



# Three-Year Academic Plan 2017-2020

## Honaunau Elementary School

83-5360 Mamalahoa Hwy  
Captain Cook, Hawaii 96704

|  |                      |
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| Submitted by <b>Noreen Kunitomo, Principal</b> | Date                 |
|  | <b>April 9, 2019</b> |

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|-----------------------------------|------|
| Approved by <b>Art Souza, CAS</b> | Date |
|                                   |      |

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

| <b>Where are we now?</b>   |   |
|--|---|
| <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study Categories A-E</li> </ul> | <p>Needs:</p> <ol style="list-style-type: none"> <li>1. Continue to develop the PBIS elements, including a set process for managing behavior and social skills curriculum implementation.</li> <li>2. Implement the professional development we have completed (Explicit Instruction, Active Participation, Thinking Map, Project Based Learning, Small Group Instruction, Visible Learning).</li> <li>3. Create and maintain curriculum maps at each grade level for academic standards and GLO's.</li> <li>4. Increase parent engagement in academic events.</li> <li>5. Update Honaunau School handbook.</li> <li>6. Increase effective staff communication.</li> <li>7. Monitor and improve our school systems for their effectiveness.</li> <li>8. Continue to develop existing RtI practices and expand to include additional curriculum areas</li> <li>9. On-going Professional Development offered to ensure instructional coherence.</li> <li>10. Explore and implement program for EL newcomers.</li> </ol> |
|  | <p><b>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.</b></p> <ol style="list-style-type: none"> <li>1. English Learners: address student's challenges – foundational reading, writing and communication.</li> <li>2. Economically Disadvantaged Learners: provide supportive learning environments that address student's well-being.</li> <li>3. Newcomers - effective introductory English program and individuals to manage it.</li> </ol>  |

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

| <b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads. |   |
|--|---|
| <b>Name and Title of ART Team Accountable Lead</b>                     | <b>Responsible for implementation of the school's strategies and initiatives</b>  |
| 1. Charlene Pryor Instructional Coach: PLC/PD                          | 1. ELA and Math Common Core Standards, Thinking Maps, Explicit Instruction/Active Participation, Formative Instruction, Data Team, PD support, Small Group, Peer Review, Curriculum Mapping and Development and Visible Learning. |
| 2. Lisa Berry, Counselor   | 2. Social Emotional Learning, Social Skills Program, PBIS, PSAP, Whole Child, Attendance  |
| 3. Cherie Okada Carlson, SSC   | 3. Comprehensive Student Supports, Student Review Team Lead, Community Outreach, Transition, Inclusionary Practices, Behavior Support Plan  |
| 4. Justin Udovch, Tech/STEM/ State Assessment Coordinator              | 4. STEM, PBL, State Assessments, Technology, Health and Wellness Committee, Next Generation Science Standards   |
| 5. Paula Alu, Literacy/SAC   | 5. Library Services, Close Reading, AVID Practices, Achieve3000 – Kidbiz, Student Council, College and Career Readiness, WASC Coordinator   |
| 6. Gwen Radziwon-Yurong, Instructional Support/ELL                     | 6. Early Childhood Initiatives, Intervention Supports, EL support   |
| 7. Jan Kaneko, RTI/Data Coordinator                                    | 7. RtI Data and System, Universal Screener Coordinator (iReady and DIBELS), EL support, <del>Achieve3000-Smarty Ants</del>  |
| 8. Noreen Kunitomo, Principal  | 8. Educator Effectiveness, Academic Review Team, Family/Community Engagement, System Effectiveness, PD Opportunities, EL/MEP/Title 1 Coordinator  |

