



# Three-Year Academic Plan 2017-2020

Ewa Elementary School

91-1280 Renton Road, Ewa Beach, HI 96706,  
ewael.k12.hi.us

Submitted by Principal Stanley Tamashiro	Date
<i>Stanley Tamashiro</i>	May 2, 2017

Approved by Complex Area Superintendent Sean Tajima	Date
<i>Sean Tajima</i>	MAY 17 2019

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

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment (Title I Schools)</li> <li>• WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>• International Baccalaureate (IB) Authorization</li> <li>• Other</li> </ul>	<ol style="list-style-type: none"> <li>1. Need: All students need rigorous, high quality CCSS/NGSS <b>core</b> instruction <ol style="list-style-type: none"> <li>a. High quality instructional materials: ELA: EL Education, Math: Ready Classroom</li> <li>b. High expectations, clear learning targets</li> <li>c. Scaffold and differentiation within the core instruction to meet the needs of all learners</li> </ol> <p>Evidence to determine need:</p> <ul style="list-style-type: none"> <li>• School wide longitudinal achievement data indicated low percentage of proficiency and low gap in achievement.</li> <li>• School wide longitudinal data from the initial SBA assessment shows proficiency trajectory has plateaued.</li> <li>• Instructional practices need to 'shift' to CCSS/NGSS.</li> </ul> </li> <li>2. Need: All students need equitable opportunities to be engaged and empowered. Regular review of student progress determines comprehensive, differentiated (tiered) school supports for life skills and learning. (Life skills – GLO, character/habits of mind, social-emotional)</li> </ol> <p>Evidence to determine need:</p> <ul style="list-style-type: none"> <li>• School wide longitudinal achievement data indicated that over half of Ewa's students were below proficiency, and need additional support.</li> <li>• Student demographics, achievement data and behavior indicate the need for equitable opportunities and comprehensive, differentiated (tiered) school supports for life skills and learning.</li> <li>• Ewa needs an effective system of supports that identifies students needs, and provides comprehensive supports.</li> </ul> <p>SY 2015-2017 Ewa Elementary completed its Self Study Report and WASC Visit. We used the accreditation process as a comprehensive needs assessment. As a result of Ewa FOL Self-Study Report and WASC Visit, School Wide Areas of Strength and Critical Areas for Follow-up were identified.</p> <p>WASC School Wide Areas of Strength</p> <ol style="list-style-type: none"> <li>1. Kaizen philosophy of continuous improvement.</li> <li>2. The school models continuous growth by being responsive to need areas, revisiting existing practices, and to taking action to address both needs and future-minded endeavors.</li> <li>3. There is a concerted effort by teachers from all grade levels to continually explore opportunities to integrate curricula.</li> <li>4. Teachers provide opportunities for students to participate in group/individual activities/discussions, learning</li> </ol>

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	<p>projects, to promote thinking, reasoning, and problem solving skills.</p> <ol style="list-style-type: none"><li>5. All teachers collect, disaggregate, analyze, and report data as grade level teams to determine students' needs.</li><li>6. Ewa Elementary has a strong culture where all members of the school community demonstrate a high level of trust, respect, and professionalism.</li></ol> <p>WASC Schoolwide Critical Areas (SCA) for Follow-up</p> <ol style="list-style-type: none"><li>1. Establish systems of practice that clarify both grade level expectations and school-wide understanding of the rigor associated with the Common Core State Standards (CCSS) that are consistent among grade level teachers (horizontal alignment) and across grade level teams (vertical alignment) measured by increased student achievement outcomes.</li><li>2. Leadership includes all stakeholders in a continuous self-study process that promotes co-constructed involvement inclusive of school community cross-sectional representation.</li><li>3. Classroom teachers will analyze student work, review assessment data, and share strategies to make instructional decisions that differentiates instruction to meet the needs of all learners in demonstrating improvement in meeting expected grade level learning targets or beyond.</li><li>4. Further develop school-wide application and understanding of effective descriptive feedback that increases student ownership of learning criteria, thereby enhancing student learning and improve student achievement.</li></ol> <p><b>Ewa Proficiency Data</b></p>
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	2016-2017				2017	2017-2018					2018	2018-2019						2019	2019	2018	2019	2020
	STAR Winter	Science #1	Science #2	STAR Spring	SBA/ HSA	SBA Interim 1	Science #1	Star Winter	SBA Interim 2/Sc #2	STAR Spring	SBA/ HSA	Star Fall	SBA Interim 1	Star Winter	Science #1	SBA Interim 2	Star Spring	SBA/ HSA	iReady Fall	SBA/HSA GOAL	SBA/HSA GOAL	SBA/HSA GOAL
ELA	33			36	37	30		46	40	37	47	38	28	35		38				45	53	61
ELA D.					32						38											
ELA Sp.					10						20									12	22	24
ELA EL					0						23											
ELA Gap Pts					16						23											
Math	28			37	35	26		37	36	38	37	32	14	29		35				41	47	54
Math D.					29						30											
Math Sp.					7						15									9	17	19
Math EL					7						26											
Math Gap Pts					17						16											
Gr4 Science		35	51		63		35		50		59				46							
Science D.					61						53											
Science Sp.					0						25											
Science EL					20						40											
Gr3 ELA/Rdg				26	45	23		47			61					59				61	69	76

