



# Three-Year Academic Plan 2017-2020

WAHIAWA ELEMENTARY SCHOOL

1402 Glen Avenue, Wahiawa, Hawaii 96786  
<http://wes.k12.hi.us>

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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"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● <b>WASC Self Study</b> <ul style="list-style-type: none"> <li>▪ <b>WASC Category B: Standards Based Student Learning: Curriculum, instruction</b></li> <li>▪ <b>WASC Category C: Standards Based Student Learning: Instruction</b></li> <li>▪ <b>WASC Category D: Standards Based Student Learning: Assessment and Accountability</b></li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul> <p><b>SW 1: Incorporate a comprehensive needs</b></p>	<ol style="list-style-type: none"> <li>1. Need: (WASC Growth Area Goal #1) To strengthen student achievement, administrators and teachers will establish and implement a process to monitor and determine the effectiveness of school-wide programs, policies, and the data team process.</li> <li>2. Need: (WASC Growth Area Goal #2) Teachers will implement the school curriculum and established agreements to provide students with learning targets, common grade-level criteria for proficiency, models of exemplars and non-exemplars, and descriptive feedback so that students understand the expectations and improve the quality of their work.</li> <li>3. Need: (WASC Growth Area Goal #3) The administration, faculty, and staff will implement with fidelity, the RtI plan to ensure adequate instructional services are provided for all students to improve CCSS proficiency.</li> <li>4. Need: (WASC Growth Area Goal #4) The administration, faculty, and staff will develop and implement an internal communication process that provides clear, consistent expectations for all roles, programs, and processes, including monitoring, feedback, and reflection in order to improve academic outcomes for students as well as strengthen the understanding and ownership of the Academic Plan.</li> <li>5. Need: (WASC Growth Area Goal #5) The administration, faculty, and staff will develop and implement a communication plan to strengthen parent and community understanding of assessment results, school programs and services to improve stakeholder involvement and student academic outcomes.</li> <li>6. Need: (WASC Growth Area Goal #6) The administration, faculty, and staff will continue efforts to develop and implement plans to decrease chronic absenteeism. Wahiawa Elementary will reduce chronic absenteeism from 18% in SY 15-16 to 9% in SY 19-20.</li> <li>7. Need: (WASC Growth Area Goal #7) The administration, faculty, and staff will develop a plan to increase the number of teachers implementing the state GLO rubric with fidelity to improve the consistency of using the state rubric.</li> <li>8. Need: (WASC Growth Area Goal #8) The administration, faculty, and staff will develop a plan to include all classified staff on Focus Teams to improve school wide communication.</li> </ol>

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<p>assessment of the entire school that is based on information that includes student achievement relative to the state's academic content and achievement standards.</p>	<p>9. Need: (WASC Growth Area Goal #9) The administration, faculty, and staff will identify and address the issues that prompted teachers to respond negatively on the Safety, Well-Being, Satisfaction and Involvement/Engagement portions of the School Quality Survey, to reduce the potential impact of their negative responses to WES students' academic success.</p> <p>10. Need: Address the following HIDOE Strategic Plan School-Level Success Indicators</p> <ul style="list-style-type: none"> <li>● Increase the percentage of students who report a positive school climate as measured by the SQS</li> <li>● Increase the percentage of special education students receiving services in general education classes (inclusion rate)</li> <li>● Increase the percentage of 3<sup>rd</sup> grade students who are reading at, near, or above grade level as measured by the SBA reading claim. (64% for SY 15-16)</li> </ul> <p>11. From our 15-16 SBA scores in reading and math, and our Hawaii Growth Indicators, we find additional needs in these areas:</p> <ul style="list-style-type: none"> <li>● Increase proficiency in grades 3-5 in reading (41% in SY 15-16)</li> <li>● Increase proficiency in grades 3-5 in math (35% in SY 15-16)</li> <li>● Reduce Math Gap Rate (47 in SY 15-16)</li> <li>● Reduce ELA/Literacy Gap Rate (50 in SY 15-16)</li> <li>● Reduce Science Gap Rate (16 in SY 15-16)</li> <li>● Increase proficiency on the 4<sup>th</sup> grade science assessment (37% Proficient SY 15-16)</li> </ul>
	<p><b>Addressing Equity: Sub Group Identification</b></p>
	<p><b>In order to address equity, list the targeted subgroup(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p> <p>Disadvantaged – WES is a Title I school. (78.7% Disadvantaged in SY 15-16) – Three tiers of academic and behavioral support are provided, as this subgroup has only 39% meeting ELA standards, and only 33% meeting math standards (SY 15-16). Support includes pullout and push in tutoring with trained PPTs and NCTs, counseling and behavioral specialists from community partners (Ike Pili'alo'ha), computer-based intervention supports for reading and math, and school/community provided overall enrichment as well as resources for academic and personal needs.</p> <p>ELL (13.2% SY 15-16) – Three tiers of support are provided, as these students are not meeting academic standards. Support includes prioritized pullout services with trained PPTs – one for upper grade and one for lower grade, and computer-based intervention supports for reading and math.</p>

