "must do" math agreements.
		● Determine schoolwide math assessments.
		● Determine schoolwide fluency expectations and vertically align schoolwide.
		● Begin discussion on a structure for math lessons.
		● Consider ways to improve the differentiation of instruction.
		● Begin discussion on what to focus on which Standards of Mathematical Practices (SMPs) to focus on and schoolwide vertical alignment of selected SMPs.
		● Begin discussion on renewal of Stepping Stones online subscription for SY 2020-21.
		
		SY 2017-20
		Continue to fund resources and materials to support classroom instruction in math (online resources, workbooks, books, magazines).
		● Splash Math
		   ○ 3 year contract (SY 2019-20 Expires)
		   ○ No payment needed
				Consumables $35,000
				
				($35,000)
						Quarterly Summatives
						● Grade level math quarterly data (online sheets)
						
						End of School Year postings:
						● K-5 ~~STAR~~ **i-Ready** Math Universal Screener (Spring Post)
						● Gr. 3-5 Summative Math SBA
						● Math SMARTe Goal - STAR data (pre/mid/post)
						
						Coaches/Admin Walkthrough Data (1x/mth) Look fors to include:
						● ~~Small Group Instruction w/student learning conversations~~
						● ~~Increase student engagement in "Student Learning Conversations (Level 5)" from 2% to 10% while decreasing "Student Disengagement (Level 1 and 2)" from 25% to less than 10% using the IPI 1x/mo walkthrough protocol.~~
						● Increase in collaboration and student work based on targeted walkthrough data and student work

Objective 3a: Well-Rounded *WASC Areas of Growth:* ● C2 ● D3	**Target from Writing SMARTe Goal Data:** **SY 18-19: 60% of students in each grade level, K-5, will meet or**	Implement Writing CCSS in every classroom by utilizing a variety of resources to instruct, assess and monitor students' progress in writing with accountability via 1x mo walkthroughs in the classroom to look for: ● Writing Agreements ● Dedicated daily writing time ● Writer's Workshop Structure ● Regular instruction in the three types of writing:	2017-20	~~Coaches~~ FOL C		Evidence: ● Pre/Post assessments for each type of writing ● Writing SMARTe Goal (pre/mid/post) ○ For SY 2019-20, 10% increase from 2018-19 Triangulated data

	○ Narrative ○ Opinion ○ Informational • Continue working on developing writing curriculum ○ Evidence of writing learning targets w/ criteria ○ Writing assessments match targets/criteria ~~Year 1: 2017-18~~ ~~All classes will utilize the Writer's Workshop structure during their writing block.~~ ~~Year 2: 2018-19~~ ~~All grade levels will dedicate majority CFAs during PLC meetings to writing. Create Kipapa K-5 "must do" writing instructional agreements.~~ Year 3: 2019-20 100% Alignment w/ writing curriculum and pacing guides across grade levels. All classes will utilize the Writer's Workshop structure during their writing block and teach writing every day.					• Targeted Walkthroughs to gather evidence of current writing blocks • Curriculum Maps • Pacing Guides • FOL C Data
Objective 3a: Well-Rounded *WASC Areas of Growth:* • C1 • C4 • C6	**SY 17-18: Progress Monitoring sheets created for all students K-5 & Lit. Rm. students** **SY 18-19: Refine PM sheets; set expectations for PM** **SY 19-20: All targeted students progress monitored**	Refine the data collection and instruction portion of our reading RTI system. ~~to identify specific needs and be able to target instructional strategies for Tier 2 and 3 students.~~ • ~~Literacy Room:~~ ○ ~~Targeted K-5 students~~ *(completed)* • ~~Classroom~~ ○ ~~Targeted K-5 students~~ *(completed)* Year 1: 2017-18 ~~All teachers will progress monitor a minimum of 2 Tier ⅔ student(s) using methods learned during PD training.~~ Year 2: 2018-19 ~~All teachers will adhere to the following:~~ • ~~F&P/Reading A-Z scores should be inputted~~ **quarterly** ~~for ALL Tier 2 and Tier 3 students (red and yellow on STAR)~~ • ~~F&P/Reading A-Z scores should be inputted for ALL~~	2017-20	~~Coaches~~ FOL E			Evidence: • ~~Literacy Room~~ Tier 2 & 3 • Sub groups • Class Action Plan • Data Wall

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

		STUDENTS at the end of each year.
		
		Year 3: 2019-20
		    ● Teachers will create a Class Action Plan
		    ● All teachers will progress monitor a Tier 2/3 student(s) and continue data input of Tier 2/3 students.					

Objective 3a: Well-Rounded
 	
WASC Areas of Growth:
  ● B3
  ● B5
  ● C3
  ● C5
  ● C6
	SY 2017-18: All grade level Math Curriculum Maps will be aligned to CCSS Math
	
	SY 2018-19: All grade level Reading Curriculum Maps will be completed
	
	SY 2019-20: All grade level Writing and Science ~~Curriculum Maps will be completed~~
		Continue to afford grade levels the time needed to work on building and aligning their curriculum maps to effectively address the GLOs, instructional changes and academic standards. ~~Year 1: 2017-18~~
		~~All grade levels will be given sub and/or stipend days to work on curriculum planning.~~ *(completed)*
		
		~~Year 2: 2018-19~~
		~~All grade levels will be given 2 (1/sem) sub days to work on curriculum planning.~~ All grade levels will have PLC/Data Team time to work on curriculum planning for SY 2019-20.
		