### 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.

- Disabled/SpEd

**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. Stanley Tamashiro, Principal	1. Academic Review Team Lead
2. Melody Habon, Vice Principal	2. MTSS
3. Kelijene Tengan, Teacher	3. Curriculum, Instruction, Assessment - Math Lead

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4. Yolanda Macion-Ito, Teacher	4. Curriculum, Instruction, Assessment - English Language Arts Lead
5. Reshel Arias, Teacher	5. Curriculum, Instruction, Assessment - Lead
6. Reina Mitsuyuki, Teacher	6. STEM
7. Terri Trevathan, Teacher	7. Technology
8. Shari Yamamoto, Teacher	8. Induction and Mentoring
9. Laureen Teruya-Schmidt, Teacher	9. AVID
10. Celeste Naeole, Counselor	10. Social Emotional Learning
11. Erica Rabe, Teacher	11. Disabled/SPED



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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:
	2018	2019	2020	SEE: Ewa WASC Critical Growth Areas Ewa Self Study Chapter 3 Student Needs
ELA	45	53	61	
ELA Sp.	12	22	24	
Gr3 Rdg	61	69	76	
Math	41	47	54	
Math Sp.	9	17	19	
<div>1. Students will improve achievement in SBA ELA and Math, and meet the State 2020 targets.</div> <div>2. Strive HI – Grade 3 Reading Claim- Increase in number of students reading near at or above grade level will increase.</div> <div>3. Students are engaged and empowered, and demonstrate strong academic and life skills.</div> <div>4. Ewa Special Education students (SLD, OHD, and SoLD) will improve achievement in ELA and Math SBA.</div>				<div>-Clear <b>learning targets</b> describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers need to know the goals and success criteria of their lessons, know how well <i>all</i> students in their class are progressing, and know where to go next. (Teacher Clarity- effect size 0.75, Hattie 2010)</div> <div>-<b>Feedback</b> is designed to close the gap between students’ current level of understanding or performance and the expected level of performance, which we call the success criteria. (Feedback -effect size 0.75, Hattie 2010)</div> <div>-<b>Comprehensive interventions for learning disabled students</b> is providing “students with tools and strategies to organize themselves as well as new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a learning task or reflecting upon their own learning.” (Hattie refers to a meta-study done by Swanson, Hoskyn, and Lee 1999)</div>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>All students will increase their proficiency in academic achievement.</p> <p>All students will engage in rigorous, high quality learning experiences.</p> <p>SBA and Science Proficiency Yearly Target Goals</p>	<p><b>English Language Arts</b></p> <ol style="list-style-type: none"> <li>Increase knowledge of CCSS ELA Standards <ul style="list-style-type: none"> <li>Deconstructed Standards</li> <li>Depth of Knowledge DOK</li> <li>Text Complexity</li> <li>Identify Priority Standards in ELA CCSS.</li> <li>ELA CCSS Shifts/SBA Rigor</li> </ul> </li> <li>Include regular/embedded use of technology.</li> <li>Grades 3-6 Administers SBA Practice tests October and March.</li> <li>Teacher Voice – Buggy Teams</li> <li>Select Rigorous Curriculum/ Instructional Materials</li> </ol>	SY 2017-18	Yolanda Macion-Ito	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	<p>Ewa Proficiency Data pg.3</p> <p>Grade Level Full Day PD#1 -Grade Levels Priority Standards Tables</p> <p>ELA Shifts CIA PDs</p> <p>Academic Plan Teacher Survey: Dec. 2017, May 2018</p> <p>School Wide CIA Data Template</p> <p>STAR Universal Screener Fall, Winter, Spring</p> <p>SBA Interim Assessments Grades 3-6</p>
	<ol style="list-style-type: none"> <li>Students engage in rigorous, comprehensive ELA curriculum</li> </ol>	2018-2019			