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	<p>SPED (7.4% SY 15-16) – Three tiers of academic and behavioral support are provided, as these students are not meeting academic standards. Supports include co-teaching (Inclusion) education classrooms to the extent possible and appropriate for student placement, and specialized services as determined by individual IEPs, and computer-based intervention supports for reading and math.</p>
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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Jamie Oshiro, Principal	1. Goal 2, Desired Outcome #1
2. Stacey Miller, Assistant Principal	2. Goal 1, Desired Outcome #3
3. Brandon Watada, Curriculum Coach	3. Goal 1, Desired Outcome #6; Goal 2, Desired Outcome #2; Goal 3, DO#1
4. Sherri Chang, Curriculum Coach	4. Goal 1, Desired Outcome #2; Goal 3, Desired Outcome #3
5. Gail Izumi, Student Services Coordinator	5. Goal 2, Desired Outcome #3; Goal 3, Desired Outcome #1
6. Stephanie Kuniyoshi, Librarian	6. Goal 1, Desired Outcome #1
7. Joy Miyamoto, Counselor	7. Goal 3, Desired Outcome #3
8. Krichelle Kato, Counselor	8. Goal 1, Desired Outcome #4; Goal 3, Desired Outcome #2
9. Kevin Uyeda, Technology Coordinator	9. Goal 1, Desired Outcome #7
10. Carolyn Hondo, Complex Area Officer	10. Goal 1, Desired Outcome #5; Goal 2, Desired Outcome #2

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p><b>Objective 1: Empowered by Learning</b></p> <p>***The percentage of students who meet achievement standards/proficiency on statewide assessments in ELA/Literacy, mathematics, and science will increase by 10% per year as measured by SBA and HSA. So that by the end of SY19-20:</p> <ul style="list-style-type: none"> <li>● ELA Proficiency will increase from 41% to 54.5%</li> <li>● Math Proficiency will increase from 35% to 46.5%</li> <li>● Science Proficiency will increase from 37% to 49.3%</li> </ul> <p>***The difference between high need students and non-high need students meeting standards/proficiency on statewide assessments (GAP RATE) will be reduced by 10% each year as measured by HODOE. (High needs includes economically disadvantaged, special needs, and English Language Learners.)</p> <ul style="list-style-type: none"> <li>● ELA GAP will decrease from 22% to 16.2%</li> <li>● Math GAP will decrease from 22% to 16.2%</li> <li>● Science GAP will decrease from 16% to 11.7%</li> </ul> <p>Students will demonstrate improvement on GLO outcomes for GLO 1</p>	<p>Wahiawa Elementary students and families face many challenges that affect school performance and regular school attendance.</p> <p>Our community data indicates a high number of adults whose lack of education results in unemployment and/or underemployment. While the numbers of adults with less than a high school diploma (13.1%) is only slightly higher than the state average, the number of adults with a college degree in the Wahiawa area (17.8%) is lower than the rest of the state (29%).</p> <p>The Wahiawa community has a high unemployment rate and an increasing number of immigrant families that often stretches state, community and school resources. Many of these immigrant families and extended families are Micronesian, bringing a large English Language Learners (ELL) population into the Wahiawa Elementary School system. Difficult economic times in Hawaii have also attracted families seeking lower rental rates. Many of these families are single parent households. Wahiawa also has a large homeless population, as evidenced by the growing tent dwellings found under and surrounding the bridges and</p>