		~~Year 3: 2019-20~~
		~~All grade levels will be given 2 (1/sem) sub days to work on curriculum planning. K-5 vertical alignment will begin.~~
		All grade levels will have weekly PLC/Data Team time, Grade Level and Waiver Days to work on developing curriculum, instructional changes and GLO's..
				~~Coaches~~
				FOL A, B, C, D
							Evidence:
							  ● Grade Level Curriculum Maps/Guides
							  ● Grade Level Pacing Guides
							  ● Grade Level ~~sub/stipend~~ Data Team/PLC, Grade Level Planning, PD Days and Wednesday meeting minutes
							  ● Increase in project based Social Studies/ Science learning and assessments to tie learning to real-world problems and challenges.

Objective 3a: Well-Rounded
 	
CAF #2
 	
WASC Areas of Growth:
  ● E2
	Target for Sub Group Data: decrease the gap rate by 2 points per year.
	
	Baseline SY 2017-18:
	Math: 23 points
	Reading: 20 points
	
	SY 2018-19:
	Math: 21 points
	Reading: 18 points
	
	SY 2019-20:
		Year 1: 2017-18
		~~Begin to collect sub group data for our High Needs group. These groups include:~~ *(completed)*
		    ● ~~ELL~~
		    ● ~~Special Education (Resource)~~
		    ● ~~Special Education (Inclusion)~~
		    ● ~~Economically Disadvantaged~~
		
		Year 2: 2018-19
		~~Create a way to easily disaggregate the data to better identify the needs of these groups, as well as identify what is effective in closing the achievement gap.~~
		
		Year 3: 2019-20
		Monitor subgroup data (ELL, SPED Resource, SPED Inclusion, Economically Disadvantaged).
		    ● Implementation of i-Ready
			2017-20	Coaches
				
				ELL/Data Coord.
				
				PTT (ELL)
					$15,298	Title 1	Title I PTT
							  ● Attend quarterly mtgs
							  ● Complete Title I Handbook requirements
							
							~~Sub Group data collection sheets~~
							
							ELL/Data Coord.
							  ● WIDA Access for ELL 2.0 data (1x/year)
							  ● i-Ready Reports for subgroups
							  ● Collect & organize school data

	Decrease by 2 points	○ 3 PD's
		● Teachers, GLs, ART will regularly review subgroup data to monitor growth
		● Use of adult personal to support Grades 1-3 during uninterrupted block
		● A dedicated PTT will collect and organize all school Title 1 data and do the following:
		   ● Attend quarterly Title 1 meetings
		   ● Complete Title 1 Handbook requirements
		   ● Yearbook
				PTT
				(Title 1)
					$10,800-15,000
					
					($34,998)	

Objective 3a: Well-Rounded
 	
WASC Areas of Growth:
● E3
	SY 17-18:
	
	SY 18-19:
	
	SY 19-20:
	To provide ongoing literacy support for KES students and families.
		Year 1: 2017-18
		~~Implement an annual Summer Program for students completing Gr. K - 4 to provide continuous learning between one school year to the next in our efforts to close the achievement gaps and summer regression rates.~~ *(completed)*
		
		Year 2: 2018-19
		~~Continue implementing annual Summer Program for students completing Gr. K - 4 to provide continuous learning between one school year to the next in our efforts to close the achievement gaps and summer regression rates.~~
		
		Look at data to determine the effectiveness of this program in closing the achievement gap, summer regression rates and cost to determine if this should be continued or if there is another way to use the money throughout the school year to provide more after school activities K-5.
		
		Year 3: 2019-20
		Provide Kindercamp to Kipapa's incoming Kindergartners who have little to no preschool experience.
		
		Explore
		● A position to facilitate and monitor an after-school literacy learning center (3 days/week) in the library where students engage in meaningful learning experiences, working independently or collaboratively, to help them meet their literacy goals. Current/past KES students and parents will have access to:
		   ○ Internet services,
		   ○ Technology devices,
		   ○ Books, and
		   ○ Other resources
			2017-20	Coaches	$27,000
					
					PTT (2): $2261
					PPT (2): $1286
					
					$10,802
					
					($41,349)
						Summer school data
						Summer school attendance logs
						
						Literacy Learning Center sign in/out sheets to measure usage of the learning center.

