Three-Year Academic Plan 2017-2020

Solomon Elementary

2875 Waianae Uka Avenue
Wahiawa, HI 96786
(808) 305-1800

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 2017 ● WASC 2017 Self-Study o WASC Category B: Standards Based Student Learning: Curriculum o WASC Category C: Standards Based Student Learning: Instruction o WASC Category D: Standards Based Student Learning: Assessment and Accountability ● WASC 2017 Visiting Team Report	1. Need: According to 2015-2016 STRIVE HI data, the percentage of students at proficiency is as follows: ELA (51%), Math (52%), and Science (63%). Although these percentages exceed the State 2016 base, they are not at the level of similar schools and are below the State 2020 target. 2. Need: According to our WASC Visiting Team Report following the full school visit in March 2017, the Visiting Team concurred with several of the school's identified areas of school improvement we need to focus on: a. Establish a clear process for meeting the needs of ELL learners b. Develop a consistent method for a standards-based grading system to determine student progress and attainment of the GLOs c. Improve school-wide communication d. Create a regular review of the Academic and Financial Plans by all faculty and staff for participation in the development of setting goals for student achievement 3. Need: According to our WASC Visiting Team Report, we need to focus on the following school improvement efforts: a. Revise the school's Mission and Vision, which was completed in 2017-2018. b. Collaboratively determine school-wide agreements about applying consistency and allowing flexibility c. Increase the use of a variety of differentiation strategies and a standardized use of differentiation to provide for a more equitable delivery for students d. Develop common formative assessments in all subject areas to ensure consistent and equitable student academic growth and achievement e. Utilize reflective and data informed practices to determine the effectiveness of school programs and initiatives 4. Need: According to Chapter 3: Summary/Analysis of Profile Data and Progress in our WASC Self-Study Report, we have a need to provide more intensive and focused writing instruction at all grade levels. 5. Need: Students need to feel safe, healthy, and supported in a school that ensures a positive, engaging, high-quality educational experience that addresses all of their needs. According to the SQS 2015-2016 data, the percentage of positive student responses for Safety was 74%, which is an increase from 69% the previous year. Well-being increased to 76% from 74%. The 2016-2017 percentages remained the same for those 2 areas. 2015 Tripod Data shows that only 50% of our students responded positively in the area of Control.

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	Addressing Equity: SubGroup Identification
	In order to address equity, list the targeted subgroups and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs. Disadvantaged - Solomon is a Title I school (53% in SY 15-16). In SY 16-17, 50% met proficiency in ELA and 45% met proficiency in math. ELL - Each year, about 4% of Solomon's student body receives ELL services. In SY 15-16, 0% of ELL students met proficiency in ELA and/or math. SPED - Each year, about 9% of Solomon's student body receives SPED services in a variety of environments. Solomon has fully self-contained classes for preschool through fifth grade, and pull-out resource classes and inclusion for kindergarten through fifth. In SY 15-16, 8% of SPED students met proficiency in ELA, and 12% met proficiency in math.

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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. Sally Omalza, Principal	1. Leadership meetings
2. Troy Fujimoto, Assistant Principal	2. HQT, PPT/PTT, PD opportunities
3. Rodney Sanbei, Wellness Counselor	3. PBIS, eCSSS, GLO and Wellness data, Well rounded whole child: Second Step & Panorama
4. Brooke Custis, Assistant Principal	4. Attendance and Discipline data
5. Janne Fujimoto, Curriculum Coordinator/Title I Coordinator	5. Title I, ILT, Mentor Program, Inclusive practices
6. Alison Nakamatsu, Math & Science Coach	6. Math (Stepping Stones, enVision) and Science: NGSS, STEM, Evidence based practices
7. Amy Denzer, ELA Coach	7. ELA:Wonders, Writing program, Evidence based practices
8. Tammy Jones, RtI Coordinator - January 2018	8. RtI (iReady), Inclusive practices, ELL
9. Judy Tateyama, Coding Teacher	9. Technology
10. Marisa Toyooka, Counselor & Testing Coordinator	10. AVID, Transitions