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	<ul style="list-style-type: none"> <li>• Building Knowledge</li> <li>• Collaboration and effective learning behaviors</li> <li>• Quality student work</li> </ul> <ol style="list-style-type: none"> <li>1) Students demonstrate ownership of learning targets, thereby enhancing student learning and student achievement</li> <li>2) Students use feedback that increases ownership of learning targets, thereby enhancing student learning and student achievement</li> </ol> <ul style="list-style-type: none"> <li>• Include regular embedded use of technology</li> </ul>	2019-2020			<p>Ewa Proficiency Data pg.3</p> <ul style="list-style-type: none"> <li>-Walkthrough/Debrief; student work</li> <li>-KLM agendas and notes</li> <li>-Student work evidence</li> </ul> <p>Ewa Proficiency Data pg.3</p> <ul style="list-style-type: none"> <li>-Walkthrough/Debrief; student work</li> <li>-KLM agendas and notes</li> <li>-Student work evidence/ digital work evidence</li> </ul>
<p>All students will increase their proficiency in academic achievement.</p> <p>All students will engage in rigorous, high quality learning experiences.</p> <p>SBA and Science Proficiency Yearly Target</p>	<p><b>Math</b></p> <p>Students engage in rigorous curriculum and instruction to:</p> <p style="padding-left: 40px;">Develop conceptual understanding through mathematical reasoning, engage in discourse and build strong mathematical habits to become active, real-world problem solvers.</p> <p style="padding-left: 40px;">Develop mathematical models and strategies using think time, partner talk, individual writing and whole class lessons through</p>	2018-2020	Kelijene Tengan	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  <p>Cost of Salaries</p> <p>*Title I- \$192,000</p> <p>*WSF - \$4,061,226</p> <p>Title I IRM \$75,000</p>	<p>Ewa Proficiency Data pg.3</p> <ul style="list-style-type: none"> <li>-Walkthrough/Debrief; student work</li> <li>-KLM agendas and notes</li> <li>-Student work evidence</li> </ul>



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Goals	<p>instructional curriculum routines.</p> <ul style="list-style-type: none"> <li>- Use the Concrete-Representational-Abstract (CRA) model</li> <li>- Using reasoning to solve problems</li> </ul> <p>Use feedback to own their learning through discourse-based instruction</p>				
<p>Students are 'College and Career Ready'</p> <p>All students will engage in rigorous, high quality learning experiences.</p>	<p><b>Technology</b></p> <p>Students integrate technology in curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> <li>• One to one devices for each student school wide</li> </ul> <p>Students integrate technology in curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> <li>• Student work evidence demonstrating collaboration and creating content to show learning</li> <li>• Students develop Computer Science skills</li> </ul>	<p>2017-2018</p> <p>2018-2020</p>	Terri Trevathan	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  <p>Cost of Salaries            *Title I- \$192,000            *WSF - \$4,061,226              Title I IRM \$75,000</p>	<p>Ewa Tech Progression Plan</p> <p>Student work/ digital evidence</p> <p>Seesaw</p> <p>G-Suite</p>
<p>All students will increase their proficiency in academic achievement.</p> <p>All students will engage in</p>	<p><b>NGSS</b></p> <p>Students understand and perform NGSS</p> <ul style="list-style-type: none"> <li>• Grades 2-6 participate in NGSS lessons with resource teacher</li> </ul>	<p>2017-2018</p> <p>2018-2019</p>	Reina Mitsuyuki	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Ewa Proficiency Data pg.3 – Grade 4 Science</p> <p>School Wide CIA Data Template – Science</p>

