Three-Year Academic Plan 2019-2022

Red Hill Elementary School

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Submitted by Rory Vierra	Date

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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	1. Administration and staff need to formalize processes and practices to accommodate highly transient student population within, include the creation of written policy on how to refer students for academic and behavior concerns. 2. Administration and staff need to formalize processes and practices to accommodate highly transient student population within, include systems that identify the stakeholder responsibilities in reference to discipline and behavior concerns. 3. Administration and teachers need to develop effective Data Teams system with common formative and summative assessments, reteaching and intervention, which guide differentiated instruction to monitor all students. 4. Administration and teachers need to develop an effective Comprehensive Student Support System RTI²-B which focuses on TRIBES and infuses PBIS interventions to enhance RTI²-B Tier I intervention support for all students.
	Addressing Equity: Sub-group Identification
	In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific goals and activities listed in the Academic Plans should address identified subgroup(s) and their needs.

Learning: Instruction § WASC Category D: Standards Based Student Learning Assessment and Accountability · International Baccalaureate (IB) authorization · Other	

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. Administrator (Andrew Scott)	a. EES
2. Curriculum Coordinator (Jamie Kubo)	b. ART
3. Teacher Leader A (Jill Kurisu)	c. CSSS/RTI
4. Teacher Leader B (Heather Ramiro)	d. Formative Assessment/Data Teams
5. Teacher Leader C (Gage Kasagi)	e. CCSS
6. Teacher Leader F (Leilani Hironaka)	f. Induction and Mentoring
7.	7.
8.	8.
9.	9.
10.	10.

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:**
Teachers will utilize the SBAC interim and iReady assessments to inform instruction and provide timely feedback to students. The assessments will be used as baseline data as well as progress monitoring throughout the school year.	Through formative instruction practices teachers will focus on eliciting evidence of learning and providing feedback to inform both students and teachers of current progress and growth. (Objective 1 and 2)
Teachers will develop and implement common formative and summative assessments; identify interventions which will guide differentiated instruction to monitor all students through the Data Teams Process.	Restructuring the Data Teams process with in articulation, Faculty Meetings and PLCs will ensure the analysis of student data and implementation of instruction practices that focus on developing the whole child. (Objective 2, 3, 4)
Students will be able to articulate learning targets, use feedback about their performance to make corrections, provide feedback to peers, set goals, and keep track of what they are learning.	Students should be aware of the targets that they are trying to meet in all classes. They use the feedback they get from teachers and peers to make corrections. They are also active participants in giving constructive feedback and evidence of their own learning to others. (Objective 1, 2 and 4)

Administration and staff will be following the Comprehensive Student Support System for RTI and RTI B outlined by the formalized processes and practices defined by the school. The school-wide multi-tiered continuum of proactive student supports will provide services for prevention and early intervention to meet the needs of students.	As a school focused on inclusion practices, access to educational opportunities and programs on campus need to be open to all students. Academic and behavior support should include initial screening, tiered support system, and progress monitoring. (Objective 2 and 3)

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**
Teachers will utilize the SBAC interim and iReady assessments to inform instruction and provide timely feedback to students. The assessments will be used as baseline data as	Students in grades K-6 will participate in the Beginning, Middle and End of year iReady assessments, as well as monthly progress monitoring to inform teachers of student progress to adjust	2019-2022	CC, CSS	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	iReady Diagnostic Data (Beginning, Middle, End) and monthly Progress Monitoring Data.

well as progress monitoring throughout the school year.	instruction. Each grade level will discuss data at the end of the terms. Changes to curriculum and instructional strategies will be implemented to address specific student needs.	2019-2022	CC, FI/DT		Structured Data Team schedule with structured data collection spreadsheets and forms filed in the data team folder on Google Drive.
	Summative SBA assessments will also be used from year to year. Data will be inputted in a spreadsheet across grade levels on Google Docs as well as posted on the SBA data wall.	2019-2022	CC, FI/DT		SBA data wall in articulation area.