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

Objective 3a: Well-Rounded ~~Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.~~	**To provide ongoing literacy support for KES students and families.**	~~Year 3: 2019-20~~ ~~A dedicated PTT will facilitate and monitor an after-school literacy learning center (3 days/week) in the library where students engage in meaningful learning experiences, working independently or collaboratively, to help them meet their literacy goals. Current/past KES students and parents will have access to:~~ ~~Internet services;~~ ~~Technology devices;~~ ~~Books, and~~ ~~Other resources~~	~~2017-20~~				~~Literacy Learning Center sign in/out sheets to measure usage of the learning center.~~
Objective 1a: Empowered *Objective 3a: Well-Rounded*	**Target for IPI on student engagement:** **SY 18-19: Increase student engagement in "Student Learning Conversations (Level 5)" from 2% to 10% while decreasing "Student Disengagement (Level 1 and 2)" from 25% to less than 10% using the IPI 1x/mo walkthrough protocol.** **SY 19-20: Increase student engagement 5% from SY 18-10 baseline.**	**Year 2: 2018-19** Implement 1x/mo walkthroughs (coaches/admin) in the classroom to look for: - Student engagement - Evidence of 'must dos' taking place in classrooms - Culture Work on consistency and sharing of walkthrough data in a meaningful way. ~~Starting 2nd Semester of SY 2018-19, IPI will focus on only reading engagement.~~	2017-20	Admin/ Coaches			Yearly schedule for walkthroughs: - Coaches 1x/mo - Admin 1x/mo IPI Engagement SMARTe Goal with a focus on reading (pre/mid/post) Increase in collaboration and student work based on walkthrough data and student work using assessment matrix/data, walkthroughs
Objective 1a: Empowered *Objective 3a: Well-Rounded* *WASC Areas of Growth:*	**Transition to NGSS**	Implement STEM and NGSS in all classrooms by 2020 - Professional Development on ~~navigating through NGSS and creating units to address NGSS~~ - Creating NGSS Storylines (cohesive units). - Creating 3D assessments that align with NGSS. - Full implementation of NGSS in the classrooms. - Teachers will teach Science lessons based on the 5E Model that align to NGSS.	2017-20	~~STEM lead~~ FOL D			~~STEM implementation plan~~ PD sign in & agenda Kipapa's Science Curriculum (document with links to grade level units) To be updated with Storylines and Assessments.

● B1		○ At least one of those lessons will be a STEM unit to increase project based learning and assessments that tie learning to real-world problems and challenges. ○ Use Mystery Science as a Resource. ● Science Coach to assist Grade 5 in preparation for HSA Provide enrichment opportunities through: ● Junior Robotics Program (Grade 3) ● Robotics Competitive Team (GT/Enrichment) ● Robotics Club (Grade 3 and 4)		$800/year for the school		~~Grade 4 HSA~~ (Grade 5 in 2020) ~~Student Surveys~~ Robotics Competitions/ Exhibitions Parent Sharing for Junior Robotics and Robotics Club
Objectives 2a: Whole Child *Objective 3a: Well-Rounded*	Provide a continuum of services that provide the least restrictive environment (LRE) for our Special Education students	Support Special Education classroom instruction and teachers as warranted by the needs of the students. (PK-5) The continuum of supports are provided based on student needs in the least restrictive environment (LRE) for our Special Education students. Resources: ● Special Education Student's Individual Education Program (IEP) and progress reports ● REEP manual ● Special Education Teacher Manual	2017-20	SSC/ Admin		All SPED students will be supported based on their needs Ensure that all SPED students are in a LRE Monitor academic growth of students
Objectives 2a: Whole Child *Objectives 2b: Whole Child* *Objective 3a: Well-Rounded* *Objective 4d: Well-Rounded*	Provide timely and appropriate supports for students	Provide appropriate supports for students: *(on going)* ● Comprehensive Student Support Referral Process ● Transition Student Support Program (TSSP) ● Behavior Support Team (BST) ● Counseling (individual & groups) ● Guidance Lessons (K-5) ● Homework Tutoring ● Summer Program (?) Provide transition supports for students. *(on going)* ● Incoming Kindergarten Orientation ● KinderCamp for students with no preschool experience during summer prior to Gr. K ● Summer Program for students completing Gr. K-4 ● HeadStart - Sped. students ready for transition. ● Sped. students transferring to our school ● Middle School orientation & visits	2017-20	~~Counselors~~ FOL E SSC Admin		Monitored monthly: ● BST minutes ● Number of Referrals: TSSP, Counseling, Discipline ● Pre/Post Survey: TSSP, guidance, tutoring ● Tiered Fidelity Inventory (TFI): Pre/Post KinderCamp, Summer & extended learning sessions (data gathered by the activity director) ● Class rosters ● Pre and Post data TSSP data ● Parent Survey/Evaluations

							End of school year: ● Middle School reflection ● Schedule of time spent in Spec. Ed. PS & ● Sped. Student Focus Team meetings
Objective 2c: Whole Child	Support students and families to decrease chronic absenteeism	Analyze student attendance data, implement strategies and monitor progress *(on going)*	2017-20	~~Counselors~~ FOL E			Monitored monthly: All teachers and counselors will consistently analyze attendance data and collaborate in communicating with families to decrease our chronic absenteeism. ● Attendance data ● Attendance Letters A, B, C ● Phone calls & letters to families ● Mtgs. w/students & families ● Peer Review minutes ● Fac. Mtg. agenda (time for checking attendance)
Objectives 2b: Whole Child	Teach students the skills necessary to Develop positive character traits, ~~habits & a growth mindset~~ to be lifelong learners and productive citizens in our society	Counselors will teach guidance lessons in the classrooms that focus on social-emotional learning. *(on going)* Teachers will infuse SEL activities in their daily lessons All teachers & Staff will reinforce the six Character Counts Pillars, GLOs ~~& Growth Mindset Philosophy~~ throughout the day *(on going)* Character Counts program *(on going)* General Learner Outcomes. (GLOs) *(on going)* ~~Have a Growth Mindset Philosophy~~ *(on going)*	2017-20	~~Counselors~~ FOL E Admin			Student reflections Complex Character Counts Fair Good Citizen assemblies
Objective 1a: Empowered	Develop an attitude of stewardship and service to others	Community Service Projects *(on going)* Student Council community service projects (school wide) School service opportunities *(on going)* ● Monitors: ○ Cafeteria ○ Office ○ Library ● JPO ● Library Club ● Cougar Council	2017-20	Resource Teachers ~~Counselors~~ FOL E Admin			Results of Community Service Projects School schedules and data will be monitored Rosters: ● JPO ● Library Club ● Cougar Council ● Cross Country

