



Three-Year Academic Plan 2017-2020

SALT LAKE ELEMENTARY SCHOOL

1131 Ala Liliko'i Street
Honolulu, Hawaii 96818

www.saltlakeeshawaii.org

Submitted by: Duwayne F. Abe	Date
<i>Signature on file</i>	4/30/2019

Approved by: John Erickson	Date
<i>Signature on file</i>	4/30/2019

Three-Year Academic Plan SY 2017-18, 2018-19, 2019-20

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • Other 	<ol style="list-style-type: none"> 1. Need: Close the achievement gap between our high needs and non-high needs students. <i>*SS Needs: What differentiation is, when to differentiate, and how to differentiate in order to adapt instruction</i> 2. Need: Increase student achievement in ELA, Math & Science. <i>*SS Needs: Effective use of curriculum in ELA, Math, & Science to ensure coherence</i> <i>Data Wall analysis of the SBA scores indicate that continue efforts to increase instructional coherence and student achievement in writing through articulation and professional development is needed</i> 3. Need: Develop and establish a culture of accountability to ensure consistent implementation of instructional programs. <i>*SS Needs: To determine performance levels to have a consistence grading system</i> 4. Need: Establish a clear and consistent assessment system. <i>*SS Needs: To determine performance levels to have a consistence grading system</i> 5. Need: Provide students with strategies and supports to assure a safe school environment. <i>*SS Needs: Emotionally and physically, students do not feel safe in school</i> 6. Need: **Provide Instructional staff opportunities to vertical articulate of curriculum and GLOs <i>* SS Needs: Based on the 2017-19 WASC Accreditation Self-Study</i> <i>** Follow up critical area of need by WASC Visiting Team (March 4-7, 2019)</i> <p>Addressing Equity: Sub Group Identification</p> <p>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.</p> <p>Refer to Addendum A: Salt Lake Target Setting Guidance</p>

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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. Duwayne Abe, Principal	1. Educator Effectiveness System
2. Randall Galeon, Vice Principal	2. Positive Student Behavior
3. Lori Sumajit, Curriculum Coordinator	3. Curriculum Coordinator/Data Teams/Science/ART Lead
4. Heather Murashige, Academic Coach	4. Reading & Language Arts (ELA)
5. Stacie Kaichi-Imamura, Academic Coach	5. Math
6. Marie Sisco, Student Support Coordinator	6. Comprehensive Student Support/Response to Intervention
7. Patty Contee, Technology Coordinator	7. Technology Plan
8. Ashley Horikoshi, English Language Learner Teacher Gr. K-2	8. English Learner Program Gr. K-2
9. Christine Mabuni, English Language Learner Teacher Gr. 3-6	9. English Learner Program Gr 3-6
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:																																																																																
<ul style="list-style-type: none"> • Implementation of a comprehensive ELA and Math program to decrease achievement gap by 6% in ELA and Math • Implementation of a comprehensive ELA and Math Program to increase Student Achievement by 9% in ELA and Math. • School-wide Differentiation Framework for Grades K-6 • Implementation of the Next Generation Science Standards. • Establishment of a clear and consistent assessment system and teacher practice. • Integration of technology in content areas. • Implementation of Comprehensive ELL Program. • Implementation of one integrated unit. 	<p>Comprehensive Needs Assessment (CNA) 2017-18 Pages 7-8</p> <p style="text-align: center;">SALT LAKE ELEMENTARY SCHOOL STRIVE HI Results</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 30%;">STRIVE HI INDICATORS</th> <th style="width: 10%;">2014 (SBA)</th> <th style="width: 10%;">2015 (SBA)</th> <th style="width: 10%;">2016 (SBA)</th> <th style="width: 10%;">2017 (SBA)</th> </tr> </thead> <tbody> <tr> <td>Achievement:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">ELA</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td style="text-align: right;">Math</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">49%</td> </tr> <tr> <td style="text-align: right;">Science</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">65%</td> </tr> <tr> <td>Growth:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">ELA</td> <td style="text-align: center;">57</td> <td style="text-align: center;">49</td> <td style="text-align: center;">54</td> <td style="text-align: center;">63</td> </tr> <tr> <td style="text-align: right;">Math</td> <td style="text-align: center;">44</td> <td style="text-align: center;">48</td> <td style="text-align: center;">54</td> <td style="text-align: center;">61</td> </tr> <tr> <td>Readiness:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Chronic Absenteeism</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Achievement Gap:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">ELA</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">24</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: right;">Math</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">14</td> <td style="text-align: center;">13</td> </tr> <tr> <td>EL</td> <td></td> <td></td> <td style="text-align: center;">50%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>Grade 3</td> <td></td> <td></td> <td style="text-align: center;">69%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Safety</td> <td></td> <td></td> <td style="text-align: center;">76%</td> <td style="text-align: center;">66%</td> </tr> </tbody> </table>	STRIVE HI INDICATORS	2014 (SBA)	2015 (SBA)	2016 (SBA)	2017 (SBA)	Achievement:					ELA	54%	53%	54%	60%	Math	38%	45%	46%	49%	Science	69%	69%	59%	65%	Growth:					ELA	57	49	54	63	Math	44	48	54	61	Readiness:					Chronic Absenteeism	10%	9%	8%	10%	Achievement Gap:					ELA	32%	36%	24	16	Math	30%	36%	14	13	EL			50%	62%	Grade 3			69%	80%	Safety			76%	66%
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
School-wide Differentiation Framework for Grades K-6	1a. Revisit the Differentiated Instruction training and identify common strategies that grade levels will implement and practice. <i>(Need #1)</i>	2017-18	Lori Sumajit	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Decrease achievement gap by 2% in ELA & Math Strive HI 2016-17
School-wide Differentiation Framework for Grades K-6	1b. Consistently practice the common differentiated strategies and develop a framework for differentiation. <i>(Need #1)</i>	2018-19	Lori Sumajit	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Decrease achievement gap by 2% in ELA & Math Strive HI Report 2017-18
School-wide Differentiation Framework for Grades K-6	1c. Enhance the differentiated instruction framework by including other best practices like C. Tomlinson and Project GLAD <i>(Need #1)</i>	2019-2020	Lori Sumajit	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Decrease achievement gap by 2% in ELA & Math Strive HI Report 2018-19

