

2020 Academic Plan, School Year 2020-21



School: Ka'elepulu Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gap outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

Principal (print): Cheryl Inouye

Principal's signature and date:

Cheryl Inouye 6/3/2020

Complex Area Superintendent (print):

Complex Area Superintendent's signature and date:

Lanell Hill 06/03/2020



Ka‘elepulu Elementary School

Academic Plan SY2020-21

WHERE ARE WE NOW?

<u>Comprehensive Needs Assessment SY2019-20</u>	
Data Analyzed	Priority Needs & Possible Root Causes
<ul style="list-style-type: none"> • Smarter Balanced Assessment ELA & Math Proficiency • iReady ELA & Math Proficiency • HSA Science Proficiency • Enrollment • Attendance • Discipline • School Quality Survey • Panorama Student Perception Survey • Parent Survey & Talk Story • Student Talk Story (K-6) • School Processes & Programs 	<ol style="list-style-type: none"> 1. Need: Growing gap in achievement scores between high needs and low needs groups. → Goal: Close the achievement gap between high needs and low needs groups. <ol style="list-style-type: none"> a. Root cause: Differentiated instruction is not occurring consistently across all classrooms. b. Root cause: Certain groups (IDEA and Native Hawaiians) are performing disproportionately lower than other groups. 2. Need: Establish and implement a consistent schoolwide behavior management and discipline plan→ Goal: Establish and implement a consistent schoolwide behavior RTI system that includes schoolwide behavior expectations, positive behavior interventions and supports, and review of data. <ol style="list-style-type: none"> a. Root cause: Lack of schoolwide behavior management and discipline plan. b. Root cause: Lack of consistent data collection and review of data. 3. Need: Decreasing achievement scores in ELA and Science. → Goal: Increase achievement in ELA and Science, and maintain upward trend in Math achievement. <ol style="list-style-type: none"> a. Root cause: Focus has been on mathematics (PIP) and Wonders program not being used with fidelity, b. Root cause: No vertical articulation about ELA curriculum. c. Root cause: Shift from HCPS to NGSS--no NGSS curriculum and no vertical articulation about science. 4. Need: Improve student engagement in learning, particularly in real world application and generalization of learning across all settings. → Goal: Provide students with opportunities to engage in hands-on, project-based, integrated and relevant learning experiences that incorporate life skills and student choice and voice. <ol style="list-style-type: none"> a. Root cause: Students are not provided with voice and choice in their learning. b. Root cause: School and families are focused on academic achievement, testing, and outcomes

	<p>rather than on students' growth, process, and learning life skills.</p> <p>c. Root cause: Students and teachers perceive the learning and instructional time as segmented rather than generalizable and integrated.</p> <p>5. Need: Improve staff morale and overall school climate. → Goal: Establish a positive school climate for all stakeholders through the prioritization of instructional processes, programs and initiatives, and the systematization of internal and external communication and organizational processes.</p> <p>a. Root cause: Staff feel overwhelmed by added programs and initiatives and lack of focus.</p> <p>b. Root cause: All staff are not aware of and trained in all internal communication processes.</p> <p>6. Need: Increasing enrollment has resulted in large class sizes. → Goal: Provide services, supports, and facilities to match increasing trend in enrollment.</p> <p>a. Root cause: Public perception of the school has been positive and attracts parents.</p> <p>b. Root cause: Current floor plans/use of spaces and staff on campus is not efficient.</p>
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Additional Needs

WASC VISIT: 2015 Areas of Need
1. The staff continues to utilize data from assessments, formative, summative, and state (SBA), to confirm present and future curricular, instructional and assessment decisions.
2. The school leadership and teaching staff establish a schoolwide system (K-6) to maintain a personal learning plan for each student that may include long term goals, learning styles, and interests and is monitored and updated regularly.
3. The leadership and teaching staff reexamine the student learning outcomes and the curriculum of the Gifted and Talented program to ensure that activities are meeting the needs of all identified students.

ORGANIZE: Identify your Academic Review Team Accountable Leads

Name and Title of ART Team Accountable Lead	Responsible for monitoring of school's strategies and initiatives
Cherilyn Inouye, Principal	Facilities Self-Study, Communication Processes, Family & Community Partnerships, PLCs
Laurie Ines, Academic Coach/SSC	MTSS (Academic & Behavior RTI), GT, Technology, 'Ohana Events
Kristine Hall-Halford, Classroom Teacher (Lower)	MTSS (SEL, Schoolwide Behavior, p4c), Student Learning Plans
Jo Moser, Special Education Teacher	Math, Transitions
Stephanie Taira, Classroom Teacher (Lower)	ELA, HĀ
Sara Wong, Classroom Teacher (Upper)	Science, PBL, Student Council

WHERE DO WE WANT TO BE?