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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**
11. Kathryn O'Brien, SPED Chair	11. Inclusive practices, differentiation
12. Thomas Swan, Assistant Principal	12. EES
13. PCNC	13. Community Relations

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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:**
Objective 1: Empowered by Learning The percentage of students who meet achievement standards/proficiency on statewide assessment in ELA/Literacy, mathematics, and science will increase each year. By 2020, Solomon will reduce the percentage of students who are "below standard" by half using the 50% Method. So that by the end of SY 19-20: ● ELA Proficiency will be 76% ● Math Proficiency will be 75% ● Science Proficiency will be 81% The difference between high need students and non-high need students meeting standards/proficiency on statewide assessments (GAP RATE) will be reduced by 50% so that by the end of SY 19-20: ● ELA Gap will be 7% ● Math Gap will be 7% ● Science Gap will be 10% **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 be increased by 10%	Current student achievement data shows that our school is 51% proficient in ELA, 52% proficient in math, and 63% in science. According to the state's suggested targets, the projected increase is a reasonable goal. Solomon Elementary students and families face many challenges that affect school performance and regular school attendance. Our student population has an extremely high rate of transiency due to its location inside an army installation. It is important for our students to have a seamless transition upon entering, as well as departure, from Solomon Elementary School. According to the Hawaii State Strategic Plan Goal 1 Objective 4, students who feel connected to school are more likely to engage and learn. In addition, when considering the impact of mobility on student learning, or moving from school to school, John Hattie quantified an effect size of -0.34. An effect size of 0.4 suggests one year growth in one year time; a negative effect size indicates a potential loss of learning or detrimental impact upon student learning. Attendance is influenced by a variety of factors within military life. The service member's leave often does not coincide with the school calendar. Families also adjust depending on when the service member may be

by the end of three years. (73.5% for SY 15-16 to 83.5% for SY 19-20)

Solomon will maintain the percentage of students who are chronically absent at 6% for SY 15-16, but will decrease the average number of tardies for each month from 491 tardies/month in SY 15-16 to 350 by SY 19-20 (WASC Chapter 1).

Solomon is focusing on addressing the whole child by providing students with social emotional learning support through the Second Step program and Panorama (Universal Screener).

Objective 3: Have a Well-Rounded Education Experience

By the end of the school year 2020, Solomon's students will have a well-rounded educational experience that addresses their physical, social, mental, emotional, and cognitive needs, as evidenced by our students demonstrating actions that show understanding of our Vision and Mission statements.

An academic RtI (Response to Intervention) process will be in place to ensure Tier 2 and Tier 3 differentiated instructional services are provided in reading and math for all students. Tier 1 academic and behavioral differentiation supports are provided by all teachers for all students in the classroom. Counselors and other PBIS partners provide Tier 2 and Tier 3 behavioral support as needed.

Students will demonstrate improvement on all GLO outcomes with common grade-level rubrics created in teacher collaboration.

Objective 4: Be Prepared and Resilient

The number of students demonstrating reading "At or Near" or "Above" grade level by the end of 3rd grade will increase from 70% in SY 15-16

deployed, sent to a long-term training, or return from such events. Due to the high transient population, students have varying abilities and different experiences upon arriving at Solomon Elementary. Therefore, we need to support their varied readiness levels, learning needs, learning styles, interests, and prior experiences.

Solomon completed its first WASC self-study and accreditation visitation during March 2017. Solomon's faculty and staff realized many positive effects from the self-study WASC process. For example, Solomon provides multiple opportunities for collaboration within the grade level, and with other complex schools through the ILT. Because of this success, Solomon wishes to continue to expand the collaborative process to also include vertical articulation and discussions to create specific agreements about school-wide programs and practices. School-wide implementation will ensure consistency among grade levels and improve student achievement overall.

After reviewing the WASC Visiting Committee Report, WASC Priority Growth Area committees were created in SY 2017-2018 to address the 5 areas of need. We also added Curriculum Cadres in the areas of Reading, Writing, Math, Social Studies, ELL, and PBIS. The focus for both groups was to review current practices, adjust and implement necessary changes, and engage in cross grade level discussion.

