Academic Plan
2020-2021

Holomua Elementary School

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Submitted by Mr. Gary Yasui	Date
Gary Yasui	6/4/20

Approved by Complex Area Superintendent	Date
Sean S/T	06/05/2020

Academic Plan SY 2020-2021

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

1. Need: Achievement Gap

Through differentiation and Response to Intervention, Holomua is working on decreasing the Achievement Gap between the high need and non-high need students from **21% to 11% in ELA by SY 2020-21.** This is based upon the Strategic Plan School-Level Target Setting Guidance.

2. Need: Student Proficiency

Holomua will continue to work on increasing our student proficiency in our ELA, Math and Science. By SY 2020 - 2021:

- ELA Proficiency 80%
- Math Proficiency 78%
- Science Proficiency 85%

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 will address identified sub-group(s) areas of need.

- SpEd: Increasing proficiency in ELA, Math and Science
- Disadvantaged: Increasing proficiency in ELA, Math and Science
- ELL: Increasing proficiency in ELA, Math and Science

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. Sheryl Hara	1. Common Core State Standards
2. Julie Bonilla/Dana Kawamura	2. Comprehensive Student Supports/RTI
3. Sheryl Hara	3. Formative Instruction/Data Teams
4. Administration	4. Educator Effectiveness
5. Sheryl Hara	5. Induction & Mentoring
6. Sheryl Hara	6. Academic Review Team
7. Justin Furuta/Ryan Kanetani	7. Tech GAFE, iReady, Imagine Learning

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8. Kanoe Kaneaiakala	8. Attendance

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 engaged in rigorous, well rounded education so they are prepared to be successful in post-high school goals.*
- ☐ ***Objective 4: Prepared and Resilient -*** *All students transition successfully throughout their educational experiences.*

Outcome:	Rationale:
80% of students in gr 3-6 will meet proficiency in ELA based on SBA by 2020 - 21 and 78% of our students will meet proficiency in math based on the SBA by 2020 - 21. 100% of teachers will address the Common Core State Standards (CCSS) in Language Arts and Math. 70% of students in grades K-6 will score in the green tier on the iReady reading post assessment for SY 2020 - 21. 100% students will be provided support through our Comprehensive Student Support System. • The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2020-21. • The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2020-21. 100% of grade levels will reflect on practices and instructional strategies to increase student achievement from pre assessment to post assessment using the Data Team Process for SY 2020 - 2021 75% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2020 - 2021. 85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2020 - 2021. 75% of students in each grade level from grades 3-6 will meet AVID grade level criteria by SY 2020 - 2021.	***Academic Review Teams (ART)*** Holomua will continue to integrate the ART process during Academic Review Committee meetings during SY 2020 - 2021. The committee will analyze data to assess student progress and program effectiveness. Linking Walks will be a tool used to address student voice to help address how students in grades K-6 feel about their learning experiences and to address the Levels of Questioning in classroom discussions between teachers and students. ***Common Core State Standards (CCSS)*** Teachers will address the CCSS in reading and math through their instructional practices and assessments. They will be given time to articulate to review and modify which standards will be addressed throughout the year. The teachers in grades three through six will utilize the Achieve 3000 program to support their language arts curriculum. The students in grades kindergarten through six grade will utilize the iReady language arts and math program to support their academic growth in language arts and mathematics. ***Comprehensive Student Support System (CSSS)*** Students will be provided support through our school's CSSS. Our school will continue to implement the iReady Universal Screener in grades K-6. The screener will be used to track student progress in the areas of language arts and math. The language arts data will be used to place students in our RTI program where our teachers will use the iReady prescriptive lessons to address each student's area of need. ***Formative Instruction/Data Teams*** All teachers will continue the data team process and focus on CCSS W.1, Reading Comprehension and a Math strand selected by the grade levels. They will analyze data to develop smart goals which will provide a common focus on the student's area of need. Instructional strategies will be implemented to address the student's area of need in writing and reading comprehension. Teachers will continue to implement Art Costa's Levels of Questioning that will guide students to apply higher level thinking skills to prepare them to be college and career ready. ***Campbell Complex Initiatives*** ***Science, Technology, Engineering, and Math (STEM)*** Teachers in Grades K – 5 will implement at least 2 PLTW modules for SY 2020 - 2021. Grade 6 will continue the Challenger Center Unit. Discovery Education will also be used as a supplement

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100% teachers in Grades 3 – 6, who are trained in AVID, will continue to implement AVID Strategies for SY 2020 - 2021.	to address NGSS. ***Advancement Via Individual Determination (AVID)*** Teachers in Grades K - 1 will continue to implement the Organization component of AVID. Teachers in Grades 2-6 will continue to implement the Planner/Binder. Grades K - 6 are implementing Note Taking, and Art Costa's Levels of Questioning within their curriculum.

