



Three-Year Academic Plan 2017-2020



Chiefess Kapiolani Elementary
966 Kilauea Avenue Hilo, Hawaii 96720, 808-974-4160, <http://cks.k12.hi.us/>

Submitted by Gregg Yonemori	Date

Approved by Brad Bennett	Date

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 <ul style="list-style-type: none"> ▪ SQS ▪ Tripod 	<p>Achievement and Engagement</p> <p>1. Implement differentiation strategies with fidelity to support the successful participation of students in special education inclusion classes and English Language Learners. (CNA Need, subgroup data)</p> <p>Achievement</p> <p>2. To improve the monitoring process of students with disabilities and ELL students to drive instructional practices and support their achievement and growth. (CNA Need)</p> <p>Engagement</p> <p>3. To establish and improve school wide processes. (CNA Need)</p> <p>Connectedness</p> <p>4. To improve multi-tiered systems of support that addresses the needs of the whole child. (ADDENDUM TO CNA)</p> <hr/> <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>Students with Disabilities:</p> <ul style="list-style-type: none"> ● inclusion ● growth ● achievement ● attendance <p>English Language Learners:</p> <ul style="list-style-type: none"> ● growth ● achievement ● attendance <p>Disadvantaged</p> <ul style="list-style-type: none"> ● attendance

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Gregg Yonemori/EES	Special Education Initiatives Implementation of Initiatives
2. Kaylyn Zukeran, FIDT	Data Teams Data Analysis
3. Charlene Komeiji, IM	Special Education Support School Wide Agreements
4. Lynn Kashinoki, CCSS	Professional Development Family and Community Involvement
5. Ruby Grace, CSSS	Chronic Absenteeism PBIS/SEL
6. Tiffany Okada, STEM	STEM NGSS Alignment
7. Jonette Fujitake, Technology Coordinator	Technology initiatives Data Analysis

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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>Implement differentiation strategies with fidelity to support the successful participation of students in special education inclusion classes, English Language Learners, and students performing below grade level. (Need #1).</p> <p>By the end of SY 19-20, 100% of classrooms will utilize a variety of inclusive practices supporting the successful participation of students with disabilities, English Language Learners, and students performing below grade level in the general education classroom.</p> <ul style="list-style-type: none"> ● By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day. <ul style="list-style-type: none"> ○ 17-18: 20% ○ 18-19: 35% ○ 19-20: 51% ● By the end of SY 2019-2020, 100% of students with disabilities will demonstrate progress as evidenced by IEP goals and objectives. ● By the end of SY 19-20, SBA proficiency of our students with disabilities participating in inclusion classes will be: <ul style="list-style-type: none"> (SY 17-18) ELA: 20% Math: 20% (SY 18-19) ELA: 35% Math: 35% (SY 19-20) ELA: 50% Math: 50% 	<p>Students with disabilities participating in the general education classroom for 80%-100% of the day has been limited. In SY 15-16, 3% on our students with disabilities participated in an inclusive environment for 80%-100% of their school day.</p> <p>The heterogeneous classrooms present a variety of challenges and a definite need to differentiate the curriculum. Differentiation allows all our students equal access to the curriculum and the ability to meet the specific grade level standards that will result in increased student achievement. There are many instances that best practices are being taught in the classrooms but clearly not consistent in all grades and teachers. (CNA, pg 115)</p> <p style="text-align: center;">SBA and HSA Science - SY 2015-2016</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%;">ELA</th> <th style="width: 25%;">Math</th> <th style="width: 25%;">Science</th> </tr> </thead> <tbody> <tr> <td>State Target</td> <td>50%</td> <td>46%</td> <td>49%</td> </tr> <tr> <td>All Students</td> <td>54%</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>SpEd</td> <td>4%</td> <td>0%</td> <td>8%</td> </tr> <tr> <td>ELL</td> <td>19%</td> <td>25%</td> <td>0%</td> </tr> </tbody> </table>		ELA	Math	Science	State Target	50%	46%	49%	All Students	54%	45%	50%	SpEd	4%	0%	8%	ELL	19%	25%	0%
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- By the end of SY 19-20, SBA proficiency of our ELL students will be:
 - (SY 17-18)
ELA: 25%
Math: 35%
 - (SY 18-19)
ELA: 40%
Math: 50%
 - (SY 19-20)
ELA: 50%
Math: 60%
- By the end of SY 19-20, SBA school-wide proficiency of our students will be:
 - (SY 17-18)
ELA: 59%
Math: 50%
 - (SY 18-19)
ELA: 64%
Math: 55%
 - (SY 19-20)
ELA: 69%
Math: 60%
- By the end of SY 19-20, HSA science proficiency of our students with disabilities participating in inclusion classes will be:
 - 17-18: 20%
 - 18-19: 35%
 - 19-20: 50%
- By the end of SY 19-20, HSA science proficiency of our ELL students will be:
 - 17-18: 20%
 - 18-19: 35%
 - 19-20: 50%
- By the end of SY 19-20, HSA science school-wide proficiency of our students will be:
 - 17-18: 55%

