



# Three-Year Academic Plan 2017-2020



**Ernest Bowen DeSilva Elementary**  
278 Ainako Avenue Hilo, Hawaii 96720, 808-974-4855  
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Submitted by <b>Dennis O'Brien</b>	Date
<i>Dennis O'Brien</i>	4/2/19
Approved by: <b>Keone Farias</b>	Date
<i>Keone Farias</i>	MAY 09 2019

## 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>	<p>Based on our Comprehensive Needs Assessment, WASC Self-Study and our 5 Year Plan, the following areas of concerns have been identified and prioritized in order of importance.</p> <p><b>Academic: Align school wide expectations and instructional practices to improve student achievement</b></p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>● Intervention/strategies to support student learning needs</li> <li>● Backwards mapping of instructional practices for implementation of Common Core State Standards</li> <li>● Professional Development on curriculum, best instructional practices, etc.</li> <li>● Bell schedule that embeds time for data analysis, vertical/grade level articulation, and professional development</li> </ul> <p><b>Connectedness: Improve collaboration within school wide systems to maximize and support student success</b></p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>● Vertical articulation system for sharing of strategies and practices</li> <li>● Foster closer connections with the intermediate school to best prepare students for transition</li> <li>● Enhance the existing system of Rtl for student supports (student support staff)</li> <li>● Improvement of Data Teams process to support student behavioral and academic concerns</li> <li>● Pre-K Summer Program to support the growing numbers of incoming kindergartners with no pre-school experience</li> <li>● Incentive or system to increase attendance percentage</li> </ul> <p><b>Engagement: Implement a positive student support system to increase student achievement and engagement</b></p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>● Utilize the SEL program - Second Step, Anti-Bullying to provide students with strategies to make good academic and behavior choices.</li> <li>● Positive behavior support system to foster and monitor student motivation</li> <li>● Universal Screener for Behavior/Social Emotional Learning</li> </ul>

## 2017-2018, 2018-2019, 2019-2020

	<p><b>Addressing Equity: Sub Group Identification</b></p> <p><b>In order to address equity, list the targeted sub-group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub-group(s) and their needs.</p> <p>IDEA/disadvantaged: Need to close the gap rate and improve proficiency in Math and ELA</p>
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<b>ORGANIZE: Identify your Academic Review Team Accountable Leads.</b>	
<b>Name and Title of ART/GLC Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Dennis O'Brien - Principal	1. EES
2. Troy Fujii- SPED GLC, Charity DeMattos - Tech, Brittany Kodama Grade 2	2. PBIS
3. Jodie Menino - School Wide Curriculum Coordinator, Hannah Ancheta Grade 1	3. Event Planning
4. Jason Hondo Grade 5,	4. Parent Community/Engagement
5. Gwen Tanaka Grade 3,	5. SEL
6. Tammie O'Brien Grade K, Jaimie Kihara Grade 4, Kimmie Otani Grade 6	6. Staff PD

## 2017-2018, 2018-2019, 2019-2020

**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><b>Academic Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students will take ownership and responsibility of their learning by demonstrating continuous progress on school-wide assessments and meeting personal goals.</li> <li>State mandated ELA and math curriculum will be used along with supplemental material to ensure students are receiving a Common Core standard based education.</li> <li>Students will show improvement based on summative, interim and formative school-wide and classroom assessments.</li> </ul> <p><b>Collaboration and Connectedness Outcomes:</b></p> <ul style="list-style-type: none"> <li>Assessment data will be analyzed to provide differentiated instruction to meet students' needs.</li> <li>Transitions between preschool and kindergarten and sixth grade to middle school will help students adjust to school.</li> <li>System to increase attendance percentage will be implemented with fidelity.</li> </ul> <p><b>Engagement Outcomes:</b></p> <ul style="list-style-type: none"> <li>SEL program (Second Step, Anti-Bullying) will be implemented to provide students with strategies to make good academic and behavior choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students who take responsibility over their learning will improve and feel successful in school.</li> <li>A K-6 curriculum that is aligned to the Common Core in ELA and math will give students a quality standards based education.</li> <li>A school-wide summative and formative assessment system will allow students to monitor student achievement.</li>   <li>Assessment data will help to differentiate curriculum to assist in improving student achievement.</li> <li>Transitions between schools and grade levels will help students to adjust to their future grade.</li> <li>If students feel good about school, their attendance will improve</li> </ul>