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

**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:   |
|--|--|
| <p>By the end of school year 2019 – 2020 all students will demonstrate that they are on a path toward success in college, career and citizenship.</p> <p>Each and every student will be:</p> <ul style="list-style-type: none"> <li>● responsible for their learning to set and achieve their aspirations for the future.</li> <li>● safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</li> <li>● engaged in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.</li> <li>● able to transition successfully throughout their educational experiences.</li> </ul> | <p>K-12 learning opportunities expand students’ horizons through a range of topics, solutions, and possibilities for their education and their future. Students’ personalized plans, including career, postsecondary, and training goals, are informed by learning opportunities throughout the K-12 continuum. Students are engaged and motivated because learning is relevant and builds on their strengths. Students’ voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, their future, and their contributions to family and community.</p> <p>Students’ physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students’ wellbeing and health increase their readiness to learn. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.</p> <p>All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic subject areas. In response to long-standing federal accountability law, our schools’ curriculum and instruction too often focused narrowly on reading and mathematics. Students should experience the interdisciplinary nature of education, and develop the abilities and skills necessary to have a “breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry...” (BOE Policy E-105). The federal Every Student Succeeds Act requires standardized testing. In addition to federally required tests, schools may choose to assess students to inform planning for learning by teachers, schools and policymakers, and to validate and report students’ academic progress to students, their families, lawmakers and the community.</p> <p>Students who feel connected to school are more likely to engage and to learn. Students’ transitions between schools — whether advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness to school. Intentional planning to support students’ transitions can make the critical difference for student success.</p> |

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

| Planning  |   |                            |  | Funding  | Interim Measures of Progress  |
|---|---|----------------------------|--|--|---|
| Desired Outcome   | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>   | School Year(s) of Activity | ART Accountable Lead(s)  | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>   | Define the relevant data used to regularly assess and monitor progress  |
| <b>EMPOWERED. All Students Successfully Empowered and Prepared to be Innovators and Global Citizens</b> | <p>1. Continue to implement the Common Core shifts in ELA / Literacy/Math.</p> <p>a) Use state mandated instructional materials to implement ELA Common Core shifts (Reading Wonders, Ready Common Core Writing and supplemental resources) with the use of PPT/PTTs for small group instruction.</p> <p>b) Use state mandated instructional materials to implement Math Common Core shifts (Stepping Stones/Ready Math, and supplemental resources) with the use of PPT/PTTs for small group instruction.</p> <p>c) Universal Screening: iReady &amp; DIBELS for Reading and Math is conducted at least 3 times per school year (Fall, Winter, Spring) for ALL students. Sub/PTT to provide coverage as needed/assist with testing</p> <p>d) Provide RtI instruction (iReady, BFRS, Phonics for Reading, Math Navigator) to all students scoring</p> | 2019 – 2020                | Charlene Pryor, Coach<br><br><br><br><br><br><br><br><br><br>Charlene Pryor, Coach & Jan Kaneko, RtI Coordinator | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input checked="" type="checkbox"/> Title III<br><input checked="" type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other MEP<br><input type="checkbox"/> N/A | <p>iReady and DIBELS Universal Screener, schoolwide assessments/CFAs and SBA Interim Assessments</p> <p>Assessment Schedule, RtI Schedule,</p> <p>SRT minutes identifying targeted students, RtI Data Sheet, PIDS Data Sheets</p> |

