Three-Year Academic Plan 2017-2020

Alvah Scott Elementary School
98-1230 Moanalua Road Aiea, HI 96701
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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 ● International Baccalaureate (IB) Authorization ● Other	Alvah Scott Elementary _See table below_

Alvah Scott Elementary

Needs Area 2016-2017	**2017-2018 GOAL**	**2018-2019 GOAL**	**2019-2020 GOAL**
MATH　　35%	40%	45%	50%
ELA　　48%	53%	58%	63%
SCIENCE　40%	45%	50%	55%

Needs are defined by contributing or root causes as identified in the CNA, Clearinghouse and WASC reports. To increase student achievement the faculty will use these guiding questions to monitor student performance.
ART members monitor student growth and teacher instruction monthly.

1. **Need: Increase ELA, Math and Science Scores 5% minimum yearly.**
   What do your students need to know by April? (Using HSA, iReady Data, RTI)
   Backwards map curriculum/pacing guides? (Using HSA, Go Math and iReady Data)
   How will you monitor student growth? (HSA, Go Math, HSA, iReady assessments and RTI)
   How will struggling learners be identified? (HSA, iReady, RTI)
   How will interventions be delivered to struggling learners? (Centers, iReady, RTI)
2. **Need: See TSI What Works Clearinghouse (WWC) report attached**

Student Performance Data:
Alvah Scott Data:
http://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Scott-Elementary.aspx
StriveHI:
http://www.hawaiipublicschools.org/Reports/StriveHIScottEl18.pdf
TSI:
http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA-amendment.aspx

	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. **For School Year 2018-2019 as identified by TSI** SPED students – ELA, Math and Attendance http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA-amendment.aspx

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. Lance Miyahira	1. ART/EES/RTI/iReady/Safety
2. Sandra Watanabe	2. Title I/RTI/TSI/WASC/BERC/EES
3. Suzanne Saito	3. Curriculum Coach DT/FI/IM/RTI
4. Vicki Minello	4. Technology Coach CCSS
5. Richard Nakatsu	5. CSSS/RTI
6. Kelly Kakigi	6. ELL/RTI
7. Ardis Apuna	7. Curriculum Coach DT/FI/IM/RTI
8. Brad Kusunoki	8. Counselor (Guidance, Testing, Chronic Absenteeism)

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:**
Alvah Scott Elementary School will demonstrate progress toward Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. TSI WWC Report Attached	Need to close achievement gap with emphasis on SPED Based on targets, there is a need to increase achievement measures: ➢ ELA & Math MGP ➢ ELA & Math Gap ➢ Chronic Absenteeism

Planning				Funding	Interim Measures of Progress	Semester 1 December 2019	Semester 2 May 2020
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
By the end of the 2017-2020 SY ASE teachers are fully implementing the RTI process.	Continue to refine/design RTI processes to include iReady data and WWC data collection process. (TC, SD) Teachers identify individual student needs using iReady, providing proper interventions that raise student achievement and close the achievement gaps with focus on SPED students. (TC, SD)	2017-2020 2017-2020	ART Team	X WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	X SBA X Wonders (ELA) X Go Math (Math) X Stemscopes (Science) X iReady(Universal Screener) X Achieve3000 (Lexile gains) X Imagine Learning (ELL) X Smarty Ants (Pre – K ELA) X iXL (Math) X CFA & Teacher Observations (assessments and records) ☒ Data team minutes reflect discussions on professional development practices and application. ☒ Lesson plans identify student needs identified from data team analysis. ☒Walkthrough		

Teachers implement WWC data collection process and iReady.	Members of ART will meet with Data Teams bimonthly to monitor that WWC and iReady. (SD) Continue to build in vertical articulation for grade levels to share data team analysis, WWC, iReady and RTI. (SD, TC)	2017-2020 2017-2020	ART Team	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Admin, students and teachers use the data below to make their teaching and student learning transparent to both parties. X SBA X Wonders (ELA) X Go Math (Math) X Stemscopes (Science) X iReady X Achieve3000 X Imagine Learning ☒ Smarty Ants ☒ iXL X CFA & Teacher Observe. X Data team minutes reflect discussions on professional development practices and application. X Lesson plans identify student needs identified from data team analysis.	.