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<p style="text-align: center;">18-19: 60% 19-20: 65%</p> <p>To improve the monitoring process of students with disabilities and ELL students to drive instructional practices and support their achievement and growth. (Need #2)</p> <p>By the end of SY 19-20, 100% of the teachers will systematically use data to drive instructional practices and monitor the achievement and growth of students with disabilities and ELL students.</p> <ul style="list-style-type: none"> ● By the end of SY 19-20, the percentage of students with disabilities meeting Universal Screener achievement goals in ELA and Math will increase by 50% over baseline. <ul style="list-style-type: none"> <li style="padding-left: 40px;">17-18: Baseline <li style="padding-left: 40px;">18-19: 25% <li style="padding-left: 40px;">19-20: 50% ● By the end of SY 19-20, the percentage of ELL students meeting Universal Screener achievement goals in ELA and Math will increase by 25% over baseline. <ul style="list-style-type: none"> <li style="padding-left: 40px;">17-18: Baseline <li style="padding-left: 40px;">18-19: 25% <li style="padding-left: 40px;">19-20: 50% 	<p>The proficiency rate and growth for the general population at Chiefess Kapiolani in Math and ELA has increased for the last three years. Unfortunately, progress for our high needs population has been limited. The specific high needs groups that require more monitoring and support are our special education and English language learner populations. The need for closer monitoring of these students must be a priority. (CNA, pg. 116)</p>
<p><i>(Need #4) By the end of SY 19-20, a multi-tiered system of support that addresses the needs of the whole child will be established providing support for 100% of our students.</i></p> <p>By the end of SY 19-20, multi-tiered systems of support will be established to address the needs of the whole child.</p> <ul style="list-style-type: none"> ● By the end of SY 19-20, no more than 9% of students will be identified as chronically absent. <ul style="list-style-type: none"> ○ 17-18: 15% ○ 18-19: 12% ○ 19-20: 9% ● By the end of SY 19-20, the percentage of students requiring Tier 2 and 3 behavior supports will decrease by 25%. <ul style="list-style-type: none"> ○ 17-18: Baseline ○ 18-19: 15% 	<p>20% of our Full School Year students were absent for 15 or more days during SY 15-16.</p> <p>Although not identified by our CNA, student misbehavior continues to be a concern. There was a total of 84 disciplinary referrals submitted during SY 15-16. 18% of our students received at least one disciplinary referral. The top three incidents were: physical contact, disruption, and insubordination.</p>

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○ 19-20: 25%	
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Planning for Student Success				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><i>(Need #1) By the end of SY 19-20, 100% of classrooms will utilize a variety of inclusive practices supporting the successful participation of students with disabilities, English Language Learners, and students performing below grade level in the general education classroom.</i></p> <p>By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day.</p> <ul style="list-style-type: none"> ● 17-18: 20% ● 18-19: 35% ● 19-20: 51% <p>By the end of SY 2019-2020, 100% of</p>	<p>Year 1:</p> <p>Phase 1: PD For All Teachers</p> <ul style="list-style-type: none"> ● Sped 101 <ul style="list-style-type: none"> ○ IDEA background ○ legal requirements ○ school expectations ● Determining the appropriate Least Restrictive Environment (LRE) at IEP meetings ● Identifying and unwrapping power standards ● Differentiation: product, process, & content ● Target focus lessons/Small group ● WIDA - Understanding data and learning strategies for instructing ELLs <p>Phase 1: PD For Sped Teachers</p> <ul style="list-style-type: none"> ● Correctly inputting student LRE determination into eCSSS ● Specialized instruction in the general education classroom ● <p>Implementation</p> <ul style="list-style-type: none"> ● IEP teams correctly determine student LRE ● Students with disabilities placed into Consultative Inclusion Classrooms as 	<p>Year 1</p> <p>SY 17-18</p>	<p>Lynn Kashinoki, CCSS Lead</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Agendas and Minutes</p> <p>Sign-in Sheets</p> <p>Pacing Guides</p> <p>School walkthrough data</p> <ul style="list-style-type: none"> ● semi-monthly <p>Monitor LRE on IEPs</p>

