



# Three-Year Academic Plan 2017-2020

## Nānākuli Elementary School

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Submitted by Principal Lisa Higa	Date
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Approved by Complex Area Superintendent Ann Mahi	Date
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# Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

## WHERE WE ARE NOW?



Nānākuli Complex schools are working together to address common areas of needs which were identified through our complex-wide WASC Accreditation Process. This process helped us align our efforts and work together so we could create a plan and address these needs. The result of our collaborative efforts are shown in these alignment posters found at each of our Nānākuli Complex schools. It is one way for us to communicate the importance of our work to all our stakeholders. We use this visual representation to present our focus areas:

Attendance

Behavior

College, Career, and Civic Responsibility

These areas of need have also been validated as challenges in our Comprehensive Needs Assessment (CNA) for school improvement. These processes helped our schools understand where we are, where we want to be, and how we will get there. Our work here at Nānākuli Elementary School (NES) will continue to focus on what is important for our students and their successes at our school and beyond.

### Areas of Strength from Nanakuli Elementary School WASC Self-Study Report (April 2017)

#### Category A: Organization:

- Clear Vision and Mission statements that reflect the spirit of the staff, students and parents
- All members of the school community participated in the development of a new school Brand and strive to integrate it into their decisions and actions.
- An effective organizational structure with clear responsibilities and accountabilities that supports student learning
- A highly qualified, committed and visionary leadership team to guide the school through its improvement process
- Targeted Professional Development based on research that addresses teacher and student learning needs
- Systemized, data-driven decision-making for allocating resources, and identifying school/community needs
- A qualified and professional teaching staff committed to student learning
- School-wide support for staff through ongoing mentoring and coaching
- Access to technology for all students for college/career preparation

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### **Category B: Standards-based Student Learning: Curriculum:**

- Research and standards-based curriculum programs for math and ELA are available to all teachers, providing a basis for rigorous instruction.
- Data Teams meet weekly with the academic coach to collaborate on instruction, analyze data and student work, and plan for interventions.
- Use of a school-wide universal screener (iSTEEP) to provide additional data on student learning to make decisions about curriculum.
- Professional development opportunities for designing and implementing standards-based curriculum provided to teachers and staff.
- The availability of consultants to provide additional support in data analysis and training in instructional strategies to ensure individual student success.

### **Category C: Standards-based Student Learning: Instruction:**

- Data Team Process and collaboration among teachers, coach and administration creates a venue for effective change
- Successful implementation of state mandated CCSS aligned curriculum programs
- Use of supplemental curricula to support all students in accomplishing GLO and CCSS
- STEAM centered after school and summer programs
- 1:1 technology integration for all students and use of supplemental multimedia programs
- Design Thinking with HI Fusion ED Professional Development to assist staff in meeting the academic and emotional needs of all students
- A wide range of strategies which provide for differentiated instruction to meet the needs of all students

### **Category D: Standards-based Student Learning: Assessment and Accountability:**

- School-wide use of the universal screener, iSteep, to determine student success with core curriculum.
- Use of a school-wide behavior screener, Review 360, to identify at-risk and potentially at-risk students, and implement interventions to address the social and emotional needs of all students.
- Weekly data team meetings to build collaboration and consistency in intervention and instruction across the K-6 program
- A variety of assessment platforms, such as Galileo and Mastery Connect, to conduct frequent formative assessments that drive instruction and intervention.

### **Category E: Student Culture and Support for Student Personal and Academic Growth:**

- Nanakuli Elementary has established close cultural and educational ties with the community through parent and community outreach, community celebrations, the revitalization of the Hawaiian Language Immersion Program and an open-door policy from the principal and staff.
- A variety of support systems to ensure that all students have access to a standards-based instructional program.
- A school-wide focus on educating the whole child through positive behavior reinforcement, social/emotional learning curriculum and MindUp strategies.

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### Addressing Equity: Subgroup Identification

Students with disabilities according to Individuals with Disabilities Education Act (IDEA)  
 Students who are socio-economic disadvantaged (SES)  
 Students who are predominantly Native Hawaiian and Part Native Hawaiian  
 Students who are homeless as identified by McKinney-Vento school form

### 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. Jessica Matsik, Academic Coach	1. Curriculum, Instruction, and Assessment (CIA)
2. Vice Principal	2. Behavior, Emotional Support (BES)
3. Sandy Barrozo and Maria Manandic, Parent-Community Networking Center (PCNC) and Community Liaison	3. Parent and Community (PAC)
4. Lisa Higa, Principal	4. Administration
5. Fay Angeles, Counselor	5. Behavior, Emotional Support (BES)

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## **Legend #1:**

**Text** WASC Alignment

**Text** Ac Plan for SY 2016-2017; baseline data from SY 2015-2016; targets set based on that data from SY 2015-2016

**Text** Ac Plan for SY 2017-2018; updated data from SY 2016-2017; targets based on the updated data; updated enabling activities for SY 2018-2019

**Text** Ac Plan for SY 2018-2019; updated data from SY 2017-2018; targets based on the updated data; updated enabling activities for SY 2019-2020

**Text** Ac Plan for SY 2019-2020; updated data from SY 2018-2019; targets based on the updated data

## **Legend #2:**

**Alignment to Superintendent Dr. Kishimoto's Three High Impact Strategies**

**SD** School Design

**SV** Student Voice

**TC** Teacher Collaboration

## **Superintendent Dr. Kishimoto's Three High Impact Strategies:**

### **School Design**

The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and career.

### **Student Voice**

Student perspectives and applications are highly valued in the classroom, school, and community and influence the design of educational programs, learning experiences, and school structure through student choice practices. Leaders; decisions are informed by student input.

### **Teacher Collaboration**

Teachers continuously team to evaluate practice, design learning collaborations, discuss student progress, identify community opportunities, and to

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mitigate challenges through change processes focused on highly effective, student-centered practices that improve the schools and raise student achievement.

