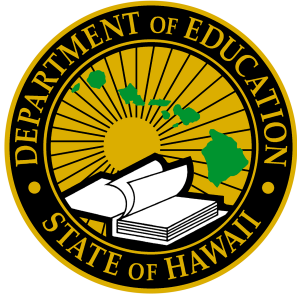


Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020



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

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: Schoolwide Response to Intervention (Behavior) supports and services that include Social Emotional Curriculum, Positive Behavior Support Intervention, and non negotiable that all teachers implement. 2. Need: Effective Professional Learning Communities (PLCs) and Instructional Leadership Teams (ILT) that support shared leadership and make key decisions about the school's instructional practices, provide input into staffing, and facilitate conversations about the strategic direction of the school. 3. Need: Productive Data Teams and a clear process that regularly meet to review and discuss students' academic and social emotional progress. Interventions and supports are based on data, closely monitored, and frequently reviewed. The data team process is a systematic approach to addressing students' academic and social emotional needs.
	<p>Addressing Equity: Sub Group Identification In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p> <p>Low SES ELL SPED 504 Migrant Ed</p>

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

ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART/ILT Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Scott Tamura / Principal	1.
2. Bruce Kawachika / Vice Principal	2. Data Teams/PLCs
3. Peggy Luscomb / Reading Coordinator	3. Response to Intervention and Parent Engagement
4. Shirley Revelle / Student Service Coordinator	4.Social Emotional Learning/PBIS/Whole Child
5. Erin Henderson / Counselor	5. Social Emotional Learning/PBIS/Whole Child
6. Megan Minotti / 3rd Grade Teacher	6. Teacher Leaders (ILT/GLC)
7. Kelsey Rasmuson / 1st Grade Teacher	7.Common Core
8. Courtney Shimabuku / 2nd Grade Teacher	8. Common Core
9.	9.
10.	10.

Three-Year Academic Plan SY 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:
By the end of the three years, all WES student will receive a well rounded, high quality, engaging education that empowers them to successfully navigate academic and behavior expectations. Success measures are based upon academic achievement, chronic absenteeism, and school climate.	<p>Waimea Elementary continues to make gains on the Smarter-Balance Assessment. Student achievement is on the rise as the growth percentile in reading improved from 25 in school year 2014-2015 to 37 in 2015-2016. Similarly the math SGP improved from 44 to 46. WES continues to struggle with closing the gap for students in special education and English Language Learners.</p> <p>WES has a high chronic absenteeism rate (21%) and Class D referrals are high with the top three offenses being:</p> <ul style="list-style-type: none"> ● Physical Contact (128 incidents) ● Disrespect/Non-compliance (56 incidents) ● Disruption (54 incidents) <p>Class A offenses are also on the rise.</p>

Three-Year Academic Plan SY 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
<p>1.1 Provide a rigorous standards based education to all students through the use of CCSS</p>	<p>1.1.1 Implementation of Reading Wonders and Stepping Stones programs in grade levels K – 5.</p> <p>1.1.2 Implement NGSS and STEM in grades K-5</p> <p>1.1.3 Integration of the Smarter Balanced Assessment Resources to inform instruction and incorporate practice items and assessment blocks into instructional times.</p> <p>1.1.4 Implementation of regularly scheduled resource instruction in non core subjects during the school day i.e. fine arts, music, kumu, gardening and nutrition, physical education.</p> <p>1.1.5 Differentiating lessons (through the use of Project GLAD strategies) to meet the needs of all learners (ie ELL, Migrant Education).</p>	<p>SY 17-18</p> <p>SY 18-19</p> <p>SY 19-20</p>	<p>Scott Tamura</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 checked="" type="checkbox"/> Title III</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>As a result of implementing the core programs (including NGSS and STEM) students will:</p> <ul style="list-style-type: none"> ● Grow at least 5% from Fall to Winter on the STAR scaled scores. ● Show growth on the SBA (reading MGP 37 to 50 and math 46 to 60). <p>As a result of regularly scheduled resource instruction in non core subjects during the school day:</p> <ul style="list-style-type: none"> ● Number of behavioral referrals will decrease (Class D by 50%). ● School quality survey, students will express greater satisfaction in their learning. ● Chronic Absenteeism will decrease by 5%. <p>As a result of differentiating lessons (through the use of Project GLAD strategies):</p> <ul style="list-style-type: none"> ● 70% of ELL students will meet Growth to Target on AMAO 1.