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<p>students with disabilities will demonstrate progress as evidenced by IEP goals and objectives.</p> <p>By the end of SY 19-20, SBA proficiency of our students with disabilities participating in inclusion classes will be:</p> <p style="padding-left: 20px;">(SY 17-18) ELA: 20% Math: 20%</p> <p style="padding-left: 20px;">(SY 18-19) ELA: 35% Math: 35%</p> <p style="padding-left: 20px;">(SY 19-20) ELA: 50% Math: 50%</p> <p>By the end of SY 19-20, SBA proficiency of our ELL students will be:</p> <p style="padding-left: 20px;">(SY 17-18) ELA: 25% Math: 35%</p> <p style="padding-left: 20px;">(SY 18-19) ELA: 40% Math: 45%</p> <p style="padding-left: 20px;">(SY 19-20) ELA: 50% Math: 55%</p> <p>By the end of SY 19-20,</p>	<p>appropriate</p> <ul style="list-style-type: none"> ● Special education teachers assist grade level counterparts with planning specialized instruction for students with disabilities ● Teachers use universal screener data to identify the power standard(s) students are struggling with ● Teachers unwrap ELA power standards, identify focus skills, and develop success criteria for learners of all levels ● Set and communicate expectations for Target Focus Lessons, small group instruction, and differentiation ● Teachers implement differentiated target focus lessons and small group instruction ● Monitor implementation via walkthroughs <p>Support</p> <ul style="list-style-type: none"> ● Provide support for teachers through modeling or colleague observation ● Provide data team time to plan for differentiation, target focus lessons, small group instruction ● Develop school-wide understanding of the specific roles and responsibilities for PPTs and EAs ● Provide PPTs/EAs as classroom support for target focus lessons/small group instruction ● ART to review data team planning minutes <p>Year 2: Phase 2: PD For All Teachers</p> <ul style="list-style-type: none"> ● Characteristics of Children with Learning Disabilities 	<p style="text-align: center;">Year 2 SY 18-19</p>			
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<p>SBA school-wide proficiency of our students will be:</p> <p>(SY 17-18) ELA: 59% Math: 50%</p> <p>(SY 18-19) ELA: 64% Math: 55%</p> <p>(SY 19-20) ELA: 69% Math: 60%</p>	<p>Phase 2: PD For Sped Teachers</p> <ul style="list-style-type: none"> ● Universal Design for Learning (UDL) <p>Implementation</p> <ul style="list-style-type: none"> ● IEP teams correctly determine student LRE ● Students with disabilities placed into Consultative Inclusion Classrooms as appropriate ● Special education teachers incorporate UDL principles in lesson planning and preparation ● Teachers complete unwrapping ELA power standards and begin unwrapping math power standards, identifying focus skills, and developing success criteria for learners of all levels ● Teachers to provide a minimum of 3 days of Target Focus Lessons/Small Group Instruction per week ● Monitor implementation of lesson differentiation via walkthroughs ● Grade levels engage in horizontal articulation and update their pacing guides with their focus skills <p>Support</p> <ul style="list-style-type: none"> ● Develop a school level bank of successful inclusive practices ● Targeted PD based on walkthrough data ● Identify classroom teachers to serve as resources to assist colleagues ● Develop and provide PD for PPTs an EAs <p>Year 3: Phase 3: PD For All Teachers</p>	<p>Year 3 SY 19-20</p>			
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	<ul style="list-style-type: none"> ● Universal Design for Learning (UDL) <p>Implementation</p> <ul style="list-style-type: none"> ● IEP teams correctly determine student LRE ● Students with disabilities placed into Consultative Inclusion Classrooms as appropriate ● All teachers incorporate UDL principles in lessons ● Teachers compete unwrapping Math power standards, identifying focus skills, and developing success criteria ● Teachers utilize the bank of inclusive strategies when preparing their lessons ● Grade level engage in vertical articulation and identifies focus skills for ELA and Math on their pacing guide ● Ongoing support for new and/or struggling teachers via colleagues or coordinators <p>Support</p> <ul style="list-style-type: none"> ● Special education support grade level counterparts with UDL principles and utilizing bank of inclusive practices. ● PD for PPTs and EAs as needed ● ART reviews data team planning minutes for fidelity 				