GOAL 1

5 Promises Alignment

- ❑ **Promise 1: Hawai'i.** Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution. — MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being
- ❑ **Promise 2: Equity.** Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality
- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. [Learn more](#). — MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners

WHY (Need): 1. Growing gap in achievement scores between high needs and low needs groups.

WHAT (Desired Outcome): 1. Close the achievement gap between high needs and low needs groups.

Desired Outcome (Student Centered)	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
1.1. A comprehensive multi-tiered system of supports (MTSS) will be designed and monitored using data to provide academic, attendance, behavioral, social-emotional, and wellness supports to meet the needs of all	<p>1.1a. By the end of quarter 1, the MTSS Team will review current RTI practices and data and complete a schoolwide multi-tiered system of supports (MTSS) plan with staff input that establishes academic, attendance, behavioral, social-emotional, and wellness supports to meet the needs of all students.</p> <p>1.1b. By the end of quarter 1, the MTSS Team will identify professional development needs in MTSS and</p>	Monthly MTSS meetings	WSF	Laurie Ines	<ul style="list-style-type: none"> ● MTSS Plan that includes supports, data collection, monitoring, and roles & responsibilities for: <ul style="list-style-type: none"> ○ Academic ○ Attendance ○ Behavior ○ Social-Emotional ○ Wellness ● PD Calendar ● MTSS training materials for staff ● MTSS Meeting Minutes

students.	<p>include training for staff in the MTSS plan and the school's professional learning schedule.</p> <p>1.1c. By the end of quarter 2 SY2020-21, the Ka'ealepulu School will implement the MTSS plan.</p>				
1.2. All students are provided with the academic and behavioral supports needed to access their learning.	<p>1.2a. All students will be provided with Tier I academic and behavior supports in the classroom.</p> <p>1.2b. Establish and implement a consistent schoolwide behavior RTI system that includes schoolwide behavior expectations, positive behavior interventions and supports, and review of data.</p> <p>1.2c. Students in need of Tier II or Tier III academic and/or behavior supports will be identified through the RTI process. Students will be provided with interventions/supports from the classroom teacher and RTI team.</p> <p>1.2d. Students identified as English Language Learners will be provided with appropriate strategies and supports by the classroom teacher and/or support staff as outlined in the English Learner Plan. Teachers/staff will be provided with resources, technical support, and training in EL strategies as needed.</p> <p>1.2e. By the end of quarter 2, the</p>	<p>MTSS Team Meetings</p> <p>Monthly RTI meetings</p>	WSF	Laurie Ines	<ul style="list-style-type: none"> • RTI Meeting Calendar • RTI Meeting Minutes • RTI Referral Forms • RTI PD Documents • RTI Monitoring Documents • MTSS Team Meeting Minutes • MTSS Plan • EL Plan

	<p>MTSS team will explore and select behavior curriculum to strengthen Tier II and Tier III supports for identified students.</p> <p>1.2f. Teachers will be provided with professional learning, resources, and technical support as needed in differentiated instruction, and academic and/or behavioral targeted interventions/supports.</p>				
1.3. Students in the Gifted and Talented program will be provided with learning opportunities to meet their unique needs through an inclusion model.	<p>1.3a. By the end of SY2020-21, an inclusive model to support Gifted and Talented students and to support all students will be implemented in grades 3-6.</p> <p>1.3b. Teachers will differentiate instruction through use of inclusive practices and effective instructional strategies for diverse learners and student voice and choice in projects and/or inquiry-based learning.</p>	GT Coordinator	WSF	Laurie Ines	<ul style="list-style-type: none"> • GT Plan • GT/Inclusive Practices PD documents
1.4. All students feel physically, socially, and emotionally safe on campus.	<p>1.4a. By the end of quarter 1, administration and staff will develop and implement a consistent schoolwide behavior management and discipline plan. All staff will be trained in the plan and technical support will be provided as needed.</p> <p>1.4b. All students will be provided with instruction in a social-emotional enrichment program through weekly guidance lessons provided by the</p>	<p>Monthly MTSS Team Meetings</p> <p>p4c Committee</p>	WSF	Kristine Hall-Halford	<ul style="list-style-type: none"> • Schoolwide behavior management and discipline plan • Training agenda and slidedeck • Disciplinary referral forms • MTSS Minutes • Choose Love curriculum map • Choose Love PD documents • p4c PD documents • p4c days in School Master Calendar • p4c groups