Planning				Measures of Progress	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 boxes to indicate source of funds)*	**Define relevant data used to assess and monitor progress**

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65% of students in gr. 3-6 will meet proficiency in ELA SBA by SY 2017-18 72% of students in gr. 3-6 will meet proficiency in ELA SBA by 2018-19 80% of students in gr 3-6 will meet proficiency in ELA SBA by 2019-20 80% of students in gr 3-6 will meet proficiency in ELA SBA by 2020-21 • 50% of students in gr 3-6 will meet ME/MP in 1st quarter report cards. • 60% of students in gr 3-6 will meet ME/MP in 2nd	**Language Arts (CCSS)** 1. Grade 6 teachers continue to implement the Springboard program to address the language arts CCSS. 2. All teachers will analyze the reading pre, mid and post assessment data to address student areas of need and adjust instruction through the data team process. 3. Teachers will differentiate their instruction to support all students to achieve grade level standards. **3YEAR ENABLING ACTIVITIES** SY 2017-18 Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies SY 2018-19 Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies SY 2019-20 Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies SY 2020-21 Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies	2017-18 2018-19 2019-20 2020-21	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 70% of students in grades K-6 will score in the green tier by SY 2017-18 I-Ready reading post assessment. • Smarter Balanced Assessment (SBA) - Reading Assessment

quarter report cards. • 70% of students in gr 3-6 will meet ME/MP in 3rd quarter report cards. 100% teachers will address the Common Core State Standards (CCSS) in Language					
60% of our students will meet proficiency in math based on the Smarter Balanced Assessment (SBA) by SY 2017-18 69% of our students will meet proficiency in math based on the SBA by 2018-19 78% of our students will meet proficiency in math based on the SBA by 2019-20 78% of our students will meet proficiency in math based on the SBA by 2020-21.	**Math (CCSS)** 1. Teachers will continue to implement the Stepping Stones (K-5) and Go Math (6) programs to address the math CCSS. 2. All teachers will administer a pre, mid and post iReady diagnostic screener. 3. Teachers will differentiate their instruction to support all students to achieve grade level standards. **3 YEAR ENABLING ACTIVITIES** SY 2017-18 Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies. SY 2018-19 Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies. SY 2019-20 Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies. SY 2020-21 Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies through Math Data Teams:	2017-18 2018-19 2019-20 2020-21	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 70% of students in grades K-6 will score in the green tier on the iReady math post assessment. • Smarter Balanced Assessment (SBA) – Math Assessment

• 50% of students in gr 3-6 will meet ME/MP in 1st quarter report cards. • 60% of students in gr 3-6 will meet ME/MP in 2nd quarter report cards. • 70% of students in gr 3-6 will meet ME/MP in 3rd quarter report cards. 100% teachers will address the Common Core State Standards (CCSS) in Math	• Smart Goals • Data Driven Instructional strategies				
75% of students in each grade level from grades 3-6 will meet AVID grade level criteria by SY 2017-18. 75% of students meeting AVID criteria in SY 2018-19 75% of students meeting AVID criteria in SY 2018-19	**AVID** All AVID elementary trained teachers in Grades 3-6 will integrate AVID strategies and utilize a pre/mid/post assessment to assess student proficiency. **3YEAR ENABLING ACTIVITIES** SY 2017-18 Grades K – 2 will continue to implement the organization strategies in AVID. Grades 3 – 6 will continue to integrate AVID strategies. SY 2018-19 Grades K – 2 will refine implementation of organization strategies in AVID. Grades 3 – 6 will continue to integrate all components of AVID. SY 2019-20 Grades K – 2 will refine implementation of organization strategies in AVID. Grades 3 – 6 will continue to integrate all components of AVID.	2017-18 2018-19 2019-20 2020-21	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Grades 3-6 AVID grade level AVID criteria. • Grades K – 2 implementation of organization