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<p><i>(Need #2) By the end of SY 19-20, 100% of the teachers will systematically use data to drive instructional practices and monitor the achievement and growth of students with disabilities and ELL students.</i></p> <p>By the end of SY 19-20, the percentage of students with disabilities meeting Universal Screener achievement goals in ELA and Math will increase by 50% over baseline. (17-18) Baseline (18-19) 25% (19-20) 50%</p> <p>By the end of SY 19-20, the percentage of ELL students meeting Universal Screener achievement goals in ELA and Math will increase by 50% over baseline. (17-18) Baseline (18-19) 25% (19-20) 50%</p>	<p>Year 1:</p> <p>Universal Screener</p> <ul style="list-style-type: none"> • PD for all teachers • Develop school-wide agreements for testing schedule; minimum 3 times per year • Teachers administer universal screener based on school-wide agreements • Establish baseline data and goals for all students <p>Implementation</p> <ul style="list-style-type: none"> • Coordinators compile and analyze data from all sources (STAR, DIBELS, EasyCBM, Wonders, Stepping Stones, Go Math, CFAs) • Develop a school tool to compile data from a variety of sources • Teachers set achievement goals for all students with support from coordinators • Teachers utilize assessment data to plan instructional strategies with support from coordinators <p>Year 2:</p> <p>Universal Screener</p> <ul style="list-style-type: none"> • Targeted PD based on walkthrough data • All students assessed a minimum 3 times <p>Implementation</p> <ul style="list-style-type: none"> • Refine school-wide system for compiling and analyzing all student data developed • Teachers compile and analyze data to determine to set achievement goals for all students 	<p>Year 1</p> <p style="text-align: center;">Year 2</p>	<p>Kaylyn Zukeran FI/DT Lead</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Wonders Assessment :</p> <ul style="list-style-type: none"> • K-1 Unit • Grades 2-6 Weekly <p>Stepping Stones/Go Math:</p> <ul style="list-style-type: none"> • K-5 Quarterly • Grade 6 Module <p>STAR</p> <ul style="list-style-type: none"> • 3x/year <p>DIBELS</p> <ul style="list-style-type: none"> • 3x/year <p>easyCBM</p> <ul style="list-style-type: none"> • 3x/year <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Core - 1x month • Strategic - 2x month • Intensive - weekly <p>Data Team Minutes</p>
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	<ul style="list-style-type: none"> • Teachers review and share effective instructional strategies and coordinators compile a school level bank of instructional strategies to use with students with disabilities and ELL students <p>Year 3:</p> <p>Universal Screener</p> <ul style="list-style-type: none"> • Targeted PD based on walkthrough data • All students assessed a minimum 3 times <p>Implementation</p> <ul style="list-style-type: none"> • Teachers compile and analyze data to determine appropriate student goals and instructional strategies • Teachers and coordinators review the data being collected and determine if additional sources of data are necessary or if the current sources are redundant 	<p>Year 3</p>			
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	<p style="text-align: center;">attendance at the end of 5 wk. periods.</p> <ul style="list-style-type: none"> ● Contact/conference with families to support attendance <p>Year 3: Tier 1, Tier 2, and Tier 3 supports in place with a focus on Tier 3.</p> <ul style="list-style-type: none"> ● Incorporate addressing the needs of students with attendance concerns into the overall RTI system that monitors academic and whole child success. ● Collaborate with District/State Resource to address the needs of students who are chronically absent. ● Teachers, School Resource personnel will implement <p style="padding-left: 20px;">Tier 3 interventions for students who are chronically absent.</p> <ul style="list-style-type: none"> ● Individual and small group support with consultation/ involvement from the school social worker. ● Attendance conferences ● Options for home visits and family court petitions <ul style="list-style-type: none"> ● Improve student attendance by reaching out and building partnerships with the community to promote attendance. ● Provide attendance presentations in the community 	<p>Year 3 SY 19-20</p>			
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	<ul style="list-style-type: none"> ○ School Counseling groups ● PD for teachers to introduce 17 Proactive Classroom Management Strategies -Diana Browning Wright (DB-W) ● Teachers focus on the implementation of 3-4 identified Proactive Classroom Management Strategies. <p><u>Year 3: Tier 1, Tier 2, and Tier 3 supports in place with a focus on Tier 3.</u></p> <ul style="list-style-type: none"> ● School level resource personnel will implement evidence based Tier 3 intensive interventions to support appropriate behaviors. <ul style="list-style-type: none"> ○ SBBH individualized counseling ○ Multi-agency supports (ie. DOH, DHS, CFS) ● Teachers focus on the implementation of 3-4 additional identified Proactive Classroom Management Strategies. ● Review behavioral data and interventions. 				
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Goal 2: Staff Success. Chiefess Kapiolani 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 three years,	Rationale:
<p>Implement differentiation strategies with fidelity to support the successful participation of students in special education inclusion classes, English Language Learners, and students performing below grade level. (Need #1).</p> <p>By the end of SY 19-20, 100% of classrooms will utilize a variety of inclusive practices supporting the successful participation of students with disabilities, English Language Learners, and students performing below grade level in the general education classroom.</p> <ul style="list-style-type: none"> ● By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day. <ul style="list-style-type: none"> ○ 17-18: 20% ○ 18-19: 35% ○ 19-20: 51% ● By the end of SY 2019-2020, 100% of students with disabilities will demonstrate progress as evidenced by IEP goals and objectives. ● By the end of SY 19-20, SBA proficiency of our students with disabilities participating in inclusion classes will be: <div style="margin-left: 40px;"> <p>(SY 17-18) ELA: 20% Math: 20%</p> <p>(SY 18-19) ELA: 35% Math: 35%</p> <p>(SY 19-20) ELA: 50% Math: 50%</p> </div> ● By the end of SY 19-20, SBA proficiency of our ELL students will be: 	<p>The heterogeneous classrooms present a variety of challenges and a definite need to differentiate the curriculum. Differentiation allows all our students equal access to the curriculum and the ability to meet the specific grade level standards that will result in increased student achievement. There are many instances that best practices are being taught in the classrooms but clearly not consistent in all grades and teachers. (CNA, pg 115)</p>