Goal 2: Staff Success. Alvah Scott Elementary 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:
Teachers and staff implement Alvah Scott's Professional Development Plan. The plan will focus on instructional strategies to improve student achievement through WWC, iReady and BERC. Teachers share bimonthly data team minutes on google docs and faculty meetings.	Teachers need to increase repertoire of instructional strategies to assist struggling learners. - iReady program implemented - What Works Clearinghouse (WWC) Data Collection Process imlemented - RTI implemented - BERC Group Protocols Levels of Engagement

Planning				Funding	Interim Measures of Progress	Semester 1 December 2019	Semester 2 May 2020
Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress	Brief statement for each enabling activity that is addressed during the semester	Brief statement for each enabling activity that is addressed during the semester

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
Refine the Professional Development Plan structure to increase input from grade levels monthly meetings.	Teachers place data team minutes and findings on Goggle Docs to share information cross grade levels. (SD, TC)	2017-2020	ART Team	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Teachers use the data below to analyze student areas of need and their own professional development needs. X SBA X Wonders (ELA) X Go Math (Math) X Stemscopes (Science)☒ iReady ☒ Achieve3000 ☒ Imagine Learning ☒ Smarty Ants ☒ iXL ☒ CFA & Teacher Observations ☒ Data team minutes reflect discussions on professional development practices and application.

				⊠ Lesson plans identify student needs identified from data team analysis.	

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

Outcome: By the end of three years,	**Rationale:**
Alvah Scott will create a culture of reflective practice and goal setting that result in student growth.	Implementation of iReady as the Universal Screener and WWC Data Collection Pocess

Planning				Funding	Interim Measures of Progress	Semester 1 December 2019	Semester 2 May 2020
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
Teachers reflect on the impact of their instruction on student learning	Provide extra support to teachers and those who need additional instructional strategies. (SD, TC) Provide mentoring support to new teachers. (SD, TC)	2017-2020	ART Team	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Using the data below teachers are able to insure their instruction is on the right course. Data drives instruction. Specific instruction improves student achievement. X SBA X Wonders (ELA) X Go Math (Math) X Stemscopes (Science) X iReady X Achieve3000 X Imagine Learning X Smarty Ants X iXL X CFA & Teacher Observations X Data team minutes reflect discussions on professional development practices and application. X Lesson plans identify student needs identified from data team analysis.		

Alvah Scott Elementary School Academic Plan Page | 12   Revised: 05/09/19

| All stakeholders understand and commit to attaining our school's vision. *"We envision the students of Alvah Scott Elementary as responsible, productive citizens who become life long learners."* | School community collaboratively create and communicate a shared vision for learning.
• Coffee Hour
• Parent Bulletin
• Monthly Parent Activities
(SD, TC, SV) | 2017-2020 | ART Team | X WSF
☒ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | All stakeholders understand how we use the data below to make sure that we are responsible for student learning and students are responsible for their own learning.
X SBA
X Wonders (ELA)
X Go Math (Math)
X Stemscopes (Science)
☒ iReady
☒ Achieve3000
☒ Imagine Learning
☒ Smarty Ants
☒ iXL
☒ CFA & Teacher Observations
☒ Data team minutes reflect discussions on professional development practices and application.
☒ Lesson plans identify student needs identified from data team analysis. | | |

Improve student attendance and decrease chronic absenteeism.	Modify attendance policy Networking with Military Liaisons Monitoring MV, GE and transiency Increase student voice and relationships to peers and adults on campus • Implement student interest surveys • Tribes professional development for new teachers (SD, TC, SV)	2017-2020	ART Team	X WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Monitor attendance rate	