Three-Year Academic Plan 2017-2020

Pearl Ridge Elementary

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Submitted by **Blaine Takeguchi**	Date
Signature on File at School	**5/5/17**

Approved by **John Erickson**	Date
Signature on File at School	**5/5/17**

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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
 	
• International Baccalaureate (IB) Authorization
 	
• Other
	Pearl Ridge Elementary consistently scores above the State average in terms of Reading, Math, and Science assessments. We are fortunate to work in a community where parent support, trust, and involvement are part of the school culture. However, our challenge is to continuously find ways to improve our instruction and assessment practices. We cannot rely solely on past practices or what skills or knowledge our students come to school with. We need to be the impetus that sparks student motivation and engagement. The data shows that the achievement gap in both math (40%) and ELA (42%) continues to grow and our growth in reading (50%) and math (49%) needs improvement. We will gather together our efforts, philosophies, and energy towards school improvement for all students.
	
	WASC Critical Areas for Follow-up
	1. The staff to develop a consistent school-wide system for report cards and GLO grading
	2. The staff to embed the GLOs in the school culture.
	3. The staff to strengthen the connection with the students daily classroom activities and the relationship to their learning
	4. The staff to streamline the sites guiding initiatives (Tribes, GLO, 8 Keywords, the Vision and Mission statements, PBIS, PRE values, High Five) for common language and a school-wide consistency in the student behavioral system.
	5. The staff to utilize technology to redefine daily classroom instruction as a tool for student innovation.
	6. The staff to focus during PLCs not just on accountability and test data, but to also to continue to focus on innovative pedagogy that will lead to student work that will promote higher order thinking skills and creativity.
	
	WASC Category B Curriculum
	Pearl Ridge Elementary continues to struggle with closing the achievement gap between student sub-groups. A lack of differentiated teaching, vertical alignment among the grade levels, and inconsistent system of collecting and reporting student progress and work has weakened our resolve. We need to streamline our focus, so we are all working to build upon on each other's efforts that would carry over to the next grade level.
	
	WASC Category C Instruction
	Instead of looking at each subject area in isolation, Pearl Ridge Elementary needs to find ways to integrate units that are aligned with standards from different content areas. Teachers need to go beyond just sequencing content for a particular unit of study and seek opportunities to plan collaboratively for a multidisciplinary unit. Embedding learning and instruction through the six GLOs is a focus to allow students to reflect and self-assess their role in the learning process.
	
	WASC Category D Assessments
	Pearl Ridge Elementary needs to develop assessment strategies that are consistent within and across the grade levels. Reporting of school data is often varying among the grade levels and creates confusion about the school-wide approach

to evaluating assessment data. Through PLCs, grade-level articulation, and committee meetings, we need to monitor and evaluate our approach to ensure standards and curriculum are being implemented consistently.

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.

Disadvantaged – 23.6% (2016-17) of our students qualify for free and reduced meals. SES students are at 54% proficiency in ELA and 54% proficiency in Math (2016-17). We will seek to increase proficiency and growth in ELA, Math, Science, while reducing the achievement gap

Disability –9% of our overall student population receive special education services (2016-17). Our achievement gap grew from 34% (2014-15) to 40% (2015-16) in math and 33% (2014-15) to 42% (2015-16) in ELA

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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. Blaine Takeguchi	1. Educator Effectiveness System,
2. Ronie Martinez	2. Comprehensive Student Support,
3. Gregoria Perez-Mishima	3. NGSS, GLO
4. Jennifer Omoto	4. Common Core State Standards / Induction and Mentoring, ART Lead
5. Corri Ferreira	5. Common Core State Standards, Data Team, ART Lead
6. Haley Yamamoto	6. Comprehensive Student Support
7. Grant Oka	7. Technology Support / Integration
8. Dori Seatriz	8. Technology Support / Integration
9. Shelby Lee	9. Comprehensive Student Support
10. Rachele Kida	10. Comprehensive Student Support