		● Extra Curricular:
		  ○ Cross Country
		  ○ Track
		  ○ iMac
		  ○ Performing Arts
		  ○ Robotics Club
							● Track
							● iMac
							● Performing Arts groups
							● Robotics Club

Objective 3a:
Well-Rounded
	Provide well-rounded educational opportunities that support our philosophy of educating the "whole child." Help students discover their strengths and passions.	**Resource Programs**
		All students participate in school-wide Resource programs that emphasize a well rounded education. Resource programs:
		● Support the physical, social emotional, and academic needs of the students
		● Allow students opportunities to engage in activities that support physical fitness, technology education, library science, and the performing arts.
		● Integrate curriculum and activities into grade level units, concepts and big ideas.
		● After school activities through performing arts, track and field, computer, robotics (2nd Semester)
		● Afterschool tutoring in Gr. 1, 3, 5 (2nd Semester)
		● Explore ways to create more afterschool activities and tutoring M-F for all students
		
		Technology
		  ● Continue using Google Accounts for Grades 1-5
		    ○ Grade level projects to support Performing Arts Program
		    ○ Google Doc, Sheets, Drawing, Sites, Classroom
		  ● Continue keyboarding skills
		  ● Expand Computer Science Education Programming Skills
		    ○ Computer-based programs: Scratch Jr. and Code.org
		    ○ Robots: Kibo, Ozobots, Dash Robots and EV3 Robots
		  ●
		  ● Expand Informational Movies and Creations to support Grade level projects
			2017-20	Resource Teachers
				
				Classroom Teachers
				
				Admin
					4 PTT's: $5000
					2nd Semester
					
					6 PTT's: $5000
					2nd Semester
					
					($10,000)
							Quarterly Data Collection sheets based on Learning Targets addressed in the resource programs
							
							Student self-assessment
							
							Student surveys
							
							Time Sheets

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

Goal 2: Staff Success: Kipapa Elementary 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 have the training, support, and professional development to contribute effectively to student success.*
- ☐ *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 well-qualified applicant pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.*

WASC Critical Area for Follow-up #1:
Administration and teachers need to ensure consistent implementation of rigorous curriculum, instruction, and assessment to support academic growth for all students.

WASC Critical Area for Follow-up #2:
Administration and teachers need to establish systems/process to measure the effectiveness of the following in order to allocate resources and make modifications that will best support students' academic achievement: a. systems (e.g. RTI, resource) b. professional development c. programs (e.g. Wonders, Stepping Stones) d. teacher practices (e.g. GLOs, literacy initiatives, instructional strategies) e. collection and analysis of data

WASC Critical Area for Follow-up #3:
Staff need to collaboratively clarify roles and responsibilities and develop/enhance a clear decision-making process to support effective and timely communication and implementation of both academic and non-academic programs to support all student needs.

Outcome: By the end of three years,	Rationale
1. 100% ELA, Math, Writing and GLO's curriculum, instruction & assessments stair-cased K-5 by SY 2019-2020	1: Need curriculum structures in place to ensure consistent alignment with CCSS in reading, writing and math
2. Provide Professional Development to support an instructional framework, strategies and RTI supports to address all students' needs and make a 10% change to the Achievement Gap and reading/math scores.	2: (**Critical Area of Need #1, CAF #1)** At KES the reading and math scores have shown no change, remaining around the 50%ile for the past 3 years. Strive HI **Reading** data fluctuates in the mid to upper 50%ile with a high of 59% in SY 2017-18 and a low of 55% in SY 2016-17. Strive HI **Math** has a wider range with a low of 48% in SY 2015-16 and a high of 57% in SY 2016-17. These percentages are much lower for our at risk or striving learners, ELL and Special Education subgroups. (**Critical Area of Need #3, CAF #1 & CAF #2)** Currently, the Strive HI data indicates little change in the Gap Rate for reading and math; the number of students on track to English language proficiency decreased from 52% to 24% while students needing ELL services increased from 5% to 7%; and the Free and reduced population increased from 49% to 53%.

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

		Planning					Interim Measures of Progress
Goal 2: *Staff Success Objectives*	Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	Responsible Group ~~Art Lead~~	EST. Cost	Funding Source (WSF, Title 1, etc)	Define the relevant data used to regularly assess and monitor progress

Objective 2a: Focused Professional Development
 	
 WASC Areas of Growth:
 ● *A7*
 ● *B4*
 ● *D2*
	Schoolwide aligned curriculum	~~During PLC time and additional sub days, K-5 teachers will work to create the following documents that support instruction for all students:~~
		 ● ~~Year 1:~~
		  ○ ~~Math Curriculum and Pacing Guides (Completed 2017-18)~~
		 ● ~~Year 2:~~
		  ○ ~~Reading Curriculum and Pacing Guides by SY 2018-19~~
		  ○ K-5 GLO Staircase SY 2018-20 *(on going)*
		 ● Year 3:
		  ○ ~~Writing and Science Curriculum and Pacing Guides by SY 2019-20~~
		