**Source: Superintendent Dr. Christina Kishimoto Hawaii State Department of Education Implementation Plan 2017-2020 (2018)**

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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 school year 2019-2020...	Rationale:
<p><b>Outcome 1:</b> ... the <b>chronic absenteeism</b> rate will be reduced from <b>30%</b> (in 2015-2016) <b>33%</b> (in 2016-2017) to <b>9%</b> as evidenced by the Strive HI report.</p> <p><b>Outcome 2:</b> ... the percentage of students reporting positive <b>school climate</b> will increase from <b>73%</b> (in 2015-2016) <b>76%</b> (in 2016-2017) to <b>79%</b> as measured by the safety dimension of the <i>School Quality Survey</i>.</p> <p><b>Outcome 3:</b> ... the <b>inclusion rate</b> will increase from <b>38%</b> (in 2015-2016) to <b>51%</b> as measured by Least Restrictive Environment (LRE) data provided by OCISS.</p> <p><b>Outcome 4:</b> ... the <b>third grade literacy</b> rate will increase from <b>57%</b> (in 2015-2016) <b>40%</b> (in 2016-2017) to <b>76%</b> as evidenced by the Strive HI report.</p> <p><b>Outcome 5:</b> ... the <b>ELA proficiency</b> rate will increase from <b>26%</b> (in 2015-2016) (in 2016-2017) to <b>61%</b> and the <b>ELA gap</b> will decrease from <b>11%</b> (in 2015-2016) <b>25%</b> (in 2016-2017) to <b>6%</b> as evidenced by the Strive HI report.</p>	<p>The goal for Nānākuli Elementary School (NES) is to provide a path for all students toward success in <i>college, career, and citizenship</i>. The outcomes for this goal lists our targeted objectives that correlate with the Statewide Student Success Indicators in the Hawaii State Department of Education (DOE) and Board of Education (BOE) Strategic Plan for 2017-2020. Each of the outcomes are important due to the needs that are addressed. For example, NES used its Comprehensive Needs Assessment (CNA) to strategically identify its needs for school improvement. One need is to address <i>chronic absenteeism</i>. Successful students must be in school and build good attendance habits. Students who are chronically absent miss out on instruction, perform poorly on academic assessments and are not reading on their appropriate grade levels. The state of Hawaii DOE defines “chronic absenteeism” as students who have 15 or more absences for the school year. Data shows that chronic absenteeism is most critical in the younger years when a foundation of instruction is most important.</p> <p>Student success in school is also attributed to their perceptions on feeling safe in a welcoming and positive school environment. For this reason, a positive school climate is important for establishing and maintaining student learning. Everything NES does, focuses on improving student success in school. To monitor our efforts, NES will measure student perceptions of being safe and supported while in school. Some consider the rigors of academics as the only focus for schools. NES, on the other hand, sees the importance of educating and nurturing the whole child. For example, in addition to academics, students are being taught to assess their emotions</p>

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### Outcome 6:

... the **math proficiency** rate will increase from **37%** (in 2015-2016) **36%** (in 2016-2017) to **54%** and the **math gap** will decrease from **12%** (in 2015-2016) **17%** (in 2016-2017) to **6%** as evidenced by the Strive HI report.

### Outcome 7:

... the **science proficiency** rate will increase from **7%** (in 2015-2016) **41%** (in 2016-2017) to **64%** as evidenced by the Strive HI report.

and feelings so they can troubleshoot a social or emotional problem and apply coping skills to reduce or eliminate stress. These skills are important for being successful in school and in a career.

The student population at NES is predominantly Native Hawaiian. Nevertheless, the school must deal with diverse populations. From the CNA, NES has identified supporting students with disabilities according to the Individual with Disability Education Act (IDEA) as a specific need. For example, IDEA students need more support to achieve academic success. However, the state has a goal to reduce the percent of students in the most restrictive environment by having them placed in the least restrictive environment. The goal is not to violate the child's civil rights for free appropriate public education (FAPE), but to provide support in a more inclusive learning environment that includes peers. Due to the percentage of students on our campus needing support and are not meeting ELA and math proficiency levels, NES identifies this subgroup as an important focus.

Improving academic achievement for all students is also a focus for NES. To monitor the progress of student achievement, the school will address English Language Arts (ELA) and mathematics proficiency levels in grades 3, 4, 5, and 6, along with maintaining the literacy rate for 3rd grade students. Our goal is to keep the 3rd grade students on 3rd grade reading level. This is a strong foundation to build on in subsequent years. However, as NES focuses on raising the academic proficiency scores, NES also focuses on narrowing the achievement gap between the identified high-needs IDEA students and the non-high-needs students.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>1. Chronic absenteeism will be reduced by 7% 8% yearly...</b></p> <p>... in order to reduce the chronic absenteeism rate from <b>30% 33%</b> to <b>9%</b>.</p>	<p>1) Continue providing health services to students with the Registered Nurse (RN) on site</p> <p>2) Have parent meetings to discuss the importance of developing good habits of student attendance.</p> <p>3) Continue involving parents with newsletters and social media.</p> <p>4) Have monthly meetings to ensure students with excessive absenteeism are being addressed (e.g., teacher, SSC, counselor, social worker, and administration) <b>(Superintendent Strategic Plan-TC)</b></p> <p>5) Continue Parent-Teacher Conferences</p> <p>6) Building strong, positive relationships between teachers and students <b>(Superintendent Strategic Plan - SD)</b></p>	<b>2017-2018</b>	Student Service Coordinator, Counselor, Registered Nurse, School Health Aide	<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	<ul style="list-style-type: none"> <li>Infinite Campus monthly attendance data</li> <li>Longitudinal Data Systems (LDS) attendance data</li> <li>Strive HI chronic absenteeism data</li> <li>iResults</li> </ul> <p><u>2017-2018 target:</u> chronic absenteeism rate = <b>23%</b> <b>25%</b></p>
	Continue the enabling activities as recorded in 2017-2018	<b>2018-2019</b>			<p><u>2018-2019 target:</u> chronic absenteeism rate = <b>16%</b> <b>17%</b></p>
	Continue the enabling activities as recorded in 2018-2019	<b>2019-2020</b>			<p><u>2019-2020 target:</u> chronic absenteeism rate = <b>9%</b></p>

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Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>2. School climate will increase by 2% 1% yearly...</b></p> <p>... in order to increase school climate rate from 73% 76% to 79%.</p>	<p>1) The school will incorporate a multi-tiered continuum of proactive student supports that focuses on a proactive and positive corrective response toward misbehavior, celebrates the learning and teaches social character values and other behavioral skills [WASC Critical Area #2] (Superintendent Strategic Plan - SD, SV)</p> <ol style="list-style-type: none"> <li>Foundations</li> <li>ASCA/RAMP</li> <li>CHAMPS</li> <li>CSSS</li> <li>PBIS</li> <li>DBW</li> </ol> <p>2) The school will participate in the Diana Browning-Wright cohort 3 (Elua-3), Behavioral RTI [WASC Critical Area #2] (Superintendent Strategic Plan-TC)</p> <p>3) Participation in the PBIS Workshop [WASC Critical Area #2]</p> <p>4) Participation in the School Mental Health Workshop [WASC Critical Area #2]</p> <p>5) Provide strategies for healthy habit in school.</p> <ol style="list-style-type: none"> <li>Fresh Fruits and Vegetables Program</li> <li>Vision Screening</li> <li>Dental Screening</li> </ol>	2017-2018	Vice Principal, Counselor, Coach, SSC, DBW Team	<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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Tripod Survey</li> <li>School Quality Survey</li> <li>Teacher Belief Survey (RTI/PBIS)</li> <li>FFVP survey</li> <li>ASCA/RAMP</li> <li>DBW minutes and HW</li> <li>Universal Screener (Review 360)</li> </ul> <p>2017-2018 target: school climate rate = 75% 77%</p>