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ELA: 59%
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19-20: 65%	<p>To improve the monitoring process of students with disabilities and ELL students to drive instructional practices and support their achievement and growth. (Need #2)</p> <p>By the end of SY 19-20, 100% of the teachers will systematically use data to drive instructional practices and monitor the achievement and growth of students with disabilities and ELL students.</p> <ul style="list-style-type: none"> ● By the end of SY 19-20, the percentage of students with disabilities meeting Universal Screener achievement goals in ELA and Math will increase by 50% over baseline. <p style="margin-left: 40px;">17-18: Baseline 18-19: 25% 19-20: 50%</p> ● By the end of SY 19-20, the percentage of ELL students meeting Universal Screener achievement goals in ELA and Math will increase by 25% over baseline. <p style="margin-left: 40px;">17-18: Baseline 18-19: 25% 19-20: 50%</p> 	<p>The proficiency rate and growth for the general population at Chiefess Kapiolani in Math and ELA has increased for the last three years. Unfortunately, progress for our high needs population has been limited. The specific high needs groups that require more monitoring and support are our special education and English language learner populations. The need for closer monitoring of these students must be a priority. (CNA, pg. 116)</p>
<p>To improve multi-tiered systems of support that address the needs of the whole child. (ADDENDUM TO CNA Connectedness) (Need #4)</p> <ul style="list-style-type: none"> ● By the end of SY 2019-2020, multi-tiered systems will be implemented with fidelity supporting 100% of our students. ● By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day. <ul style="list-style-type: none"> ○ 17-18: 20% ○ 18-19: 35% ○ 19-20: 51% ● By the end of SY 2019-2020, 100% of students with disabilities will demonstrate progress as evidenced by IEP goals and objectives. ● By the end of SY 19-20, SBA proficiency of our students with disabilities participating in inclusion classes will be: 	<p>Testing proficiency for students with disabilities averaged 36 points lower than the proficiency for all students. Proficiency for ELL students averaged 33 points lower compared to all students.</p> <p>Students classified as chronically absent represented 20% of our students and 18% received disciplinary referrals during SY 15-16.</p>	