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(Self-Directed Learner), GLO 3 (Complex Thinker), and GLO 5 (Effective Communicator), as determined by GLO data for SY 15-16 and teacher analysis of this data. (WASC, Chapter 1)

### **Objective 2: Address the Whole Child**

Students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS) will increase by 10% by the end of three years. (73% for SY 15-16 to 80.3% for SY19-20)

NOTE: State Target is 79% positive responses on SQS for SY19-20.

The percentage of students who are chronically absent will decrease from 18% for SY15-16 to 9% for SY19-20. (15% for SY17-18, 12% for SY18-19, 9% for SY19-20) **(WASC Growth Area #6)**

### **Objective 3: Have a Well-Rounded Education Experience**

All students are provided with challenging curriculum, and understand the expectations for quality work because teachers implement the school's curriculum and established agreements to provide students with student-friendly learning targets, common grade level criteria for proficiency, models of exemplars, and non-exemplars, and provide descriptive feedback. **(WASC Growth Area #2)**

An RtI (Response to Intervention) process, including guidelines and timelines, is in place to ensure adequate instructional services are provided for all students, and is monitored by teachers, grade level leaders, and school administration. **(WASC Growth Area #3)**

### **Objective 4: Be Prepared and Resilient**

The number of students demonstrating reading of "At or Near" or

non-residential areas on the outskirts of Wahiawa.

The Wahiawa population also consists of military families, which can be another challenge for our families when a parent is deployed or when students are relocated in the middle of the school year.

Because of the challenges most of our students and their families face on a daily basis, and to fulfill our mission of meeting the needs of the students who attend Wahiawa Elementary School, we are committed to providing a foundation of knowledge and skills so they can become respectful, responsible, contributing citizens who make intelligent, educated decisions.

We believe that Wahiawa Elementary School is a place where everyone can learn. Thus our motto:

**Wahiawa Elementary School  
Where Everyone Succeeds**

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<p>“Above” grade level by the end of 3<sup>rd</sup> grade will increase from 64% for SY15-16 to 82% (2020 State Target) by the end of SY19-20.</p> <p>The number of 4<sup>th</sup> grade students who demonstrate proficiency in science will increase 10% each year from 37% to 54% by the end of SY19-20.</p>	
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Planning				Funding (OPTIONAL)	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
Goal 1, DO1. The percentage of students who meet achievement standards/proficiency on statewide assessments in ELA/Literacy, mathematics, and science will increase by 10% per year as measured by SBA and HSA. So that by the end of SY19-20: <ul style="list-style-type: none"> <li>• ELA Proficiency will increase from 41% to 54.5%</li> <li>• Math Proficiency will increase from</li> </ul>	EA 1.1.1 All students are provided with challenging curriculum, and understand the expectations for quality work. Teachers implement the school’s adopted curriculum, instruction, and established agreements to provide students with student-friendly learning targets, common grade level criteria for proficiency, models of exemplars, and non-exemplars, and provide descriptive feedback. <b>(WASC Growth Area #2)</b>	SY17-18 SY18-19 SY19-20	Stephanie	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	As measured by yearly SBA, quarterly STAR universal screener, and weekly assessments through Wonders and Stepping Stones, and monitored by FOL group B (Curriculum).
	EA 1.1.2 Effective computer programs will be used to assist in building proficiency in reading and math.	SY17-18 SY18-19			As measured by Lexia, Reading Plus, Symphony Math, and Ascend Math weekly usage reports and