Solomon is committed to meeting the challenges of providing a well-rounded education for our diverse and transient student population so they can become quality learners and responsible citizens. Our school motto is "Success for Every Student".

School Mission: Solomon Elementary promotes the total well-being of the military child. Our community helps everyone gain the knowledge, understanding, attitudes, and behaviors necessary to be a contributing

to 85% in SY 19-20.	citizen who is college and career ready. School Vision: To inspire and nurture the whole child - one global citizen at a time.

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**
Desired Outcome Objective 1: EMPOWERED **Solomon's students are empowered in their learning to set and achieve their aspirations for the future.** **Goal 1: Objective 1 DO1** The percentage of students who meet achievement standards/proficiency on statewide assessment in ELA/Literacy, mathematics, and science will increase each year. By 2020, Solomon will increase the percentage of	1. Differentiate to meet student needs for ELA and Math achievement. - Provide professional development on differentiation. 2. Implement school-wide curriculums Wonders (ELA) and Stepping Stones (Math). - Align content and instruction to address the expectations of the ELA and math Common Core State Standards, HCPS Social Studies Standards, and NGSS. 3. Provide time for grade level articulation to address common strengths and needs. (grade level articulation will focus	2017-2020	Katie Amy & Alison Janne	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Coaches (ELA and Math) RtI Coordinator Curriculum/Title I Coordinator Essential and support materials for ELA, Math, Science NGSS and Social Studies, including digital devices for students and teachers.	Each articulation opportunity will include dialogue around the Common Core expectations and links to curriculum and instruction, to include common formative assessments, as evidenced by agenda and minutes. 100% of classroom teachers will utilize the grade level curriculum map as evidenced by classroom walkthroughs and data team minutes. Provide professional development in the form of mini-lessons for teachers by teachers on strategies for differentiation as evidenced by agendas and teacher feedback.

students who are at or above grade level, see projected numbers below. ● Targeted ELA Proficiency ○ SY17-18: 60% ○ SY18-19: 68% ○ SY19-20: 76% ● Targeted Math Proficiency ○ SY17-18: 59% ○ SY18-19: 67% ○ SY19-20: 75% ● Targeted Science Proficiency ○ SY17-18: 69% ○ SY18-19: 75% ○ SY19-20: 81% *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 8: Include teachers in decisions*	on/address data for student achievement, create CFA 4. Establish curriculum cadres that allow for vertical articulation in content areas.				100% of classroom teachers will utilize the Universal Screener and other grade level assessments to identify student tiers, set targets, and adjust instruction as evidenced by Universal Screener reports (iReady), school created data collection sheets, and/or grade level item analysis reports. 100% of classroom teachers 80% of students will meet SMART goal on common grade level assessment. Students will show a 5% increase from the Fall benchmark to the Winter benchmark for iReady reading & math, and will increase 5% from the Winter benchmark to the Spring benchmark for iReady reading & math

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Goal 1: Objective 1 DO2 The difference between high need students and non-high need students meeting standards & demonstrating proficiency on statewide assessments (GAP RATE) will be reduced by 50% so that by the end of SY 19-20 the targeted Gap rate will be: ● ELA 7% ● Math 7% ● Science 10% *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 9: Identification of non-proficient; timely assistance*	1. Provide differentiated instruction to meet the diverse needs of all students, including special education and English Language Learner (ELL) students.	2017-2020	Katie Tammy	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers working with special education, RtI, English Language Learner (ELL) students will provide differentiated instruction as evidenced by student observation and student work. 80% of ELL students will make a .5 gain on the WIDA Access Test
Goal 1: Objective 1 DO3 Students will demonstrate improvement on GLO outcomes. *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency*	1. Develop common "I can" statements and GLO rubric for each grade level and research ways to determine and collect consistent evidence for students demonstrating the GLOs.	2017-2020	Rodney S.	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classroom teachers will use a consistent method for standards-based grading and GLO ratings. Teachers will establish baseline data at the beginning of the year and there will be an increase each quarter in the number of students scoring usually or consistently on GLO 3 and GLO 4 (2017-2018).