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17-18: 20%

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<p>2019-2020, 100% of students with disabilities will demonstrate progress as evidenced by IEP goals and objectives.</p> <p>By the end of SY 19-20, SBA proficiency of our students with disabilities participating in inclusion classes will be:</p> <p style="padding-left: 20px;">(SY 17-18) ELA: 20% Math: 20%</p> <p style="padding-left: 20px;">(SY 18-19) ELA: 35% Math: 35%</p> <p style="padding-left: 20px;">(SY 19-20) ELA: 50% Math: 50%</p> <p>By the end of SY 19-20, SBA proficiency of our ELL students will be:</p> <p style="padding-left: 20px;">(SY 17-18) ELA: 25% Math: 35%</p> <p style="padding-left: 20px;">(SY 18-19) ELA: 40% Math: 45%</p> <p style="padding-left: 20px;">(SY 19-20) ELA: 50%</p>	<ul style="list-style-type: none"> ● Identify Model Classrooms ● Develop and implement procedures for observing model classrooms and teacher collaboration <p>Year 3:</p> <p>PD Topics</p> <ul style="list-style-type: none"> ● UDL-All Teachers ● Follow up PD and training as identified by data <p>Monitor Implementation</p> <ul style="list-style-type: none"> ● Walkthroughs ● Data Teams <p>Follow Up Support</p> <ul style="list-style-type: none"> ● Teachers support each other's practices 	<p>Year 3</p> <p>SY 19-20</p>			
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>(17-18) Baseline (18-19) 25% (19-20) 50%</p> <p>By the end of SY 19-20, the percentage of ELL students meeting Universal Screener achievement goals in ELA and Math will increase by 50% over baseline.</p> <p>(17-18) Baseline (18-19) 25% (19-20) 50%</p>	<ul style="list-style-type: none"> ○ Refresher ● Streamline assessments and delete any overlap ● Review assessment data to determine if additional information is needed ● Teachers analyze data through data teams <p>Year 3:</p> <ul style="list-style-type: none"> ● Ongoing STAR PD as necessary ● Year end review of our assessment needs and continuation of STAR 	<p>Year 3 SY 19-20</p>			
<p><i>(Need #4) By the end of SY 19-20, a multi-tiered system of support that addresses the needs of the whole child will be established providing support for 100% of our students.</i></p> <p>By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day.</p> <ul style="list-style-type: none"> ● 17-18: 20% ● 18-19: 35% ● 19-20: 51% 	<p>Year 1: Document Schoolwide Agreements, establish protocols and implement in the following areas:</p> <ul style="list-style-type: none"> ● Curriculum Programs ● Data Teams ● Attendance ● Discipline ● Behavior <p>Year 2: Uses common protocols and consistent evidence analysis practices to inform instructional decisions during the instructional data teams cycle.</p> <p>Year 3: Integrating the implementation of instructional data teams as a routine and extending implementation beyond compliance.</p>	<p>Year 1 SY 17-18</p> <p>Year 2 SY 18-19</p> <p>Year 3 SY 19-20</p>	<p>Charlene Komeiji</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Checklist of schoolwide agreements.</p> <p>ART AcPlan Progress Monitoring Tool</p> <p>ART, FIDT, CCSS, CSSS Implementation Continuums (quarterly)</p> <p>ART Continuum</p>

