Three-Year Academic Plan 2017-2020 (Updated for SY 2019-2020)

Aiea – Moanalua – Radford

Pearl Harbor Kai Elementary School

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Submitted by: Dean Casupang	Date
Signature on File	May 2, 2019

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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
 	
● STRIVE HI
	Needs:
	
	1. Student proficiency and growth in ELA and Math has been stagnant for the past several years.
	
	2. Social, emotional, and behavioral challenges interfere with learning.

	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. ● **Sub Group: Students identified Special Education - increase the proficiency and growth as measured by the Smarter Balanced Assessment**

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	**Title of ART Team Accountable Lead**
1. Keilyn Ah Yat	- Comprehensive Student Support - Response to Intervention (Behavior)
2. Dean Casupang	Educator Effectiveness System
3. Allison Ikeno	Induction & Mentoring
4. Ramona Payes	Future Ready/Technology Integration
5. Tara Quijano	- Common Core State Standards - Formative Instruction/Data Teams
6. Bonnie Scheuring	Comprehensive Student Support
7. Keely Tran	- Common Core State Standards - Formative Instruction/Data Teams
8. Meredith Word	Academic Review Team Lead
9. Teri Yoneda	- Response to Intervention (Academic) - Formative Instruction/Data Teams

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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:
Implementation of Common Core State Standards will be consistent through all grade levels. **Core instruction in ELA and Math will be enhanced through the use of evidence-based strategies.**	Through the consistent implementation of the Common Core State Standards and the use of evidence-based strategies for core instruction, teachers can ensure students are prepared for success through a safe and supportive learning environment.

ELA and Math proficiency will increase overall by 9% from Spring 2018 to Spring 2020.
● **ELA Spring 2017 (baseline): 65%**
  ○ Spring 2018 goal : 68% (actual - 67%)
  ○ Spring 2019 goal: 71%
  ○ Spring 2020 goal: 74%
 	
● **Math Spring 2017 (baseline): 52%**
  ○ Spring 2018 goal: 55% (actual - 56%)
  ○ Spring 2019 goal: 58%
  ○ Spring 2020 goal: 61%
	Our ELA and Math proficiency scores have remained stagnant for the past several years, and as a result, we have set a goal to increase student proficiency and growth in both areas. This will be accomplished through consistent implementation of the Common Core State Standards and the use of evidence-based strategies and programs for core instruction.

AVID WICOR strategies will be observable in 100% of classrooms.	The implementation of AVID WICOR strategies will help increase student achievement by providing evidence based strategies geared to increase study study skills, higher level thinking, and student centered learning.

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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**
Implement K-6 ELA Common Core State Standards through: ● Wonders (K-6)	1. Create and implement grade level pacing guide aligned to CCSS 2. Create and implement common assessments aligned to CCSS	2018-2019 2019-2020	Meredith Word	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	● CLOMP Agenda and Minutes ● Grade Level Pacing Guides
Implement the K-6 Math Common Core State Standards through: ● Stepping Stones (K-5) ● GoMath (6)	1. Create and implement grade level pacing guide aligned to CCSS 2. Create and implement common assessments aligned to CCSS	2019-2020	Meredith Word	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	● CLOMP Agenda and Minutes ● Grade Level Pacing Guides
AVID WICOR strategies will be observable in 100% of classrooms by the end of SY 19-20. (**WASC)** Sustain AVID Certification Status	1. All teachers will receive in-service PD annually to implement AVID WICOR strategies: ● SY 2018-2019 - Focus on Collaboration & Inquiry strategies ● SY 2019-2020 - Focus on Writing & Reading strategies	2018-2019 2019-2020	Meredith Word Ramona Payes	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	● Faculty Sign-In sheets ● Faculty Implementation & Reflection Forms ● Evidence Folders (on Google) ● AVID ISS ● AVID CSS