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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:**
By the end of three years, Pearl Ridge Elementary will have made gains in the areas identified by the State's accountability measures. Improving our instructional and assessment practices will be an on-going focus at the school as we adapt to meet the ever-changing needs of our students. Effective teachers are identified by their performance, not their background or experience. We will stay committed to our focus of establishing best instructional practices, consistency throughout the grade levels and school, and model what it means to be continuous learner, thinker, and collaborator. We will also seek ways to nurture and foster our students' natural inclination to learn by providing a variety of experiences and learning opportunities that will develop their social, emotional, physical, and academic needs.	To meet the needs of the "whole child", we cannot only look at academic performance to measure a student's success at Pearl Ridge Elementary. We must take into account all of the factors that make up a successful child. Our students are heading into a world that is constantly changing. We cannot predict exactly what they will need to know when they leave school because jobs and opportunities they will be competing for might not have been created yet. We can however, provide them with the skills such as collaboration, communication, problem-solving, critical thinking that can translate to all aspects of their lives.

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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**
To engage and empower ALL students through well-rounded, relevant, and rigorous learning opportunities based on challenging and quality standards-based education in all subject areas.	Refine the school's ELA & Math curriculum in Professional Learning Communities (PLCs) • Year 1: Construct ELA unit/curriculum maps that incorporate state standards, strategy instruction, and assessments. • Year 2: Construct Math unit/curriculum maps that incorporate state standards, strategy instruction, and assessments. • Year 3: Revisit unit/curriculum maps and incorporate differentiated instruction. WASC #3	**2017-2020**	Ferreira / Omoto	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classroom teachers will address the Common Core State Standards, which aligns to their curriculum, instruction and assessments. 100% of classroom teachers will demonstrate an understanding of the CCSS by identifying assessments and instructional practices that are aligned to the CCSS and grade level curriculum maps. 80% of the students will meet proficiency in Reading & Writing on common summative assessments identified by the units. 80% of the students will meet proficiency in the Math quarterly strand(s) focus on common summative assessments identified by the units.

					Pearl Ridge Elementary will show progress in State Assessment results
To engage and empower ALL students through well-rounded, relevant, and rigorous learning opportunities based on challenging and quality standards-based education in all subject areas.	Implement Next Generation Science Standards (NGSS) to incorporate three dimensions of learning: Science Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. WASC #3	**2017-2020**	Perez-Mishima	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of the teachers will receive/attend professional development in the Next Generation Science Standards (Year 1) 100% of the teachers will incorporate science activities, extended learning opportunities in lessons (Year 1-3) 100% of the students will participate in science activities, extended learning opportunities (Year 1-3) 70% of the students will meet proficiency in the Science quarterly strand(s) focus on common summative assessments identified by the grade level (Year 2 & 3)

To support student achievement, growth and success through personalized, data-informed learning (identifying and addressing student strengths and challenges)	Use the data team process (identification, instruction, assessment) to increase student achievement.
	• Year 1: Reading
	   o Gr. K: Phonemic Awareness & Phonics
	   o Gr. 1: Phonics & Fluency
	   o Gr. 2 Fluency and Comprehension
	   o Grade 3-5: Comprehension
	   o Gr. 6: Word Problems and Problem Solving
	• Year 2: Math
	   o Gr. K-5: Word Problems
	   o Gr. 6: Comprehension
	• Year 3: Writing
	   o Gr. K-6: Reading Response
	
	WASC #3
		2017-2020	Vice-Principal	☒ WSF
				☐ Title I
				☐ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
					100% of teachers will use data from common formative assessments to inform instruction as evidenced by data team template.
					
					100% of students scoring at least proficient on common formative assessments will remain proficient on common summative assessments as evidenced by the data team template.
					
					80% of students who were not proficient on common formative assessments will increase their achievement levels on grade level common summative assessments.