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	<p>6) All teachers will implement the CHAMPS program to improve classroom behavior, increase academic engagement, and establish clear classroom and outside classroom behavior expectations [WASC Critical Area #2] (Superintendent Strategic Plan-TC)</p> <p>7) NES will continue to incorporate the elements of Response to Interventions (RTI) in order to meet the individual needs of all students [WASC Critical Area #2]:</p> <ul style="list-style-type: none"> <li>a) Core Curriculum</li> <li>b) Universal Screener (Review360)</li> <li>c) Tiered Interventions</li> <li>d) Progress Monitoring</li> <li>e) Data-Based Decision Making</li> </ul> <p>8) Provide transitional services such as:</p> <ul style="list-style-type: none"> <li>a) Kindergarten orientation: Preschool visitation to kindergarten classes</li> <li>b) Parent conferences</li> <li>c) Universal, placement and diagnostic testing</li> <li>d) 6th grade meeting with counselors</li> <li>e) 6th grade AVID meeting with counselors and administration</li> <li>f) 6th grade orientation to the Intermediate School</li> <li>g) Team meeting when students transition within the school or from other school</li> <li>h) Parent meeting/conferences</li> <li>i) Parent workshops for core curriculum and computer assisted instruction</li> <li>j) Community outreach and events to strengthen school/community partnerships</li> <li>k) Partnerships with organizations to transition incoming kindergarten students</li> </ul>				
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	<p>9) Incorporate transition plan for assisting preschool children from early childhood programs, such as Head Start, Early Reading First, or a State-run preschool program to local elementary school program <b>(Superintendent Strategic Plan-SD, SV)</b></p> <p>10) Provide instructional supports for physical, healthy, and nutritional activities such as:</p> <ul style="list-style-type: none"> <li>a) Weekly PE period</li> <li>b) Weekly instruction on nutrition or health</li> <li>c) Fruit and vegetable tasting opportunities (USDA Fruit and Vegetable Program)</li> </ul> <p>11) Comprehensive guidance program - ASCA model <b>(Superintendent Strategic Plan -SD, SV)</b></p>				
	Continue the enabling activities as recorded in 2017-2018	<b>2018-2019</b>			<p><u>2018-2019 target:</u> school climate rate = <del>77%</del> <b>78%</b></p>
	Continue the enabling activities as recorded in 2017-2018	<b>2019-2020</b>			<p><u>2019-2020 target:</u> school climate rate = <b>79%</b></p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>3. Inclusion rate will increase by 5% yearly...</b></p> <p>... in order to increase <b>inclusion rate</b> from <b>38%</b> to <b>51%</b>.</p>	<p>1) Out-of-class differentiated, small learning groups</p> <p>2) In class differentiated, small learning groups</p> <p>3) Provide Educational Assistants (EAs) to help with small group and individual differentiated instruction</p> <p>4) Provide contracted support services /Part-time teachers (PTTs) for individual differentiated instruction</p> <p><b>All above: Superintendent Strategic Plan-SD</b></p>	<b>2017-2018</b>	<p>Student Services Coordinator, Counselor, Educational Assistants</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 checked="" type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>School self-reported data from Least Restrictive Environment (LRE) in eCSSS</p> <p><u>2017-2018 target:</u> inclusion rate = <b>43%</b></p>
	<p>Continue the enabling activities as recorded in 2017-2018</p>	<b>2018-2019</b>			<p><u>2018-2019 target:</u> inclusion rate = <b>48%</b></p>
	<p>Continue the enabling activities as recorded in 2017-2018</p>	<b>2019-2020</b>			<p><u>2019-2020 target:</u> inclusion rate = <b>51%</b></p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>4. Third grade literacy will increase by 5% 11% yearly...</b></p> <p>... in order to increase the <b>third grade literacy</b> rate from <b>57% 40%</b> to <b>72%</b>.</p>	<p>1) Ensure students who experience difficulty mastering the proficiency or advanced levels of academic achievement shall be provided with effective, timely, additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance</p> <p>2) Continue ReadWell curriculum for grades K-2 (Tier 1)</p> <p>3) Continue Reading Wonders for grade 3 (Tier 1)</p> <p>4) Ninety-Five Percent and Read Well for students needing interventions (Tier 2)</p> <p>5) In class differentiated small groups (Tier 2)</p> <p>6) Out-of class differentiated small groups interventions (Tier 2 and 3)</p> <p>7) Implement scientifically based core and intervention programs such as:</p> <ol style="list-style-type: none"> <li>Read Well (Grades K-2)</li> <li>Read Well Composition (Grades K-2)</li> <li>Language for Learning/Thinking (Grades K-2)</li> </ol>	2017-2018	Academic Coach	<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	<ul style="list-style-type: none"> <li>iResults</li> <li>iReady</li> <li>Galileo</li> </ul> <p>2017-2018 target: 3rd grade literacy rate = <b>62%</b> <b>51%</b></p>

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	<p>8) Use technology to transform the classroom into a blended learning environment and use computer assisted instruction to assist with diagnostic analysis</p> <ul style="list-style-type: none"> <li>a) IXL</li> <li>b) i-Ready</li> <li>c) Footsteps2Brilliance</li> <li>d) Achieve 3000</li> <li>e) Reading Wonders</li> </ul> <p><b>All above: Superintendent Strategic Plan-SD</b></p>				
	<p>Continue the enabling activities as recorded in 2017-2018</p> <ul style="list-style-type: none"> <li>a) EngageNY for ELA (Grades 3-4)</li> </ul>	<p><b>2018-2019</b></p>			<p><u>2018-2019 target:</u> 3rd grade literacy rate = <del>67%</del> <b>62%</b></p>
	<p>Continue the enabling activities as recorded in 2017-2018</p>	<p><b>2019-2020</b></p>			<p><u>2019-2020 target:</u> 3rd grade literacy rate = <b>72%</b></p>