	2. School site team will meet regularly to implement and monitor the school site plan. 3. Appropriate documentation and evidence will be submitted to sustain AVID certification status.				
There will be an overall 9% point increase in ELA and Math Scores as indicated on SBA by the end of SY 2019-2020. There will be an overall 3% point increase in ELA benchmark scores as indicated on Wonders Benchmark II (Grades K-2) by the end of SY 2019-2020. ● Spring 2019 (baseline:69%) ● Spring 2020 goal: 72%	1. All students to be administered universal screener in both Reading and Math three times a year (Fall, Winter, and Spring). 2. Results from universal screener will be used to preliminarily target students for academic intervention in Tier 2 and Tier 3. 3. Students targeted for Tier 2 and Tier 3 academic intervention will be provided research-based interventions and progress monitored 1-2 times a month.	2018-2019 2019-2020	Teri Yoneda	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE X Other: DoDEA Grant ☐ N/A	● Universal Screener Data and Reports for Reading and Math ● CLOMP Agenda and Minutes ● STAR Progress Monitoring Data and Reports for Reading and Math

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Goal 2: **Staff Success**. Pearl Harbor Kai 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:
The school will offer Professional Development provided by external and internal resources, driven by school data and teacher input to include, but not limited to: ● **Best practices/strategies** ● **Reading, Math, Writing, SEL programs** ● **NGSS and STEM** ● **AVID** ● **Data Teams** ● **Technology integration** ● **Small group instruction** **Teachers will integrate technology into their daily instruction to increase digital literacy as noted in the Future Ready Technology Plan**	To empower our teaching staff and build capacity at the school, relevant professional development in a variety of areas will need to be provided to ensure teachers have the opportunity for ongoing professional growth. Our school is committed to preparing our students to become college, career, and citizenship ready through digital literacy by embedding technology into daily instruction. Professional development provided to teachers will increase knowledge and use of technology in the classroom. Teachers can use the Technology Integration Matrix to help identify the need areas within their own classrooms.

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Teachers will integrate technology into their daily instruction to increase digital leadership.	1. Technology plan will be digitally updated and communicated to stakeholders. 2. The administration will budget resources to address the plan for sustainability and acquiring hardware. 3. Professional development will be provided to all teachers to integrate technology into instruction. Provide opportunities for collegial PD.	2018-2019 2019-2020	Ramona Payes Dean Casupang	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● School Future Ready Technology Plan ● Financial Plan ● Faculty Meeting Agenda and Minutes ● Faculty Sign-In Sheets
Grade Levels will complete at least 4 Data Team cycles each year with a common school wide format and standard of focus.	1. Data Teams PD refresher will be provided to all faculty at the beginning of SY 19-20. 2. ARTeam will refine and update current data team forms by beginning of SY 19-20. 3. ELA and Math curriculum cadres will come up with a standard of	2018-2019 2019-2020	Tara Quijano Keely Tran	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● CLOMP Agenda and Minutes ● Data Teams Minutes ● Data Teams Evidence Folders (on Google)

	focus for each quarter by end of SY 18-19 ● Quarter 1 (Math) ● Quarter 2 (ELA) ● Quarter 3 (Math) ● Quarter 4 (ELA)				
Every teacher will be provided multiple opportunities to vertically articulate with grade levels above and below.	1. The administration will provide the time and structure to allow for vertical articulation.	2018-2019 2019-2020	Dean Casupang	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	● CLOMP Agenda and Minutes ● Faculty Agenda and Minutes ● Curriculum Cadre Agendas and Minutes
Sustain school initiatives and build capacity within the school.	1. Budget allotment for teachers to attend professional development opportunities. 2. Provide and extend leadership roles for classroom teachers in: ● AVID ● WASC ● ART ● Curriculum Cadres ● SCC Board	2018-2019 2019-2020	Dean Casupang	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE X Other: DoDEA Grant ☐ N/A	● Financial Plan ● Faculty Agendas and Minutes ● Professional Development Faculty Sign-In

All beginning teachers will be provided induction and mentoring support from school level mentor.	1. School level mentors will collaborate with District Mentor Teachers and attend PD seminars/workshops. 2. School level mentors will coordinate with beginning teachers on a schedule for ongoing mentoring support.	2018-2019 2019-2020	Allison Ikeno	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● District level PLCs and PLSs Attendance Logs ● PDE3 Mentor Logs

