


Three-Year Academic Plan 2017-2020

Keone'ula Elementary School
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Submitted by Paul Taga	Date
	MAR 28 2019

Approved by Sean Tajima	Date
	MAY 17 2019

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Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> Comprehensive Needs Assessment (Title I Schools) WASC Self Study <ul style="list-style-type: none"> 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 Other 	<ol style="list-style-type: none"> Need: At Keone'ula Elementary, half or more of our students are not meeting proficiency in ELA, Math and Science. The school will implement researched- based teaching and learning strategies into classroom instruction. (Hattie- Assessment Capable Learners: Effect size- 1.44; Collective Teacher Efficacy Effect size - 1.57; Ainsworth- Learning Intentions and Success Criteria; Fisher- Visible Learning for Literacy; 4 components of the Data Driven Instructional Cycle; AVID-Dr. Arthur Costa - Developing Minds; Dr. Carol Dweck - Growth Mindset) <p style="text-align: center;"> ELA Proficiency - 50% Math Proficiency - 40% Science Proficiency - 56% </p> Need: In order to effectively implement research based teaching and learning strategies there must be improved consistency between grade levels and within grade levels on the following: <p>Standards: Teacher clarity on standards, learning targets and success criteria Instructional Practices: Reader's/Writers and Math workshop models Assessments: Grade levels develop common assessments Review of Data: Consistent use of the DDIC process Unit/Lesson Planning: Ensuring that lessons put in front of students meets their needs</p> Need: To develop a focus on the whole-child by planning and implementing research based teaching and learning strategies that allow: <p>Each student to be actively engaged in learning and connected to the school and broader community. Each student to have access to personalized learning and is supported by qualified, caring adults. Each student to be challenged academically and prepared for success in college or further study and for employment and participation in a global environment.</p>
Addressing Equity: Sub Group Identification	

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	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.
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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. Kim Uyehara	1. Continuous School Improvement/WASC
2. Joshua Manuel	2. Induction & Mentoring
3. Edna Imada	3. Advancement Via Individual Determination (AVID)
4. Angelita Yadao-Payad	4. RTI/STEM/Project Lead the Way (PLTW)
5. Victoria Coffin	5. RTI/STEM/Project Lead the Way (PLTW)
6. Jessica Hirano	6. Whole Child/Social Emotional Learning
7. Marlo Tomas-Taua	7. Inclusion/Equity
8. Janel Nakama	8. Research & Evidence Based Network/ Continuous School Improvement/WASC
9. Suzanne Niitani	9. Research & Evidence Based Network/ Continuous School Improvement/WASC
10.	10.

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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:
<p>1. 80% of students will be able to articulate clearly and specifically as measured by school walkthrough data:</p> <ul style="list-style-type: none"> a. What they are learning; b. What success looks like; and c. What their next steps are <p>2. School climate data will show that 80% of the students report a positive school climate as measured by the Involvement/Engagement of the SQS and the Confer and Captivate categories of the Tripod survey</p>	<p>1. Based on research, teacher clarity on the learning intentions and success criteria of content area standards allow students to also have clarity on what they are learning and why which could potentially yield growth of up to three times the normal yearly rate. (Hattie- Assessment Capable Learners =effect size of 1.44; Collective Teacher Efficacy = effect size of1.57; Ainsworth- Learning Intentions and Success Criteria; Fisher- Visible Learning for Literacy)</p> <p>2. Based on research, to learn and grow, students need to feel engaged, supported and challenged. (ASCD Whole Child Initiative)</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>60% of students will score proficient in ELA by SY 2017-18</p> <p>50% of student will score proficient in Math by SY 2017-18</p> <p>50% of student will score proficient in Science by SY 2017-18</p>	<p>Provide PLCs and Professional development to ensure that curriculum, instruction, and assessment are aligned to the standards in all content areas.</p> <ul style="list-style-type: none"> ● Identify clear learning targets and success criteria for priority standards ● Establish a pacing guide/learning progression ● Aligned/common grade level assessments ● High quality/data reviews ● Reading, writing, and math instruction through the workshop model ● Science instruction utilizing STEM/PLTW ● Utilizing specific instructional strategies to address the needs of 3rd grade SPED students ● Utilizing specific instructional strategies to address the needs of ELL students 	2017-18 SY	ART Team	<input checked="" type="checkbox"/> WSF <input 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 checked="" type="checkbox"/> Other : DoDEA <input type="checkbox"/> N/A	<p>100% of teachers will attend professional development on Data Driven Instructional Cycle</p> <p>Grade level DDIC cycles documentation will demonstrate that teachers have:</p> <ol style="list-style-type: none"> 1. Prioritized and de-constructed standards 2. Aligned assessments 3. Reviewed student data 4. Planned effective and engaging units and lessons <p>100% of classrooms will implement the workshop model for reading, writing, and math instruction</p> <p>100% of classrooms will implement PLTW for science instruction</p>