**2017-2018, 2018-2019, 2019-2020**

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
80% of students will be proficient or higher on a universal screener and 100% of students in grades K-6 will show improvement from the beginning of the year.	<p><i>Student improvement on universal screeners will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-2018 - 70 % will demonstrate proficiency on universal screeners, 85% will show improvement over the SY.                             <ul style="list-style-type: none"> <li>○ Teachers will collect data on the Universal Screener scores quarterly</li> <li>○ Teachers will track and monitor class data</li> <li>○ A google file will be created to document student scores</li> </ul> </li> <li>● 2018-19 - 75% of students will demonstrate proficiency on universal screeners 90% will show improvement over the SY.                             <ul style="list-style-type: none"> <li>○ Students will track and monitor their progress in scores on the Universal Screener quarterly</li> <li>○ Teachers will document data in google file</li> </ul> </li> <li>● <b>2019-20</b> - 80% of students will demonstrate proficiency on universal screeners and 100% of K-6 students will show improvement over the SY.                             <ul style="list-style-type: none"> <li>○ Students will collaborate with teacher for improvement on their universal screener assessment quarterly.</li> <li>○ Students will track and monitor their assessment data quarterly.</li> </ul> </li> </ul>	<p>2017-18</p> <p>2018-19</p> <p><b>2019-20</b></p>	<p>Principal All Teachers, Data Teams Support staff</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Data Wall - Chart and track percentage of students who are in the advanced/proficient, approaching, and well below categories</li> <li>● Analyze school wide and grade level assessments in data teams by grade level</li> <li>● Weekly Data team collaboration and notes</li> <li>● Monthly vertical articulation notes</li> <li>● GLC Leads will monitor progress on Academic Plan</li> <li>● Weekly grade level articulation notes</li> </ul>

**2017-2018, 2018-2019, 2019-2020**

	<ul style="list-style-type: none"> <li>○ School to review and revise process as needed for improvement</li> </ul>					
<p>80% of students will be proficient or higher based on the ELA portion of the SBA</p> <p>NOTE: School is presently at 78% proficiency in ELA</p>	<p><i>Improved scores on the ELA portion of the SBA will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 - Review ELA standards and pacing guides to address the need areas of the state mandated curriculum. 80% of students will demonstrate proficiency on SBA ELA.                             <ul style="list-style-type: none"> <li>○ Teachers will provide instruction on grade level ELA standards based on CCSS</li> <li>○ Teacher will provide opportunities for students to take assessments in ELA that include multiple choice and performance task opportunities</li> <li>○ Teachers will collect data on student assessments in ELA to identify need areas</li> </ul> </li> <li>● 2018-19 - Students will use skills learned in state mandated curriculum and in performance task opportunities to achieve CCSS. 82% of students to demonstrate proficiency.                             <ul style="list-style-type: none"> <li>○ Teachers and students will collaborate on assessment results and identify areas for improvement.</li> <li>○ Document students not meeting proficiency and provide intervention/strategies using the RtI process to help students meet proficiency.</li> </ul> </li> <li>● <b>2019-20</b> - Collaborate and make school wide agreement to to scaffold ELA standards from grade level to grade level. 80% proficiency.                             <ul style="list-style-type: none"> <li>○ Vertical articulation and collaboration to determine grade level expectations of the ELA curriculum</li> </ul> </li> </ul>	2017-18	<p>CCSS, Principal</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/></li> <li>Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>● SBA Interim data                             <ul style="list-style-type: none"> <li>○ identify need areas</li> <li>○ identify students who are meeting and not meeting proficiency on the assessment</li> </ul> </li> <li>● Final SBA results</li> <li>● Teachers will collaborate with students on their progress towards CCSS</li> <li>● Monitor progress on achievement of ELA standards</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>	
		2018-19				2019-20