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<p>rigorous, high quality learning experiences.</p> <p>SBA and Science Proficiency Yearly Target Goals</p>	<p>Students understand and perform NGSS</p> <ul style="list-style-type: none"> <li>• Grades K-6 participate in NGSS lessons in resource and homeroom</li> <li>• Students exposed to NGSS language of Science and Engineering Practices and Crosscutting Concepts</li> </ul> <p>Students understand and perform NGSS</p> <ul style="list-style-type: none"> <li>• Grades K-5 participate in NGSS lessons in resource and homeroom</li> <li>• Students will demonstrate Science and Engineering Practices, use Crosscutting Concepts to explain phenomenon, and use data/evidence to support claims</li> </ul>	<p>2019-2020</p>		<p>Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226</p> <p>Title I IRM \$75,000</p>	<p>Walkthrough/Debrief; student work</p>
<p>Students are engaged and empowered, and demonstrate strong academic and life skills.</p>	<p><b>Social-Emotional Learning</b> Introduce SEL lessons (Second Step) to teachers and students Counselor implement and support to teachers</p> <p>Teachers implement and counselors support teachers</p> <p>Students will increase their life skills to help them navigate</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>Celeste Nae'ole</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> <p>Cost of Salaries *Title I- \$192,000</p>	<p>SEL Student Assessment Data</p>

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	through school and their community as a result of SEL implementation.			*WSF - \$4,061,226 <input checked="" type="checkbox"/> Title I IRM \$75,000	
Special Education students (SLD, OHD, and SoLD) will increase in proficiency and growth in SBA.	<b>Special Education</b> Special Education students will apply tools and strategies to organize self and new concepts learned to increase knowledge in CCSS ELA and Math.	2018-2020	Erica Rabe	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	SEE Ewa Proficient Data Table With Goals % pg.3  SBA-Assessments  Standards Based IEP Objectives Backward Progress Mapping Templates

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

**Goal 2: Staff Success.** Ewa 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:
<p>Ewa will establish systems of practice that clarify both grade level expectations and school-wide understanding of the rigor associated with the Common Core State Standards that are consistent among grade level teachers (horizontal alignment) and across grade level teams (vertical alignment) measured by increased student achievement outcomes.</p> <p>Teachers use high quality core curriculum in ELA and Math.</p> <p>Teacher PD supports:</p> <ul style="list-style-type: none"> <li>Tier 1 – Rigorous, high quality core instruction for all students               <ul style="list-style-type: none"> <li>○ ELA</li> <li>○ Math</li> </ul> </li> <li>Special Education/Inclusion Teachers PD</li> </ul> <p>Ewa will PD teachers on is systems of practice that clarify MTSS</p> <p>Ewa includes TEACHER VOICE/ all stakeholders in a continuous self-study process that promotes co-constructed involvement inclusive of school community cross-sectional representation.</p>	<p>SEE:</p> <ul style="list-style-type: none"> <li>• Ewa WASC Critical Growth Areas</li> <li>• Ewa Self Study Chapter 3 Student Needs</li> </ul> <p>High Quality Curriculum provides equitable opportunities for students success:</p> <ul style="list-style-type: none"> <li>• Establishes rigor of the standards</li> <li>• Creates coherence/alignment across grade levels</li> <li>• Provides quality materials and experiences for students</li> <li>• Includes scaffolds and supports for differentiation</li> <li>• Supports teacher professional learning</li> </ul> <p>(EdReports, Learning Forward, Achieve the Core, StandardsWork)</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>All students will increase their proficiency in academic achievement.</p> <p>All students will engage in rigorous, high quality learning experiences.</p> <p>SBA and Science Proficiency Yearly Target Goals</p>	<p><b>English Language Arts</b> Provide Professional Development to teachers: (SCA1)</p> <p>1) Increase knowledge of CCSS ELA</p> <ul style="list-style-type: none"> <li>• Deconstruct standards</li> <li>• Depth of knowledge (DOK)</li> <li>• Text Complexity</li> <li>• Identify Priority Standards in ELA CCSS</li> <li>• ELA CCSS Shifts to establishing high expectations and rigor (balance of RL/RI, complex test, text evidence, writing from sources, academic vocabulary)</li> </ul>	2017-2018	Yolanda Macion-Ito	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	<p>Ewa Proficiency Data pg.3</p> <p>Grade Level Full Day PD#1 -Grade Levels Priority Standards Tables</p> <p>ELA Shifts CIA PDs</p> <p>Academic Plan Teacher Survey: Dec. 2017, May 2018</p> <p>SBA Interim Assessments Grades 3-6</p>



