Three-Year Academic Plan
2017-2020

Ali'iolani Elementary School

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

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study ▪ 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 • Other	1. Need: Support for struggling readers – We need to close the achievement gap for struggling students by working with them to strengthen reading skills. If we support struggling readers, then students will be on the path towards readiness for success in career, college and community. 2. Need: Stronger math sense – We need to increase students understanding of numbers so they can better problem solve and address complex questions and challenges that impact our world. 3. Need: Development of Science skills- We need to focus on implementing Next Generation Science Standards because scientific understanding is critical for good citizenship in a 21st century world.
	Addressing Equity: Sub Group Identification
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

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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. Joseph Passantino, Principal	1. Joseph Passantino, Principal
2. Counselor	2. Counselor
3. Naomi Iwamoto, Student Services Coordinator	3. Naomi Iwamoto, Student Services Coordinator
4. Technology Coordinator	4. Technology Coordinator
5. Annette Yokoyama, Curriculum Coordinator	5. Annette Yokoyama, Curriculum Coordinator
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

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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:**
- Our RTI Framework will be in practice so that all students will be accounted for and supports will be provided as needed - Students number sense will have a stronger foundation which should help increase math scores - Next Generation Science Standards will be implemented with fidelity	- Struggling readers need to be supported through the RTI Framework - Math priority standards are critical to the development of number sense - Science skills are vital to succeed in the 21st Century

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Planning				**Funding**	**Interim Measures of Progress**
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Refine our RtI process and target instruction to close the achievement gap for literacy Growth in literacy of struggling students as indicated through i-Ready diagnostic screening. 100% Students tiered less than grade level will make gains in their diagnostic score: SY17-18: 50 points SY18-19: 60 points SY19-20: 70 points	Develop and utilize a template for classroom teachers to document their RTI strategies and outcomes with students of concern Purchase i-Ready Diagnostic Screening and Instruction program. Teachers will utilize i-Ready data to differentiate instruction for all students Refine RTI process and documentation. Teachers will utilize i-Ready data to provide small group instruction and create a blended learning environment Continue to provide and document interventions for small group instruction and blended learning tailored to student needs	2017-18 2018-19 2019-20	Student Services Coordinator: Naomi Iwamoto	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	i-Ready diagnostics screening: (Fall, Winter, Spring) Teacher assessments: (Variable) Teacher observation of data (Weekly during data teams) Walk throughs (Quarterly) Data Team Minutes (Weekly) Achieve 3000 progress report (Quarterly)

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Target instruction of identified math priority standards as indicated through i-Ready diagnostic screening All Students will make gains in their priority standards diagnostic score: SY17-18: 10 points SY18-19: 15 points SY19-20: 20 points	Teachers will create an action plan to address teaching math priority standards and Teachers will implement action plan to ensure that priority standards are being addressed and monitored Teachers will reflect on data from prior school year and revise their action plans. Teachers will implement revised action plans Teachers will look at data over the course of the past two years and reflect on their action plans and determine what worked, what didn't work and implications for the future Teachers will implement revised action plans	2017-18 2018-19 2019-20	Curriculum Coordinator: Annette Yokoyama	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/Ada	I-Ready Diagnostics (Fall, Winter, Spring) Teacher observation of data (Weekly) Data team minutes (Weekly) Walk throughs (Quarterly) Teacher Assessments (Variable)

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Develop and implement Next Generation Science Standards with fidelity 100% of teachers will consistently teach science based on Next Generation Science Standards. 100% of students will participate in STEM grade level projects to develop 21st century skills 2017-18: 1 proj/year 2018-19: 2 proj/year 2019-20: 3 proj/year	Purchase NGSS aligned program "STEM Scopes" Teachers will begin implementing STEM Scopes in their classrooms Teachers will create a pacing guide for STEM Scopes implementation, this pacing guide will also include specific STEM projects students will work on. Teachers will refine their Science pacing guides and projects based on reflection of prior year. Teachers will implement revised pacing guides and projects Teachers will continue to implement NGSS teaching through STEM Scopes and project based learning.	2017-18 2018-19 2019-20	Curriculum Coordinator: Annette Yokoyama	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Pacing Guides (ongoing) Teacher observations of data (weekly) SBA NGSS Data (annually) Walk throughs (Quarterly)

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

Outcome: By the end of three years,	**Rationale:**
- The Rigor, Relevance and Relationship Framework walkthrough protocol will be used to guide professional development and enhance our teaching - Ali'iolani students, teachers and staff will be technological global citizens	- Incorporating Rigor and Relevance into our curriculum will help increase engagement in our students and thereby increase student achievement - Technological skills are vital to success in the 21st Century

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Provide all teachers observation feedback to enhance teaching	Implement the Rigor, Relevance, Relationship Framework walkthrough protocol as a way to guide our professional development	2017-2020	Principal, Joseph Passantino	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Walkthroughs (Quarterly)
To develop technology literate citizens 100% of teachers will integrate technology in the classroom 100% of students will use technology within the classroom	Maintain a reliable infrastructure for students and staff to access information via the internet Provide training and support in the use of technology. Provide students opportunities to use technology as a tool for learning	2017-2020	Technology Coordinator	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE X Other- Wong Foundation Grant ☐ N/A	Technology Committee minutes (monthly) Faculty Meeting Minutes (ongoing) Scope and Sequence of Technology Skills (on school portal)

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

Outcome: By the end of three years,	**Rationale:**

Planning				**Funding**	**Interim Measures of Progress**
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	
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