## 2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> <li>○ Students will collaborate with teachers towards meeting SBA ELA proficiency</li> </ul>				
<p>72% of students will be proficient or higher based on the Math portion of the SBA</p> <p>NOTE: Our students are currently at 69% proficiency on Math SBA</p>	<p><i>Improved student performance on the Math portion of the SBA will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 - Teachers will provide opportunities for students to learn Mathematical practices using state mandated curriculum and supplemental materials. 72% proficiency.                             <ul style="list-style-type: none"> <li>○ Teachers will provide instruction on grade level math expectations based on CCSS</li> <li>○ Teachers will provide daily math practice using state mandated curriculum</li> <li>○ Teachers will provide opportunities to students to practice taking assessments that include multiple choice and performance task problems quarterly</li> </ul> </li> <li>● 2018-19 - Students will use mathematical practices learned in daily math practice and in performance task opportunities to achieve Common Core Standards. 72% proficiency.                             <ul style="list-style-type: none"> <li>○ Students will be provided daily math practice using state mandated curriculum</li> <li>○ Teachers and students will collaborate on assessment results and identify areas for improvement.</li> </ul> </li> <li>● 2019 -20 - Students will apply and reflect on appropriate mathematical practices in performance tasks. 72% proficiency.                             <ul style="list-style-type: none"> <li>○ Application of math strands and skills</li> <li>○ Critical thinking skills</li> <li>○ Knowing what strategies to use to solve problems</li> <li>○ Reflect on the effectiveness of the state</li> </ul> </li> </ul>	2017-18	CCSS Data Teams Principal	<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	<ul style="list-style-type: none"> <li>● SBA Interim Data                             <ul style="list-style-type: none"> <li>○ identify need areas</li> <li>○ identify students who are meeting and not meeting proficiency on the assessment</li> </ul> </li> <li>● Final SBA results</li> <li>● Monitor progress by collecting data on problem solving samples and exemplars</li> <li>● Monitor progress on performance task practice questions</li> <li>● Monitor progress on achievement of math standards</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>
		2018-19			
		2019-20			

**2017-2018, 2018-2019, 2019-2020**

	mandated math curriculums.					
<p>80% of students will be proficient or higher based on the Science portion of the HSA.</p> <p>NOTE: 78% of 4th graders are proficient on the 2017 HSA Science assessment.</p>	<p><i>Improved student performance on the Science portion of the SBA will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 - Teachers will review science curriculum and pacing guides to address the different areas of science according to the HCPS science standards. 76% proficiency.                             <ul style="list-style-type: none"> <li>○ Teachers will provide instruction on grade level science standards based on HCPS</li> <li>○ Teacher will provide opportunities for students to take assessments in science that include multiple choice and performance task opportunities.</li> </ul> </li> <li>● 2018-19 - Students will use skills learned in science lessons and in performance task opportunities to achieve HCPS Science Standards. 78% proficiency.                             <ul style="list-style-type: none"> <li>○ Teacher/student collaboration on science processes</li> <li>○ Teachers and students will collaborate on assessment results and identify areas for improvement.</li> </ul> </li> <li>● <b>2019-20</b> - Students will use skills learned in science lessons and in performance task opportunities to achieve HCPS Science Standards. 80% proficiency.                             <ul style="list-style-type: none"> <li>○ Collaborate and make school wide agreement to refine the science curriculum.</li> <li>○ Vertical articulation and collaboration to assess curriculum</li> <li>○ Students will collaborate with teachers to set goals towards meeting HSA science</li> </ul> </li> </ul>	2017-18	2018-19	2019-20	<p>CCSS STEM Principal</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 type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● HSA Interim data                             <ul style="list-style-type: none"> <li>○ identify need areas</li> <li>○ identify students who are meeting and not meeting proficiency on the assessment</li> </ul> </li> <li>● Final HSA results</li> <li>● Teachers monitor progress by collecting student data on science lessons</li> <li>● Monitor progress on achievement of science standards</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>