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	<p>1) Implement EL Education curriculum as designed</p> <ul style="list-style-type: none"> <li>• Purchase materials, supplies and resources to support implementation of the curriculum</li> <li>• Backwards map and plan Modules</li> </ul> <p>2) Build knowledge of ELA pedagogy</p> <ul style="list-style-type: none"> <li>• Ewa School Kaizen Learning Meetings, School wide PD</li> <li>• EL Education National Conference to strengthen support of students Mastery and Knowledge of Skills, Character and High Quality Student Work</li> </ul> <p>3) Examine student work evidence to determine what students understand in relation to the target(s) in order to increase student achievement, and teachers understanding of curriculum rigor and alignment</p>	2018-2020	Yolanda Macion-Ito	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	Walkthrough/ Debrief  KLM Agenda and notes  Buggy Team Agenda and Notes  Student Work Evidence
	<b>Develop an effective system of supports that identifies students' needs</b>	2019-2020			

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

	<ul style="list-style-type: none"> <li>Utilize curriculum for analyzing student evidence, including checklists and rubrics.</li> <li>Systematically collect student evidence and turn into usable data.</li> <li>Data needs to be organized to aid analysis.</li> <li>Data needs to be based on valid and reliable assessments. (Curriculum)</li> <li>Establish practices within Bugsy LT and Kaizen Learning meeting to systematically collect student evidence, organize evidence and analyze evidence.</li> </ul>				
<p>All students will increase their proficiency in academic achievement.</p> <p>All students will engage in rigorous, high quality learning experiences.</p> <p>SBA and Science</p>	<p><b>Math</b> Teacher PD</p> <p>1) Participate in professional development to build mathematical knowledge and mathematical research.</p> <ul style="list-style-type: none"> <li>Ewa School Kaizen Learning Meetings, School wide PD</li> <li>Annual Conference – National Conference of Teachers of Mathematics NCTM- to develop educators mathematical pedagogy and</li> </ul>	2018-2020	Kelijene Tengan	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	<p>Ewa Proficiency Data pg.3</p> <p>Walkthrough/ Debrief</p> <p>KLM Agenda and notes</p> <p>Bugsy Team Agenda and Notes</p> <p>Student Work Evidence</p>

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<p>Proficiency Yearly Target Goals</p>	<p>professional resources</p> <p>2) Professional Development of CCSS Math Shifts (Focus, Coherence, Rigor)</p> <ul style="list-style-type: none"> <li>• Adoption/roll out of Ready Mathematics</li> </ul> <p>3) Full implementation of rigorous curriculum and instruction – Ready Classroom</p> <ul style="list-style-type: none"> <li>• Purchase materials, supplies and resources to support curriculum implementation</li> <li>• Build conceptual understanding</li> <li>• Use the Concrete Representational Abstract (CRA) model</li> <li>• Use reasoning and problem solving</li> <li>• Build procedural fluency and skills</li> <li>• Facilitate discourse (with embedded mathematical practices) to engage all learners</li> <li>• Provide feedback to increase student ownership of learning criteria</li> </ul>	<p>2019-2020</p>			
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	<p><b>Develop an effective system of supports that identifies students' needs</b></p> <ul style="list-style-type: none"> <li>Utilize curriculum for analyzing student evidence, including checklists and rubrics.</li> <li>Systematically collect student evidence and turn into usable data.</li> <li>Data needs to be organized to aid analysis.</li> <li>Data needs to be based on valid and reliable assessments. (Curriculum)</li> <li>Establish practices within Bugsy LT and Kaizen Learning meeting to systematically collect student evidence, organize evidence and analyze evidence.</li> </ul>				
<p>Students are 'College and Career Ready'</p> <p>All students will engage in rigorous, high quality learning experiences.</p>	<p><b>Technology</b></p> <p>1) Professional Development to integrate technology in curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> <li>Classroom cart and device training</li> <li>Professional Development for digital resources</li> </ul> <p>2) School wide Professional Development for computer science</p>	<p>2017-2018</p> <p>2018-2020</p>	<p>Terri Trevathan</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>Cost of Salaries</p> <p>*Title I- \$192,000</p> <p>*WSF - \$4,061,226</p>	<p>Ewa Tech Progression Plan</p> <p>Student work/ digital evidence</p> <p>Seesaw</p> <p>G-Suite</p>