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<p>60% of students will score proficient in ELA by SY 2018-19</p> <p>50% of student will score proficient in Math by SY 2018-19</p> <p>60% of student will score proficient in Science by SY 2018-19</p>	<p>Continue to provide PLCs and Professional development to ensure that curriculum, instruction, and assessment are aligned to the standards in all content areas.</p> <ul style="list-style-type: none"> ● Review/revise clear learning targets and success criteria for priority standards ● Review/revise a pacing guide/learning progression ● Aligned/common grade level assessments ● High quality/data reviews ● Solidify unit/lesson planning focused on student engagement • Reading, writing, and math instruction through the workshop model • Science instruction utilizing STEM/PLTW • Review/revise utilizing specific instructional strategies to address the needs of 3rd grade SPED students • Review/revise utilizing specific instructional strategies to address the needs of ELL students 	<p>2018-19 SY</p>			<p>100% of teachers will implement Data Driven Instructional Cycle</p> <p>Grade level DDIC cycles documentation will demonstrate that teachers have:</p> <ol style="list-style-type: none"> 1. Prioritized and de-constructed standards 2. Aligned assessments 3. Reviewed student data 4. Planned effective and engaging units and lessons <p>100% of classrooms will implement the workshop model for reading, writing, and math instruction</p> <p>100% of classrooms will implement PLTW for science instruction</p>
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<p>70% of students will score proficient in ELA by SY 2019-20</p> <p>60% of student will score proficient in Math by SY 2019-20</p> <p>70% of student will score proficient in Science by SY 2019-20</p> <p>A systematic collaboration by teacher teams to help all students with mixed abilities reach their academic potential and close the achievement gap.</p> <p>Grade level planning days will be monitored for progress and quality of work in the development of grade level curriculum maps in SY 2019-2020.</p> <p>Continued in-school, on-going training and support with school programs in SY 2019-2020+</p>	<p>Continue to provide PLCs and Professional development to ensure that curriculum, instruction, and assessment are aligned to the standards in all content areas.</p> <ul style="list-style-type: none"> ● Review/revise clear learning targets and success criteria for priority standards ● Review/revise a pacing guide/learning progression ● Aligned/common grade level assessments ● High quality/data reviews ● Unit/lesson planning focused on student engagement ● Reading, writing, and math instruction through the workshop model utilizing a variety of instructional strategies that will meet the learning modalities of all students. ● Testing grades 3-5 will reorganize into specialization teams (ELA and Math/Science) TSG groups modified to include: <ul style="list-style-type: none"> ○ Grade level teams (currently in place) ○ Specialist teams: ELA & 	<p>2019-20 SY</p>			<p>100% of teachers will implement Data Driven Instructional Cycle</p> <p>Grade level DDIC cycles documentation will demonstrate that teachers have:</p> <ol style="list-style-type: none"> 1. Prioritized and de-constructed standards 2. Aligned assessments 3. Reviewed student data 4. Planned effective and engaging units and lessons <p>100% of grade levels will provide documentation of outcomes of their planning time meetings</p> <p>100% of teachers participate in targeted vertical articulation meetings utilizing the Data Driven Instructional Cycle</p> <p>100% of classrooms will implement the workshop model for reading, writing, and math instruction and utilize instructional strategies that will meet the needs of different types of learners</p> <p>100% of grades 3-5 classes will provide ELA and Math/Science</p>
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	<p>Math/Science teams (new)</p> <ul style="list-style-type: none"> ○ Set time for reg ed and SPED teacher to meet (new) ○ Set time for reg ed and ELL teacher to meet (new) <ul style="list-style-type: none"> • Science instruction utilizing STEM/PLTW • Establish assessment capable learners • Review/revise utilizing specific instructional strategies to address the needs of 3rd grade SPED students • Review/revise utilizing specific instructional strategies to address the needs of ELL students 				<p>instruction through a specialized model</p> <p>100% of classrooms will implement PLTW for science instruction</p>
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<p>Whole Child: 100% of students in grades K-5 will have access to extracurricular and co-curricular activities that reflect student interests and goals, and provide students with experiences relevant to higher education, career, and citizenship. (Engaged; Challenged; ASCD)</p> <p>100% of school personnel include parents and families as partners in students' academic success. (Supported; ASCD)</p>	<p>After school Cub Clubs based on students' interests and strengths will offer students activities that create real life connections to support learning.</p> <p>Each grade level will provide at least one parent involvement activity during the school year that will showcase student work and inform parents on how they can support their student's academic success</p>	<p>2017-18 2018-19 2019-20</p> <p>2017-18 2018-19 2019-20</p>	<p>ART Team</p>	<p><input checked="" type="checkbox"/> WSF <input 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 checked="" type="checkbox"/> Other : DoDEA <input type="checkbox"/> N/A</p>	<p>100% of students in grades 3-6 will have the opportunity to sign up for an after school club based on their strength or interest, with parental permission</p> <p>100% of Cub Clubs will be taught by certificated Keone`ula teachers on specified days: M, T, Th, F; 2:15-3:15 p.m, integrating curriculum content (reading, writing and math skills) into the activities.</p> <p>100% of Cub Clubs will accommodate 25-30 students with daily monitoring of attendance and participation.</p> <p>Evidence (agendas, sign in sheets, evaluations) will document efforts to have students share their successes with their parents and increase parent awareness of standards based teaching and learning.</p>
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<p>Narrow the achievement gap with a better understanding of RTI tiers (academic & behavioral):</p> <p>ELA (gap 28 pts)</p> <p>Math (gap 24 pts)</p> <ul style="list-style-type: none"> There will be a systematic collaboration by teacher teams to modify lessons and incorporate instructional strategies to help all students with mixed abilities and learning styles reach their academic potential and close the achievement gap. Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding RTI Tiers <p>Teachers will understand how the GLOs are assessed and students will understand the connection between the GLOs and the STRIPES program by SY 2021-2022.</p> <ul style="list-style-type: none"> Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop a reporting system for STRIPES 	<p>ART team will facilitate horizontal and vertical articulation meetings to develop coherence regarding RTI Tiers and identify next steps for development of a RTI Math system</p>	2019-20			100% of school personnel will participate in discussions to better understand RTI Tiers and identify an RTI system for Math
		2019-20			100% of school personnel will participate in discussions to review the STRIPES program in relation to the GLOs