To support student achievement, growth and success through personalized, data-informed learning (identifying and addressing student strengths and challenges)	Improve inclusion and co-teaching practices to address the needs of all students through peer planning, collaboration, and instruction	**2017-2020**	Yamamoto	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of the Co-Teaching partners will participate in weekly collaboration meetings and PLCs as evidenced by the weekly collaboration meeting logs, PLC minutes, and achievement gap. 100% of the K-6 Special education teachers will attend Data Team and RTI meetings as evidence by minutes. 100% of the IDEA students' data will be collected by the inclusion team for each grade level as evidenced by the inclusion binders 80% of the students in the disabled subcategory will demonstrate academic improvement on common summative assessments, standards based report card, and/or state assessment data.

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To support student achievement, growth and success through personalized, data-informed learning (identifying and addressing student strengths and challenges)	Implementation of a MTSS system to meet the individual needs of all learners (academic, social, and behavior) and minimize the Achievement Gap	**2017-20**	Yamamoto	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of the classroom teachers will continue to develop and monitor their multi-tiered system (i.e. universal screening; differentiated core instruction; school-wide learning and behavior expectations and support; continuum of evidence-based supports and interventions). Pearl Ridge Elementary will show a decrease in the Achievement Gap measure.
To support student achievement, growth and success through personalized, data-informed learning (identifying and addressing student strengths and challenges)	Create departmentalized classrooms in the 6th grade (Math, Science, Social Studies) to prepare students for transition to secondary school.	**2019-20**	Takeguchi	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of 6th grade students will rotate and receive instruction in departmentalized classes in Math, Science, and Social Studies. State assessment data Data from AIS in regards to student success and transition

To address students' physical, mental, and behavioral health through school programs and partnerships.	Establish a school-wide behavioral RTI to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment and culture.	2017-20	Yamamoto	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will use Tribes as school's tier 1 SEL. Decrease in disciplinary referrals Parent training on Tribes as well as other school-wide initiatives e.g., thinking maps, curriculum, etc. 100% of students with identified needs will receive support and interventions. 100% of the counselors will provide support and address the needs of all students through quarterly articulation sessions with all classroom teachers.
To address the **whole child** through cultivating a community and school culture where attendance is valued	Continue working with parents and support personnel to minimize the number of chronically absent students.	2017-20	Takeguchi	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classroom teachers will follow attendance procedures and communicate with parents/guardians and appropriate school stakeholders attendance issues. Decrease in chronic absences every year 2018 – 8% 2019 – 7% 2020 – 6%

To support the development of the '**whole child**' through learning environments that are caring, safe, and supportive of high-quality learning as well as the GLOs.	Development of consistent school-wide implementation, rating, reporting and reflection of the General Learner Outcomes WASC #1, #2, #4	2017-20	Perez-Mishima	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of the students will be taught GLOs and their learning will be documented by student work, observations, and student dialogue. 100% of the teachers will implement a common reporting system for GLOs to accompany quarterly report card. 100% of students will have the opportunity to reflect on the GLOs and how it enhances their learning.

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Goal 2: Staff Success. **Pearl Ridge 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:**
By the end of three years, the staff at Pearl Ridge Elementary will be provided the training, support, and funding to implement State and school-wide initiatives and programs that will impact student success and improve their own instructional practices. Teachers will learn and reflect on how their instructional practices support student-learning, achievement, and support their own overall professional growth.	Students at Pearl Ridge deserve the quality of instruction and teachers to further their academic, social, and behavioral development. Teachers matter most when it comes to education and we are dedicated to providing our future assets with a strong foundation and love for learning. Teachers who have strong core principles, but are able to evolve to changing times are crucial to the overall success of our students and school.

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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**
To continue the implementation of the Educator Effectiveness System to support teacher effectiveness.	Professional Development for each component of the State's teacher accountability system.	2017-18	Takeguchi	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classroom teachers will continue to implement all the components of the State's teacher accountability system, i.e., EES Identify professional development supports to improve teaching practice. 100% of certificated staff (on cycle) will complete required components of the State's teacher accountability system: as evidenced by PDE3. 100% of certificated staff (on cycle) will participate in a final rating conference with an administrator as evidenced by PDE3.