	<p>Counselor and/or classroom teacher. (Tier I)</p> <p>1.4c. All students will participate in p4c (philosophy for children) discussions on a regular basis in class to support their social-emotional well-being (Tier I).</p> <p>1.4d. All teachers will be provided with training in the Choose Love Enrichment Program and be provided with a curriculum map for Choose Love at the beginning of the school year to embed Choose Love throughout lessons daily.</p> <p>1.4e. All teachers will be provided with training and support as needed in p4c techniques to integrate into instruction.</p> <p>1.4f. By the end of SY2020-21, the Safety & Wellness Team will develop and implement a Wellness Plan based on the Safety and Wellness Survey data and with input from all stakeholders.</p>				<ul style="list-style-type: none"> • p4c day agendas • p4c schedule • Wellness Plan
1.5. Students are empowered to set and work toward their own learning goals and to develop self-awareness of their personal learning strengths,	1.5a. By the end of quarter 1, each student will create a Buncee personal learning plan which includes quarterly goals, individual learning styles and an interest inventory. The personal learning plan Buncees will be used in Student-Led Conferences and other student-teacher conferences to monitor student growth and	ART	School Activity Funds	Kristine Hall-Halford	<ul style="list-style-type: none"> • Student learning plans on Buncee • Shared drive with individual student folders

needs, and styles.	achievement, set new goals, and reflect on learning. 1.5b. At quarterly intervals, students will be supported by the teacher to update their personal learning plan Buncees to reflect new info.				
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GOAL 2

5 Promises Alignment

- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. [Learn more](#).— MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners
- ❑ **Promise 5: Innovation.** Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic

WHY (Need): 2. Decrease in achievement scores in ELA and Science.

WHAT (Desired Outcome): 2. Increase achievement scores in ELA and Science, and maintain upward trend in Math achievement scores for all students.

Desired Outcome (Student Centered)	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
2.1. Increase achievement and growth for all students in English Language Arts (ELA) through an integrated and balanced approach.	<p>2.1a. By the end of SY2020-21, all teachers will be trained in and implement a new ELA curriculum that is aligned to Common Core State Standards.</p> <p>2.1b. Teachers will support student literacy and engagement by integrating engaging and authentic fiction and non-fiction texts and effective reading strategies into</p>	<p>PLCs</p> <p>Data Team Process</p> <p>ILT</p>	WSF Carryover, Possible CLSD Funds	Stephanie Taira	<ul style="list-style-type: none"> • ELA vertical alignment plan • ELA curriculum • PD Calendar • Pacing guides • Grade level assessments • Learning targets • Success criteria

	<p>instruction.</p> <p>2.1c. Using the data team process, teachers will analyze iReady diagnostic assessment data and classroom assessment data to plan and adjust instruction as needed to address student areas of need in ELA.</p> <p>2.1d. The Instructional Leadership Team (ILT) will develop and monitor the Cycle of Professional Learning (CoPL) in the Powerful Instructional Practice (PIP) to meet the needs of teachers in ELA instruction.</p> <p>2.1e. Teachers will calibrate ELA curriculum, instruction, and assessments across grade levels and align instruction vertically, and share best practices in professional learning communities (PLCs).</p>				<ul style="list-style-type: none"> • Data team meeting minutes • ILT minutes • PLC minutes • Walkthrough data
2.2. Increase achievement and growth for all students in Math.	<p>2.2a. By the end of SY2020-21, all teachers will implement the Ready Classroom Math curriculum that is aligned to Common Core State Standards.</p> <p>2.2b. Teachers will be provided with differentiated professional development in the use of Ready Classroom.</p> <p>2.2c. All teachers will continue to implement mathematical discourse to support student growth and achievement in math. Professional development and technical support will be provided as needed.</p>	<p>PLCs</p> <p>Data Team Process</p> <p>ILT</p>	WSF Carryover	Jo Moser	<ul style="list-style-type: none"> • Math vertical alignment plan • Math curriculum • PD Calendar • Pacing guides • Grade level assessments • Learning targets • Success criteria • Data team meeting minutes • ILT minutes • PLC minutes • Walkthrough data

	<p>2.2d. Using the data team process, teachers will analyze iReady diagnostic assessment data and classroom assessment data to plan and adjust instruction as needed to address student areas of need in math.</p> <p>2.2e. Teachers will calibrate Math curriculum, instruction, and assessments across grade levels and align instruction vertically, and share best practices in professional learning communities (PLCs).</p>				
2.3. Increase achievement and growth for all students in Science.	<p>2.3a. By the end of SY2020-21, all teachers will implement NGSS-aligned project-based science units with a focus on inquiry and problem-solving and non-fiction grade level texts that align with NGSS.</p> <p>2.3b. By the end of SY2020-21, all teachers will participate in professional development in Project-Based Learning (PBL).</p>	PLCs	WSF	Sara Wong	<ul style="list-style-type: none"> • PD Calendar • Pacing guides • Grade level assessments • Learning targets • Success criteria • PBL PD documents