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<p>Implementation of comprehensive ELA Program</p>	<p>2. Consistently implement a comprehensive Language Arts Program with fidelity and integrity: <i>(Need #1,2,3)</i></p> <ul style="list-style-type: none"> ● Reading/Listening ● Writing/Speaking ● Language 	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Heather Murashige</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Decrease the achievement gap by at least 2% in ELA Increase student achievement by at least 3% in ELA Revision of ELA curriculum maps and assessments.</p>
<p>Implementation of the Math Program</p>	<p>3. Consistently implement the school-wide math program and initiatives with fidelity and integrity: <i>(Need #1,2,3)</i></p> <ul style="list-style-type: none"> ● Learning stages – Concrete to Pictorial to Abstract (CPA) ● Problem Solving/Real World Application ● Incorporate mathematical practices in the math instruction 	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Stacie Kaichi-Imamura</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Decrease the achievement gap by at least 2% in Math Increase student achievement by at least 3% in Math Revision of Math curriculum maps and assessments.</p>
<p>Implementation of one Integrated Unit</p>	<p>4. Implement one integrated unit in science or other content area and use: <i>(Need #2)</i></p> <ul style="list-style-type: none"> ● Thinking Skills/Maps, Habits of Mind (HoM) ● For science grade levels begin to cross walk HCPS 3 to NGSS ● Use of technology by teachers and students 	<p>SY 17-18</p>	<p>Lori Sumajit</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Increase student achievement by at least 3% in Science</p>

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Integration of technology in content areas.	5. Implement a comprehensive technology plan to integrate technology in content areas. Revisit and revise as needed. <i>(Need #2,3)</i>	SY 17-18 SY 18-19 SY 19-20	Lori Sumajit Patty Contee	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Meeting Minutes/Agendas Classroom observations Walkthroughs Core Professionalism/IPDP Student Work Samples Curriculum Showcase or Celebrating Results
Comprehensive Program for ELL Students	6. Implement the EL Program where students will receive language supports within the general education classroom and/or EL services. <i>(Need #1,2,3)</i>	SY 17-18 SY 18-19 SY 19-20	Lori Sumajit Ashley Horikoshi Christine Mabuni	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Increase students meeting WIDA ACCESS growth to target goals by at least 3%
Establishment of a clear and consistent assessment system and teacher practice.	7a. Develop a clear and consistent assessment system <i>(Need #1,2,3,4)</i> 7b. Develop a clear and consistent assessment system. <i>(Need #1,2,3,4)</i> 7c. Refine and revise a clear and consistent assessment system that includes school-wide/grade level formative, summative, and student grading. <i>(Need #1,2,3,4)</i>	SY 17-18 SY 18-19 SY 19-20	Lori Sumajit	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Decrease achievement gap by 2% in ELA & Math Revised Assessment Framework to include in Teacher Handbook