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<p>35% to 46.5%</p> <ul style="list-style-type: none"> <li>Science Proficiency will increase from 37% to 49.3%</li> </ul> <p>SW2: Identify school-wide reform strategies</p>	<p>(Lexia/Reading Plus and Symphony/Ascend Math)</p> <p>EA 1.1.3 Quarterly STEM and Inquiry instruction and projects using the EIE Science Kits to implement NGSS.</p>	<p>SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>			<p>monthly progress monitoring.</p> <p>As measured by quarterly STEM and Inquiry grade level share outs, 4th grade HSA Science assessment.</p>
<p>Goal 1, DO2. The difference between high need students and non-high need students meeting standards/proficiency on statewide assessments (GAP RATE) will be reduced by 10% each year as measured by HIDEOE. (High needs includes economically disadvantaged, special</p>	<p>EA 1.2.1 An RtI process, including guidelines and timelines, is in place to ensure adequate instructional services are provided for all students, and is monitored by teachers, grade level leaders, and school administration. <b>(WASC Growth Area #3)</b></p> <p>EA 1.2.2 To the extent possible, Special Education students are taught in co-teaching (inclusion) classrooms with extra support</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>	<p><b>Sherri</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured by quarterly STAR universal screener, Sunday mastery checks, weekly 6 Minute Solutions (fluency), Wonders weekly assessments, and Stepping Stones module assessments. and monitored by FOL group C (Instruction).</p> <p>As measured by IEP service grid minutes which reflect a</p>

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<p>needs, and English Language Learners.)</p> <ul style="list-style-type: none"> <li>● ELA GAP will decrease from 22% to 16.2%</li> <li>● Math GAP will decrease from 22% to 16.2%</li> <li>● Science GAP will decrease from 16% to 11.7%</li> </ul> <p>SW2: Identify school-wide reform strategies</p> <p>SW 9: Ensure that students who experience difficulty mastering the proficiency or advanced levels of academic achievement shall be provided with effective, timely, additional assistance.</p>	<p>staff.</p> <p>EA 1.2.3 STAR Universal screener given 5 times per year for Early Literacy, reading, and math. Results used to plan differentiated instruction for students, and to target students for interventions that will meet their learning needs.</p> <p>EA 1.2.4 PPTs and PTTs hired to assist with targeted interventions.</p> <p>EA 1.2.5 An RtI coordinator hired to plan, organize, and monitor interventions for groups of students and to monitor individual student RtI plans.</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>			<p>student’s least restrictive environment.</p> <p>As measured by data teams meeting minutes and STAR data wall.</p> <p>As measured by PPT and PTT student intervention group assignments and schedule.</p> <p>As measured by student progress logs and monitored monthly by coaches and/or admin.</p>
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<p>Goal 1, DO3. Students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS) will increase by 10% by the end of three years. (73% for SY15-16 to 80.3% for SY19-20) NOTE: State Target is 79% positive responses on SQS for SY 19-20.</p> <p><b>SW2: Identify school-wide reform strategies</b></p> <p><b>SW7: Incorporate transition plans</b></p> <p><b>SW10: Coordinate and integrate federal, state, and local services and programs.</b></p>	<p>EA 1.3.1 All students have access, as appropriate, to behavioral support services such as, Ike Piliialoha (partnership between HIDEOE, Queens, and Tripler), school level counseling, and Behavior Health Specialist.</p>	<p>SY17-18 SY18-19 SY19-20</p>	<p><b>Stacey</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured by Ike Piliialoha referrals, intake, and bi-weekly triage meeting minutes, counselor student logs, and BSPs.</p>
	<p>EA 1.3.2 All students have access to extra-curricular activities under the direction of school staff and in partnership with parents and community members.</p>	<p>SY17-18 SY18-19 SY19-20</p>			<p>As measured by enrichment class interest form, acceptance letters, and class rosters/attendance.</p>
	<p>EA 1.3.3 All students are provided with an enriched school experience that includes special curriculums such as Hawaiian studies, music, library, computer technology, art, and PE.</p>	<p>SY17-18 SY18-19 SY19-20</p>			<p>As measured by IRA schedules and grade level meeting minutes.</p>
	<p>EA 1.3.4 Fifth grade students participate in orientation programs to help them transition to middle school</p>	<p>SY17-18 SY18-19 SY19-20</p>			<p>As measured by field trips, college and career day, and special presentations provided by WMS for WES 5th grade students, WES IEP transition plans.</p>
	<p>EA 1.3.5 Pre-Kindergarten students are provided with a 10-day summer program to help</p>	<p>SY17-18 SY18-19 SY19-20</p>			<p>As measured by program enrollment, daily attendance</p>