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

	<p>resources, apps and programs to facilitate student learning</p> <ul style="list-style-type: none"> <li>Technology and Media professional development for teachers – International Society for Technology in Education (ITSE) to learn about advancement in educational technology, curriculum to support computer science, and instruction for student learning</li> </ul> <p>3) Teachers integrate technology in curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> <li>Purchase materials, supplies and resources to support technology integration</li> <li>Teachers facilitate student use of technology that demonstrates collaboration and creating content to show learning</li> </ul>	2019-2020		Title I IRM \$75,000	
Students are engaged and empowered, and demonstrate strong academic and life skills.	<p><b>Social Emotional Learning</b></p> <p>Introduce SEL lessons (Second Step) to teachers and students</p> <ul style="list-style-type: none"> <li>Counselors implement lessons to support roll out to teachers and students</li> </ul>	2017-2018	Celeste Nae'ole	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE	<p>SEL Student Assessment Data</p> <p>SEL teacher survey</p>



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

	<ol style="list-style-type: none"> <li>Teachers implement SEL lessons, counselors support teachers</li> <li>Professional Development to build teacher knowledge of social-emotional life skills for students to be engaged and empowered.</li> </ol>	2018-2020		<input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	Professional Development Agenda
Inclusion teachers will build knowledge of tools and strategies for differentiating instruction.  Ewa Special Education students (SLD, OHD, and SoLD) will increase in proficiency and growth in SBA.	<b>Special Education</b> Provide opportunities for Inclusion teachers to: <ul style="list-style-type: none"> <li>Participate in Professional Development in building knowledge in deconstructing standards and differentiating instruction</li> <li>Analyze and Reflect on student progress on Standards Based IEP Objectives</li> </ul>	2017-2020	Erica Rabe	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	SPED Kaizen Learning Meetings  Standards Based IEP Objectives Backward Progress Mapping Templates  Inclusion PDs provided by district for SPED and Gen. Ed. Teachers  Teacher Feedback Data from Inclusion PDs
All students will increase their proficiency in academic achievement.	<b>NGSS</b> <ol style="list-style-type: none"> <li>Coordinate/provide professional development and support for Next Generation Science Standards (NGSS) following</li> </ol>	2017-2020	Reina Mitsuyuki	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE	Ewa Proficiency Data pg.3 Grade 4 Science  School Wide CIA Data Template – Science

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

<p>All students will engage in rigorous, high quality learning experiences.</p> <p>SBA and Science Proficiency Yearly Target Goals</p>	<p>the statewide implementation plan.</p> <ul style="list-style-type: none"> <li>School wide NGSS PD</li> </ul>	2017-2018		<input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Teacher Survey to indicate level of understanding NGSS and implementation</p>
	<p>2) Use HIDEOE Crosswalk to transition from HCPSIII to NGSS</p> <ul style="list-style-type: none"> <li>Resource teachers model NGSS lessons</li> </ul>	2018-2020		<p>Cost of Salaries            *Title I- \$192,000            *WSF - \$4,061,226</p>	<p>Bugsy agendas and notes</p>
	<p>3) Build knowledge of NGSS rigor, shifts, and 3-dimensions</p> <ul style="list-style-type: none"> <li>National Conference Professional Development for educators to develop NGSS pedagogy</li> </ul> <p>4) Schoolwide NGSS implementation</p> <ul style="list-style-type: none"> <li>Purchase materials, supplies and resources to support NGSS implementation</li> <li>Develop success criteria and align vertically across grade levels</li> </ul> <p><b>Develop an effective system of supports that identifies students' needs</b></p> <ul style="list-style-type: none"> <li>Utilize curriculum for analyzing student evidence, including checklists and rubrics.</li> </ul>	2019-2020		<p>Title I IRM \$75,000</p>	<p>KLM agendas and notes</p>

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

	<ul style="list-style-type: none"> <li>• Systematically collect student evidence and turn into usable data.</li> <li>• Data needs to be organized to aid analysis.</li> <li>• Data needs to be based on valid and reliable assessments. (Curriculum)</li> <li>• Establish practices within Bugsy LT and Kaizen Learning meeting to systematically collect student evidence, organize evidence and analyze evidence.</li> </ul>				
All Beginning Teachers will receive induction and mentoring support.	<p><b>Induction &amp; Mentoring</b> Beginning Teachers in their first 2 years of experience are assigned a mentor and will receive ongoing, focused, instructional support.</p> <p>All mentors will attend and complete Professional Learning Series (PLS) 1-4 to further their skills and knowledge as mentors.</p>	2017-2020	Shari Yamamoto	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	Ewa BT/Mentor Listing  New Teacher Center (NTC) Learning Zone Online Tools and Logs  End-of-Year Teacher Induction Surveys