75% of students meeting AVID criteria in SY 2019-20 100% teachers in Grades 3 – 6, who are trained in AVID, will continue to implement AVID Strategies for SY 2020-21	SY 2020-21 Grades K – 6 will continue to integrate all components of AVID.				
70% of students in grades K-6 will score in the green tier on the iReady reading post assessment for SY 2017-18 70% of students in grades K-6 in green tier on their i-Ready Reading Post Assessment for SY 2018-19 70% of students in grades K-6 in green tier on their i-Ready Reading Post Assessment for SY 2019-20 70% of students in grades K-6 in green tier on their i-Ready Reading Post Assessment for SY 2020-21 100% students will be	**RTI Reading Intervention Groups** RTI intervention blocks with the focus on reading will be implemented in Grades K-6. **3 YEAR ENABLING ACTIVITIES** SY 2017-18 Grades K – 6 will continue implementing the RTI Intervention Blocks in Reading by addressing the needs for students in tiers 1, 2 and 3 SY 2018-19 Grades K – 6 will continue implementing the RTI Intervention Blocks in reading and addressing students' needs. 2019-20 Grades K – 6 will continue implementing the RTI Intervention Blocks in reading and addressing students' needs. 2020-21 Grades K – 6 will continue implementing the RTI Intervention Blocks in reading and addressing students' needs.	2017-18 2018-19 2019-20 2020-21	Dana Kawamura	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• iReady Reading Assessment Data.

provided support through our Comprehensive Student Support System					
The percentage of students in green tier will increase by 15% (20% in 17-18 plan) from the pre to post iReady reading assessment for SY 2017-18 The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2017-18 The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2018-19 The percentage of students in red tier will decrease by 5% from	**iReady Program** 1. Teachers will administer the iReady Universal Screener in reading 3 times a year to identify students for tiers 1, 2 and 3. 2. All students will utilize the i-Ready reading program 45 minutes a week. **3YEAR ENABLING ACTIVITIES** 2017-18 Teachers will administer the i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3, 2018-19 Teachers will administer the i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3,	2017-18 2018-19 2019-20	Dana Kawamura	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• iReady Reading Assessment Data.

the pre to post iReady reading assessment for SY 2018-19. The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2019-20. The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2019-20. The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2020-21 The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2020-21 All students will be provided support through our Comprehensive Student Support System	2019-20 Teachers will administer the i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3. 2020-21 Teachers will administer the i-Ready Universal Screener in reading 2 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3.				

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5% decrease of student referrals (behavioral) for SY 2017-18. 5% decrease of student referrals (behavioral) for SY 2018 – 19 5% decrease of student referrals (behavioral) for SY 2019 - 20 5% decrease of student referrals (behavioral) for SY 2020 - 21 100% of staff will consistently implement the Student Attendance Policy.	**RTI Behavioral** All students will follow the school wide behavioral expectations. With the SEL program, students will learn 4 character values **3 YEAR ENABLING ACTIVITIES** SY 2017-18 Students will implement the School-Wide Behavior Expectations Chart. SY 2018-19 Students will continue to follow the School-Wide Behavior Expectations Chart. SY 2019-20 Students will continue to follow the School-Wide Behavior Expectations Chart. SY 2020-21 Students will continue to follow the School-Wide Behavior Expectations Chart. • The Universal Screener for Behavior will be implemented. Teachers will be trained in Choose Love, an SEL Program, and will implement the program in the 2nd semester of SY 2020-21. • Students will learn the importance of the 4 character values and practice what they learn in school and at home. • Students will feel connected in a positive environment that is conducive to learning. Appropriate staff members will consistently implement distribution of absence letters to students and parents outlined in the student attendance policy.	2017-18 2018-19 2019-20	Kanoe Kaneaiakala	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Student referrals (behavioral)