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

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|   | <p>three or more below grade level on the universal screener.</p> <p>e) Utilize Smarter Balance Assessment resources (digital library, interim assessments etc.) &amp; Achieve3000 to inform instruction.</p> <p>f) Utilize WIDA assessment to inform instruction and determine supports.</p> <p>g) Provide additional supports for ELs before and after school tutorial</p>   |                    | <p>Justin Udovch,<br/>Tech/Assessment</p> <p>Gwen Radziwon-<br/>Yurong, Jan<br/>Kaneko, Tiare<br/>Doria</p>                     |   | <p>PLC agenda/minutes</p> <p>WIDA data – Action Plan aligned to analysis</p> <p>iReady Data</p>   |
| <p>Increase student engagement and empowerment through relevant, rigorous learning opportunities.</p> | <p>2. Student Supports:</p> <p>a) Ensure students can build knowledge through content-rich nonfiction (Achieve3000-Kid Biz and Smarty Ants)</p> <p>b) School will purchase/teachers to implement the following:</p> <ul style="list-style-type: none"> <li>● Reading Wonders/Wonders Works (K-5)</li> <li>● Ready Common Core Writing</li> <li>● Stepping Stones/Ready Math (K-5)</li> <li>● Achieve3000-Kid Biz</li> <li>● Smarty Ants (PreK-2)</li> <li>● Moby Max (K-5)</li> <li>● iReady ELA/Math (K-5)</li> <li>● RtI Math programs</li> <li>● Sound Partners</li> <li>● Thinking Maps - TMLC</li> <li>● Smarter Balance Assessment</li> <li>● Small Group Instruction</li> <li>● Common Core State Standards</li> <li>● Technology to support programs/systems</li> <li>● Mystery Science</li> </ul> | <p>2019 – 2020</p> | <p>Paula Alu,<br/>Instructional<br/>Support</p> <p>Charlene Pryor,<br/>Coach &amp; Paula<br/>Alu, Instructional<br/>Support</p> | <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input checked="" type="checkbox"/> Other MEP</p> <p><input type="checkbox"/> N/A</p> | <p>Achieve3000 monthly Classroom Performance Report</p> <p>Purchase Orders / Observation data through peer observations of classrooms</p> |