		 During PLC, Grade level time and additional Waiver Days, all teachers will work to vertically align the following to support instruction for all students:
		 ● Year 3:
		  ○ GLOs
		  ○ Schoolwide Reading, Math, Writing Assessments
			2017-20	~~Coaches~~
				
				 ~~Admin~~
				
				 FOL A-E
							Documents:
							 ● PLC Minutes
							 ● GL Minutes
							 ● ~~Day Minutes/Sign In~~
							 ● Curriculum Maps
							 ● Pacing Guides
							 ● Waiver Day Agendas

Objective 2a: Focused Professional Development
 	
 WASC Areas of Growth:
 ● *E2*
	Develop an effective system to analyze data and determine effective instructional strategies and interventions to address students' needs. (Outcome 4 and 5)	~~During PLC, Grade Level time and additional Waiver days, K-5 teachers will collaborate to:~~
		 ● ~~Year 1-3:~~
		  ○ ~~Regularly plan instruction with emphasis on clear learning targets, criteria and assessments that match the targets in reading, writing and math.~~
		    ■ ~~Year 1: Math (completed)~~
		    ■ ~~Year 2: Reading~~
		    ■ ~~Year 3: Writing/Science~~
		 ● ~~Year 2-3:~~
		  ○ ~~Create a dedicated position (PTT) to oversee teacher development of instructional strategies and training in the content areas.~~
		 ● ~~Year 1-3:~~
		  ○ ~~Instructional Leadership Team (ILT) Process (two cycles) to include 4 sub days for~~
			2017-20	ART, Resource Teachers, Admin			Documents:
							 ● ~~PLC Minutes~~
							 ● ~~GL Minutes~~
							 ● ~~Curriculum Maps~~
							  ○ ~~Reading~~
							  ○ ~~Math~~
							 ● ~~Pacing Guides~~
							  ○ ~~Reading~~
							  ○ ~~Math~~
							 ● ~~Formative/Summative Data~~
							  ○ ~~Reading~~
							  ○ ~~Math~~
							 ● ~~Agenda Minutes from PD's~~
							
							 ART Meeting Minutes
							 Data Wall

		~~planning and training in the school focus~~ Create regular time to analyze student school wide and individual data to determine effective instructional strategies and interventions for Tier 2 and 3 students.					
Objective 2a: Focused Professional Development *WASC Areas of Growth:* ● *D5*	Develop an effective system for RTI of Tier 2 and 3 students in reading.	~~Teachers and staff will continue to refine and utilize RTI Process to address Tier 2 and 3 students' needs in reading and math through regular use of:~~ 　● ~~Small group instruction~~ 　　○ ~~Literacy Room~~ 　　○ ~~Classroom~~ 　● ~~During data teams, analyze data to create instructional strategies for students who are meeting the target, and those above and below the target in reading and math (differentiation).~~ 　● ~~Targeted Instruction~~ 　● ~~Alignment between classroom and Literacy Room~~ 　● *~~Determine schoolwide math assessments for SY 2019-20~~* SY 2019-20 Review/revise RTI process as necessary and ensure that the RTI process is clear to all stakeholders.	2017-20	~~Coaches~~ ~~Admin~~			~~All Students:~~ 　● ~~K-5 STAR~~ **~~i-Ready~~** ~~Reading Quarterly Assessments~~ 　● ~~K-1 F&P monitoring (1-3 per quarter)~~ 　● ~~Gr. 2-5 End of Year Reading Level via Reading A-Z Assessments~~ 　● ~~Gr. K-5 IRI Assessments for Oral and Silent Reading (Post)~~ 　　○ ~~Accuracy~~ 　　○ ~~Fluency~~ 　　○ ~~Comprehension~~ ~~Targeted Students:~~ 　● ~~Gr. 1-5 Running Records for Fluency and Accuracy (1-3 per quarter)~~ 　● ~~Gr. 2-5 Reading A-Z monitoring (minimum quarterly)~~ 　● ~~Formative/Summative CBA's in reading~~
Objective 2a: Focused Professional Development *CAF #1* *CAF #2*	PD for teachers to increase knowledge, understanding, and their ability to use effective instructional strategies, inclusive practices and multi tiered supports with all students.	**Year 1: 2017-18** (*completed*) ~~Provide PD for teachers on RTI Strategies~~ *~~40 Reading Intervention Strategies for K-6 Readers~~* ~~by Elaine K. McEwan-Adkins with support from District personnel. (21 hours)~~ 　● ~~All teachers will utilize strategies learned through PD with at least 1-2 Tier 3 student(s).~~ 　　○ ~~PD provided with the book~~ *~~The Reading Strategies Book~~* ~~by Jennifer Serravallo~~ 　● ~~All teachers will Progress monitor at least 1-2 Tier 3 student(s).~~	2017-20	Coaches Home groups			● PD agendas/minutes ● Teacher Sharing ● ILT walkthroughs ● IPI walkthroughs

		Year 2: 2018-19
		~~Provide PD for teachers on crafting targeted, personalized instruction that enable striving readers to to find books they love and engage in voluminous reading:~~
		    ● ~~*From Striving to Thriving: How To Grow Capable Readers* by Stephanie Harvey and~~
		    ● ~~Teachers will utilize knowledge from PD to help students engage in meaningful reading routines and 'actions'.~~
		
		Year 3: 2019-20
		Home groups will select a professional development book that addresses instruction or a need in their group. Home groups will provide:
		    ● Rationale
		    ● Alignment to CCSS/AP
		    ● Outcomes
		    ● Plan for reading, implementing and sharing book to faculty in December 2019 and April 2020. (IPDP)
		
		Provide PD to members of FOL Groups as needed and available to strengthen understanding of their curriculum area.
		