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<p><b>5. ELA proficiency will increase by 5% yearly and the ELA gap will be reduced by 2% 6% yearly...</b></p> <p>... in order to increase the ELA proficiency rate from 26% to 41% and decrease the ELA gap from 11% 25% to 6%.</p>	<p>1) Ensure students who experience difficulty mastering the proficiency or advanced levels of academic achievement shall be provided with effective, timely, additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance</p> <p>2) Continue implementing scientifically based core and intervention programs such as:</p> <ol style="list-style-type: none"> <li>ReadWell (Grades K-2)</li> <li>ReadWell Composition (Grade K-2)</li> <li>Language for Learning/Thinking (Grades K-2)</li> <li>Reading Wonders (Grades 3-6)</li> <li>Write Tools (Grades 3-6)</li> <li>Kaplan Keys to Success (Grades 3-6)</li> <li>ORIGO Stepping Stones (Grades 3-6)</li> <li>Achieve 3000</li> </ol> <p>3) Use technology to transform the classroom into a blended learning environment and use computer assisted instruction to assist with diagnostic analysis</p> <ol style="list-style-type: none"> <li>IXL</li> <li>i-Ready</li> <li>Footsteps2Brillance</li> <li>Achieve 3000</li> <li>Reading Wonders</li> </ol>	2017-2018	Academic Coach, Classroom Teachers, Educational Assistants	<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	<ul style="list-style-type: none"> <li>Galileo</li> <li>Achieve 3000</li> <li>iSteep</li> <li>i-Ready</li> <li>SBA data from 2017-2018 and 2018-2019</li> </ul> <p>2017-2018 targets:            ELA proficiency = 31%            ELA gap = 9%  <b>19%</b></p>

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	<p>4) Use technology to transform the classroom into a blended learning environment computer assisted diagnostics</p> <ul style="list-style-type: none"> <li>a) Reading Wonders</li> <li>b) ATI/Galileo</li> <li>c) iSteep</li> <li>d) i-Ready</li> <li>e) Learning Station</li> </ul> <p>5) Full implementation of myON</p> <p><b>All above: Superintendent Strategic Plan-SD, SV</b></p>				
	Continue the enabling activities as recorded in 2017-2018	<b>2018-2019</b>			<p>2018-2019 targets:          ELA proficiency = <b>36%</b>          ELA gap = <del>7%</del>  <b>13%</b></p>
	Continue the enabling activities as recorded in 2017-2018	<b>2019-2020</b>			<p>2019-2020 targets:          ELA proficiency = <b>41%</b>          ELA gap = <b>6%</b></p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>6. Math proficiency will increase by 6% yearly and the math gap will be reduced by 2% 4% yearly...</b></p> <p>... in order to increase the <b>math proficiency</b> rate from <b>37% 36% to 54%</b> and decrease the <b>math gap</b> from <b>12% 17% to 6%</b>.</p>	<p>1) Ensure students who experience difficulty mastering the proficiency or advanced levels of academic achievement shall be provided with effective, timely, additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance</p> <p>2) Implement scientifically based core and intervention programs such as:</p> <ul style="list-style-type: none"> <li>a) Morningside Math (Grades K-6)</li> <li>b) Math In Focus (Grades K-6)</li> <li>c) Singapore Math</li> </ul> <p>3) Use technology to transform the classroom into a blended learning environment and use computer assisted instruction to assist with diagnostic analysis</p> <ul style="list-style-type: none"> <li>a) IXL</li> <li>b) i-Ready</li> <li>c) Dimension U</li> </ul> <p>4) Use technology to transform the classroom into a blended learning environment using computer assisted diagnostics</p> <ul style="list-style-type: none"> <li>a) ATL/Galileo</li> <li>b) iSteep</li> <li>c) i-Ready</li> <li>d) Learning Stations</li> </ul> <p><b>All above: Superintendent Strategic Plan -SD, SV</b></p>	<b>2017-2018</b>	Academic Coach, Classroom Teachers, Educational Assistants	<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	<ul style="list-style-type: none"> <li>• Galileo</li> <li>• Achieve 3000</li> <li>• iSteep</li> <li>• i-Ready</li> <li>• SBA data from 2017-2018 and 2018-2019</li> </ul> <p><u>2017-2018 targets:</u>                      Math proficiency = <b>43%</b>                      Math gap = <b>10% 13%</b></p>
	<p>Continue the enabling activities as recorded in 2017-2018</p> <ul style="list-style-type: none"> <li>a) Ready Math</li> </ul>	<b>2018-2019</b>			<p><u>2018-2019 targets:</u>                      Math proficiency = <b>49%</b>                      Math gap = <b>8% 9%</b></p>

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	Continue the enabling activities as recorded in 2017-2018	<b>2019-2020</b>			<u>2019-2020 targets:</u> Math proficiency = <b>54%</b> Math gap = <b>6%</b>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>7. Science proficiency will increase by 19% 8% yearly...</b></p> <p>... in order to increase the science proficiency rate from <b>7% 41%</b> to <b>64%</b>.</p>	<p>1) Ensure students who experience difficulty mastering proficiency or advanced levels of academic achievement shall be provided with effective, timely, additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance <b>(Superintendent Strategic Plan-SV)</b></p> <p>2) Continue embedded study of science in the math curriculum</p> <p>3) Begin integration of Next Generation Science Standards (NGSS) <b>[WASC Critical Area #3] (Superintendent Strategic Plan -SD)</b></p> <p>4) Continue teaching NGSS with rotation science teacher for all grade levels with an emphasis on Science, Technology, Engineering, Art, Mathematics (STEAM) <b>[WASC Critical Area #3]</b></p> <p>5) Continue STEAM and after school tutoring program - 21st Century Programs for afterschool and summer <b>(Superintendent Strategic Plan - SV)</b></p> <p>6) Continue Robotics, Digital Media and Art competitions <b>(Superintendent Strategic Plan - SV)</b></p>	<b>2017-18</b>	Academic Coach, Classroom Teachers, Educational Assistants	<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	<ul style="list-style-type: none"> <li>Hawaii State Assessment (HSA) for science (Grades 4, 5 and 6)</li> <li>Teacher created assessments and General Learner Outcomes (GLOs)</li> </ul> <p><u>2017-2018 target:</u>            Science proficiency = <b>26%</b>  <b>49%</b></p>

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	<p>7) Provide professional development opportunities with a focus on scientific inquiry, engineering design, and critical thinking</p> <ul style="list-style-type: none"> <li>a) Google Summit</li> <li>b) ISTE</li> <li>c) Apple Training</li> <li>d) eScience (Achieve 3000)</li> <li>e) Design Thinking</li> <li>f) OCISS Access Learning Training</li> <li>g) Re-Imagining Schools and Community</li> <li>h) Robotics</li> <li>i) STEM Expo</li> <li>j) FabLearn</li> </ul> <p><b>(Superintendent Strategic Plan - SD, TC)</b></p>				
	<p>Continue the enabling activities as recorded in 2017-2018</p> <ul style="list-style-type: none"> <li>a) NGSS Implementation</li> <li>b) PLTW-Project Lead the Way</li> </ul>	<b>2018-19</b>			<p><u>2018-2019 target:</u> Science proficiency = <del>45%</del> <b>57%</b></p>
	<p>Continue the enabling activities as recorded in 2017-2018</p>	<b>2019-20</b>			<p><u>2019-2020 target:</u> Science proficiency = <b>64%</b></p>