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

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|  | <ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• BFRS</li> <li>• Phonics for Reading</li> <li>• Growing Pono Schools/Mind Up</li> <li>• Rosetta Stone</li> </ul> <p>c) Teacher to provide explicit instruction with captivating activities appropriate to each grade level (with PPT/PTT support)</p> <p>d) Purchase &amp; provide PD opportunities for schoolwide alignment through:</p> <ul style="list-style-type: none"> <li>• Thinking Maps</li> <li>• Building Foundational Reading</li> <li>• PBL Practices</li> <li>• Explicit Instruction /Active Participation</li> <li>• Visible Learning</li> <li>• Ready Math</li> </ul> <p>3. Continue to implement the Data Team process of sharing ideas and best practices to develop and improve instruction and increase student achievement.</p> <p>a) Continue Data Team collaboration and planning time (PLC) while students are with Resource Teachers/PTTs. Provide sub coverage as needed for additional meetings.</p> <p>b) Improve Data Team process to plan for effective Tier 1 interventions instruction.</p> | <p>2019 – 2020</p> | <p>Charlene Pryor,<br/>Coach &amp; PLC</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input checked="" type="checkbox"/> Other MEP</li> <li><input type="checkbox"/> N/A</li> </ul><br><br><br><br><br><br><br><br><br><br><ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> </ul> | <p>PLC agenda/minutes<br/>Action Plan aligned to analysis. Teacher lesson plans</p> <p>Purchase order and Contract for Professional Development</p> <p>PLC agenda/minutes<br/>PLC/Resource Schedule<br/>Action Plan aligned to analysis</p> <p>ILT agenda/minutes and Peer Observation Data<br/>Action Plan aligned to analysis</p> <p>PLC/ILT/Faculty meeting agenda/minutes<br/>Action Plan aligned to analysis</p> |
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|  | <p>c) Review all student, grade level and whole-school data regularly to provide support for all students.</p> <p>d) Monitor student growth and differentiation/interventions.</p> <p>e) Pursue PD to support effective instructional practices (ex: Explicit Instruction, core and supplemental programs, Thinking Maps, PBL, Small Group, Ready Tools for Instruction).</p> <p>4. Apply elements of Response to Interventions (RtI) to meet individual student needs in - academics (RtI-Academic)</p> <p>a) Continue to implement a Universal Screener for reading/math 3 times/year for grades K-5.</p> <p>b) Utilize a variety of assessments – DIBELS, iReady, Wonders/Ready Math,</p> <p>c) Utilize data team process to regularly identify and plan for student supports.</p> <p>d) Review Primary and Secondary RtI supports and services to ensure that needs of targeted students are addressed appropriately (Tutoring before, during and after school)</p> <p>Students in grades K-2: all will be on grade level by the end of grade 2.</p> <p>e) Pursue PD related to ELA – iReady, LLI, Read Well &amp; Math Interventions – Math Navigator,</p> | <p>2019 – 2020</p> | <p>Jan Kaneko, RtI Coordinator,<br/>Charlene Pryor, Coach &amp; PLC</p> <p>Gwen, Jan, Paula, RtI PTT and Coach</p> <p>Charlene Pryor, Coach, SRT, Cherie Okada Carlson, SSC, Justin Udovch, Tech Coordinator</p> | <p><input type="checkbox"/> Title II<br/><input type="checkbox"/> Title III<br/><input type="checkbox"/> IDEA<br/><input type="checkbox"/> Homeless<br/><input type="checkbox"/> CTE<br/><input checked="" type="checkbox"/> Other MEP<br/><input type="checkbox"/> N/A</p> <p><input checked="" type="checkbox"/> WSF<br/><input checked="" type="checkbox"/> Title I<br/><input checked="" type="checkbox"/> Title II<br/><input checked="" type="checkbox"/> Title III<br/><input type="checkbox"/> IDEA<br/><input type="checkbox"/> Homeless<br/><input type="checkbox"/> CTE<br/><input checked="" type="checkbox"/> Other MEP<br/><input checked="" type="checkbox"/> N/A</p> | <p>RtI Data Sheet reflecting screening administered 3x/year</p> <p>RtI Guide (VB) aligned to analysis</p> <p>PLC agenda/minutes discussion about student needs – PIDS process</p> <p>Purchase Orders, Contracts for Professional Development and PPT/PTT schedule of supports.</p> <p>Sub coverage and teacher schedules</p> <p>SRT – Student Review Team notes on discussion of student status, RtI Data sheets</p> <p>Assessment Schedule, teacher/PPT/PTT/EA schedule</p> |
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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|   | Moby Max as well as PD on LDS data base / eCSSS database.  |             |   |  |  |
| <b>WHOLE CHILD</b><br><b>All students are safe, healthy, and supported in school, so that they can engage fully in high –quality educational opportunities.</b> | <b>5.</b> Apply the elements of Response to Intervention (RtI) to meet individual student needs in behavior. (RtI-Behavior) <p>a) Establish a Positive Behavior Intervention &amp; Support system that will assist students in need.</p> <p>b) Continue to implement evidence based Social Emotional Learning (SEL) curriculum – Social Skills curriculums -Growing Pono Schools/Mind Up. (The use of PPT/PTTs to provide support)</p> <p>c) Analyze and select a behavioral universal screener</p> <p>d) Revise Honaunau’s Multi Level RtI Prevention System to include RtI-B intervention strategies, progress monitoring, assessment, and processes</p> <p>e) Provide PD for RtI-B related to behavioral interventions, proactive teaching strategies, behavioral support programs etc.</p> | 2019 – 2020 | Counselor & PLC/ILT<br><br>Counselor & Jan Kaneko, RtI Coordinator                        | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other MEP<br><input type="checkbox"/> N/A | PLC Data Team / ILT agenda/minutes reflecting discussion.<br>RtI Guide (VB) aligned to analysis<br><br>PPT/PTT and EA schedules reflecting classroom supports<br><br>SRT notes reflecting the review process |
|   | <b>6.</b> Apply the elements of the Comprehensive Student Support System (CSSS) to meet the needs of each and every student.   |             | Cherie Okada<br>Carlson, SSC<br><br>Counselor<br><br>Noreen Kunitomo,<br>Principal, PCNC, | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input checked="" type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless   | Completed Multi Level RtI Prevention System Pyramid to include RtI Behavior updates<br><br>Orientation session with PPT/PTT on Roles, responsibilities, and  |