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

<p>1.2 Provide all students with tiered supports and services that address both behavior and academic needs (RTI).</p>	<p>1.2.1 Administer Universal behavior and academic screener to all students three times per year (Fall, Winter, Spring).</p> <p>1.2.2 Systematically administer Progress monitoring tool for students identified as needing Tier 2 and 3 Supports (both behavior and academic).</p> <p>1.2.2 Systematically review the data to facilitate conversations around next steps for students who are “at-risk” for academic and behavior struggles.</p> <p>1.2.3 Develop and implement schoolwide non negotiables for Tier 1 (both academic and behavior).</p> <p>1.2.4 Implement evidence based strategies to support students needing Tier 2 and 3 supports.</p> <p>1.2.5 Recognize students who display positive behaviors, show academic growth and/or GLO proficiency.</p> <p>1.2.6 Provide ELL students Extended Learning Opportunities (ELO) to build language skills through project based learning.</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura Peggy Luscomb Erin Henderson</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As a result of Implementing a strong Tier I, at least 80% of students will make academic and behavior growth as measured by the following:</p> <ul style="list-style-type: none"> ● Grow at least 5% from Fall to Winter on the STAR scaled scores, ● Show growth on the SBA (reading MGP 37 to 50 and math 46 to 60.), ● Show growth on Wonders/Stepping Stones Assessments, ● Show growth on the WIDA, ● Show improvements on Report Cards (both GLOs and standards) <p>As a result of using a universal screener 100% of students who need RTI services will be provided with appropriate services (STAR, SBA</p> <p>As a result of increased student recognition programs student referrals will be decreased by 10% each year over the next three years.</p> <p>As a result of providing ELL students with Extended Learning Opportunities (ELOs):</p> <ul style="list-style-type: none"> ● 70% of ELL students will meet Growth to Target on AMAO 1.
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>1.3 Review and analyze student data (behavior and academic) to monitor academic and behavior progress</p>	<p>1.3.1 Schedule regular intervals of grade level PLC meeting times throughout each month for teachers to collaborate in a data driven process following the data review process.</p> <p>1.3.2 Develop & administer common formative assessments</p> <p>1.3.3 Develop grade level SMARTe goals based on the results from the common formative assessments.</p> <p>1.3.4 Implement the components of ILT with quality.</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As a result of scheduling regular PLC time students will make academic and behavior growth as measured by the following:</p> <ul style="list-style-type: none"> • Grow at least 5% from Fall to Winter on the STAR scaled scores, • Show growth on the SBA (reading MGP 37 to 50 and math 46 to 60.), • Show growth on Wonders/Stepping Stones Assessments, • Show improvements on Report Cards (both GLOs and standards) <p>As a result of the use of unit and module assessments 100% of students will be monitored using a data template.</p>

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

<p>1.4 Integrate STEM learning opportunities and performance expectations across the content - cross curricular lessons</p>	<p>1.4.1 Teachers provide engaging STEM learning experiences that integrate technology, mathematical practices, scientific inquiry, and the engineering design process into at least one lesson per quarter the first year and one lesson per month by the end of year three.</p> <p>1.4.2 Integrate the newly adopted NGSS into all classrooms.</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura Alan Nakagawa</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> STEM Grant</p>	<p>As a result of providing engaging STEM lessons stills will:</p> <ul style="list-style-type: none"> • Grow at least 5% from Fall to Winter on the STAR scaled scores, • Show growth on the SBA (reading MGP 37 to 50 and math 46 to 60.), • Show growth on Wonders/Stepping Stones Assessments, • Show improvements on Report Cards (both GLOs and standards) <p>As a result of adopting the NGSS there will be a 10% increase in proficiency on the 4th grade HSA science test</p>
<p>1.6 The school use the Continuous School Improvement process</p>	<p>1.6.1 Continue work within the CSI process to plan for school improvement through the CNA and academic plan.</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Completion of CNA and school processes documents</p>