		Implementation of i-Ready
		    ● 3 PD's for training
		~~Provide Professional Development on an instructional framework that addresses the formative assessment process to address closing the achievement gap for our striving students and increasing proficiency for all students. (21 hours and PD Days)~~
		    ● ~~Outsourced PD on Formative Assessment Process~~
		    ● ~~Purchase Books for SY 2019-20 Book Club~~
					$1500-2500
					
					$15000
					
					$4700
					
					($22,200)		

Objective 1a: Focused Professional Development	**Introduction to College, Career, and Civic Life (C3) Framework for Social Studies State Standard**	**Year 3: 2019-20** Teachers will get acclimated to the new C3 Framework.	2019-20	FOL D			
Objective 2a: Focused Professional	PD for teachers to increase knowledge, understanding, and	Professional Development (PD) on technology for staff: Year 1: SY 2017-18 (*completed*) ● ~~Future Ready Learning (FRL) committee GL~~	2017-18	~~Tech Coach~~ FOL D			● Teacher surveys ● Parent surveys

Development *CAF #1* *CAF #2*	their ability to use technology to support enhance learning in all students.	~~representatives will select one tech goal for their GL to focus on next SY. FRL committee will explore ClassDojo to see if it would be a good fit for KES.~~ Year 2: SY 2018-19 • ~~FRL committee will explore programs/apps to better use technology in the classrooms. GLs will select one program/app for FRL rep to pilot. FRL will look at data collected from various WASC surveys to determine needs of faculty. FRL reps will pilot ClassDojo in their classrooms. Tech Coach will pilot ClassDojo schoolwide.~~ Year 3: SY 2019-20 • Continue to use ClassDojo schoolwide. Whole school implementation of ClassDojo. ~~Whole GL implementation of selected GL program/app.~~ • Implementation of i-Ready with 3x/year training during PD days.	2018-19 2019-20	ClassDojo to be managed by ELL/Data Coord.			• i-Ready usage reports • Classroom observations of i-Ready usage • Action Plans
Objective 1a: *Focused* *Professional* *Development* *WASC Areas* *of Growth:* • *E1*	Develop an effective system to analyze data and determine effective strategies and interventions to address students' behavior and character development.	Counselors will collaborate with faculty and staff to analyze data, implement strategies, and monitor students' progress to improve student behavior and character development. (Behavior Support Team, Core meetings, Panorama Survey, Guidance) Have met with all the grade levels to discuss the results of the Panorama survey and how to incorporate strategies to improve SEL skills in the classroom. BST meetings, Core meetings, guidance lessons, individual and small group counseling are on going.	2017-20	~~Counselors~~ FOL E SSC			Discipline referral Data BST Minutes CORE Mtg. Minutes Counselors Observations Panorama Survey Counseling (Groups, Individuals) BSPs CSSS referral process
	Provide training to faculty and staff to support positive character, habits & a growth mindset in all settings.	**Year 1** ~~Character Count Committee will explore curriculums/programs to build understanding. Look at data from Panorama survey to determine what is best for Kipapa.~~ (*completed*) **Year 2** Model lessons based on specific SEL curriculum, i.e., 2nd step, Pillars of Peace, Choose Love, etc. Teachers will observe and be present for lessons, so they can implement the following year. *(on going)* **Year 3**	2018-19 2019-20	~~Counselors~~ FOL E Admin			Character Counts Committee Minutes Panorama Survey given 2x year for whole school Panorama Survey given mid year for targeted students

		Teachers will pilot selected program to infuse SEL into their curriculum **Year 4** Whole school implementation	2020-21 2021-22				
Objective 1a: Focused Professional Development *Objectives 1d: Focused Professional Development*	Develop a system of accountability, feedback and support for teachers to make sound instructional decisions to support students' growth as well as grow professionally	Provide support and feedback for all teachers and staff. ● EES ● Individual meetings w/administrators (3rd & 4th Qtrs.) ● Walkthroughs	2017-20	Admin			IPDP for all teachers Charlotte Danielson observations SLOs Core Professionalism for new teachers Walkthrough forms Mentor logs Data Team/Articulation Minutes

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

Goal 3: Successful Systems of Support: The system and culture of Kipapa Elementary 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 education resources.*

WASC Critical Area for Follow-up #1:
Administration and teachers need to ensure consistent implementation of rigorous curriculum, instruction, and assessment to support academic growth for all students.

WASC Critical Area for Follow-up #2:
Administration and teachers need to establish systems/process to measure the effectiveness of the following in order to allocate resources and make modifications that will best support students' academic achievement: a. systems (e.g. RTI, resource) b. professional development c. programs (e.g. Wonders, Stepping Stones) d. teacher practices (e.g. GLOs, literacy initiatives, instructional strategies) e. collection and analysis of data

WASC Critical Area for Follow-up #3:
Staff need to collaboratively clarify roles and responsibilities and develop/enhance a clear decision-making process to support effective and timely communication and implementation of both academic and non-academic programs to support all student needs.