GOAL 3

5 Promises Alignment

- ❑ **Promise 1: Hawai'i.** Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution. — MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being
- ❑ **Promise 2: Equity.** Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality
- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. [Learn more](#). — MARKERS: Core values; curriculum; infrastructure;

- magnets; college & career; partners
- ❑ **Promise 4: Empowerment.** Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. — MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice
 - ❑ **Promise 5: Innovation.** Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic

WHY (Need): 3. Improve student engagement in learning, particularly in real world application and generalization of learning across all settings.

WHAT (Desired Outcome): 3. Provide students with opportunities to engage in hands-on, project-based, integrated and relevant learning experiences that incorporate life skills and student choice and voice.

Desired Outcome (Student Centered)	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
3.1. All students will engage in hands-on, project-based, integrated and relevant learning experiences that incorporate life skills, student choice, and student voice to improve their attainment of the General Learner Outcomes (GLOs) and Nā Hopena A‘o.	<p>3.1a. By the end of SY2020-21, all teachers will participate in professional development in Project-Based Learning (PBL).</p> <p>3.1b. By the end of SY2020-21, all teachers will be provided with professional learning/technical support as needed in engagement strategies.</p> <p>3.1c. All teachers will practice implementing project-based, integrated, and relevant learning experiences for students at least once a quarter during SY2020-21.</p> <p>3.1d. All teachers will integrate project-based learning experiences that support core instruction, General Learner Outcomes (GLOs) and Nā Hopena A‘o.</p>	PLCs	WSF	Sara Wong	<ul style="list-style-type: none"> ● PD Calendar ● PD Materials ● PBLUnit/ Lesson Plans ● Place based learning plans ● STEM unit/lesson plans ● Pacing guides ● PLC minutes ● Student assessments

3.2. All students will engage in place-based learning experiences to increase their understanding of and strengthen their internalization of Nā Hopena A‘o and connections to Hawai‘i.	<p>3.2a. By the end of SY2020-21, all teachers will participate in quarterly HĀ-aligned professional development activities to increase their knowledge and understanding of Nā Hopena A‘o and culture-based instruction.</p> <p>3.2.b. Teachers will be provided with resources and technical support to provide students with access to learning about local cultures, Hawaiian culture, and HĀ.</p> <p>3.2c. By the end of quarter 2, a HĀ team with representatives of all stakeholder groups will be established to continue strengthening community partnerships and to network with local cultural resources and organizations.</p> <p>3.2d. By the end of SY2020-21, the HĀ team will draft a multi-year plan for deepening implementation of HĀ and culture-based and place-based learning experiences for staff and students.</p>	HĀ Team	WSF	Stephanie Taira	<ul style="list-style-type: none"> • Field trip list • List of in class/school experiences • PD training notes and slidedeck • HĀ resource list • HĀ plan
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GOAL 4

5 Promises Alignment

- ❑ **Promise 2: Equity.** Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality
- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community’s power to contribute to a thriving, sustainable Hawai‘i. [Learn more](#). — MARKERS: Core values; curriculum; infrastructure;

- magnets; college & career; partners
- ❑ **Promise 4: Empowerment.** Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. — MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice

WHY (Need): 4. Improve staff morale and overall school climate.

WHAT (Desired Outcome): 4. A positive school climate and culture that extends to all stakeholders.

Desired Outcome	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
4.1. All staff have a clear understanding of school priorities, processes, communication, and programs.	<p>4.1a. By the start of SY2020-21, school communication and organizational processes are written and regularly reviewed by staff. All staff are trained in these processes and have access to the written processes and relevant documents/information.</p> <p>4.1b. By the end of quarter 1, the Steering Committee (Administration, Grade Level Chairs and Department Heads) will review internal and extra communication processes and schoolwide operational processes.</p>	Steering Committee	WSF	Cherilyn Inouye	<ul style="list-style-type: none"> • Master Calendar • PD Documents • Staff Handbook • Staff Internal Site • Internal communication processes • Steering Committee minutes
4.2. Systematize internal and external communication and collaborative processes and regularly use data to improve processes.	<p>4.2a. Continue to use and refine collaborative processes and structures from Adaptive Schools in all staff meetings.</p> <p>4.2b. Dedicated time during faculty meetings to coordinate schedules.</p> <p>4.2c. Continue use of a weekly email</p>	Steering Committee	WSF	Cherilyn Inouye	<ul style="list-style-type: none"> • Staff meeting templates (norms, working agreements, protocol) • Staff meeting notes • Weekly email bulletin