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	with the transition to Kindergarten.				and parent survey.
<p>Goal 1, DO4. The percentage of students who are chronically absent will decrease from 18% for SY15-16 to 9% for SY19-20. (15% for SY17-18, 12% for SY18-19, 9% for SY19-20). <b>(WASC Growth Area #6)</b></p> <p><b>SW2: Identify school-wide reform strategies</b></p>	<p>EA 1.4.1 The school’s attendance policy and procedures will be revised to include successful strategies designed to reduce absenteeism in similar school populations.</p> <p>EA 1.4.2 Student attendance will be closely monitored by school counselors and Aloha Ambassador.</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>	<p><b>Krichelle</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured and monitored by FOL Group A (Organization) meeting minutes.</p> <p>As measured by weekly attendance review by teachers, school counselors, administrators and daily call logs by Aloha Ambassador.</p>

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<p>Goal 1, DO5. The number of students demonstrating reading of “At or Near” or “Above” grade level by the end of 3<sup>rd</sup> grade will increase from 64% for SY15-16 to 82% (2020 State Target) by the end of SY19-20.</p> <p><b>SW2: Identify school-wide reform strategies</b></p>	<p>EA 1.5.1 Targeted interventions for K-3 students who are not demonstrating at or near grade level to be provided by PPTs, PTTs, and teachers.</p> <p>EA 1.5.2 Lexia and Symphony Math programs will be used to help supplement interventions.</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>	<p><b>Carolyn</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other N/A</p>	<p>As measured twice monthly through data team meeting minutes, Sunday Placement Test, and Sunday Mastery checks.</p> <p>As measured twice monthly through Lexia and Symphony Math usage and grade level daily schedules.</p>
<p>Goal 1, DO6. The number of 4<sup>th</sup> grade students who demonstrate proficiency in science will increase 10% each year from 37% to 54% by the end of SY19-20.</p> <p><b>SW2: Identify school-wide reform strategies</b></p>	<p>EA 1.6.1 All students experience grade level HCPS science instruction, STEM, and Science Inquiry.</p> <p>EA 1.6.2 All students will be provided with resources for science instruction.</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>	<p><b>Brandon</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured by twice monthly grade level meeting minutes and grade level curriculum maps.</p> <p>As measured by 4th grade HSA Science assessments.</p>