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

<p>1.5 The school will use an Social-Emotional Learning program to support student needs.</p>	<p>1.5.1 Implement School-wide Social Emotional Curriculum schoolwide (Tier I of PBIS)</p> <p>1.5.3 Provide PSAP for students with extra social emotional needs (Tier II of PBIS).</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura Erin Henderson</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As a result of implementing the Social-Emotional Learning program there will be a 15% decrease in amount of yearly referrals.</p>
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 2: Staff Success. Waimea Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>By the end of the three years, all WES teachers will be supported through quality professional development, teacher collaboration time, and coaching and mentoring opportunities so they can thrive as professionals. Success measures are based upon the School Quality Survey, teacher retention rate, Victoria Bernhardt, classroom walkthroughs.</p> <p>School Climate - 90% of teachers will report positive school climate as measured by the School Quality Survey</p>	<p>Teachers want to work in an environment where they are supported and can thrive. With an atmosphere of trust and mutual respect, teacher retention and student achievement soar. The Spring 2016 SQS indicated a 66% satisfaction rate among teachers. Additionally, according to the Continuous School Improvement Survey (N=17), there is a perception among staff that WES has a negative image.</p>

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

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>2.1 Implement high performing Professional Learning Communities (PLCs)</p>	<p>2.1.1 Teachers will meet in regularly scheduled data teams to look at unit and module assessments and make adjustments to instruction based on that data</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As a result of scheduling regular PLC time students will make academic and behavior growth as measured by the following:</p> <ul style="list-style-type: none"> • Grow at least 5% from Fall to Winter on the STAR scaled scores, • Show growth on the SBA (reading MGP 37 to 50 and math 46 to 60.), • Show growth on Wonders/Stepping Stones Assessments, • Show improvements on Report Cards (both GLOs and standards) <p>As a result of the use of unit and module assessments 100% of students will be monitored using a data template.</p>

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

<p>2.2 Provide beginning teachers with on-going, job embedded coaching and mentoring</p>	<p>2.2.2 Administrators will collaborate with mentors and beginning teachers regularly, identify and address the specific needs of both and provide appropriate support, as needed</p> <p>2.2.4 School-level administration provides time for Mentors and Beginning teachers (mentees) to meet on induction-related activities to improve instruction and student learning.</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Triad meetings and weekly coaching sessions on Collaborative Assessment Logs, Mentor Logs on PDE3</p>
<p>2.3 Provide all teachers with quality, job embedded professional development</p>	<p>2.3.1 Provide substitute days and stipend days for each teacher to attend professional development opportunities specific to individual teachers needs (e.g. described in IPDP and Project GLAD)</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As a result of teacher receive job-embedded professional development:</p> <ul style="list-style-type: none"> ● 90% of teaching lines are filled before the beginning of the school year ● No more than 5% turnover each year. ● 90% positive rate on the SQS (teacher satisfaction) ● 70% of ELL students will meet Growth to Target on AMAO 1.

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

<p>2.4 Provide teacher leaders (GLC/ILT) with quality, job embedded professional development opportunities</p>	<p>2.4.1 Create a master schedule that allows GLC/ILT the time to meet during the school day.</p> <p>2.4.2 Create authentic shared leadership opportunities for GLC/ILT to recommend and make instructional decisions schoolwide</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Scott Tamura</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

Outcome: By the end of three years,	Rationale:
<p>By the end of the three years, WES will have an imbedded ILT process that will be used to create instructional leadership and drive instructional strategies at the school.</p> <p>By the end of the three years, WES will engage parents and community as partners</p>	<p>The ILT process builds upon a collaborative culture that works towards common goals and work centered on teaching and learning. Through guided implementation of the Targeted Leadership framework, the ILT is charged with engaging the entire staff in looking at data and having conversations grounded in their professional judgment about their students' needs in order to determine an instructional area that is important for all students, reflects their needs and relates to all teachers, grade levels and content areas.</p>

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

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>3.1 To increase the leadership capacity of the school as evidenced by a positive increase in survey data.</p>	<p>3.1.1 All teachers will be represented by an ILT representative who will collaborate with other ILT team members in determining powerful instructional practices aligned to CCSS.</p> <p>3.1.2 Facilitate quarterly parent nights and monthly morning “coffee hours”</p> <p>3.1.3 Develop community partnerships to increase access to and availability of programs to students to foster personal achievement (i.e.: social emotional literacy; student engagement and ethics; and effective referral partnerships).</p>	<p>SY 17-18</p> <p>SY 18-19</p> <p>SY 19-20</p>	<p>Scott Tamura</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Targeted Learning Walks, Calendared cycles for professional learning. Guided Visit data</p> <p>As a result of teachers participating in an ILT process the school will complete 3 full ILT cycles each school year..</p> <p>ILT team meeting minutes, Next Steps Planner</p> <p>As a result of improved communications with parents, there will be a 50% increase in parent participation in school activities.</p>