SY18-19 - 95.06% students attending school. In SY 20-21, 1% decrease of chronic absenteeism All students will be provided support through our Comprehensive Student Support System					
100% of grade levels will reflect on practices and instructional strategies to increase student achievement from pre assessment to post assessment using the Data Team Process for SY 2020-21	**Data Team Focus: Reading/Math** All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard **3 YEAR ENABLING ACTIVITIES** 2017-18 All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2016-2017. 2018-19 All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2017-2018. 2019-20 All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2018-2019 2020-21 All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2019-20	2017-18 2018-19 2019-20	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Pre/Mid/Post Assessment Reading Data (i-Ready/Grade Level Assessment)

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90% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2017-18 93% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2018 – 19. 96% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2019 – 20. 96% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2020-21	**Enrichment Program** Provide project-based curriculum to promote higher level thinking by having enrichment students apply their knowledge to solve problems across various settings. **3 YEAR ENABLING ACTIVITIES** 2017 – 2018 Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings. 2018 – 2019 Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings. 2019 – 2020 Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings. 2020 - 21 Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings.	2017-18 2018-19 2019-20 2020-21	Justin Furuta/ Ryan Kanetani	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Enrichment Student Evaluation
	English Learner (EL) Program EL PTTs will provide curriculum instruction and assessments to all K-6 EL students in all 4 language domains (listening, speaking, reading, writing) to reach language proficiency..	2017-18 2018-19 2019-20 2020-21	Michele Murakami	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA	• WIDA ACCESS Assessment

37% of continuing EL students will make a .5 or more gain in levels on the WIDA ACCESS Assessment for SY 2017 – 18. 43% of continuing EL students will make a .5 or more gain in levels on the WIDA ACCESS Assessment for SY 2018 - 19 49% of continuing EL students will make a .5 or more gain in levels on the WIDA ACCESS Assessment for SY 2019 – 20. 55% of continuing EL students will be "on track" on the WIDA ACCESS Assessment for SY 2020 - 21.	**3 YEAR ENABLING ACTIVITIES** 2017 – 18 EL PTTs will provide direct instruction in Language Arts to K-6 students. 2018 – 19 EL PTTs will provide direct instruction in Language Arts to K-6 students. 2019 – 20 EL PTTs will provide direct instruction in Language Arts to K-6 students. 2020 - 21 EL Coordinator and PPEs will provide direct instruction to all K-6 EL students that incorporate all 4 language domains to work towards language proficiency and GTT (Growth to Target) goals.			☐ Homeless ☐ CTE ☐ Other ☐ N/A	
	Science Programs 1. 1.K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement 2. The teachers in grades kindergarten through grade 5 will implement 2 PLTW Modules. Grade 6 will implement the STEM Units (Challenger Center and Sustainability Unit). **3 YEAR ENABLING ACTIVITIES**	2017-18 2018-19 2019-20 2020-21	Shannon Shimabukuro	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Science Report Card Grades for Grades K – 6 • Hawaii State Assessment – 4th Grade Science Assessment

75% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2017 – 18. 70% of our 4th grade students will be proficient on the Science HSA assessment for SY 2017 – 18.	SY 2017 – 2018 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will implement 2 PLTW Modules. Grade 6 will implement the STEM Units (Challenger Center and Sustainability Unit).				
89% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2018 – 19 77% of our 4th grade students will be proficient on the Science HSA assessment for SY 2018 – 19.	SY 2018 – 2019 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will implement 3 PLTW Modules. Grade 6 will implement STEM lessons (Challenger Center and Sustainability Unit).				
89% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2019 - 20. 85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2019 – 20.	SY 2019 – 2020 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will continue to implement 3 PLTW Modules. Grade 6 will implement STEM lessons (Challenger Center and Compost Unit).				
89% of students in grades kindergarten through grade 6 will receive a MP or ME	SY 2020 – 2021 1. K-6 teachers will continue to integrate their science programs and supplemental resources to				

on their year end science report card grade (strands) for SY 2020-21. 85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2020 - 21	support student achievement. 2. The teachers in grades kindergarten through grade 5 will continue to implement at least 2 PLTW Modules. Grade 6 will implement STEM lessons.				
100% of teachers in Kindergarten - Grade 6 will plan lessons to address the HCSSS with full implementation in 2022 - 23	**Social Studies** 1. K-6 teachers will review the Hawaii Content Social Studies Standards and plan for implementation for 2022 - 23. Administration will provide Grade Level Workdays for teachers to work on HCSSS and resources for lessons/units. 2. The teachers in grades kindergarten through grade 6 will plan lessons to address the HCSSS with full implementation in 2022 - 23.	2020-21	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Thematic Units addressing HCSSS