**2017-2018, 2018-2019, 2019-2020**

	proficiency.				
90% of incoming K students will have participated in some type of Pre-K Program.	<i>Development and implementation of Pre-K program will help to address the needs of all subgroups:</i>				
	<ul style="list-style-type: none"> <li>● 2017-18 -Development and implementation of a Pre-K transition Summer Program taught by certified teachers for all incoming K children. Enrollment of at least 65% of registered incoming K students                             <ul style="list-style-type: none"> <li>○ Implementation of a Pre-K transition Summer Program taught by certified teachers for all incoming K children.</li> <li>○ All Pre-K parents will have the opportunity to enroll upon registering for K.</li> <li>○ Target students will be students with no prior preschool experience</li> <li>○ 100% of families who participated in the program will complete a survey to determine effectiveness of the transition.</li> </ul> </li> </ul>	2017-18	Principal K- Teachers	<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	<ul style="list-style-type: none"> <li>● Monitor percent of incoming K children who participated in some type of Pre-K program</li> <li>● Track student progress of all K students</li> <li>● Compare progress of students who participated in a Pre-K program vs. those with any preschool experience</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>
	<ul style="list-style-type: none"> <li>● 2018-19 enrollment of at least 75% of registered incoming K students                             <ul style="list-style-type: none"> <li>○ Identify % of students with no pre-school experience</li> <li>○ Track students who participated in program.</li> <li>○ Compare progress of students who participated in a Pre-K program vs. those without any preschool</li> </ul> </li> </ul>	2018-19			
<ul style="list-style-type: none"> <li>● <b>2019-20</b> enrollment of at least 90% of registered incoming K students                             <ul style="list-style-type: none"> <li>○ Use Kindergarten data and parent survey results to determine effectiveness of the transition program</li> <li>○ Revise program curriculum to meet the needs of the students</li> <li>○ Enrollment of at least 90% of registered</li> </ul> </li> </ul>	<b>2019-20</b>				

**2017-2018, 2018-2019, 2019-2020**

	incoming K students will have had pre-school and/or our Pre-K Summer Program.					
100% of students will participate in a transition day	<p><i>Student participation in transition day activities will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-2018 - 90% of students will participate in a transition day activity                             <ul style="list-style-type: none"> <li>○ ART team will plan protocols for transition day activities (i.e. what information to share, relationship building activities, expectations, routines, etc.)</li> <li>○ Teachers will plan activities for a transition day to improve student success and ease transition to the next grade or school.</li> <li>○ School will provide an open house at the beginning of the year.</li> </ul> </li> <li>● 2018-2019 - 95% of students will participate in a transition day activity                             <ul style="list-style-type: none"> <li>○ Teachers will schedule and implement a School Wide transition day to improve student success and ease transition to the next grade or school.</li> <li>○ Collect feedback from students on transition day through student survey.</li> <li>○ Students establish relationships with teachers through transition day activities.</li> </ul> </li> <li>● <b>2019-2020</b> - 100% of students will participate in a transition day activity                             <ul style="list-style-type: none"> <li>○ Establish a school wide protocol for an annual transition day.</li> <li>○ Make revisions to transition day based on student feedback from surveys collected</li> </ul> </li> </ul>	2017-18	ART Leads, Principal, All teachers	<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	<ul style="list-style-type: none"> <li>● Teacher Induction/Mentoring ART team planning notes</li> <li>● Grade level planning notes</li> <li>● Transition day attendance records</li> <li>● Analyze student feedback from survey</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>	
		2018-19				
		2019-20				

## 2017-2018, 2018-2019, 2019-2020

**Goal 2: Staff Success.** E.B. deSilva 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><b>Academic Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Intervention strategies will be utilized in a small group setting by all teachers to support student learning needs</li> <li>● Backwards mapping of instructional practices for implementation of Common Core State Standards will be complete</li> </ul> <p><b>Collaboration and Connectedness Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Professional Development on curriculum, best instructional practices, etc. will be offered on an equal basis to all faculty members.</li> <li>● Data Teams process to support student behavioral and academic concerns will be improved by setting goals for each Data Team meeting..</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiation strategies will help teachers meet the needs of all learners and improve the ELA, Math, and Science gap to address student success indicator #7, Academic Gap and indicator #3, Inclusion Rate.</li>   <li>● Both WASC Report and Comprehensive Needs Assessment recommend backwards mapping of curriculum and instructional practices to ensure that all essential standards are being addressed at the appropriate grade levels.</li> <li>● Professional development opportunities will improve the array of supports teachers provide in the classroom.</li> <li>● Data teams will provide time for teachers to analyze student work and monitor student progress to track growth and proficiency.</li> </ul>