Outcome: By the end of three years,	Rationale
Kipapa Elementary School will work on creating a clear process of accountability. Structures that will be examined and refined include the following: ● ART - Identify a process for looking at data and determining the root causes, then problem-solving why achievement remains status quo; and make decisions to implement change; ● IPI - Work towards consistency and provide regular feedback and reflection for teachers; ● PLC Meetings - A clear purpose needs to be set and communicated as to why this time is important and what it is used for, as well as a way to measure its impact on student achievement and instructional time; ● ILT Structure - Clear expectations and accountability for classroom implementation, as well as defined process to measure effectiveness of PD; ● RTI - Guidelines as to which students are identified, monitored, provided additional supports with clear next steps and/or exit criteria to ensure that this process supports our students who are not achieving grade level expectations; ● FRL - Ensure that technology resources, both personnel and tools, are used effectively to train teachers, so technology is used to enhance instruction and student learning; and ● Create clear expectations and roles for non-teaching positions, so they support instruction and learning.	**(Critical Area of Need #2, aligns to CAF #3)** KES has structures that support instruction and learning but no process to measure if they impact student achievement. KES has difficulty identifying what impacts student achievement and what does not. It is absolutely necessary that KES identify clear systems and processes for the structures that currently exist at Kipapa to ensure that they support teachers and students to maximize instructional gain.

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

Planning							Interim Measures of Progress
Goal 3: *Successful Systems of Support Objectives*	**Desired Outcome**	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Responsible Group** ~~**Art Lead**~~	**EST. Cost**	**Funding Source (WSF, Title 1, etc)**	**Define the relevant data used to regularly assess and monitor progress**
Objective 3: Efficient and Transparent Supports	Engage parents and families in their child's and school activities	Provide parent/family sessions and activities (*on going*) ● Grade Level Brown Bag sessions ● Principal's "Talk Story"(1x/Sem) ● Parent "I Can" Checklist ● Parenting Workshops ● Workshops for ELL parents/families ● Parent/Family activities ● Technology sessions for parents	2017-20	~~Counselors~~ FOL E Admin Title I PTT			Parent "I Can" Checklist (compiled after Qtrs. 1, 2, 3) TSSP pre/post data
Objective 3: Efficient and Transparent Supports	Communicate with parents and community	Year 1: SY 2017-18 ~~Utilize various modes of communication to inform all stakeholders through a school website and Remind app~~ *(completed)* Year 2 & 3: SY 2018-19, SY 2019-20 Utilize various modes of communication to inform all stakeholders through a school website and ClassDojo schoolwide.	2017-18 2018-20	~~Coach (Tech)~~ Website & ClassDojo to be managed by ELL/Data Coord.			
Objective 3: Efficient and Transparent Supports *WASC Areas of Growth:* ● *A5*	Create systems that will enable KES stakeholders' to review, evaluate, and plan WASC needs.	Re-organize current committees and systems that review data to be more efficient and better promote student learning. ● WASC ○ ~~Identify Needs~~ ○ Create a priority timeline ○ Create a 3-5 year map for resolving and implementing our needs ● Committees ○ ~~Reorganize current committees to support~~ Kipapa's needs ■ Curriculum ■ Culture ■ Tech ● Yearly Meeting Schedule ○ Plans for regularly scheduled review/evaluation of systems in place ○	2018-20	ART			ART Minutes Committee Groups and Schedule Monthly Schedule

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

Objective 2: Adequate and Expanded Resources *WASC Areas of Growth:* • *A7* • *B4* • *D2*	Revise school schedule to include 3 Waiver Days for planning purposes to vertically align curriculum	Year 3: SY 2019-20 • 3 Waiver Days will be utilized to vertically align curriculum across grade levels.					• Curriculum maps will be more vertically aligned

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

Addendum for SY2018-20 Kipapa AP: Revised for WASC 4/2019

WASC Areas of Growth:
WASC Category A: Organization

A1. Review schoolwide articulation of the GLOs and consider means to evaluate the effectiveness on student behavior and academic achievement.

A2. Establish a system to regularly revisit/revise the vision and mission. Consider including Na Hopena A`o, community needs, and school philosophy.

A3. Consider adding Na Hopena A`o to the academic plan to support current practices around social-emotional learning and Whole-Child.

A4. Review, update, and revise the Teacher Handbook to ensure roles and responsibilities are clear, the decision-making process is transparent to all stakeholders, and the communication process is effective. Ensure the decision-making process is collaborative and has a commitment of all stakeholders.

A5. Establish systems/processes to measure effectiveness of the following: (a) systems (e.g. RTI, resource), (b) professional development, (c) programs (e.g. Wonders, Stepping Stones), and (d) teacher practices (e.g. GLOs, literacy initiatives, instructional strategies).

A6. Review current data team/articulation time in order to include input from special education (SPED), gifted and talented (GT), and English Language Learners (ELL).

A7. Consider ways to modify the schedule to provide more time for vertical articulation.

WASC Category B: Standards-Based Student Learning: Curriculum

B1. Consider establishing an accountability system for curriculum programs to evaluate the rigor, relevancy, and effectiveness on student achievement.