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<p>Goal 1, DO7. Students will demonstrate improvement on GLO outcomes for GLO 1 (Self-Directed Learner), GLO 3 (Complex Thinker), and GLO 5 (Effective Communicator), as determined by GLO data and teacher analysis of this data. (WASC, Chapter 1)</p> <p><b>SW2: Identify school-wide reform strategies</b></p>	<p>EA 1.7.1 All students are provided with lessons and real life experiences that address the GLOs.</p> <p>EA 1.7.2 All students participate in career/technical education activities that are grade level appropriate and encourage students to think about future career options.</p> <p>EA. 1.7.3 The administration, faculty, and staff will develop a plan to increase the number of teachers implementing the state GLO rubric with fidelity to improve the consistency of using the state rubric. <b>(WASC Growth Area #7)</b></p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>	<p><b>Kevin</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured by quarterly LDS data and grade level meeting minutes.</p> <p>As measured by annual participation in college and career day activities and field trips.</p> <p>As measured and monitored by FOL Group D (Assessment).</p>
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**Goal 2: Staff Success.** Wahiawa Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p><b>Objective 1: Focused Professional Development</b></p> <p>By the end of SY 2020, WES will realign professional development resources to support student success objectives, with the purpose of supporting a consistent cadre of caring educators who provide quality instruction that enables WES students to be proficient academically.</p> <p>By the end of SY 2020, WES will implement quality, prioritized professional development for educators and leaders that increases knowledge, understanding, and the ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.</p> <p><b>Objective 2: Timely Recruitment &amp; Placement</b></p> <p><b>Objective 3: Expanded Professional Pipeline</b></p> <p>By the end of SY 2020, WES will strengthen the teacher, principal, and educational leader development pipeline to support shared and effective leadership at all levels.</p> <p>At WES, all beginning teachers receive appropriate mentoring and support to improve instructional practices. By the end of SY2020, WES will implement a plan to provide effective support for new teachers, with the goal of retention of all new teachers for at least 5 years.</p>	<p>One of the findings of our recent WASC self-study referred to a need for WES administration and faculty members to establish and implement a process to ensure that curricular and instructional initiatives are supported by Professional Development, are implemented as intended, and promotes positive impacts on student performance (A.5.3). In conjunction with this need is recognition that over the past 3-4 years the school has been under tremendous pressure to improve student academic achievement, which rests heavily on the classroom teacher’s ability to effectively implement school adopted programs and employ a range of strategies that are both engaging and prescriptive. Thus, it is important that the school hire highly qualified teachers and support them fully with professional development, mentoring, resources, and opportunities to collaborate and lead.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (OPTIONAL) <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Goal 2, DO1. WES continues to provide resources to support teachers in meeting student, instructional, and curricular needs, as evidenced by monthly (minimum) meeting minutes, financial plan, and hiring of highly qualified staff.  <b>SW2: Identify school-wide reform strategies</b>  <b>SW3: Provide instruction by Highly Qualified teachers</b>  <b>SW5: Implement strategies to attract</b>	EA 2.1.1 Resources are provided to support relevant Professional Development and instructional tools.	SY17-18 SY18-19 SY19-20	Jamie	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	As measured by weekly faculty meeting minutes, ILT, sign in sheets, and exit slips.
	EA.2.1.2 The school supports new teachers by providing school-level mentors (i.e., academic coaches and EO).	SY17-18 SY18-19 SY19-20			As measured by monthly mentoring meeting logs.
	EA.2.1.3 The school promotes consistent collaboration and team problem-solving through PLCs and Data Teams.	SY17-18 SY18-19 SY19-20			As measured by twice monthly grade level and data team meeting minutes.



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<p>high quality, highly qualified teachers</p> <p>SW 8: Include teachers in decisions</p>					
<p>Goal 2, DO2. An effective comprehensive Professional Development Plan in place, as measured yearly by increased student achievement on the SBA and HSA, and as monitored by team self-evaluation rubrics, school administration and teacher leaders.</p> <p>SW4: Provide high quality and on-going professional development</p> <p>SW 8: Include teachers in decisions</p>	<p>EA 2.2.1 WES creates a Professional Development plan that is monitored and updated yearly to reflect the needs of teachers.</p> <p>EA 2.2.2 Support teacher leadership through training, embedded collaboration time, and PLCs and FOL Teams.</p> <p>EA 2.2.3 All teachers will be introduced to NGSS through the alignment of the NGSS with HCPS, identifying the essential skills at each grade level.</p> <p>EA 2.2.4 All grade levels will create a common science assessment and curriculum maps based on NGSS.</p> <p>EA 2.2.5 All grade levels will fully implement NGSS.</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p> <p>SY 17-18</p> <p>SY 18-19</p> <p>SY19-20</p>	<p><b>Carolyn and Brandon</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured by quarterly surveys and collaborative conversations with school leadership teams.</p> <p>As measured by monthly meeting minutes.</p> <p>As measured by FOL Group B (Curriculum) quarterly documents and meeting minutes.</p> <p>As measured by FOL Group D (Assessment) quarterly documents and meeting minutes.</p> <p>As measured by FOL Group C (Instruction) quarterly documents and meeting minutes.</p>