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Establishment of a clear and consistent assessment system and teacher practice	8. Grade Level Articulation/Data Teams continue to use and analyze formative and summative assessments, including student work and other school data, to drive classroom instruction. (Need #1,2,3,4)	SY 17-18 SY 18-19 SY 19-20	Lori Sumajit Heather Murashige Stacie Kaichi	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Decrease achievement gap by 2% in ELA & Math Data Team Minutes Data Team Charts Student Work
	8a. SPED Data Teams to use and analyze formative and summative assessments. (TSI)	SY 18-19			
	8b. Continue SPED Data Teams to use and analyze formative and summative assessments. (Need # 1,2,3,4,TSI)	SY 19-20			
	9. Explore the possible ways in which the instructional staff will be able to articulate vertically for curriculum and GLOs. (Need # 1,2,3,4,6)	SY 19-20			

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Goal 2: Staff Success. Salt Lake 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:
Application of new learning in the classroom to enhance instruction with professional development for teachers. Implementation of Next Generation Science Standards.	Same as Goal 1

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Application of new learning in the classroom to enhance instruction	9. Provide school-wide professional development opportunities to address the prioritized needs. Implement new learning in the classroom and/or share with colleagues. <i>(Need #1,2,3,4,5)</i>	SY 17-18 SY 18-19 SY 19-20	Lori Sumajit	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Meeting Minutes/Agendas PD Reflections Classroom observations Walkthroughs Core Professionalism/IPDP
Implementation of Next Generation Science Standards	10a. Gain Understanding of the Next Generation Science Standards (NGSS) and the shifts between HCPS III Science and NGSS. <i>(Need #2)</i>	SY 17-18	Lori Sumajit	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Revised Curriculum Map to include NGSS
	10b. Deconstruct NGSS Standards using the cross walk and develop one science lesson to address a new standard <i>(Need #2)</i>	SY 18-19			Revised Pacing Guide to include NGSS
	10c. Practice implementation of the NGSS. <i>(Need #2)</i> 10d. Fully implement the NGSS Standards. <i>(Need #2)</i>	SY 19-20			Curriculum Maps and Pacing Guides

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

Outcome: By the end of three years,	Rationale:
Coordination of intervention efforts Implementation of a clear and consistent school wide comprehensive student support system	Same as Goal 1

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Coordination of Intervention Efforts	<p>11. Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. <i>(Need #1,2,5)</i></p> <ul style="list-style-type: none"> ● English Learner (EL) Program ● Tutorial Support ● Extended Learning Opportunities 	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Lori Sumajit Heather Murashige Stacie Kaichi-Imamura</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Decrease the achievement gap by at least 2% in ELA and Math Increase student achievement by at least 3% in ELA and Math</p> <p>Decrease Tier 3 Students by at least 5% in i-Ready</p>
Coordination of Intervention Efforts	<p>12a. Develop draft Response to Intervention (RtI) System Framework and Implementation Plan, while continuing existing multi-tiered supports. <i>(Need #1,2,5)</i></p> <p>12b. Introduce draft of RtI System Framework and revise implementation plan while continue existing multi-tiered supports. <i>(Need #1,2,5)</i></p> <p>12c. Routinely evaluate and revise RtI System Framework and Implementation Plan by looking at instruction on schoolwide student improvement. <i>(Need #1,2,5)</i></p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Marie Sisco Randall Galeon</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>RtI Systems Framework and Implementation Plan</p>

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<p>Implementation of a clear and consistent school wide comprehensive student support system.</p>	<p>13. Continue to implement, evaluate and refine the school-wide comprehensive student support system to ensure student safety and well-being (Parent Engagement Activities). (Need #5)</p>	<p>SY 17-18 SY 18-19 SY 19-20</p>	<p>Randall Galeon Marie Sisco</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>SQS Data - Safety and Well-Being Student surveys Service group data eCSSS data</p>
	<p>14. Explore additional ways to inform parents of their child's progress (Need #1,2,3 & *WASC IV)</p> <p>14a. Identify additional ways to inform parents of their child's progress (Need #1,2,3 & *WASC IV)</p> <p>* WASC IV – WASC Initial Visit Recommendation</p>	<p>SY 2018-19 SY 2019-20</p>	<p>Lori Sumajit Randall Galeon Marie Sisco</p>	<p>X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>SQS Data (Parent) Parent Surveys</p>
	<p>15. Continue to introduce and implement a Social Emotional Learning (SEL) program. (Need #5)</p> <ul style="list-style-type: none"> • Counselors will introduce 2 lessons per quarter to their assigned grade levels. • Provide SEL training to the Positive Behavioral Intervention and Support group. 	<p>SY 2019-20</p>	<p>Randall Galeon Tyron Kitashima Laura Willcox</p>	<p>X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>SQS Data - Safety and Well-Being Student surveys Service group data eCSSS data</p>