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Ewa will maintain AVID Certification	Provide AVID training to classroom teachers.	2017-2020	Laureen Teruya-Schmidt	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	AVID pre/mid/post assessments  AVID Certification
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**Goal 3: Successful Systems of Support.** The system and culture of **Ewa Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<ol style="list-style-type: none"> <li>Leadership includes all stakeholders in a continuous self-study process that promotes co-constructed involvement inclusive of school community cross-sectional representation. (WASC Critical Growth)</li> <li>Ewa students are provided equitable opportunities to be engaged and empowered. Regular review of student progress determines comprehensive, differentiated (tiered) school supports for life skills and learning.</li> <li>Ewa support system evaluates its effectiveness in determining student needs and providing supports.</li> </ol>	Ewa Self Study 2017 WASC Critical Growths  Evidence to determine need: <ul style="list-style-type: none"> <li>School wide longitudinal achievement data indicated that over half of Ewa's students were below proficiency, and need additional support.</li> <li>Student demographics, achievement data and behavior indicate the need for equitable opportunities and comprehensive, differentiated (tiered) school supports for life skills and learning.</li> </ul>

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

	<ul style="list-style-type: none"> <li>Ewa does not have a way to measure the effectiveness of identifying students with needs, and differentiating and providing comprehensive supports.</li> </ul>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Supports Students Needs –Develop system of identifying and supporting needs MTSS	<p>Continue to develop school wide academic and behavior support plan, Response to Intervention (RTI) and effective Tier 1, Tier, 2, and Tier 3 systems of support</p> <ul style="list-style-type: none"> <li>Diana Browning Wright (DBW) Cohort</li> </ul> <p>Develop an effective system of supports that identifies students’ needs, and provides comprehensive supports.</p> <ul style="list-style-type: none"> <li>School team professional development- understanding Response to Intervention RTI and Multi-Tiered Systems of Support MTSS</li> <li>Professional Development: Response to Intervention RTI at Work by Solution Tree to build a schoolwide multi-tiered system of</li> </ul>	<p>2017-2018</p> <p>2018-2020</p>	Melody Habon	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	Bugsy E LT Agenda and Notes



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

	<p>support program that is efficient, effective and equitable, and meets individual student needs.</p> <ul style="list-style-type: none"> <li>• Purchase materials, supplies and resources to support development of school wide MTSS system</li> </ul> <p><b>Develop an effective system of supports that identifies students' needs</b></p> <ul style="list-style-type: none"> <li>• Utilize curriculum for analyzing student evidence, including checklists and rubrics.</li> <li>• Systematically collect student evidence and turn into usable data.</li> <li>• Data needs to be organized to aid analysis.</li> <li>• Data needs to be based on valid and reliable assessments. (Curriculum)</li> <li>• Establish practices within Buggy LT and Kaizen Learning meeting to systematically collect student evidence, organize evidence and analyze evidence.</li> </ul>	2019-2020			
Increase parent and community engagement	<p>Provide parent and community engagement opportunities:</p> <ul style="list-style-type: none"> <li>• Home-School Communications</li> </ul>	2017-2020		<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA	<p>School/Family Events</p> <p>Parent Nights</p>

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

	<ul style="list-style-type: none"> <li>• Parent Events</li> <li>• Community Events</li> </ul> Parent Community Networking Center <ul style="list-style-type: none"> <li>• Provides opportunities for parent/community engagement</li> </ul>			<input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Title I- \$4,122	Community Read aloud program
Close the Achievement Gap	Ewa Summer Program will provide all participating students in Grades K-6 Reading, Writing and/or Math CCSS learning opportunities integrated with technology. <ul style="list-style-type: none"> <li>• Purchase resources to support summer program</li> </ul>	2017-2020	Melody Habon	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  Cost of Salaries *Title I- \$192,000 *WSF - \$4,061,226  Title I IRM \$75,000	- pre and post data on targeted standard/skill