Teachers will develop and implement common formative and summative assessments; identify interventions which will guide differentiated instruction to monitor all students through the DDI Teams Process.	PLC groups will create guidelines for common assessments; each PLC will look across all grade levels.	2019-2022	CC, COSS	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	PLC meeting minutes and assessments collected in Red Hill Google Drive.
	Teachers will look at the data through the DDI teams and PLC groups to determine instruction strategies and look at assessments and rubrics if revisions need to be made.	2020-2022	CO, FI/DT		Documented Instruction Strategies and Common assessments used in school will be collected in Red Hill Google Drive.
	Grade levels will discuss interventions and strategies and make adjustments when looking at data,	2019-2022	CO, FI/DT		Documented Instruction Strategies and Common assessments used in school will be collected in Red Hill Google Drive.

	i-Ready and other common formative and summative assessments in the data teams process during articulation.				
Students will be able to articulate learning targets, use feedback about their performance to make corrections, provide feedback to peers, set goals, and keep track of and share their learning.	Teachers will communicate the objectives of the lesson to the students and how it applies to future learning. Students will discuss and collaborate during class to reflect on what was learned and what connections to new information were made.	2019-2022 2019-2022	CC, CCSS CC, CCSS	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Monthly Leadership team walk-through data. Monthly Leadership team walk-through data.
Administration and staff will be following the	PLC groups will share with the staff	2020-2022	CC, FI/DT	X WSF ☐ Title I ☐ Title III	PLC presentations at Faculty Meetings.

Comprehensive Student Support System for RTI and RTI B outlined by the formalized processes and practices defined by the school. The school-wide multi-tiered continuum of proactive student supports will provide services for prevention and early intervention to meet the needs of students.	interventions and strategies that are working for students in targeted groups and are shared in Google Doc of strategies that work for specific needs. Presentations will be held during faculty meetings.			☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	

Goal 2: Staff Success. Red Hill is 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:**
Administration and staff will be trained on the formalized processes and procedures created and all stakeholders will clearly understand the roles and responsibilities of each stakeholder.	Making sure that all stakeholders are trained and understand their roles and responsibilities will ensure that things run smoothly in all aspects of the school from school-wide expectations and organization.
Beginning Teachers will go through the support of the school's Induction and Mentoring Process where they are given supports from different tiers set up at the school. They will be provided with professional development opportunities to become leaders within the school community. The beginning teacher portfolio is also an ongoing tool for reflection and improvement. All beginning teachers participate in orientation and program leadership to develop content specific support, training and PD opportunities to meet the needs of beginning teachers.	Beginning teachers need to feel supported at the school, which is why there are different tiers of support and professional development opportunities to help each teacher transition to the school and grade level. Built into the system are ways these beginning teachers will also become leaders in the school community.
All teachers will continue to receive the Professional Development needed to support the school-wide initiatives such as Singapore math, Thinking Maps, Tribes, BERC, and iReady.	After the completion of the WASC self study process and the recommendations of the WASC visiting team, everyone is aware that one of Red Hill's areas of strength is that the school continues to provide many PD opportunities (i.e., Tribes, Singapore Math, Thinking Maps, Wonders, Imagine Learning, SMART board, BERC, EES, Google Apps, iReady, etc.) to reinforce students achieving

	the GLOs and academic standards to support student learning.
All teachers will participate in BERC learning walks with an eye to reflection on current elements of the Learning Walk Protocol Tool.	BERC learning walks have shown year after year to improve powerful teaching within the classrooms. This process allows teachers to reflect on their own teaching which then transfers into the classroom to affect students in a positive way.
All teachers will be observed through walk-throughs and given feedback from the leadership team in regards to school-wide initiatives.	Classroom observations where teachers receive regular, actionable feedback on their practice are able to reflect on their teaching and make adjustments to their instructional practices will have a greater impact on student success. The focus is on the observations of the students and what they are saying, writing, and doing in response to the lesson being taught.