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Desired Outcome Objective 2: **WHOLE CHILD** **Solomon's students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.** **Goal 1: Objective 2 DO1** Students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS) will be increased by 10% by the end of three years. (73.5% for SY 15-16 to 83.5% for SY 19-20) *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency*	1. Develop and implement a multi-tiered system of support to address student's behavioral needs through: ● Classroom expectations: Diana Day's Code of Conduct and/or other Behavioral Management ideas and techniques ● Continued implementation of Positive Behavior Supports/3-Be's system (• Be Safe • Be Kind• Be Responsible) to teach and recognize expected school-wide student behaviors ● Continued implementation of Character Education and anti bullying. ● Guidance counseling to build • Coping• Problem Solving •Resiliency skills ● Wellness Center ● Second Step & Panorama will be implemented to provide support for learning to address student social emotional well being	2017-2020	Rodney S.	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of counselors will be trained in eCSSS and use the data to track student behavior and target at risk students for additional supports as documented in counseling logs as monitored by VP. 100% of teachers will review and teach students the 3-Be's and school/classroom rules and expectations eliciting input and student buy in during the first 2-weeks of school as evidenced by the Beginning of the Year School Checklist as monitored by VP. 100% of teachers and counselors will implement Second Step, embed GLOs, character education and anti-bullying lessons throughout the curriculum to promote social, emotional and physical well-being of students as evidenced by PBIS recognition, guidance lessons and student work (collected per semester) as monitored by VP. Reduction of student behavioral referrals to the office by 5% each quarter as evidenced by eCSSS data.

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Goal 1: Objective 2 DO2 Solomon will maintain the percentage of students who are chronically absent at 6% for SY 15-16, but will decrease the average number of tardies for each month from 491 tardies/month in SY 15-16 to 350 by SY 19-20 *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency*	1. Communicate and monitor the absenteeism policy to the students and families. Attendance will be tracked and perfect attendance will be publicly recognized, as students need to be in school to achieve and grow. Attendance is a powerful predictor of student success.	2017-2020	Brooke	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Incentives (monthly recognition tags) for meeting attendance requirements	100% of teachers will support the importance of attendance and being on time to school via reminders, phone calls, and/or emails to parents/guardians which will result in a reduction of the average number of tardies per month. Counselors will support teachers and make additional contact with parents, schedule meetings with team (ex. parents, teacher, admin, counselor, SLO, social worker, etc.), and develop action plan if student tardies continue. Administration will support teachers by following up with parents via phone calls and/or meetings to reinforce the importance of being in school and being on time
Desired Outcome Objective 3: **WELL-ROUNDED** **Solomon's students are offered and engage in a rigorous, well-rounded education so that students are prepared to**	1. Teachers will continue to refine and revise curriculum maps and school wide assessment plan to ensure standards are addressed with consistency and rigor. 2. Teachers will incorporate the use of SES school-wide Instructional Learning Teams (ILT) for both Math	2017-2020	Amy, Alison	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classroom teachers will utilize the grade level curriculum map as evidenced by classroom walkthroughs and data team minutes. 100% of classroom teachers will follow assessment plan and review quarterly.

be successful in their post-high school goals. **Goal 1: Objective 3 DO1** All students are provided with challenging curriculum and assessments, and understand the expectations for quality work through the implementation of research-based best practices. *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 8: Include teachers in decisions*	Problem Solving and ELA concepts. Instructional Learning Teams will include a learning standard/target, a purpose statement, and success criteria.				100% of classroom teachers will collect, discuss data and create next steps during Data Team meetings to improve student achievement. 100% of teachers will participate in the ILT process and work collaboratively with Coaches and Curriculum Coordinator to impact student learning as documented in Data Team minutes and ILT meeting minutes.
Goal 1: Objective 3 DO2 All students need to develop as writers for a variety of purposes. Solomon will need to provide more intensive and focused writing instruction at all grade levels. *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 8: Include teachers in decisions*	1. Teachers will explore, pilot and implement a school wide writing program to increase consistency and proficiency of writing standards.	2017-2020	Amy	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Cost for purchasing a school-wide writing program	100% of classroom teachers will collect baseline writing data and monitor progress each quarter after a writing program is selected. 80% of students will meet proficiency on a common grade level writing assessment.