**2017-2018, 2018-2019, 2019-2020**

	<p>interventions/ strategies to support student needs</p> <ul style="list-style-type: none"> <li>○ Grade level data team develop an action plan to implement interventions/strategies to address student needs.</li> <li>○ Collect data and document student progress</li> <li>○ Teachers collaborate on interventions/ strategies in vertical articulation</li> <li>● <b>By 2019-20</b> or sooner, 100% of teachers will be effectively utilizing small group interventions/strategies.</li> <li>○ Teachers will collaborate with staff on small group interventions/strategies that have been successful in their classroom.</li> <li>○ Track and monitor student progress through Data Team cycles</li> </ul>	2019-20			<p>behavioral)</p> <ul style="list-style-type: none"> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>
<p>100% of the Teachers will participate in mapping the writing process from grade K-6 to ensure students are receiving quality instruction based on CCSS writing standards.</p>	<p><i>Mapping the writing process will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 - 100% of teachers will review writing curriculum and pacing guides to address the following text types (argumentative, informative/explanatory, narrative) according to the CCSS grade level standards             <ul style="list-style-type: none"> <li>○ Grade level to identify strength and challenges in writing standards by grade level.</li> <li>○ Collaborate in Vertical Articulation groups by grade level above and below on essential standards that need to be covered in each grade level.</li> </ul> </li> <li>● 2018-19 - 100% of teachers will provide instruction on grade level writing expectations based on CCSS             <ul style="list-style-type: none"> <li>○ Teacher will provide opportunities for students to practice writing in various text types/genres</li> </ul> </li> </ul>	2017-18	<p>CCSS Team,</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Pacing Guides for Writing standards</li> <li>● Data team minutes.</li> <li>● Grade levels documentation of mapping the writing standards</li> <li>● Vertical Articulation minutes</li> <li>● Writing samples and exemplars</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>
		2018-19			

**2017-2018, 2018-2019, 2019-2020**

	<ul style="list-style-type: none"> <li>○ Teachers will collect student writing samples/exemplars</li> <li>○ Teachers will create rubrics to assess writing.</li> <li>● <b>2019-20</b> - 100% of teachers will teach students how to use a rubric to rate and assess their learning goals.</li> <li>○ Teach students how to revise their writing using the rubric.</li> <li>○ Teacher/student collaboration on writing process</li> <li>○ Teachers continue to collect exemplars.</li> <li>○ Vertical articulation and collaboration to assess process</li> <li>○ Students collaborate with peers to calibrate scoring using the rubric and provide feedback for peer editing</li> </ul>	<p align="center"><b>2019-20</b></p>			
<p>100% of teachers will implement project based STEM lessons into the science curriculum</p>	<p><i>Teacher participation in STEM PD will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 - STEM PD provided to 100% of K-6 teachers. <ul style="list-style-type: none"> <li>○ Participate in STEM PD</li> <li>○ Identify essential science standards related to STEM lessons/activities in each grade level</li> <li>○ Plan a project based STEM lesson</li> <li>○ Implement at least one STEM lesson in any area of science</li> </ul> </li> <li>● 2018-19 - 100% of teachers will plan STEM lessons for each quarter. <ul style="list-style-type: none"> <li>○ Collaborate how each grade applies the science content with the scientific process and engineering process</li> </ul> </li> </ul>	<p align="center">2017-18</p> <p align="center">2018-19</p>	<p>STEM Team, teachers</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>● STEM PD evaluation and feedback</li> <li>● Vertical articulation on STEM lessons/activities implemented</li> <li>● Attendance records and minutes for STEM PD</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>