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

<p>(SY 19-20) ELA: 50% Math: 55%</p> <p>By the end of SY 19-20, SBA school-wide proficiency of our students will be:</p> <p>(SY 17-18) ELA: 59% Math: 50%</p> <p>(SY 18-19) ELA: 64% Math: 55%</p> <p>(SY 19-20) ELA: 69% Math: 60%</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 **Chiefess Kapiolani School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>To establish and improve school wide processes. (Need #3)</p> <p>By the end of SY 19-20, school wide processes will be established and utilized to monitor data systems and implementation of school-wide agreements with fidelity.</p> <ul style="list-style-type: none"> ● By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day. <ul style="list-style-type: none"> ○ 17-18: 20% ○ 18-19: 35% ○ 19-20: 51% ● By the end of SY 2019-2020, 100% of students with disabilities will demonstrate progress as evidenced by IEP goals and objectives. ● By the end of SY 19-20, SBA proficiency of our students with disabilities participating in inclusion classes will be: <ul style="list-style-type: none"> (SY 17-18) ELA: 20% Math: 20% (SY 18-19) ELA: 35% Math: 35% (SY 19-20) ELA: 50% Math: 50% ● By the end of SY 19-20, SBA proficiency of our ELL students will be: <ul style="list-style-type: none"> (SY 17-18) ELA: 25% Math: 35% 	<p>It is evident that that there are many processes in place to operate the different functions that creates a safe and nurturing environment for our students to thrive in. Reviewing our various documents and having professional dialogue identified areas for improvement within the processes to help clarify expectations and procedures. (CNA, pg 116)</p>

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

(SY 18-19)
ELA: 40%
Math: 50%

(SY 19-20)
ELA: 50%
Math: 60%

- By the end of SY 19-20, SBA school-wide proficiency of our students will be:

(SY 17-18)
ELA: 59%
Math: 50%

(SY 18-19)
ELA: 64%
Math: 55%

(SY 19-20)
ELA: 69%
Math: 60%

- By the end of SY 19-20, HSA science proficiency of our students with disabilities participating in inclusion classes will be:

17-18: 20%
18-19: 35%
19-20: 50%

- By the end of SY 19-20, HSA science proficiency of our ELL students will be:

17-18: 20%
18-19: 35%
19-20: 50%

- By the end of SY 19-20, HSA science school-wide proficiency of our students will be:

17-18: 55%
18-19: 60%
19-20: 65%

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

<p>To improve multi-tiered systems of support that addresses the needs of the whole child. (Need #4)</p> <p>By the end of SY 2019-2020, a multi-tiered system of support that addresses the needs of the whole child will be established providing support for 100% of our students.</p>	<p>Testing proficiency for students with disabilities averaged 36 points lower than the proficiency for all students. Proficiency for ELL students averaged 33 points lower compared to all students.</p> <p>Students classified as chronically absent represented 20% of our students and 18% received disciplinary referrals during SY 15-16.</p>
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning for Successful Systems of Support				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><i>(Need #3) By the end of SY 19-20, school wide processes will be established and utilized to monitor data systems and implementation of school-wide agreements with fidelity.</i></p> <p>By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day.</p> <ul style="list-style-type: none"> ● 17-18: 20% ● 18-19: 35% ● 19-20: 51% <p>By the end of SY 2019-2020, 100% of students with disabilities will demonstrate progress as evidenced by IEP goals and objectives.</p>	<p>Year 1:</p> <p>Academic Reflection Team</p> <ul style="list-style-type: none"> ● Reconfigure ART's responsibilities and duties ● Establish and implement new ART meeting agenda and expectations <p>Data Teams</p> <ul style="list-style-type: none"> ● Visit model schools to observe data team and planning meetings ● Develop school-wide agreements and expectations for data team responsibilities ● Teachers implement the updated 6 Step Data Teams Process Model ● Coordinators facilitate discussion to utilize data to inform and adjust instruction during engagement in the instructional data team cycle. <p>Collaboration</p> <ul style="list-style-type: none"> ● Adaptive Schools training for ART ● Implement collaborative strategies in ART meetings 	<p>Year 1</p> <p>SY 17-18</p>	<p>Gregg Yonemori</p>	<p>X WSF</p> <p>X 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>ART folder in google drive</p> <p>DATA Teams Binder</p> <p>6 Step Data Teams Process school created template in drive</p> <p>ART's notes in google drive</p> <p>ART AcPlan Progress Monitoring Tool (weekly)</p>