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**Goal 2: Staff Success.** Nānākuli 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 school year 2019-2020, ...	
<p><b>Outcome 1:</b> ... the percent of <b>Highly Qualified Teachers (HQT)</b> will remain at the current rate of <b>100%</b> (in 2015-2016) (in 2016-2017), as evidenced by the Trend Report and School Status and Improvement Report.</p> <p><b>Outcome 2:</b> ... the percent of new <b>teachers retained</b> after five years of service will increase from <b>35%</b> (in 2015-2016) <b>52%</b> (in 2016-2017) to <b>60%</b>, as evidenced by the Trend Report and School Status and Improvement Report.</p>	<p>In school year 2016-2017, Nānākuli Elementary School had 27 full-time teachers, all of which are fully licensed. Like the student population over the past 3 years, there has been stability in the number of teachers on the Nānākuli campus. It is noteworthy that in 2015-2016, the number of teachers decreased to 26, even though the end of the year enrollment of student population increased to a high of 445 students. It is also interesting to note, there is a major improvement in the percentage of teachers who have taught at Nānākuli Elementary School for 5+ years. In 2014-2015 37% of the teachers taught at the school for 5+ years, as oppose to 52% of the teachers in 2016-2017. This indicates that the school administration works to place new teachers who are highly qualified. The highly qualified faculty is has been more efficient and more qualified to give the student's academic instructions as seen by the Strive Hi academic data that will be address below.</p> <p><b>Certificated Staff</b> During the 2016-2017 school year, NES certificated staff included 1 Principal, 1 Vice-Principal Temporary Assignment, 1 Student Services Coordinator, 1 Counselor, 1 Librarian, 1 Academic Coach, 1 STEM support, 1 Physical Education/Health support, and 6 special education teachers and 19 regular instruction teachers.</p> <p><b>Classified Staff</b> The classified staff provided instructional support to our students during the 2016-2017 school year. This includes 7 Educational Assistants, a full time Health Aide is used to attend to student's medical needs. A Memorandum of Understanding also allowed us to hire a Registered Nurse The school office staff includes 1 School Administrative Services Assistant (SASA), an Account Clerk and 2 Office Assistants. There are 3 full time custodians and 2 half-time custodians help maintain the campus grounds. .</p> <p><b>Casual Hires</b> 2016-2017 also required us to hire, 6 Paraprofessional Tutors (PPT), 3 Part-Time Teachers (PTT), 5 Adult Supervisors, 2 Classroom Cleaners and 3 Meal Trackers.</p>

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>1. 100% of teachers will be Highly Qualified Teachers yearly...</b></p> <p>... in order to maintain the percent of <b>Highly Qualified Teachers</b> (HQT) at <b>100%</b>.</p>	<p><b>2017-2020</b></p> <p>1) Implement strategies to attract high quality, highlyqualified teachers</p> <p>2) Recruit and retain Highly Qualified Teachers (HQT) by providing assistance and support for teachers who are Not Highly Qualified (NHQ), new to the profession or new to the school</p> <p>3) Ongoing monitoring of the Educator EffectivenessSystem (EES) components during school hours</p> <p>4) Contract Morningside Teacher Academy, Safe and Civil Schools, Strength Finders (Knowledge Inc.), Design Thinking (HI Fusion Ed), Math In Focus Consultants, HI Infusion Ed, Mind Up, iRESULT to work with teachers on evidence based, research and best practices</p> <p>5) Provide high quality and on-going professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel</p> <p>6) Provide professional development for mentors, teacher leaders, coaches and administrators including conferences and workshops such as:</p> <ol style="list-style-type: none"> <li>iResults</li> <li>Foundations</li> <li>ASCA</li> <li>PBIS</li> <li>ISTE</li> <li>Early Learning</li> <li>PPVT</li> <li>Differentiation</li> <li>Concept Development</li> </ol>	Principal	<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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>NES Trend Report</li> <li>School Status and Improvement Report (SSIR)</li> <li>EES on PDE3.k12.hi.u2</li> <li>Agendas and minutes</li> <li>WASC Self-Study Report</li> <li>WASC FOL Group agendas and minutes</li> </ul> <p><u>2017-2018 target:</u> HQT rate = <b>100%</b></p>

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	<ul style="list-style-type: none"> <li>j) Math In Focus</li> <li>k) WRITE Tools</li> <li>l) ILT</li> <li>m) ART</li> <li>n) Accreditation (WASC)</li> <li>o) SMHC</li> <li>p) NEASP</li> <li>q) AVID</li> <li>r) AMLE</li> <li>s) Ready Math</li> <li>t) Safe &amp; Civil Schools</li> </ul> <p>7) Provide professional development opportunities with a focus scientific inquiry, engineering design, and critical thinking:</p> <ul style="list-style-type: none"> <li>a) Google Summit</li> <li>b) ISTE</li> <li>c) Apple Training</li> <li>d) Statewide ELA and Math Curriculum</li> <li>e) eScience (Achieve 3000)</li> <li>f) Design Thinking</li> <li>g) OCISS Access Learning Training</li> <li>h) Re-Imagining Schools and Community</li> <li>i) Literacy Projects (HLIP) - Kamehameha Schools</li> <li>j) Robotics</li> <li>k) PBIS</li> <li>l) Knowledge, Inc. (Strength Finder)</li> <li>m) Accreditation Training</li> <li>n) AVID</li> <li>o) Project Based Learning</li> <li>p) PLTW-Project Lead the Way</li> <li>q) Middle Matters</li> </ul> <p>8) Provide time during, before and after the school day for professional development and professional learning team meetings to:</p> <p>Develop common grade level pacing calendars based on the CCSS</p> <ul style="list-style-type: none"> <li>a) Develop common weekly, unit, formative and intervention assessments</li> <li>b) Analyze student work using the various types of assessment</li> <li>c) Triangulate the data</li> <li>d) Share and implement research-based instructional strategies</li> <li>e) Monitor progress</li> <li>f) Create Student Learning Objectives (SLOs)</li> </ul>			
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	<p>9) All classroom teachers consistently use standards to set daily and long-term learning targets, develop success criteria, provide examples of strong and weak work, offer descriptive feedback, and adjust instruction to meet individual and group learning needs</p> <p><b>All above: Superintendent Strategic Plan -SD, TC</b></p>			
	<p><b>2018-2019</b> Continue the enabling activities as recorded in 2017-2018</p>			<p><u>2018-2019 target:</u> HQT rate = <b>100%</b></p>
	<p><b>2019-2020</b> Continue the enabling activities as recorded in 2017-2018</p>			<p><u>2019-2020 target:</u> HQT rate = <b>100%</b></p>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>2. Teacher retention rate will increase by <del>9%</del> <b>3%</b> yearly...</b></p> <p>... in order to increase the percent of new <b>teachers retained</b> after five years of service from <del>35%</del> <b>52%</b> to <b>60%</b>.</p>	<p>1) Summer orientation for new teachers</p> <p>2) Monthly Professional Learning Community (PLC) for all first year teachers <b>(Superintendent Strategic Plan-TC)</b></p> <p>3) Provide coach/mentor <b>(Superintendent Strategic Plan-TC)</b></p> <p>Continue the enabling activities as recorded in 2017-2018</p> <p>Continue the enabling activities as recorded in 2018-2019</p>	<p><b>2017-2018</b></p>	<p>Principal, Academic Coach</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>Agendas and minutes</li> <li>PLC agendas and minutes</li> <li>Coaching/mentor agendas and minutes</li> </ul> <p><u>2017-2018 target:</u> teacher retention rate = <del>44%</del> <b>55%</b></p> <p><u>2018-2019 target:</u> teacher retention rate = <del>53%</del> <b>58%</b></p> <p><u>2019-2020 target:</u> teacher retention rate = <del>62%</del> <b>60%</b></p>