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|   | <p>h) Provide PD for eCSSS for teacher usage</p> <p>7. Continue to promote safe, healthy and supportive practices: health/hygiene education, Fresh, Fruits and Vegetables (FFVP) program, field days, After School Snacks (ASP), cultural activities/festivals, extra-curricular, Project Based Learning (PBL) opportunities.</p>  |                    | <p>Cherie/SPED, Tech</p> <p>Noreen Kunitomo, Principal</p>   |  | <p>Documentation of participation, partnerships, and contracts</p>   |
| <p>Cultivate a community and school culture where attendance is valued, encouraged and supported.</p> | <p>8. Increase School Attendance:</p> <p>a) Conduct an annual orientation for staff to review the attendance policy, guidelines, and processes.</p> <p>b) Continue to improve/update the School Matrix – Google and School Handbook with attendance information</p> <p>c) Continue to recognize students with perfect attendance certificates and classes with incentives. Also to highlight students in the Bulldog Bulletin.</p> <p>d) Pursue PD to support staff with the school data systems –Infinite Campus.</p> <p>e) PCNC/Counselor to assist with home school connection that support students and families—to determine supports and parent involvement activities needed/desired by our families.</p> | <p>2019 – 2020</p> | <p>Noreen Kunitomo, Principal</p> <p>Justin Udovch, Tech Coordinator</p> <p>PBIS Awards Committee</p> <p>Justin Udovch, Tech Coordinator</p> <p>Counselor/PCNC</p> | <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> | <p>Documentation of handbook, bulletin, activities, home school connections, sign-in sheets</p> <p>Technology Plan aligned to analysis</p> |

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

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|  | f) Pursue PD to support staff with system protocols / technology   |             | Justin Udovch,<br>Tech Coordinator                                   |   |   |
| <p><b>WELL ROUNDED</b><br/>All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.</p> <p>Provide students of all backgrounds, ages and needs with a challenging and quality standards-based education in all subject areas.</p> | <p>9. Apply elements of Project Based Learning (PBL) to engage students in opportunities to prepare them to make a positive difference in the world.</p> <p>a) All classes show consistent evidence of students engaged in cooperative learning.</p> <p>b) General Learner Outcomes (GLOs) are taught to students and rubrics are used for report cards and for students to understand each of the GLO components. Students to be provided time to reflect and set a goal for improvement. Students to be recognized for efforts on GLO accomplishments.</p> <p>c) Teachers to help students become more responsible - ask questions, construct their own knowledge and gain a deeper understanding.</p> <p>d) All students are provided with opportunities to participate in all content areas including art, music, garden, drama, and physical education etc. PTT/Sub for coverage.</p> <p>e) Teachers will collaborate in PLCs to develop engaging activities to support small group instruction and</p> | 2019 – 2020 | <p>Justin Udovch,<br/>Tech/STEM</p> <p>Charlene Pryor,<br/>Coach</p> | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other<br>MEP/SAF<br><input type="checkbox"/> N/A | <p>Documentation of activities, student projects, communication with community partners</p> <p>Documentation of Classroom student communication data (example: Active Participation, Thinking Maps in collaboration, PBL group work, etc)</p> <p>PLC agenda/minutes, Teacher lesson plans, Report card.<br/>GLO implementation plan for K-2, 3-5.</p> <p>Resource schedule</p> <p>PLC agenda/minutes</p> <p>Peer observation to support growth of instructional practices</p> |

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|  | centers. PTT/sub coverage as needed.  |             |  |   |  |
| Ensure that each student’s learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college and community. | <p>f) Teachers to provide Project-Based Learning opportunities to promote collaboration, communication, teamwork, critical thinking and student independence.</p> <p>g) Plan for use of Next Generation Science Standards (NGSS)</p> <p>h) Implement the use of NGSS in science / integrated lessons.</p> <p>i) Pursue PD to continue implementation / practice - NGSS, PBL.</p> <p>j) Learning Trips/Excursions to expand worldview and provide real life experiences.</p> <p>k) Gather information about the Gifted &amp; Talented program, and establish enrichment supports for students who qualify.</p> | 2019 – 2020 | Justin Udovch,<br>Tech/STEM            | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input type="checkbox"/> Other<br><input type="checkbox"/> N/A | <p>PBL unit plans</p> <p>PLC/ILT agenda/minutes</p> <p>PD agenda/minutes, lesson plans, curriculum maps<br/>Documentation of activities that promote learning opportunities.</p> |
|  | 10. Continue to implement Achieve3000 Kid Biz – differentiated program and monitor Lexile growth monthly to adjust instruction/activities appropriately to allow students to be college and career ready.   | 2019 – 2020 | Tech and Instructional Support         |   | Achieve3000 – KidBiz and Smarty Ants student data, Monthly classroom performance data  |
| <b>PREPARED and RESILIENT</b><br>All students transition   | 11. Apply elements of Effective Transition services, Programs and Supports:   | 2019 – 2020 | Counselor & Noreen Kunitomo, Principal | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III   | Agenda/minutes from Transition meetings, transition plans, communication logs  |