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

<p>students will be: (SY 17-18) ELA: 59% Math: 50%</p> <p>(SY 18-19) ELA: 64% Math: 55%</p> <p>(SY 19-20) ELA: 69% Math: 60%</p>	<p>and adjust their instruction</p> <p>Collaboration</p> <ul style="list-style-type: none"> Implement collaborative strategies at all grade level meetings Adaptive Schools Training for all NCTs 				
<p><i>(Need #4) By the end of SY 19-20, a multi-tiered system of support that addresses the needs of the whole child will be established providing support for 100% of our students.</i></p> <p>By the end of SY 19-20, at least 51% of the students identified with disabilities will be in an inclusive environment for 80%-100% of their school day.</p> <ul style="list-style-type: none"> 17-18: 20% 18-19: 35% 19-20: 51% <p>By the end of SY 2019-2020, 100% of students with disabilities will demonstrate progress</p>	<p>Response to Intervention:</p> <p>System in place to address all students' progress, in the areas of academic, social-emotional, and behavior growth.</p> <p>Year 1:</p> <ul style="list-style-type: none"> Teacher will administer universal screeners to monitor progress in math, reading, and behavior of students K-6. System documentation published, shared, and understood by the faculty. Establish and implement school-wide agreements for academic and behavior instruction will be established. Teachers focus on implementation of Tier 1 supports with fidelity. Progress Monitoring <ul style="list-style-type: none"> Academic-Data Teams, Core Behavior- Heads Up, Peer Review, 	<p>Year 1 SY 17-18</p>	<p>Kaylyn Zukeran</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	

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

<p>as evidenced by IEP goals and objectives.</p> <p>By the end of SY 19-20, SBA proficiency of our students with disabilities participating in inclusion classes will be:</p> <p style="padding-left: 20px;">(SY 17-18) ELA: 20% Math: 20%</p> <p style="padding-left: 20px;">(SY 18-19) ELA: 35% Math: 35%</p> <p style="padding-left: 20px;">(SY 19-20) ELA: 50% Math: 50%</p> <p>By the end of SY 19-20, SBA proficiency of our ELL students will be:</p> <p style="padding-left: 20px;">(SY 17-18) ELA: 25% Math: 35%</p> <p style="padding-left: 20px;">(SY 18-19) ELA: 40% Math: 45%</p> <p style="padding-left: 20px;">(SY 19-20) ELA: 50% Math: 55%</p>	<p>Core</p> <p>Year 2:</p> <ul style="list-style-type: none"> ART monitors all systems and progress then makes adjustments/changes as necessary Teachers and school level resources continue implementation of Tier 1 supports with fidelity and focus implementation of Tier 2 interventions Merge academic and behavior progress monitoring into one process. <p>Year 3:</p> <ul style="list-style-type: none"> ART monitors all systems and progress then makes adjustments/changes as necessary Teachers and school level resources continue implementation of Tier 1 and Tier 2 with fidelity and focus implementation of Tier 3 interventions. One process in place to identify, address, and progress monitor students. 	<p>Year 2 SY 18-19</p> <p>Year 3 SY 19-20</p>			
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>By the end of SY 19-20, SBA school-wide proficiency of our students will be:</p> <p>(SY 17-18) ELA: 59% Math: 50%</p> <p>(SY 18-19) ELA: 64% Math: 55%</p> <p>(SY 19-20) ELA: 69% Math: 60%</p>					
<p><i>(Need #4) By the end of SY 19-20, a multi-tiered system of support that addresses the needs of the whole child will be established providing support for 100% of our students.</i></p> <p>By the end of SY 19-20, parent satisfaction on the SQS data will be:</p> <p>SY 17-18: 86% SY 18-19: 89% SY 19-20: 92%</p>	<p>Family/Community Involvement: <u>Year 1:</u> Family Focus Team (FFT) will:</p> <p>Plan family events to build on relationships and support for student success.</p> <ul style="list-style-type: none"> ● Beginning of the year open house ● Quarterly family nights ● Kindergarten orientation <p>Improve communication between school and families to provide information including school and State level initiatives and Common Core Standards. Focus on:</p> <ul style="list-style-type: none"> ● Newsletters, ● School website, ● school marquis, ● synervice, 	<p>Year 1 SY 17-18</p>	<p>Lynn Kashinoki</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>School level data collection on parent/family participation and feedback from family events.</p> <p>School level data collection on parent/family/community communication efforts.</p> <p>School Appraisal of Family School Partnership</p>

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

(SY 17-18) ELA: 59% Math: 50%	learning opportunities.				
(SY 18-19) ELA: 64% Math: 55%					
(SY 19-20) ELA: 69% Math: 60%					