B2. Consider establishing instructional cycle follow-ups on professional developments provided based on observational data needs that include sharing observational data with teachers.

B3. Consider developing a standardized template for curriculum maps that includes academic standards, GLOs, and learning targets.

B4. Provide opportunities for vertical alignment between grade levels regarding the alignment between grade level curriculum maps.

B5. Consider developing a formal process of curriculum review that clearly links the CNA and AP to evaluative processes on what impact instruction and assessment have on student achievement.

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

WASC Category C: Standards-Based Student Learning: Instruction

    C1. Review data regularly to identify which strategies and programs have the most impact on student learning.

    C2. Collaborate as a faculty to identify schoolwide instructional "must do's".

    C3. Continue to work on creating and implementing consistent, measurable targets for current curriculum and pacing guides within each grade level.

    C4. Review and evaluate the effectiveness of the RTI block.

    C5. Consider ways to intentionally plan higher order thinking activities into daily instruction.

    C6. Consider ways to improve the differentiation of instruction.

WASC Category D: Standards-Based Student Learning: Assessment and Accountability

    D1. Develop a common understanding and process of how GLOs are monitored, assessed, and used to support academic achievement.

    D2. Create a consistent and uniform data team process (vertically aligned rubrics) to make decisions and modify instructional practices.

    D3. Develop an assessment plan/testing matrix that identifies the purpose and overview for each assessment.

    D4. Create and implement common agreements around student goal setting, self-assessment, and reflection as a tool to support instructional decisions.

    D5. Provide job-embedded professional development opportunities to teachers and staff to ensure they know and understand the CSSS and RTI process.

    D6. Expand the use of assessment and accountability to all core subjects and GLOs.

WASC Category E: School Culture and Support for Student Personal and Academic Growth

    E1. Continue to review the discipline and behavior management systems currently in place.

    E2. Continue to develop and refine KES' processes for the collection of data.

    E3. Consider resources to allow a greater number of students to participate in co-curricular activities in grades K-2.

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

Hawaii State Department of Education & Board of Education: Strategic Plan 2017-2020

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

Objective 1: EMPOWERED. All students are empowered in their learning to set and achieve their aspirations for the future.

1a. Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impact our islands and the world.

1b. Ensure that high school graduates demonstrate the General Learner Outcomes (GLOs) and have the abilities, habits, and knowledge to set and achieve their short-term and long-term career, community, and postsecondary education goals. Students can identify the training, certificate, apprenticeship, and/or college degree requirements for their career and community passions, and are equipped with the knowledge and skills to set and achieve their goals.

1c. Throughout their K-12 education experience, students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to success. Students have access to high-quality career and college counseling, mentorship opportunities, internships and advanced courses (e.g., Early College) to support their long-term success.

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

2a. Provide students with learning environments that are caring, safe, and supportive of high-quality learning.

2b. Address students' physical, mental, and behavioral health through school programs and partnerships with families, community organizations, and government agencies that support students' well-being.

2c. Cultivate a community and school culture where attendance is valued, encouraged, and supported. Extend this culture of attendance to the home; encourage families to plan for family vacations, travel, and other events during school breaks, holidays and other non-student days.

Objective 3: WELL-ROUNDED. All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.

3a. Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.

3b. Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community.

Objective 4: PREPARED AND RESILIENT. All students transition successfully throughout their educational experiences.

4a. Identify and address student strengths and challenges early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future.

4b. Support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance total well-being.

4c. Create innovative learning options to earn a high school diploma.

4d. Support students who are transitioning between grade levels or transferring to a new school.

4e. Ensure that every high school graduate or completer has an identified next step after high school aligned with their future aspirations.

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

Goal 2: Staff Success - Public schools have 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

1a. Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, language development, instructional strategies to address all types of learners, quality classroom assessments). Aim for a constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college, and community.

1b. Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.

1c. Strengthen the teacher, principal and educational leader development pipeline to support shared and effective leadership at all levels.

1d. Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders).

Objective 2: TIMELY RECRUITMENT AND PLACEMENT. Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.

2a. Implement targeted efforts to recruit and place educators for specialized assignments and high demand skills and abilities (e.g., special education, secondary science, career-technical education, deaf and hard-of-hearing, Hawaiian language, multilingual).

2b. Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year.

Objective 3: EXPANDED PROFESSIONAL PIPELINE. Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support Student Success objectives.

3a. Partner effectively with local educator preparation programs to develop qualities and competencies that facilitate Goal 1 Student Success objectives. Educator preparation programs include teacher certification programs and middle and high schools' career pathways programs to develop future teachers.

3b. Partner with appropriate organizations to develop programs to fill gaps in preparing a full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors).

3c. Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service.

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

Goal 3: Successful Systems of Support - The system and culture of public education work 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.

1a. Identify and scale local public "Bright Spots" through statewide professional networks to best support Strategic Plan objectives and statewide strategic initiatives.

1b. Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, recognition).

Objective 2: ADEQUATE AND EXPANDED RESOURCES. Secure adequate resources to support school and community-based plans for student success.

2a. Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, partnerships with state agencies).

2b. Partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, partnerships, etc.).

2c. Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding in weighted student formula, charter schools' per-pupil funding).

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 education resources.

3a. Enhance support for development, implementation, and reporting of schools' Academic and Financial Plans and expenditures.

3b. Provide timely and user-friendly data to support strategic decision-making and accountability for Student Success.

3c. Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.