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Goal 1: Objective 3 DO3 Implement goal-setting and organizational strategies in students' daily work and assignments. *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 8: Include teachers in decisions*	1. Implement AVID (Advancement Via Individual Determination) strategies to support college and career readiness and implement with fidelity. .	2017-2020	Marisa Janne	☐ WSF X Title I (AVID fees) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will participate in professional development for teachers to include best practices and develop the WICOR strategy. 100% of AVID trained teachers will implement AVID strategies with fidelity in their classrooms. 100% of students in AVID-trained teachers' classrooms will utilize goal-setting and organizational strategies in their daily work and assignments reviewed quarterly. .
Goal 1: Objective 3 DO4 Implement Professional Learning Communities/Networks to focus on student achievement and engage in reflective practices *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 8: Include teachers in decisions*	1. Teachers will participate and collaborate in PLC/PLN (grade level, data team, and collegial day meetings) to create Common Formative Assessments and track and analyze student data on the effectiveness of targeted instructional strategies, to increase student achievement, and engage in reflective practices. 2. Teachers will establish agreements about consistent practices in school-wide	2017-2020	Janne	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Substitutes for Collegial Days (1 per quarter) to focus on increasing student achievement	100% of classroom teachers will display student friendly learning targets and co-constructed success criteria. Collegial Day/Data Team/Grade Level agenda, minutes and products focused on student achievement. 100% of classroom teachers will utilize appropriate data collection system reports to analyze student data and collaborate on instructional adjustments to be made in teaching and learning to

	focus areas, such as: ● student friendly learning targets ● co-constructed success criteria ● common grade level criteria for proficiency (standards-based grading system) ● AVID strategies ● descriptive feedback.				improve students' achievement of intended benchmarks, as evidence by student observation, and/or student work reviewed quarterly (i.e. DT binder). 100% of teachers will participate in the ILT process and work collaboratively with Coaches and Curriculum Coordinator to impact student learning as documented in Data Team minutes and ILT meeting minutes.
Desired Outcome Objective 4: **PREPARED AND RESILIENT** **Solomon's students transition successfully throughout their educational experiences.** **Goal 1: Objective 4 DO1** An RtI (Response to Intervention) process, including guidelines and timelines, is in place to ensure differentiated instructional services are	1. Provide timely and appropriate interventions through our RtI system for all students who are not meeting proficiency on grade level benchmarks in reading and math. ● Use data from a variety of resources to determine the appropriate interventions needed ● Computer based programs to be used to supplement interventions. 2. To the extent possible, SPED students are taught in co-teaching (inclusion)	2017-2020	Tammy Katie	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A RtI program (grant for 1 year) EAs for Inclusion classes RtI personnel (RtI Coordinator, PTTs)	100% of classroom teachers will implement, on a timely basis, the CSSS/RtI and referral process and provide interventions to target student needs. 100% of students will be screened by the end of 1st quarter and identified students will receive interventions as evidenced. 100% of classroom teachers will use student data from the Universal Screener and other data points to determine tiers, set targets and adjust instruction as documented by

provided in reading and math for all students, modified by teachers, grade level leaders, and administration. *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 9: Identification of non-proficient; timely assistance*	classrooms with extra support staff. 3. Targeted interventions for students who are not demonstrating at or near grade level to be provided by PPTs, PTTs and teachers.		Tammy		Universal Screener reports and data team reports as needed. The number of students demonstrating reading "At or Near" or "Above" grade level by the end of 3rd grade will increase from 70% in SY 15-16 to 85% in SY 19-20.