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

Outcomes:	Rationale:
<p><b>Outcome 1:</b> The <b>Curriculum, Instruction and Assessment (CIA)</b> team will monitor the progress of the following student success outcomes:</p> <p>1a) Increase the <b>3rd grade literacy</b> rate from <b>57%</b> (in 2015-2016) <b>40%</b> (in 2016-2017) to <b>72%</b> as evidenced by the Strive HI report by the end of school year 2019-2020.</p> <p>1b) Increase the <b>ELA proficiency</b> rate from <b>26%</b> (in 2015-2016) (in 2016-2017) to <b>41%</b> and decrease the <b>ELA gap</b> from <b>11%</b> (in 2015-2016) <b>25%</b> (in 2016-2017) to <b>6%</b> evidenced by the Strive HI report, by the end of school year 2019-2020.</p> <p>1c) In order to increase the <b>math proficiency</b> rate from <b>37%</b> (in 2015-2016) <b>36%</b> (in 2016-2017) to <b>54%</b> and decrease the <b>math gap</b> from <b>12%</b> (in 2015-2016) <b>17%</b> (in 2016-2017) to <b>6%</b> evidenced by the Strive HI report, by the end of school year 2019-2020.</p> <p>1d) In order to increase the <b>science proficiency</b> rate from <b>7%</b> (in 2015-2016) <b>41%</b> (in 2016-2017) to <b>64%</b> as evidenced by the Strive HI report, by the end of school year 2019-2020.</p> <p>1e) In order to increase <b>inclusion rate</b> from <b>38%</b> (in 2015-2016) to <b>51%</b> as measured by Least Restrictive Environment (LRE) data provided by OCISS, by the end of school year 2019-2020.</p> <p><b>Outcome 2:</b> The <b>Behavior and Emotional Support (BES)</b> team will monitor the progress of the following student success outcomes:</p> <p>2a) Increase <b>school climate</b> rate from <b>73%</b> (in 2015-2016) <b>76%</b> (in 2016-2017) to <b>79%</b> as measured by the safety dimension of the <b>SQS</b>, by the end of school year 2019-2020.</p> <p><b>Outcome 3:</b></p>	<p><b>The School's Planning Process</b></p> <p>The school has formed three different Leadership Teams- 1) Curriculum, Instruction and Assessment (CIA), 2) Behavior and Emotional Support (BES), and 3) Parent and Community (PAC). The grade level chairs are on the Curriculum and Instruction team. The other two teams are comprised of teachers and other staff. Each team meets once a month. The school designates Wednesdays for grade level meetings, faculty meetings, accreditation focus, and professional development. The School Community Council (SCC) meets once a quarter.</p> <p>NES's Academic Review Team (ART) is a collaborative effort among all faculty and staff members to oversee the school's projects and initiatives. The ART is composed of three teams: Curriculum, Instruction and Assessment (CIA), Behavior Emotional Support (BES) and Parent and Community (PAC). Each team is organized based on staff member's strengths and talents. This unique system is unique to NES and is created for establishing efficiency and efficacy among groups. As mentioned, the strategy is to oversee projects and initiatives in the school. Each team reviews initiatives by planning, doing, checking (monitoring), and taking action (the next steps) with school-based projects. The focus is on the processes of continuous improvement that have achieved measurable success. The teams systematically reviews the extent to which NES has successfully met the measurable goals as outlined in the academic plan.</p> <p>Data Teams are organized by grade level clusters; PreK and K, grades 1 and 2, grades 3-6 in Math, and grades 3-6 in ELA. All Data Teams have SPED and HLIP representatives who also meet as a group on their own. Data Teams meet weekly while students go to resource programs including Library, PE, Tech, Hawaiian Studies, and Character Ed and STEAM. The Data Team structure provides for vertical articulation across grade levels that facilitate the analysis of student performance data, PreK through grade 6.</p> <p><b>School Organizational Structure</b></p> <p>NES's leadership team has developed an organizational flow chart to help depict the schools</p>

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The Parent and Community (PAC) team will monitor the progress of the following student success outcomes:

3a) Reduce **chronic absenteeism** rate from **30%** (in 2015-2016) **33%** (in 2016-2017) to **9%** as evidenced by the Strive HI report, by the end of school year 2019-2020.

*Note: The outcomes listed here for Goal 3: Successful Systems of Support are the same outcomes stated earlier in Goal 1: Student Success. The orange font indicates the connection that these outcomes have to both goal areas. It is important to note that the systems in place at Nānākuli Elementary, at the Complex Area level, and at the State Level all impact the success of our students. Having these outcomes directly related to student success will illustrate the impact that successful systems in our school have on the success of our students.*

structure of responsibilities in terms of carrying out the strategic plan. The Academic Review Team is comprised of three leadership entities each with their own responsibilities. The Curriculum Instruction and Assessment (CIA) group is in comprised of GLCs and the academic coach. This group is in charge of all academic endeavors and utilizes the data team structure to enact the CCSS, IM, and DT/FI state strategies.

The Behavioral Emotional Support group is led by the School Services Coordinator, counselor and Vice Principal. It is responsible for developing the multi-tiered system of student support that addresses student needs beyond the classroom in the CSSS strategy.

The Parent and Community (PAC) support group is led by the school's PTA and is responsible for all community and student events. This helps to accomplish the CSSS strategy by garnering community support and creating a safe and welcoming student environment.