To engage beginning teachers in a system of support that includes working with highly skilled, trained instructional mentors to accelerate teacher effectiveness and student learning.	Implement Induction Program by providing teacher mentoring, induction, classroom visits, and cognitive coaching.	2017-18	Ferreira / Omoto	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of all probationary teachers will receive mentoring and induction support as evidenced by the mentor teacher logs. 100% of all mentored teachers will reflect on practices as evidenced by reflections in their new teacher binder, mentor teacher logs, and classroom observations.
All non-highly qualified teachers will receive support and professional development to progress to being highly qualified.	Implement Highly Qualified Teachers (HQT) Program: Implement actions, funding, and timelines that will enable the school to fulfill Federal HQT requirements and support teachers in earning HQ status	2017-20	Takeguchi	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of identified NHQTs will develop a HQ PDP and will receive support as appropriate Pearl Ridge Elementary will keep the percentage of HQTs at 100%.

	Continue systemic on-going grade level and cross grade level PLCs to support teachers in implementing curriculum, instruction and assessment in ELA, Math and other content areas through articulation, coaching and professional development. WASC #6	**2017-20**	Ferreira / Omoto	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of the classroom teachers will participate in PLCs and school-wide professional development. 100% of classroom teachers will align their curriculum vertically and horizontally. PLC minutes PD sign-in
To support all teacher development and reflection of instructional practices.	Development of a consistent, school-wide walkthrough / observation process that enables teachers to reflect upon their own professional growth and teaching practices.	**2017-20**	Takeguchi	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will be trained and participate in structured classroom walkthroughs. 100% of teachers will reflect upon their own teaching practices with identified teacher leaders.

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

Outcome: By the end of three years,	**Rationale:**
By the end of three years, Pearl Ridge Elementary will have established successful systems to provide students and staff the knowledge and foundation to elevate student learning and instructional practices. Learning begins at home, so PRE will establish the connection and communication with parents because they are an integral collaborator for student success. PRE will continue to integrate and find new ways to elevate student learning, engagement, and teaching best practices with the use of technology.	While quality core instruction is the crux of student achievement, support from our home and community are just as important. Creating systems and implementing programs that improve school communication is the catalyst for attaining the parent and community engagement students and the school needs to be successful. Working collaboratively with all school stakeholders is essential for school improvement and student success. To prepare our students to be 21st century learners, we need to go beyond 20th century teaching practices and provide learning opportunities that integrate the use of technology effectively. Technology enhances and deepens the learning experience by providing active engagement, frequent collaboration, feedback, and access to information and online resources.

Planning	Funding	Interim Measures of Progress

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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
Include more stakeholders in the development, monitoring, and accountability for the school's academic plan.	Development, implementation, and progress monitoring of school-wide Academic Plan	2017-2020	Takeguchi	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of the teachers will have an opportunity to provide input in the activities, goals, and outcomes of the school's academic plan through committee or department collaboration. Every two years Grade-level Chairpersons will rotate providing opportunities to serve in a leadership capacity and offer grade-level feedback, monitoring, accountability, with school's academic plan
To provide a school-wide structure and system for technology to be used for communication, collaboration, and enhanced student learning.	Utilize technology to redefine daily classroom instruction as a tool for innovation. WASC #5	**2017-18**	Oka	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Establishment and utilization of faculty and student GAFE accounts for communication and collaboration as evidenced in hyperlinks, school calendars, select school and department documents (e.g., meeting minutes, reports, etc.) 100% of students will incorporate technology within their learning through the use of student created websites, projects, presentations, etc.

					100% of classroom teachers will integrate technology to enhance classroom instruction and provide opportunities for students to demonstrate learning with the use of technology tools, applications, and resources.
To provide a school-wide structure and system for technology to be used for communication, collaboration, and enhanced student learning.	Provide teachers with PD opportunities focused on technology integration and GLO implementation and monitoring throughout all classes and settings. #6.	2017-18	Oka	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classroom teachers will integrate technology to enhance classroom instruction and provide opportunities for student interaction.