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| <p><b>successfully throughout their educational experiences</b></p> <p>Student strengths and challenges to be identified and addressed early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading.</p> <p>Student transitions into adolescence (grades 5 to 6) through practices, counseling and research-based experiences that advance total well-being.</p> | <p>a) Establish Bulldog Primary Support (BPS) group to provide early intervention and transition support and to sponsor an annual Kinder Kamp/Summer Transition Program for incoming Kinders.</p> <p>b) Pursue PD opportunities to support implementation of the programs/policies - Social Emotional Learning, Bulldog Primary Support, Na Hopena A'o - HA.</p> <p>c) Continue to monitor student progress with interventions, adjust instruction, meet with students and participate in the peer review to support students in need. Student Review Team (SRT) to meet and assist teachers as needed.</p> <p>d) Participate in career day, college/career visitations and Middle School transition / orientation.</p> |  | <p>Noreen Kunitomo, Principal, and Counselor.</p> <p>Coach, Noreen Kunitomo, Principal &amp; Cherie Okada Carlson, SSC</p> | <p><input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> CTE<br/> <input checked="" type="checkbox"/> Other MEP<br/> <input type="checkbox"/> N/A</p> | <p>Documentation of activities, sign-in sheets, schedule of supports</p> <p>PD agenda/minutes</p> <p>SRT agenda/minutes of student progress<br/> Action plan aligned to analysis</p> <p>Purchase order, permission forms, documentation of follow up activities</p> |
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| <p>Support students who are transitioning between grade levels or transferring to a new school.</p> | <p>12. Establish a system of data collecting and reporting for teachers to be informed of an incoming class. Create a portfolio of items – GLO, Writing pieces, electronic data, Concerns/Alerts and Stop Light Folder information</p> | <p>2019 – 2020</p> | <p>Noreen Kunitomo,<br/>Principal</p> | <p> <input checked="" type="checkbox"/> WSF<br/> <input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> CTE<br/> <input type="checkbox"/> Other<br/> <input type="checkbox"/> N/A         </p> | <p>PLC/ILT agenda/minutes, Action plan aligned to analysis</p> |
|---|--|--------------------|---------------------------------------|--|--|

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

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

| <b>Outcome:</b> By the end of three years,  | <b>Rationale:</b>   |
|---|---|
| <p>By the end of school year 2019- 2020 there will be a high-performing culture at Honaunau Elementary School where employees have the training, support and professional development to contribute effectively to student success.</p> | <p>Education is a “people business.” research, student feedback, and our own experiences confirm that competent and committed teachers have the greatest influence on student achievement beyond students’ families. Our greatest investment and primary strategy to retain teachers is supporting teachers’ professional and collegial practice including coaching and mentoring so that they are successful in the classroom with their students. When teachers excel, students thrive.</p> <p>Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at every school. Some schools and students are disproportionately affected by vacancies, which impacts our ability to ensure equitable resources in education for all students across the state. Recognizing that there are teacher shortages, especially special education teachers, schools must endeavor to ensure that the most vulnerable students are taught by a highly qualified teachers.</p> <p>Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early on in education as a profession, and support from higher education institutions and community organizations to promote the teaching profession. There will be an emphasis on developing partnerships that result in more Hawaii - connected educators, as locally connected teachers are more likely to be retained.</p> |