## 2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> <li>○ Plan quarterly STEM lessons in other areas of science (i.e. physical, life, earth, etc.)</li> <li>● <b>2019-20</b> - 100% of teachers will implement project based STEM lessons at least quarterly</li> <li>○ Share successes &amp; struggles of implementing project based STEM lessons in vertical articulation sessions</li> <li>○ Collaborate with grade levels to align STEM lessons from Grade K to Grade 6</li> </ul>	<b>2019-20</b>			
<p>100% of Teachers will utilize PPTs to provide effective student supports.</p>	<p><i>Effective PPT supports will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 Teachers and PPTs will receive PD in strategies to provide effective student support</li> <li>○ Identify areas PPTs have difficulties with when working with students in their classroom.</li> <li>○ Provide PPTs with interventions/strategies they can use with students.</li> <li>○ Provide supports/coaching for PPTs as they implement strategies in the classroom.</li> <li>○ Provide PD to PPTs on data collection..</li> <li>● 2018-19 100% of PPTs will implement strategies and collaborate with classroom teachers on student needs</li> <li>○ Collect data on interventions/strategies implemented</li> <li>○ Document student progress on interventions/strategies implemented</li> <li>○ Teachers collaborate with PPTs to monitor student progress</li> <li>● <b>2019-20</b> 100% of teachers and PPTs will utilize effective strategies</li> </ul>	2017-18	Curriculum Coordinator Teachers Principal	<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	<ul style="list-style-type: none"> <li>● Record of sign in sheets for orientation and meeting minutes.</li> <li>● Student Data - formative, interim and summative assessment</li> <li>● Monitor effectiveness of PPT support</li> <li>● Administrative observations</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>
		2018-19			
		<b>2019-20</b>			

**2017-2018, 2018-2019, 2019-2020**

	<ul style="list-style-type: none"> <li>○ Collect data on interventions/strategies used with student that determine that outcome.</li> <li>○ Teachers to collaborate with PPTs to monitor student progress and discuss next steps for the student.</li> </ul>				
<p>100% of Teachers will utilize strategies to address the Social/Emotional needs of the Whole Child</p>	<p><i>Addressing the needs of the whole child will help to address the needs of our subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 Teachers will receive PD in SEL strategies and 100% of teachers will implement strategies to support their students</li> <li>○ Identify challenging areas that teachers need support in.</li> <li>○ Collaborate on strategies needed to shape student behaviors.</li> <li>○ Develop classroom rituals and routines that encourage positive behavior.</li> <li>○ Review possible Research Based universal screeners</li> <li>○ Collect data on problem behaviors (by class, student concerns, etc.) and provide interventions towards shaping the behavior concerns to access education in the classroom.</li> <li>○ Counselor to document progress of students with problem behaviors - Form A Behavior or 504/SPED document</li> <li>○ Counselor to follow up with classroom teachers quarterly on students with problem behaviors to determine if further behavior interventions are necessary.</li> <li>○ Counselor will map SEL and Anti Bullying curriculum and implement monthly lessons for each class using appropriate grade level material.</li> </ul>	<p align="center">2017-18</p>	<p>CSSS Team, Teachers, Counselor, Principal</p>	<ul style="list-style-type: none"> <li>☒ WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/></li> <li>Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher &amp; Administrator observations</li> <li>● Referrals to Counselor and administrator</li> <li>● Formative, Interim and Summative Data collection</li> <li>● Data team meeting minutes</li> <li>● Student concerns documented on RtI forms</li> <li>● Peer Review notes</li> <li>● Counselor notes to document progress on student behaviors</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>



## 2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> <li>○ Counselor will provide coaching/modeling for classroom teachers on SEL and Anti-Bullying strategies that will be implemented in the classroom.</li> <li>○ School wide community building SEL activity “Na Hale” will be implemented</li> </ul>				
	<ul style="list-style-type: none"> <li>● 2018-19 100% of teachers will implement SEL strategies to develop classroom routines</li> <li>○ Collaborate in vertical articulation and data team meetings on successes and challenges of SEL.</li> <li>○ Make school wide agreements and develop a common language/expectations (signals, words/phrases used, compliance with school rules, etc.)</li> <li>○ Counselor will implement monthly anti-bullying lessons for each class using appropriate grade level material.</li> <li>○ Counselor will provide coaching/modeling for classroom teachers on SEL and Anti-Bullying strategies that will be implemented in the classroom.</li> <li>○ School wide community building SEL activity “Na Hale” will be implemented</li> </ul>	2018-19			
	<ul style="list-style-type: none"> <li>● <b>2019-2020</b> 100% of teachers will utilize SEL strategies to address the needs of the Whole Child</li> <li>○ Evaluate the program being used and supplement with other resources as needed</li> <li>○ Establish routines for class expectations on SEL strategies to improve behavior</li> <li>○ Students will collaborate with teachers to communicate their needs to improve</li> </ul>	<b>2019-20</b>			