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<p>Goal 2, DO3 Teacher responses on the annual SQS survey will improve in the areas of Safety, Well-Being, Satisfaction, and Involvement/Engagement.</p> <p><b>SW 8: Include teachers in decisions</b></p>	<p>EA 2.3.1 The administration, faculty, and staff will identify and address the issues that prompted teachers to respond negatively on the Safety, Well-Being, Satisfaction and Involvement/Engagement portions of the School Quality Survey, <b>(WASC Growth Area #9, and assigned to FOL Group “E.”</b></p>	<p>SY17-18 SY18-19 SY19-20</p>	<p><b>Gail</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured by the annual SQS survey, and monitored by FOL Group E (School Culture and Support).</p>
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**Goal 3: Successful Systems of Support.** The system and culture of **Wahiawa Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p><b>Goal 1: Innovation and Bright Spots</b></p> <p><b>Goal 2: Adequate and Expanded Resources</b></p> <p><b>Goal 3: Efficient and Transparent Supports</b></p> <p>By the end of SY 19-20, WES will create and share a document that shows the organizational structure of the school in the areas of finance, human resources, and community resources. The plan will be communicated to and reviewed by all stakeholders for effectiveness and suggestions for improvement.</p> <p>By the end of SY 19-2020, WES will improve the percentage of parents who respond to school surveys from 14.5% SQS surveys completed and returned (SY 15-16) to at least 30%.</p> <p>By the end of SY 19-20, WES will strengthen the culture of continuous improvement by establishing a process to monitor and determine the effectiveness of school-wide programs and processes with the purpose of strengthening student achievement.</p> <p>By the end of SY 19-20, WES will continue to improve communication to promote understanding and engagement of stakeholders.</p>	<p>As identified in our recent WASC (2016-17) self-study, WES will continue to implement successful systems of support – organizing financial, human, and community resources in support of student success.</p> <p>Bright spots, as identified by WASC, include the Data Team planning process used to make collaborative and curricular decisions for students based on current data, team goals for student academic improvement, and progress monitoring from grade level to individual student level. Data sources used in the Data Team process includes diagnostic, formative, and summative sources (i.e., STAR, Lexia/Reading Plus, Symphony/Ascend math, Reading Wonders comprehension, vocabulary, and fluency assessments, Stepping Stones math assessments, and project-based data for STEM/Science inquiry.</p> <p>Currently, WES employs the following strategies to increase parent involvement:</p> <ul style="list-style-type: none"> <li>● Timely notifications about important events, deadlines, and school improvement initiatives.</li> <li>● Quarterly standards-based parent/child activity nights under the direction of grade level teams, coaches, and school administration. Title I funds are used to assist with parent involvement activities, supplies, refreshments, and academic materials for parents to use with their students.</li> </ul>

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	<p>Other organizational bright spots as identified by WASC include:</p> <ul style="list-style-type: none"> <li>• Funds allocated to support school-wide implementation of computer-based intervention, including one-to-one devices for student classroom use.</li> <li>• WES has many safety policies/procedures in place that include such things as fire, earthquake, evacuation, and lockdown drills.</li> <li>• There are regularly scheduled meetings to provide input from all stakeholders (i.e., SCC, ILT, ART, FOL Teams, grade level teams, coach/administration team).</li> </ul>
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Planning				Funding (OPTIONAL)	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 (OPTIONAL) <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Goal 3, DO1. Administrators and teachers will establish and implement a process to monitor and determine the effectiveness of school-wide programs, policies,	EA 3.1.1 ART meets monthly, monitors school Academic Plan, and reports progress to staff and SCC on a quarterly basis.	SY17-18 SY18-19 SY19-20	<b>Gail and Brandon</b>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	As measured monthly by ART using the monitoring tool.
	EA 3.1.2 SCC meets monthly to share school progress, and to discuss any concerns or observations from the SCC	SY17-18 SY18-19 SY19-20			As measured by monthly meeting minutes and sign the AP assurance document.