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**

Administration and staff will be trained on the formalized processes and procedures related to all stakeholders with clearly understanding the roles and responsibilities of each stakeholder.	Extended faculty meetings will be used to look at professional development with the focus on learning. Additional professional development will be given based on the critical needs of the WASC initial visit and CN.	2019-2022	CC, FI/DT, CCSS, Admin	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Faculty Meeting Agendas and Presentations.
	Teachers and staff will be assigned to the different PLC groups (Math, Reading, Science, Writing, Student Support)	2019	CC, Admin		PLC Rosters
All teachers will	IPDP – new	2019-20	Admin,	WSF	IPDP of all teachers.

Continue to receive the Professional Development needed to support the school-wide initiatives such as Singapore Math, Thinking Maps, Tribes, and iReady.	Teachers and teachers on EES will complete an IPDP (individual professional development plan) that is aligned to the academic plan, school wide initiatives, or Teacher initiated focus.	22	EES, I&M	☐ Title I ☐ Title II ☐ Title III ☐ IDE ☐ Homeless ☐ CTE ☐ Other ☐ N/A	
	Teachers will be able to choose the area in which they would like to participate in during PLC groups to collaborate, share and be leaders.	2019-20 22	CC		PLC roster and teacher presentations.
	Part of the plan is the sharing of best practices or knowledge gained from outside professional	2019-20 22	CC, Admin		Teacher-led PD presentations during faculty meetings.

	development during faculty meetings. IPDP will determine professional development opportunities for teachers and staff. Teachers will have more opportunities to suggest PD session for faculty meetings/ after-school in-service training.	2019-2022	EES, Admin		IPDP reflections from all teachers as well as Google Form.
Beginning Teachers will go through the support of the schools Induction and Mentoring Process where they are given supports from different tiers	Beginning teachers will participate in bi-quarterly meetings with mentors and support team to discuss progress, concerns, curriculum,	2019-2022	I&M	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Data in Learning Zone for Beginning Teachers.

set up at the school. They will be provided with professional development opportunities and become leaders within the school community. The beginning teacher portfolio is also an ongoing tool for reflection and improvement. All beginning teachers participate in orientation program. Teachers help to develop content specific support, training and PD opportunities to meet the needs of beginning teachers.	SBT, and needs. Beginning teachers will participate in new teacher trainings that teach school to focus on topics such as school procedures, curriculum, intervention programs, support, etc.	2019-2022	I&M		Data in Learning Zone for Beginning Teachers. Agenda of New Teacher Training.
All teachers	Teachers will	2019-20	CC	WSF	Teacher reflections on BERC learning walk tool.

will rti i te in BERC le rning w lks twi e ye r to refle t on urrent elements of t e Le rning Walk Proto ol Tool. h	ontinue to et h support t roug peer observ tions h using t e h BERC Stth h Proto ol. T e h yearly fo us will h be etermine h by the PLC h groups. h	22 h		Title I ☐ Title II ☐ Title III h ☐ IDE ☐ Homeless h ☐ CTE h ☐ Ot er ☐ N/h h	
ll te h ers h will be h observe h t roug h w lk-t roughs h n given h fee b hk from t e le h ers ip h te m in h reg r s to h s hool-wide h initi tives. h	T e le h ers ip h te m will work h on h proto ol h n tool to h support h te h ers m h give fee b hk. h Te h ers will h be given h fee b hk h t roug h le h ers ip h te m h w lkt roug s. h	2019 h 2019-20 h 22 h	CO, h min h CO, h h min h	X WSF h ☐ Title I h h ☐ Title II ☐ Title III h ☐ IDE ☐ Homeless h ☐ CTE h ☐ Ot er ☐ N/h h	Fee b hk tool h e te by Le h ers ip te m. h Mont hly Le h ers ip Te m Walk-t roug h t . h h

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	The focus will be determined through the PLCs. Data will be collected.				