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

Outcome: By the end of three years,	**Rationale:**
Objective 1: Focused Professional Development Teachers will establish agreements about consistent practices in school-wide focus areas and implement Professional Learning Communities/Networks to increase student achievement and engage in reflective practices. Continuing and consistent professional development will be provided to all teachers and staff (i.e., PPT, EA, PTT, as needed) on the various components of curriculum, assessment, and programs at Solomon. **Objective 2: Timely Recruitment & Placement** At Solomon, all beginning teachers receive appropriate mentoring and support to improve instructional practices. By the end of SY 2020, Solomon will implement a plan to provide effective support for probationary teachers to ensure a smooth transition into Solomon and HIDOE practices and procedures. Implement targeted efforts to recruit and place educators (teachers, PTT, PPT, EA, ELL, SPED, etc.) for specialized assignments and high demand skills and abilities based on student enrollment and achievement data.	A specific finding from the WASC self-study was the need for consistency in professional development in the use of curriculum, assessments, programs and practices. This consistency will ensure that new faculty and staff members receive the same training as returning members at Solomon. Solomon will need to provide continuing and follow-up professional development to allow teachers the opportunity to make improvements to their practice of new skills, strategies, and knowledge gained through professional development. Teachers' reflective feedback and student data can then be used to ascertain the effectiveness of the professional development. It is important that Solomon continue to recruit, hire, and support highly qualified faculty and staff to address the specific needs of our student body. This includes hiring personnel (teachers, PPTs, PTTs, and EAs) who are effective educators for specific assignment to teaching SPED and ELL students. Solomon will continue to provide mentoring support for teachers new to the profession or simply new to Solomon Elementary.

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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**
Goal 2: Objective 1 DO1 Provide continuing and consistent professional development to all teachers and staff on the various components of curriculum, assessment, and programs at Solomon. *SW 4: Provide high quality and ongoing professional development*	1. Provide professional development in school initiatives and programs for teachers to deepen their understanding of the relationship to Common Core Standards and tools available to assess and analyze student progress. 2. Support all teachers with the application and utilization of the Educator Effectiveness System components for teacher growth and learning. 3. Teachers will reflect and address the results from the Tripod Survey, SQS, and MGP/SGP to increase student achievement.	2017-2020	Janne VP VP	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A PD training/trainers (if needed) Technology resources Universal Screeners	100% of teachers and staff who participate in PD will complete surveys to evaluate its effectiveness. Evidence: PD sign in sheets and survey results 100% of teachers on the EES cycle will end the year with at minimum an Effective rating, as evidenced through EES progress monitoring.

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Goal 2: Objective 1 DO2 By the end of SY 2020, all beginning and new teachers receive appropriate mentoring and support to become effective educators. *SW 3: Provide instruction by highly qualified teachers.* *SW 4: Provide high quality and ongoing professional development* *SW 5: Strategies to attract high quality, highly qualified teachers*	1. Provide training and support to probationary teachers and teachers needing assistance to meet federal Title II Highly Qualified requirements from a school level mentor through the New Teacher Mentor program and grade level colleagues. 2. Create and implement an effective support system for probationary teachers or new teachers to ensure a smooth transition into Solomon and HIDOE practices and procedures.	2017-2020	Janne Janne	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of all new teachers will receive additional support from school level mentor (as evidenced by quarterly PDE 3 logs) and grade level colleagues. This will be monitored by mentor/teacher meeting minutes and dates/times. 100% of Non Highly Qualified Teachers (NHQT) will complete and implement the Highly Qualified Teacher Action Plan to become Highly Qualified.

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Goal 2: Objective 2 DO1 Implement targeted efforts to recruit and place educators (teachers, PTT, PPT, EA, ELL, SPED, etc.) for specialized assignments and high demand skills and abilities based on student enrollment and achievement data. *SW 3: Provide instruction by highly qualified teachers.* *SW 4: Provide high quality and ongoing professional development* *SW 5: Strategies to attract high quality, highly qualified teachers*	1. Effective use of PPTs to support differentiated instruction and support in reading and mathematics.	2017-2020	Alison & Amy	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A PPTs for differentiated support in classrooms	Provide appropriate professional development for PPTs based on their input and/or teachers input from surveys to further advance and improve the PPT's role in supporting reading and math in the classroom. 100% of teachers whose students are being serviced by a PPT will measure the effectiveness of the PPT supports in their classroom as evidenced by an online teacher survey and classroom PPT logs.