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Goal 2: Staff Success. Keone'ula 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:
<p>By the end of three years, Keone'ula Elementary will receive 6 year accreditation with 3 year mid cycle (one day visit).</p> <p>Receiving accreditation:</p> <ul style="list-style-type: none">● Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning● Validates the integrity of the school's program and transcripts● Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide● Fosters the ongoing improvement of the school's programs and operations to support student learning● Provides valuable insight from fellow educators visiting the school● Benefits schools that choose joint accreditation or other collaborative processes, e.g., ACS WASC/CDE. Reference: ACS WASC Overview Accrediting Commission For Schools Western Association Of Schools And Colleges". Acswasc.org. N.p., 2017. Web. 30 Jan. 2017.	<p>Accreditation is integral to a school's perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established criteria. In addition to its official title, WASC also means We Are Student-Centered ("ACS WASC Overview Accrediting Commission For Schools Western Association Of Schools And Colleges").</p>

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By the end of three years, Keone'ula Elementary will receive 6 year accreditation with 3 year mid cycle (one day visit).	Provide professional development, supports, and facilitation to build capacity of WASC leads and teams to problem solve, reflect, discuss, and develop feedback loops on current practices.	2017-18 2018-19 2019-20	ART Team	<input checked="" type="checkbox"/> WSF <input 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	Commendation & recommendations in WASC visiting committees' reports. School Comprehensive Needs Assessment
				<input type="checkbox"/> WSF <input 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	

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

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Outcome: By the end of three years,	Rationale:
<p>By the end of three years, Keone'ula Elementary will establish and solidify community partnerships with area businesses and also with Ewa Makai Middle School and James Campbell High School to share and implement efforts made to prepare students for college, career, and citizenship.</p>	<p>The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities (ASCD Whole Child Initiative)</p>

Planning

Funding

Interim Measures of Progress

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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
Keone'ula Elementary will continue to offer a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.	<p>After school Cub Clubs based on students' interests and strengths will offer field trips to aligned community activities and partnerships to enhance real life connections to support learning.</p> <p>Each grade level will select a service project that students will implement that benefits the community</p> <p>Continue to form community partnerships to provide an awareness of the values, belief, skills, and knowledge necessary to be college and career ready</p>	2017-18 2018-19 2019-20	ART Team	<input checked="" type="checkbox"/> WSF <input 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>Collect field trip approval documents</p> <p>Service project list per grade level</p> <p>Maintain list of committed community partners that reflect 10% increase each year for 3 years.</p> <p>Articulation meetings with Ewa Makai and JCHS</p>