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

Outcome: By the end of three years,	**Rationale:**
A formalized RTI and RTI B comprehensive student support system will be developed by administration and staff. Formalized processes and practices to accommodate the highly transient student population will be created which will include a written policy of how to refer students for academic and behavior concerns.	Written formalized processes and practices will ensure that all stakeholders are aware of the current referral process. Everyone will be clear as to what needs to be completed to ensure that our students receive the supports that they need quickly and in systematic manner. Clear data points will be identified to trigger the next level of intervention.
A system will be created that will make stakeholder responsibilities clear in reference to discipline and behavioral concerns.	It is important that all stakeholders are aware of everyone's role and responsibility so that everyone within the school is on the same page in regards to discipline and behaviors. There can be clarity amongst stakeholders and school-wide consistency and follow-through.
A system will be created that will make stakeholder responsibilities clear in reference to the collection of student data.	It is important that all stakeholders are aware of everyone's role and responsibility so that everyone within the school is on the same page in regards to academic concerns. There can be clarity amongst stakeholders and school-wide consistency and follow-through.
Administration and teachers will set up effective collaborative structures, supports and tools to guide instructional data teams through articulation, faculty meetings and PLC Groups.	An effective data team structure and process will help the school be on the same page in terms of data collection, analysis, and instructional strategies shared through articulation, faculty meetings and PLC groups.

Transition Plan will be created to support students who enter and exit Red Hill Elementary.	It is important that Red Hill Elementary creates a plan to support the students who enter and exit the school as the school has a high transiency rate.

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**
Formalize RTI and RTI B comprehensive student support system will be developed by administration and staff. Formalize procedures and practices to accommodate highly	Teachers and support staff will collaborate on charts for specific students who are in need of additional support through shared Google charts that will identify interventions.	2019-2022		☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Student Data Collection and Data Team Charts addition student documentation forms.

transient student population will be created with in-house written policy of how to refer students for [illegible] behavior concerns.	SPED eligibility, referral processes, transitioning (new and exiting students), report cards, grading policies will be [illegible] out and created in Google Docs and shared with all stakeholders. Processes will be reviewed and revised after the first year of implementation.	2019-2022 2020-2022	CSSS CSSS		Written referral process in Red Hill Drive and Presentation to all Staff.
A system will be created that will make stakeholder responsibilities clear	All faculty and staff will be trained on the roles and responsibilities of each person	2019-2022	Admin, CSSS	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless	Referral process presentation.

reference to the collection of student data.	involved in the referral process for academics. All faculty and staff will be trained on what and how this data is collected.	2019-2022	Admin, CSSS	☐ CTE ☐ Other ☐ N/A	Referral process presentation.

A system will be created that will make stakeholder responsibilities clear in reference to discipline and behavior concerns.	All faculty and staff will be trained on the roles and responsibilities of each person involved in the referral process, specifically in regards to discipline and behaviors.	2019-2022	Admin, CSSS	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Referral process presentation. (Behavior focus)
	All faculty and staff will be trained on what to do and how to collect data, specifically in regards to discipline and behaviors.		Admin, CSSS		Referral process presentation. (Behavior focus)

Administration and teachers will set up effective collaborative structures, supports and tools to guide instruction at teams through articulation, faculty meetings and PLC Groups.	Formalized meetings and times will be scheduled in the Red Hill google calendar. The focus of data collection will be determined by the PLC. The 5 areas that will be covered are: Reading, Writing, Science, Math and Student Support.	2019-2022	C, Admin	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDE ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Red Hill Calendar
Transition Plan will be created to support students who enter and exit Red Hill Elementary. (Office and Student Services, Teacher/Staff Support)	Transition Plan will be created by the Leadership team to help Office, student services, Teachers/Staff support. Students	2019 2019-2022	C CO, Admin CO	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDE ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Written Transition Plan Student Council Script for New student Tours.

	Student Council will be trained to do campus tours for new students.				
	Red Hill Elementary would like to start parent workshops to help support their children through SBBH.	2019-2022	CSS		SBBH Presentations. Feedback Forms on Google.