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<p>and the data team process to strengthen student achievement. <b>(WASC Growth Area #1 and #8)</b> as monitored by monthly meeting minutes and AP monitoring tool.</p>	<p>perspective.</p> <p>EA3.1.3 All school staff, including classified, will participate on FOL teams.</p> <p>EA3.1.4 Establish and implement a process to monitor and determine the effectiveness of school-wide programs, policies, and the data team process to strengthen student achievement.</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>			<p>As measured quarterly by FOL team rosters and meeting minutes.</p> <p>As established, implemented and monitored by FOL Group D (Assessment).</p>
<p>Goal 3, DO2. The administration, faculty and staff will develop and implement an internal communication process that provides clear, consistent expectations for all roles, programs, and processes – including monitoring, feedback, and reflection in order to improve academic outcomes for students as well as</p>	<p>EA 3.2.1 STAR Universal screener given 5 times per year for Early Literacy, reading, and math. Results shared to all relevant faculty &amp; staff.</p> <p>EA 3.2.2 School will create an internal communication process based on WASC Growth Areas 4, 8, &amp; 9.</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>	<p><b>Krichelle</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured by quarterly meeting minutes and WES data wall.</p> <p>As measured and monitored by FOL Group A (Organization) meeting minutes and created document to be completed by December 2017.</p> <p>As measured annually by teacher satisfaction, well-being, involvement/</p>

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<p>strengthening the understanding and ownership of the Academic Plan. <b>(WASC Growth Area #4).</b></p> <p><b>SW2: Identify school-wide reform strategies</b></p>					<p>engagement and safety perceptions ratings on the SQS.</p>
<p>Goal 3, DO3. The administration, faculty, and staff will develop and implement a communication plan to strengthen parent and community understanding of assessment results, school programs, and services to improve stakeholder involvement and student achievement outcomes. <b>(WASC Growth Area #5)</b> as monitored by parent sign-in sheets, flyers, handouts, newsletters, etc., and kept in Title I Handbook.</p>	<p>EA 3.3.1 Quarterly standards-based parent/child activity nights under the direction of grade level teams, coaches, and school administration. Title I funds are used to assist with parent involvement activities, supplies, light refreshments, and academic materials for parent to use with their children.</p> <p>EA 3.3.2 Improve the number of parents who respond to school surveys through personal invitations, reminders, and incentives.</p> <p>EA 3.3.3 Timely notifications about important events, deadlines, academic progress and school improvement</p>	<p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p> <p>SY17-18 SY18-19 SY19-20</p>	<p><b>Joy and Sherri</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>As measured quarterly by parent surveys, sign in sheets, and agenda, and monitored by FOL Group E (School Culture and Support) and the Title I Coordinator.</p> <p>As measured by the number of parent responses to SQS and Title I Parent surveys.</p> <p>As evidenced by newsletters, progress reports, STAR report, Stepping Stones parent</p>

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<p>SW2: Identify school-wide reform strategies</p> <p>SW 6: Implement strategies to increase parental involvement, such as family literacy services.</p>	<p>initiatives (phone calls, newsletters, notices, letters, email, school website, and text alerts).</p> <p>EA 3.3.4 Provide a military transition center to assist military and civilian families as they move in and out of Wahiawa Elementary School.</p>	<p>SY17-18</p> <p>SY18-19</p> <p>SY19-20</p>			<p>letter, planner, and individualized communication logs.</p> <p>As evidenced by Aloha Ambassador’s appointment calendar and call log.</p>
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