As stated earlier, NES will be continuing its efforts to improve three areas- A) improving the **attendance** rate by reducing the percent chronic absenteeism, B) **behavior** and social-emotional support, and C) **college-career** readiness and **citizen** responsibility. These measurable goals in the Academic Plan are monitored by the school's ART focus groups. The focus groups are:

1. Curriculum, Instruction and Assessment (CIA) – College Career Readiness/Academics: Data Teams, Common Formative Assessments, Science/Technology/Engineering/Arts/Mathematics (STEAM)
2. Behavior and Emotional Support (BES) – Behavior and Multi-Tiered Support Systems (MTSS) / Positive Behavior Intervention and Support (PBIS) / Response to Interventions(RTI)
3. Parent and Community (PAC) – Attendance and parent/community contact via newsletters and social media (e.g., Facebook, Twitter, Instagram and School Website)

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>1. The CIA team will monitor the following student academic outcomes:</b></p> <p><b>Third grade literacy will increase by 5% 11% yearly...</b> ... in order to increase the <b>third grade literacy rate from 57% 40% to 72%.</b></p> <p><b>ELA proficiency will increase by 5% yearly and the ELA gap will be reduced by 2% 6% yearly...</b> ... in order to increase the <b>ELA proficiency rate from 26% to 41%</b> and decrease the <b>ELA gap from 11% 25% to 6%.</b></p> <p><b>Math proficiency will increase by 6% yearly and the math gap will be reduced by 2% 17% yearly...</b> ... in order to increase the <b>math proficiency rate from 37% 36% to 54%</b> and decrease <b>the math gap from 12% 17% to 6%.</b></p> <p><b>Science proficiency will increase by 19% 8% yearly...</b> ... in order to increase the <b>science proficiency rate from 7% 41% to 64%.</b></p> <p><b>Inclusion rate will increase by 5% yearly...</b> ... in order to increase <b>inclusion rate from 38% to 51%.</b></p>	<p><b>2017-2018</b></p> <p>1) Monthly Grade Level Chairs (GLCs) meet with admin and coach regularly to:</p> <ol style="list-style-type: none"> <li>develop school wide goals and shared leadership responsibilities</li> <li>look at school wide data and determine next steps</li> </ol> <p><b>Superintendent Strategic Plan-TC</b></p> <p>2) Weekly Data Team meetings to make informed data-based decisions for student achievement <b>[WASC Critical Area #4] (Superintendent Strategic Plan-TC)</b></p> <p>3) Frequent check-ins with teachers to ensure consistency with pacing guide.</p> <p>4) Weekly administration Learning Walks to help teachers identify and continue best practices.</p> <p>5) Include teachers in the decisions regarding the use of academic assessments in order to inform and improve individual student achievement and the overall instructional program <b>(Superintendent Strategic Plan-TC)</b></p> <p>6) Six-Step Communication Process as delivered to faculty and staff; and was</p>	<p>Academic Coach / CIA, Principal</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>	<ul style="list-style-type: none"> <li>CIA agenda and minutes</li> <li>Review of student baseline data (i.e. iSteep, Galileo, iReady, etc.) and monitor student progress throughout the year at various points</li> <li>Universal screener data</li> <li>Regular review of state assessment scores (SBAC/HSA)</li> <li>Data Team meeting minutes and notes</li> <li>Grade Level/Dept. meeting minutes and notes</li> <li>Learning Walk feedback</li> </ul> <p><u>2017-2018 targets:</u> 3rd grade literacy rate = <del>62%</del> <b>51%</b></p> <p>ELA proficiency = <b>31%</b> ELA gap = <del>9%</del> <b>19%</b></p> <p>Math proficiency = <b>43%</b> Math gap = <del>10%</del> <b>13%</b></p> <p>Science proficiency = <del>26%</del> <b>49%</b></p> <p>Inclusion rate = <b>43%</b></p>

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	<p>developed by SPED department</p> <p>7) Revisit General Learning Outcomes (GLOs) and evaluate rubric to build school-wide consistency in assessing student growth [WASC Critical Area #1]</p>			
	<p><b>2018-2019</b> Continue the enabling activities as recorded in 2017-2018</p>			<p>2018-2019 targets: 3rd grade literacy rate = <del>67%</del> <b>62%</b></p> <p>ELA proficiency = <b>36%</b> ELA gap = <del>7%</del> <b>13%</b></p> <p>Math proficiency = <b>49%</b> Math gap = <del>8%</del> <b>13%</b></p> <p>Science proficiency = <del>45%</del> <b>57%</b></p> <p>Inclusion rate = <b>38%</b></p>
	<p><b>2019-2020</b> Continue the enabling activities as recorded in 2017-2018</p>			<p>2019-2020 targets: 3rd grade literacy rate = <b>72%</b></p> <p>ELA proficiency = <b>41%</b> ELA gap = <b>6%</b></p> <p>Math proficiency = <b>54%</b> Math gap = <b>6%</b></p> <p>Science proficiency = <b>64%</b></p> <p>Inclusion rate = <b>33%</b></p>

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Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>2. The <b>Behavior and Emotional Support (BES)</b> team will monitor the progress of the following student success outcomes:</p> <p><b>School climate will increase by 2% 1% yearly...</b></p> <p>... in order to increase school climate rate from <b>73% 76%</b> to <b>79%</b>.</p>	<p>1) Continue to use MTSS practices to identify individual student needs <b>[WASC Critical Area #2]</b></p> <p>2) Implement Restorative Justice practices as an alternative to punitive behavior consequences <b>[WASC Critical Area #2] (Superintendent Strategic Plan - SV)</b></p> <p>3) Continue to utilize the school's School Behavior Matrix</p> <p>4) Incorporate a comprehensive needs assessment of the entire school (including taking into account the needs of migratory students) rate is based on information that includes student achievement relative to the State's academic content and achievement standards</p> <p>5) Identify schoolwide reform strategies that:</p> <ol style="list-style-type: none"> <li>Provide opportunities for all students to meet proficiency</li> <li>Use effective methods and instructional strategies</li> <li>Include strategies to address</li> </ol>	2017-2018	Vice Principal, SSC, Counselor, Teachers	<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	<ul style="list-style-type: none"> <li>BES agenda and minutes</li> <li>Office referral data</li> <li>Teacher Belief Survey</li> </ul> <p>2017-2018 target: school climate rate = <b>75% 77%</b></p>