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

| Planning   |  |                            |                         | Funding   | Interim Measures of Progress   |
|--|--|----------------------------|-------------------------|---|--|
| Desired Outcome  | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>  | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>  | Define the relevant data used to regularly assess and monitor progress   |
| Realign professional development resources to support student success objectives as needed by individuals in the school. Aim for a constant experience of caring educators and quality instruction to enable students to progress toward becoming ready for career, college and community. | <p>1. Pursue PD in the following areas:</p> <ul style="list-style-type: none"> <li>● RtI: ELA, Math and Behavioral Interventions</li> <li>● Core ELA and Math (Wonders and Stepping Stones/Ready Math)</li> <li>● Effective instructional practices (ex: technology integration, differentiation)</li> <li>● Collaborative Conversations</li> <li>● Thinking Maps - TMLC</li> <li>● Building Foundational Reading Skills (BFRS)</li> <li>● PBL Practices</li> <li>● iReady</li> <li>● PBIS - Restorative Practices</li> <li>● Social Skills Curriculum (Growing Pono Schools/Mind Up)</li> <li>● NGSS</li> <li>● Google Training</li> <li>● Class Dojo</li> <li>● Explicit Instruction/Active Participation</li> <li>● Visible Learning</li> </ul> | 2019 – 2020                | Charlene Pryor, Coach   | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other District<br><input type="checkbox"/> N/A | <p>Purchase orders and Contracts for Professional Development</p> <p>PLC/ILT agenda/minutes, Documentation of sub coverage</p> |
|  |  |                            |                         | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I  |  |



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

|  |  |                    |                                   |  |   |
|--|--|--------------------|-----------------------------------|--|---|
| <p>Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders.)</p> | <p>5. Pursue PD opportunities for new staff:</p> <ul style="list-style-type: none"> <li>● Induction &amp; Mentoring</li> <li>● In-Staff Mentoring/Coaching</li> <li>● Implementation of SPED Protocols/Processes etc</li> <li>● Understanding Schoolwide Agreements</li> <li>● General School Protocols/Processes</li> <li>● PCNC Home Connection</li> <li>● Classified Trainings</li> <li>● PPT/PTT Academic Supports</li> <li>● EES</li> </ul> | <p>2019 – 2020</p> | <p>Noreen Kunitomo, Principal</p> |  | <p>Documentation of mentor/mentee schedule, SPED protocols, PCNC Parent/Community engagement activities, Schoolwide agreements, etc.. shared at Orientation</p> |
|--|--|--------------------|-----------------------------------|--|---|

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

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

| <b>Outcome:</b> By the end of three years,  | <b>Rationale:</b>   |
|---|---|
| <p>By the end of school year 2019-2020 Honaunau Elementary School will have the system and culture in place to effectively organize financial, human, and community resources to support student success.</p> | <p>Meeting the challenges of our students, communities, and world for today and the future requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawaii public schools will foster innovation and the expansion of existing public school “Bright Spots,” which includes learning from charter schools that were established as innovation labs. Supporting innovation includes making changes based on lessons learned, and providing opportunities for risk taking that are balanced by awareness of the impacts of failure for our students and boundaries of law and collective bargaining agreements.</p> <p>Analyses of Hawaii’s school funding repeatedly find that resources are distributed equitably but are inadequate for quality public schools. Public education funding has not maintained pace with inflation and has endured budget cuts and restrictions that have required education leaders to maximize available resources and make difficult choices. Additional funds and partnerships are needed to achieve the goals of this Strategic Plan for all schools and every student.</p> <p>Public education’s human, social, community, and financial resources must support student learning. State office operational supports will be efficient and transparent to provide a high level of service and accountability.</p> |