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

Outcome: By the end of three years,	Rationale:
The school will have an established RTI flowchart and behavior RTI matrix, and Peer Review time will be embedded into the school schedule and master calendar. **The school will implement a Social and Emotional Learning program.** **Parents, families, and community members will participate and become an integral part of school decisions through the following groups:** ● **WASC Focus Groups** ● **SCC Board** ● **PTO Board** **Information regarding school programs and initiatives will be readily accessible and communicated through the following venues:** ● **School Website** ● **Mass Emails** ● **Parent Workshops/PCNC Webinars** ● **SCC/PTO Community Meetings** ● **Coffee Hours** ● **Parent/Child Activities**	Through an established RTI flowchart, teachers will be able to use the RTI process to identify student needs, provide appropriate interventions, and accurately progress monitor. With an established process for identifying student needs and next steps, teachers will be better prepared to deliver high-quality instruction and communicate academic and behavioral needs to all stakeholders. An established behavior RTI matrix will provide the basis for schoolwide expectations for ensuring students are safe, responsible, and respectful. Having peer review embedded into the school day will provide teachers with the opportunity to discuss student needs with all support staff. Our school does not currently use an SEL program schoolwide. So in an effort to build stronger relationships throughout the school and increase the percentage of students who feel positively about our school, we want to implement the Choose Love program. The program focuses on "teaching students essential life skills, and helps children (and adults) develop into happy and well-adjusted individuals." As a military impacted school with a high transiency rate, we rely on the support of our parents, families, and community members. Clear communication through various channels will help increase participation in school events.

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Gain teacher awareness and begin implementation of the social and emotional learning program Choose Love schoolwide.	1. Select a schoolwide Social and Emotional Learning program by end of SY 18-19. 2. All teachers will be provided professional development training on the Choose Love program at the start of SY 19-20. 3. By the end of SY 19-20, 100% of teachers will implement lessons at a pace of 1 lesson per week from SEL program Choose Love.	2018-2019 2019-2020	Keilyn Ah Yat	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Faculty Meeting Sign-In Sheet • Quarterly Teacher Reflections
Establish an RTI Flowchart to help identify student needs, apply appropriate interventions, and progress monitor effectively.	1. Update and refine RTI Flowchart to include the process for identifying student needs based on data. 2. Universal behavioral screening for all students to identify students at risk of social-emotional and behavior problems. 3. Results from the universal screener used to determine next steps and support needed for identified students.	2018-2019 2019-2020	Bonnie Scheuring Teri Yoneda Keilyn Ah Yat	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	• Academic and Behavioral RtI Flowchart • Behavior Screener Data and Reports • CLOMP Agenda and Minutes

Teachers will be able to participate in Peer Review and will follow up on any actions needed for referred students.	1. The Administration will provide classroom coverage to allow for peer review during the school day. 2. Provide a comprehensive system of support for students who are referred to Peer Review.	2019-2020	Dean Casupang Bonnie Scheuring Teri Yoneda Keilyn Ah Yat Meredith Word	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Peer Review Schedule and Timeline ● Internal Peer Review Classroom Data
Increase parent partnership and participation in school events.	1. By the end of SY 19-20, each grade level will invite parents to participate in one in-school activity with their child(ren).	2019-2020	Meredith Word	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	● CLOMP Agenda and Minutes ● Parent Sign-In Sheets
Parents, families, and community members will become an integral part of school decisions.	1. Regularly review our efforts to increase the number of decision-making participants in the SCC and WASC Focus Groups.	2018-2019 2019-2020	Dean Casupang	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	● Sign-In Sheets/Participation Logs ● Communication Documentation
School information will be digitally accessible and communicated. (WASC)	1. School website will be updated regularly to provide digital access to current school information. 2. School Messenger will be used when needed to communicate upcoming events or emergencies 3. PCNC will send email blasts to parents	2018-2019 2019-2020	Ramona Payes	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	● Communication Documentation