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

100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP). 100% of Enhanced teachers will receive an Effective rating on their year-end EES rating and complete their IPDP. 100% of new teachers will be supported by their Grade Level Chair and Grade Level Support staff. 100% of new teachers will receive an Effective rating on their EES rating.	***Educator Effectiveness Sytstem (EES)*** Our administrative team will continue to implement all components of the Educator Effectiveness System (Danielson Observation, Student Learning Objectives, Core Professionalism, Tripod Survey). Teachers participated in training and professional development. ***Induction & Mentoring*** New teachers are assigned to a mentor teacher in their grade level. The mentor provides observations and feedback to support the new teacher's professional development during the school year.

Planning	Funding	Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s)	ART Accountable Lead(s)	Source of Funds *(Check boxes to indicate source of funds)*	Define relevant data used to assess and monitor progress
100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP). 100% of Enhanced teachers will receive an Effective rating on their year-end EES rating and complete their IPDP.	**Danielson Framework** Administrators will provide support for all teachers by following the Charlotte Danielson framework to enhance instruction for SY 2020 - 21.	2017-18 2018-19 2019-20 2020-21	Administration Team	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Individualized Professional Development Plan (IPDP) EES
100% of new teachers will be supported by their Mentor, Grade Level Chair, and Grade Level Support staff 100% of new teachers will receive an Effective rating on their EES rating.	**Highly Qualified and Highly Effective Teachers** Mentor teachers will support new teachers (tenured or non-tenured) to provide professional improvement and to ensure they are all Highly Qualified Teachers for SY 2020 - 21.	2017-18 2018-19 2019-20 2020-21	Administration Team	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	New Teacher Center (NTC) Learning Zone EES
100% of the teachers in grades K-6 will attend training sessions during staff development days.	**Professional Development** Teachers will participate in Professional Development by school personnel for SY 2020 - 21.	2017-18 2018-19 2019-20 2020-21	Administration Team	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Staff Development Attendance/Reflections

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

Outcome: By the end of 2020 - 21,	Rationale:

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100% of grade levels will reflect on their articulation sessions throughout the year with the focus on math, reading comprehension and writing. Teachers will evaluate on their own time used for planning collaboratively with the school-wide focus.	Articulation provides time for the teachers to analyze grade level data and reflect on instructional strategies to address the students' needs in reading comprehension and writing (school-wide focus). Art Costa's Levels of Questioning is to guide students to apply higher level thinking skills. The grade levels also reflect on formative Instruction strategies and descriptive feedback.

Planning				Funding	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 relevant data used to assess and monitor progress**
100% of Grade level agendas will reflect - After every meeting on the Agenda ask " Did you have time to plan collaboratively with a school-wide focus?" Are there resources or support needed to meet the school-wide focus? 100% of Grade levels will reflect on what is working for their grade level and what their next steps will be.	**Grade Level Articulation** Provide 11+ articulation sessions for grades K-6 from 8:00-10:00 to allow collaborative planning with a school wide focus. **Grade Level Vertical Articulation** Provide 2 vertical articulation sessions for grades grade K-6 and SpEd at designated faculty meetings to allow collaborative planning with a school wide focus.	2017-18 2018-19 2019-20 2020-21	Sheryl Hara	☒WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Grade Level Agendas
100% of Grade Levels will participate in Linking Walks with focus on Student Voice	**Linking Walks** Teachers will participate in Linking Walks (2nd semester) with the focus on Student Voice	2020-21	Sheryl Hara	☒WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	Linking Walks Agendas Data Collected from Observations/Questions.

				☐ N/A	
Holomua Elementary School will continue to improve community and parent involvement.	**Community and Parent Involvement** Holomua Elementary School continues to provide various activities for community and parent involvement and continue to work on increasing community and parent involvement. We are also currently working on plans for a volunteer program at the school. *Will develop a parent survey to gain feedback on school related activities. *Will develop procedures to inform parents on implementing a "Volunteer Program".			☒WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	