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

| Planning   |  |                            |  | Funding   | Interim Measures of Progress   |
|--|--|----------------------------|--|---|--|
| Desired Outcome  | Enabling Activities<br><i>(Indicate year(s) of implementation in next column)</i>  | School Year(s) of Activity | ART Accountable Lead(s)                  | Source of Funds<br><i>(Check applicable boxes to indicate source of funds)</i>  | Define the relevant data used to regularly assess and monitor progress   |
| <p><b>INNOVATION</b><br/> <b>Foster innovation and scaling up of effective instructional and operational practices to meet and exceed our educational goals.</b></p> <p>Foster a culture of innovation to support Student Success and to improve operations. (e.g. through collaboration, time, resources, flexibility, safe space for risk taking, recognition)</p> | <p>1. Pursue opportunities to improve instructional/school practices, and build leadership capacity</p> <p>a) Review PBIS framework, Explore/implement and monitor the system (Roots of Empathy, Growing Pono Schools/Mind Up, Restorative Practices program/strategies schoolwide</p> <p>b) Provide Teacher Orientation and Mentoring – create buddy partners, review school handbook, establish a check-in schedule (need to do)</p> <p>c) Continue with collaboration sessions/routines and improve the process towards systematizing and increased effectiveness: PLC, ILT, SRT, ART, GLC/CC, SPED, Data Review Teams, Classified meetings, Safety Committee, SCC</p> <p>d) Purchase up-to-date computers/technology to enhance student learning</p> | 2019 – 2020                | Noreen Kunitomo, Principal & GLC/CC Team | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other - District<br><input type="checkbox"/> N/A | <p>PD agenda/minutes</p> <p>Documentation of participation of orientation, collaboration sessions, work on PBIS framework, instructional/school practices</p> <p>Action plan aligned to analysis</p> |

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

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|---|--|-------------|--|--|---|
|   | opportunities (laptop, camera, iPads for SLT/)   |             |  |  |   |
| <p><b>ADEQUATE and EXPANDED RESOURCES</b></p> <p><b>Secure adequate resources to support school and community-based plans for student success.</b></p> <p>Partner with families and communities to engage relationships, and expertise to support Student Success strategies (e.g. through School Community Councils, grants and gifts, family education, partnerships)</p> | <p>2. Pursue opportunities to improve instruction and school practices.</p> <p>a) Establish School Home Connection Committee (Counselor, PCNC, Translator, SSC, Coach, Admin) to review/coordinate/participate in the following:</p> <ul style="list-style-type: none"> <li>● PCNC Manual</li> <li>● Parent/Community Coffee Hour</li> <li>● Computer Training</li> <li>● Parent/Child activities... movie, STEaM, themed events, wellness workshops, Career Day, May Day, Field Day</li> <li>● Friday morning presentations</li> <li>● Attendance</li> <li>● Health and Nutrition</li> <li>● PACT: Parent and Child Together activities</li> <li>● Update/Improve/Change school website to accommodate EL families</li> </ul> <p>b) Continue to establish Partnerships within the community</p> <p>(See CNA Business Partnerships/Donors section)</p> | 2019 – 2020 | <p>Noreen Kunitomo, Principal</p> <p>Justin Udovch, Technology Coordinator</p><br><p>Aileen Force, Website Coordinator</p> | <input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> CTE<br><input checked="" type="checkbox"/> Other Grant<br><input type="checkbox"/> N/A | Documentation of participation, involvement with activities, and partnerships |



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

|  |   |  |  |                              |  |
|--|---|--|--|------------------------------|--|
| <p>Continue to improve communication to promote understanding and engagement of stakeholders.</p> <p>Incorporate students in the process</p> | <p>completed, presentation at faculty meeting/ PLC if grade specific.</p> <p>Strengthen Communication with all stakeholders regarding school improvement efforts -</p> <ul style="list-style-type: none"> <li>● bulletin,</li> <li>● newsletters</li> <li>● website</li> <li>● progress reports</li> <li>● attendance</li> <li>● marquee</li> <li>● community venues</li> <li>● School Connect System</li> <li>● Electronic communication (text, email, phone apps)</li> </ul> <p>Note: Written protocol clearly stating staff, support staff, admin expectations.</p> <ul style="list-style-type: none"> <li>● social media options</li> <li>● Home visits</li> <li>● Personalized phone calls</li> <li>● Article in Newspaper</li> <li>● Supports for all EL families</li> <li>● Newcomers Toolkit</li> </ul> |  |  | <input type="checkbox"/> N/A |  |
|--|---|--|--|------------------------------|--|