**2017-2018, 2018-2019, 2019-2020**

	behaviors <ul style="list-style-type: none"><li>○ Counselor will collaborate with teachers on students with behavior needs to set goals to improve their behaviors using SEL strategies</li><li>○ School wide community building SEL activity “Na Hale” will be implemented</li></ul>				
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## 2017-2018, 2018-2019, 2019-2020

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

Outcome: By the end of three years,	Rationale:
<p><b>Academic Outcomes:</b></p> <ul style="list-style-type: none"> <li>● The existing system of student support (RTI) will be implemented with fidelity</li> </ul> <p><b>Collaboration and Connectedness Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Vertical articulation system will be in place for sharing of strategies and practices</li> <li>● Closer connections will be fostered to best prepare students for transition</li> <li>● A Bell schedule that embeds time for data analysis, vertical/grade level articulation, and professional development will be in place</li> <li>● System to increase attendance percentage will be implemented with fidelity</li> <li>● Increase the number of IDEA students serviced in the inclusion setting.</li> <li>● Positive behavior support system to foster and monitor student motivation</li> </ul>	<p><b>Address state targets and explain why the outcome (collecting this data to show improvement)</b></p> <ul style="list-style-type: none"> <li>● RTI system will provide students with supports needed for academic and social/emotional success</li> <li>● On-going vertical articulation will assist in aligning curriculum and sharing of best practice within the school to impact student achievement and to address student success indicator #6, Academic Achievement.</li> <li>● Transitions between preschool and elementary school and elementary and middle school will help prepare students for the academic and socio-emotional rigors as children advance.</li> <li>● A bell schedule that allows time for teacher professional development and vertical articulation is needed to improve the effectiveness of the system as suggested in the WASC accreditation report.</li> <li>● An attendance system will reduce the chronic absenteeism to address student success indicator #1, Chronic Absenteeism.</li> <li>● If students are educated on healthier lifestyle choice, they will tend to make those choices as they become adults</li> <li>● A positive behavior support system will assist in motivating students to make good choices in school.</li> </ul>

**2017-2018, 2018-2019, 2019-2020**

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
100% of our students will receive the appropriate service tier.	<p><i>An RtI student support system will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-2018 - 10% or less of our students will be in Tier 4 in the school’s student support (RtI) system.               <ul style="list-style-type: none"> <li>○ Students in Tier 2 will receive SMART Goals (Form A) based on student needs.</li> <li>○ Students in Tier 3 will receive supports in addition to academic needs (ELL, Counselor, SBBH, GT, OT/PT, PSAP).</li> <li>○ Students in Tier 4 will receive Special Education Supports.</li> </ul> </li> <li>● 2018-2019 - 8% or less of our students will be in Tier 4 in the school’s student support (RtI) system.               <ul style="list-style-type: none"> <li>○ A documentation system of supports will follow the student to the next grade level.</li> <li>○ Documentation for continuity of services between grade levels.</li> <li>○ Share historical data and behavioral modification plans to inform and assist teachers. Previous years teachers to share other relevant information.</li> </ul> </li> </ul>	<p>2017-18</p> <p>2018-19</p>	<p>CSSS/RTI Team, Counselor, SSC, RtI Coordinator Principal, Teachers</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input 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>	<ul style="list-style-type: none"> <li>● Records of student based SMART goals (Form A - interventions with documentation/data).</li> <li>● Monitor % of students in Tier 4</li> <li>● Documentation of RtI forms (A&amp;B)</li> <li>● Documentation of Student Concern Worksheet</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>