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

: By the end of three years,	**Rationale:**
Objective 1: Innovation By the end of SY 2020, Solomon Elementary School teachers will integrate technology in the classroom to support student achievement as 21st Century learners. Continued implementation of the Instructional Leadership Team (ILT) process to include collaborative decision making, research and implementation of best educational practices, and data analysis to determine school-wide focus areas. Foster a culture of innovation to support student success and to improve operations by refining and implementing the use of technology resources. Develop, implement, and communicate a multi-tiered system of support to address student's behavioral needs. **Objective 2: Adequate and Expanded Resources** Partner with families and community resources (Military Liaison Office, military partners, etc.) to build relationships, share and acquire resources to support student success strategies through the School Community Council, grants, family education, and program partnerships (NOAA, FFVP, Art Bento, etc.). Refine systems for dissemination of information to parents and community members linking home to school to provide timely notification about student achievement and school events, programs, services and opportunities for volunteerism and involvement.	Solomon will continue to implement successful systems of support as identified through the WASC self-study process and accreditation visit. The ILT and Ka Lama teams will continue as collaborative decision making bodies to address student needs and increase achievement. Resource options (technology, personnel, curricula, etc.) will be refined and consistently implemented through school-wide decisions based on faculty feedback and student data. Solomon's students benefit from a variety of behavioral supports offered on campus. Specific programs, practices, and personnel are needed due to the students' uniquely transient military lifestyle. While the number of out of school suspensions has decreased over the years, improvements are still needed in reducing the number of behaviors resulting in office referrals. Due to the school's transient community, relationships and parent involvement at Solomon Elementary have been inconsistent. It is our goal to develop, strengthen, and maintain a sense of community and a caring learning network to strengthen family, neighborhood, school, and classroom for every student's health and well-being. Solomon Elementary staff will work with members of the school's Schofield community to coordinate supports for students and their families. Solomon's faculty and staff will share greater responsibility for developing and reviewing the Academic and Financial Plans. The plans will be created with input from all stakeholders to ensure understanding, participation, and collaboration when implementing the programs and

Conduct parent and community involvement activities that address student achievement of the standards. Maintain the operation of Solomon's Transition Center to help new and departing students and their families adjust to the school and to help address the needs of military dependent families. ● Assist preschool children transition from early childhood programs to local elementary school programs as appropriate (Headstart, CDC, etc.) ● Embed evaluation process for all parties (PCNC, Transition Center, PSAP, SWEP, MFLC) working with parents to allow them a variety of venues to share what their needs are and how they can best be supported. **Objective 3: Efficient and Transparent Supports** Each year, Solomon's Academic and Financial Plans will be developed through input, implemented, and reviewed by faculty, staff, and stakeholders to ensure understanding and participation in decision-making, goal setting, and accountability for student success. (WASC Critical Area #8) By the end of SY 19-20, Solomon will improve the percentage of parents who respond to school surveys from 13% SQS surveys completed and returned in SY 15-16, to at least 30%. By the end of SY 19-20, Solomon will establish a process to monitor and determine the effectiveness of school-wide programs and processes with the purpose of increasing student achievement.	practices identified as necessary and important for the school to move forward.

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

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**
Goal 3: Objective 1 DO1 Foster a culture of innovation to support student success and improve operations by refining and implementing the use of technology resources *SW 8: Include teachers in decisions*	1.Refine and implement technology and the use of technology aided instructional programs to support student learning and differentiation and use of data to inform instruction.	2017-2020	Judy	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Teacher laptops Technology resources-(as described in first column only refer to the programs we use) Repair, maintenance, and replacement of digital devices.	Provide professional development in the form of mini-lessons for teachers by teachers and outside sources on strategies for technology aided instruction as evidenced by agendas and teacher surveys. Quarterly, 100% of classroom teachers will implement technology support programs into their curriculum maps as documented by grade level curricular maps. Quarterly, 100% of student body will access and use technology to improve proficiency as evidenced by student work, online data reports and/or observations. Each semester, 100% of classrooms teachers will give technology aided feedback as evidenced by an online survey to be used in determining efficacy of the program in meeting student needs.