	bulletin to staff and families about school events and activities.				
4.3. All staff will improve their knowledge and proficiency in Google applications.	4.3a. By the end of SY2020-21, all staff will be trained in Google applications, the Staff Handbook, Staff internal site, and communication processes.	Steering Committee	WSF	Laurie Ines	<ul style="list-style-type: none"> Google Apps training documents Pre and post assessment
4.4. Build collective teacher efficacy through professional learning communities (PLCs) and teacher leadership opportunities.	<p>4.4a. By the end of SY2020-21, teacher leaders will be trained in effective meeting and PLC facilitation.</p> <p>4.4b. By the end of SY2020-21, all teachers will participate in PLCs.</p>	Steering Committee PLCs	WSF Possible CLSD Funds	Cherilyn Inouye	<ul style="list-style-type: none"> PLC meeting calendar and agendas/minutes Teacher leader training materials Steering Committee minutes Pre and post survey
4.5. Empower students to participate in schoolwide decision-making processes and problem-solve student issues on campus.	<p>4.5a. On a quarterly basis, student council representatives will meet with the principal to discuss how student voice can be incorporated into student activities and policy decisions.</p> <p>4.5b. Administration will hold listening/talk story sessions with students at least two times per year to gather student feedback/input on schoolwide issues and to discuss possible solutions.</p>	School Community Council	N/A	Sara Wong	<ul style="list-style-type: none"> Student Council/Principals meeting minutes School Community Council minutes
4.6. New students and families will feel welcomed on campus and be supported through the transition.	<p>4.6a. Using the PDCA process, review, implement, monitor and revise transition plans for:</p> <ul style="list-style-type: none"> Kindergarten 6th grade for those moving on to Kailua Intermediate School 	MTSS Team	WSF	Jo Moser	<ul style="list-style-type: none"> New student orientation plan and schedule Kindergarten orientation plan and schedule New student

	<ul style="list-style-type: none"> • Support for SpEd, 504, ELL and GT students • Grade to grade end of the year <p>4.6b. By the end of Q1, the PCNC/Transition Coordinator will establish a transition program for new students who arrive after the start of the school year.</p>				transition plan
4.7. Families and community volunteers will feel welcomed on campus and empowered to participate meaningfully in schoolwide decision making processes and school activities.	<p>4.7a. Administration will continue to meet monthly with the PTSA membership and as needed with PTSA leadership.</p> <p>4.7b. Administration will provide quarterly listening/talk story opportunities with parents, family members, and community members to gather feedback and brainstorm solutions to schoolwide issues.</p> <p>4.7c. The PCNC will coordinate small group sessions with parents and family members and community members to support school activities and initiatives.</p>	PTSA School Community Council	WSF	Cherilyn Inouye	<ul style="list-style-type: none"> • PTSA Meeting Agendas and Minutes • Talk Story notes • Parent Surveys • School Community Council Agendas and Minutes • Family events agendas, sign in sheets, exit slips
4.8. Parents and guardians will feel empowered and efficacious in supporting their child(ren)'s learning at home.	4.8a. By the end of SY2020-21, staff will plan and implement at least two (2) family learning events to strengthen parent/guardian awareness and knowledge of school programs, curriculum, instruction, and/or initiatives based on pre-survey data.	ART	WSF	Laurie Ines	<ul style="list-style-type: none"> • Pre and post parent survey • 'Ohana Learning Night forms, agenda, materials

GOAL 5

5 Promises Alignment

- ❑ **Promise 3: School Design.** Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i. [Learn more.](#)— MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners

WHY (Need): 5. Increasing enrollment has resulted in large class sizes and requires staff to share workspace.

WHAT (Desired Outcome): 5. Provide services, supports, and facilities to match the increasing trend in enrollment.

Desired Outcome (Student Centered)	HOW: Enabling Activities	Monitoring Process	Funding	ART Accountable Lead	Evidence of Progress
5.1. Provide students and staff with a safe and supportive learning environment.	5.1a. By the end of SY2020-21, the principal will convene a team of key stakeholders to conduct a study of use of current facilities and if necessary, submit request(s) to DOE Facilities and/or legislators for additional facilities.	School Community Council	WSF	Cherilyn Inouye	<ul style="list-style-type: none"> • Meeting minutes • Self-study of facilities