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	<p>the needs of all students in the school, but particularly the needs of low achieving students and those at-risk of not meeting the State’s student academic achievement standards</p> <p>d) Address how the school will determine if such needs have been met</p> <p>e) Are consistent with, and are designed to implement the state and Complex Area/Charter Governing Board improvement plans, if any <b>(Superintendent Strategic Plan -SD)</b></p> <p>6) Coordinate and integrate federal, state, and local services and programs, including programs supported under No Child Left Behind: Violence prevention program, nutrition program, housing programs, Head Start, adult education, vocational and technical education, and job training</p>				
	Continue the enabling activities as recorded in 2017-2018	<b>2018-2019</b>			<u>2018-2019 target:</u> school climate rate = <b>77%</b> <b>78%</b>
	Continue the enabling activities as recorded in 2017-2018	<b>2019-2020</b>			<u>2019-2020 target:</u> school climate rate = <b>79%</b>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>3. The <b>Parent and Community (PAC)</b> team will monitor the progress of student success outcome for:</p> <p><b>Chronic absenteeism will be reduced by 7% 8% yearly...</b>                      ... in order to reduce chronic absenteeism rate from <b>30% 33%</b> to <b>9%</b>.</p>	<p>1) Continue quarterly meetings with School Community Council</p> <p>2) Continue annual community walk with distribution of community survey</p> <p>3) Continue monthly community centered activities (i.e. movie nights, campus beautification, breakfast with the principal)</p> <p>4) Continue to expand annual Ho‘olaule‘a event with increased community vendor partnerships</p> <p>5) Continue regular updates to the school’s online presence (i.e. social media and school website)</p> <p>6) Implement strategies to increase parental involvement, such as family literacy services <b>[WASC Critical Area #5]</b></p> <p>7) Provide college and career opportunities for students such as:</p> <ul style="list-style-type: none"> <li>a) College and career bulletin boards/banners</li> <li>b) Lanyards that represent graduating year from high school</li> <li>c) Valley of the Rainbows - All Girls Conference</li> <li>d) Student Leadership Groups <b>(Superintendent Strategic Plan-SV)</b></li> </ul>	<b>2017-2018</b>	PCNC & Community Liaison / PAC	<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	<ul style="list-style-type: none"> <li>● PAC meeting minutes and notes</li> <li>● Community Walk response data</li> <li>● SQS Parent response data</li> </ul> <p>2017-2018 target:                      chronic absenteeism rate = <del>23%</del>  <b>25%</b></p>

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	8) Provide for school operations and maintenance and promote a safe, healthy and nurturing environment				
	Continue the enabling activities as recorded in 2017-2018	<b>2018-2019</b>			<u>2018-2019 target:</u> chronic absenteeism rate = <del>16%</del> <b>17%</b>
	Continue the enabling activities as recorded in 2017-2018	<b>2019-2020</b>			<u>2019-2020 target:</u> chronic absenteeism rate = <b>9%</b>

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WHERE WE ARE GOING?		
Category	Areas of Growth (Critical Areas for Follow-up listed in PURPLE)	Evidenced in the Academic Plan
<b>A</b> <b>Organization for Student Learning</b>	<ul style="list-style-type: none"> <li>● <b>WASC Critical Area #1: Revisit General Learner Outcomes and the evaluation rubric to build school-wide consistency in assessing student growth</b></li> <li>● Strengthen participation of classified staff in the implementation and assessment of GLOs in the school as a whole</li> <li>● Continue with the efforts to periodically revisit and expand understanding of the problem-solving and decision-making processes for all staff members</li> <li>● As the facility ages and enrollment increases, staff will need to continue to monitor the allocation of resources to maintain facility capacity to support quality learning</li> <li>● <b>Superintendent Strategic Plan: Teacher Collaboration</b></li> </ul>	<b>Page 24, Goal 3, Outcome 1, EA 7</b>
<b>B</b> <b>Standards-based Student Learning: Curriculum</b>	<ul style="list-style-type: none"> <li>● Increase implementation among instructional staff of Design Thinking Model to provide access for all students to higher-order thinking skills and rigorous curriculum</li> <li>● Develop greater understanding of standards/performance expectations for students to guarantee consistency of instruction and assessment across all grade levels</li> <li>● Integrate where appropriate Next Generation Science Standards and social studies curriculum throughout the core program to prepare students for college and career options</li> <li>● Explore ways to infuse other subject areas to enhance the learning experiences of all students.</li> <li>● Continue with professional development in technology to increase the number of instructional staff using Google Apps for Education to provide equity in access to technology for all students</li> <li>● Maximize use of Library facility to support instructional program</li> <li>● <b>WASC Critical Area #2: The principal should continue with professional development in and implementation of behavior and Social-Emotional Learning curriculum, such as Restorative Justice and Positive Behavior Intervention Systems to ensure a whole-child approach to discipline and personal support.</b></li> <li>● <b>Superintendent Strategic Plan: School Design</b></li> </ul>	<p><b>Page 8, Goal 1, Outcome 2, EA 1-4,</b></p> <p><b>Page 8-9, Goal 1, Outcome 2, EA6</b></p> <p><b>Page 9, Goal 1, Outcome 2, EA 7</b></p> <p><b>Page 27, Goal 3, Outcome 2, EA 1-2</b></p>

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<p style="text-align: center;"><b>C</b> Standards-based Student Learning: Instruction</p>	<ul style="list-style-type: none"> <li>● Increase implementation among instructional staff of Design Thinking Model to provide access for all students to higher-order thinking skills and rigorous curriculum</li> <li>● Develop greater understanding of standards/performance expectations for students to guarantee consistency of instruction and assessment across all grade levels</li> <li>● <b>WASC Critical Area #3: Integrate where appropriate Next Generation Science Standards and social studies curriculum throughout the core program to prepare students for college and career options</b></li> <li>● Explore ways to infuse other subject areas to enhance the learning experiences of all students.</li> <li>● Continue with professional development in technology to increase the number of instructional staff using Google Apps for Education to provide equity in access to technology for all students</li> <li>● Maximize use of Library facility to support instructional program</li> <li>● <b>Superintendent Strategic Plan: School Design</b></li> </ul>	<p style="text-align: center;"><b>Page 17, Goal 1, Outcome 7, EA 3-4</b></p>
<p style="text-align: center;"><b>D</b> Standards-based Student Learning: Assessment and Accountability</p>	<ul style="list-style-type: none"> <li>● <b>WASC Critical Area #4: Through Data Teams, staff should evaluate multiple intervention programs and support materials to determine which are most effective at meeting the academic needs of all students</b></li> <li>● Revisit the assessment tools for measuring General Learner Outcomes achievement to ensure consistency and equity in the process</li> <li>● Explore the development of K-12 alignment in assessment platforms, General Learner Outcomes measurement and writing expectations</li> <li>● Develop common grade-level assessments with rubrics and align vertically to measure growth in content knowledge and skill development</li> <li>● <b>Superintendent Strategic Plan: School Design</b></li> </ul>	<p style="text-align: center;"><b>Page 25, Goal 3, Outcome 1, EA 2</b></p>
<p style="text-align: center;"><b>E</b> School Culture and Support for Student Personal and Academic Growth</p>	<ul style="list-style-type: none"> <li>● Continued evaluation of the effectiveness of the after school programs to identify new offerings in response to student need and interest.</li> <li>● <b>WASC Critical Area #5: Leadership team should continue the expansion of parent outreach activities to increase opportunities for parent engagement and involvement in their children's learning, such as homework help</b></li> <li>● Continued exploration of community partnerships to support the curricular and co-curricular programs that provide college and career awareness opportunities</li> <li>● <b>Superintendent Strategic Plan: Student Voice</b></li> </ul>	<p style="text-align: center;"><b>Page 29, Goal 3, Outcome 3, EA 6</b></p>