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Goal 3: Objective 2 DO1 Solomon Elementary will partner with families and community resources (Military Liaison Office, military partners, etc.) to strengthen relationships, resources, and expertise to support student success. *SW 10: Coordinate and integrate federal, state and local programs*	1. Continue community partnerships to strengthen school systems and increase positive community relationships and engagement. 2. "Health & Wellness" activities are planned and hosted to support student achievement. 3. Maintain the operation of Solomon's Transition Center to help new and departing students and their families adjust to the school as well as other organizations available to help address the needs of military dependent families. 4. Monitor organizations on campus that partner with parents. ● Assist preschool children's transition from early childhood programs to local elementary school program as appropriate (i.e., Headstart, CDC, etc.)	2017-2020	PCNC	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SCC agenda and minutes Partnership evidence, volunteer hours. Perceptive surveys from all stakeholders regarding community partnerships. Feedback/reflection after parent/community events. Feedback/reflection after "Health & Wellness" activities & programs. ● FFVP ● NOAA ● Art Bento ● Jump Rope for Heart 100% of new students will be provided a structured orientation within the first month to ease student/parent transition into the school, as measured by the Transition Center log. The Transition Center personnel and administrators will use the quarterly data from the student and parent evaluations to improve the Transition Center services, as measured by the school's Transition Questionnaire for new and departing students and

					their parents. 100% of the students from the DOH early childhood program are transitioned to Solomon with a pre-enrollment meeting with PCDC. 100% of students entering Kindergarten will follow a transition plan to slowly integrate them to our school schedule. 100% of parents will be offered the opportunity to attend an orientation to assist with the transition of their child into Kindergarten.
Goal 3: Objective 2 DO2 Refine school-wide communication systems and communication with parents and the community. *SW 6: Implementing strategies to increase parent involvement*	1. Provide timely information to parents regarding student achievement, school events/programs, services and volunteer opportunities via various modes. 2. Improve the number of parents who respond to the SQS survey through reminders (phone message, website, and flyers).	2017-2020	PCNC	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A School website hosting	All school information will be shared through the monthly newsletter and posted on school website. 100% of parents will receive timely and appropriate notification and/or services, as needed regarding absences, tutoring opportunities, academic concerns, etc Increase from 13% parent participation in completing the SQS survey to at least 30% by SY 2019-2020.

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Goal 3: Objective 2 DO3 Conduct parent and community involvement activities that address student achievement of the Common Core State Standards. *SW 6: Implementing strategies to increase parent involvement*	1. Plan and host a variety of parent/community events and school activities.	2017-2020	PCNC	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Each semester,100% of teachers will participate in the planning and implementation of School-wide standards-based parent activities for their grade level and involving parents helping their child at home with reading or math or science literacy activities as documented by sign in sheets. PCNC/PSAP/Transition Center and Teachers will provide activities for parent involvement such as coffee hours, informational meetings, parent workshops, school-wide activities, and grade level literacy activities as documented by notification flyers and sign in logs reviewed quarterly. 40% of parents will participate per grade level per event. This will result in an improvement in positive responses by parents on the School Quality Survey.

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Goal 3: Objective 3 DO1 A collaborative process will be developed and followed for all staff members' participation in the development of the Academic and Financial Plans. *SW 8: Include teachers in decisions*	1. Faculty and staff and all stakeholders will have opportunities to provide input on the formation and evaluation of the academic and financial plan.	2017-2020	Janne	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or grade level minutes SCC agenda and minutes Faculty meeting agenda and collaborative notes
Goal 3: Objective 3 DO2 By the end of SY 2020, Solomon Elementary will establish a process to monitor and determine the effectiveness of school-wide programs and processes with the purpose of increasing student achievement. *SW 2: Identify school-wide reform strategies that provide opportunities for all students to meet proficiency* *SW 8: Include teachers in decisions*	1. Teachers will monitor and evaluate the effectiveness of school-wide programs implemented.	2017-2020	Judy	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Each quarter, 100% of classrooms teachers will give feedback as evidenced by an online survey to be used in determining efficacy of the program in meeting student needs.