## 2017-2018, 2018-2019, 2019-2020

		2019-20			
By the year 2020, the inclusion rate will be at least 90%.	<p><i>Inclusion supports will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 -100% of IDEA/504 students will be supported by classroom and SPED teachers by using evidence based practices. 80% or more IDEA/504 students will be taught in an inclusion setting.               <ul style="list-style-type: none"> <li>○ Classroom teachers will be supported by SPED/Inclusion teachers, SPED DH, SPED RTs and E.As.</li> <li>○ Teachers collaborate to make agreements on responsibilities.</li> <li>○ Develop a plan to implement evidence based practices based on student needs.</li> <li>○ Collect data and evidence on student progress.</li> <li>○ Analyze data and follow up with next steps.</li> </ul> </li> <li>● 2018-19 - 85% or more IDEA/504 students will be taught in an inclusion setting.               <ul style="list-style-type: none"> <li>○ Reflect on the most successful practice from SY 17-18</li> <li>○ Inclusion team will cont. strategies/practices that are working</li> <li>○ Devise a plan address challenges from previous year</li> <li>○ Monitor student progress and provide additional RTI supports as needed</li> </ul> </li> <li>● <b>2019-20</b> - 90% or more IDEA/504 students will be taught in an inclusion setting.               <ul style="list-style-type: none"> <li>○ All staff will collaborate to ensure all IDEA/504 student needs are met in the Least Restrictive environment and implement</li> </ul> </li> </ul>	2017-18	Principal, Teachers, SPED Dept.	<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	<ul style="list-style-type: none"> <li>● Monitor Percentage of IDEA students in inclusion classes</li> <li>● Data Teams notes</li> <li>● Documentation of progress on IEP goals and objectives</li> <li>● Quarterly progress reports</li> <li>● Peer Review notes</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>
		2018-19			
		<b>2019-20</b>			



**2017-2018, 2018-2019, 2019-2020**

	<ul style="list-style-type: none"> <li>● 2018-19 Chronic absenteeism will decrease to 4.5% or less.               <ul style="list-style-type: none"> <li>○ Revisit and revise Attendance Policy as needed</li> <li>○ Evaluate attendance policy to determine success towards 96% present.</li> <li>○ monitor process and make adjustments as needed.</li> <li>○ Continue to reward students with perfect attendance quarterly and yearly.</li> <li>○ Survey students to gather feedback from students to motivate students to decrease absenteeism</li> </ul> </li> <li>● <b>2019-20</b> - Chronic absenteeism will decrease to 4% or less.               <ul style="list-style-type: none"> <li>○ Revise and monitor effectiveness of the incentive system.</li> <li>○ Continue to reward students with perfect attendance quarterly and yearly.</li> </ul> </li> </ul>	<b>2019-20</b>			
<p>100% of teachers will have a bell schedule that allows for weekly meeting time and consistent vertical articulation.</p>	<p><i>A bell schedule that allows time for teacher articulation will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-18 Develop a schedule that allows for grade level and vertical articulation meeting time.</li> <li>● 2018-19 Full implementation of new bell schedule</li> <li>● <b>2019-20</b> - Review schedule and adjust as necessary based on school needs.</li> </ul>	<p>2017-18</p> <p>2018-19</p> <p><b>2019-20</b></p>	<p>Principal, ART Leads, Teachers</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input 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>	<ul style="list-style-type: none"> <li>● Results of bell schedule vote &amp; minutes of extended meetings.</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>

## 2017-2018, 2018-2019, 2019-2020

<p>By 2020, Positive Behavior Support Systems will be in place to encourage and support students to make good choices.</p>	<p><i>A Positive Behavior Support system will help to address the needs of all subgroups:</i></p> <ul style="list-style-type: none"> <li>● 2017-2018 Develop a PBS system of support to encourage student to make good choices                             <ul style="list-style-type: none"> <li>○ Perfect Attendance Recognition</li> <li>○ Superbee Pride Recognition Assembly</li> <li>○ Golden Bee Ticket reward/incentive system</li> <li>○ Goal setting</li> </ul> </li> <li>● 2018-2019 Continue to refine and revise PBS support system                             <ul style="list-style-type: none"> <li>○ Identify strengths and needs of the system</li> <li>○ Gather student feedback and ideas for improvement quarterly from teachers and students</li> </ul> </li> <li>● <b>2019-2020</b> Positive Behavior Support System in place.                             <ul style="list-style-type: none"> <li>○ Gather feedback on effectiveness of PBS system from teachers and students.</li> <li>○ revise and revisit incentives and system based on feedback.</li> <li>○ Hale system to remain in place</li> </ul> </li> </ul>	<p>2017-18</p>	<p>CSSS Team, Teachers</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 type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● Teachers to monitor system.</li> <li>● Counselor and CSSS Team will monitor and oversee PBS system.</li> <li>● GLC Leads will monitor progress on Academic Plan</li> </ul>
		<p>2018-19</p>			
		<p><b>2019-20</b></p>			