Three-Year Academic Plan 2017-2020
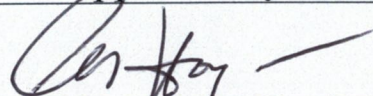
Ho`okena Elementary

86-4355 Mamalahoa Hwy, Captain Cook, HI 96704

Submitted by **Tammy Furrer**, **Principal**	Date
	5/16/19

Approved by **Art Souza, CAS**	Date
	5/16/19

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Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment (Title I Schools)
 	
● WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
 	
● International Baccalaureate (IB) Authorization
	● Improve student achievement in math, reading, writing and science and provide additional comprehensive student supports for all students
	● Implement the Hawaii Common Core State Standards with fidelity
	● Continue the data team process to provide targeted instruction for all students and progress monitor student growth
	● Reduce chronic absenteeism
	● Improve parental involvement
	● Provide a safe, caring, and differentiated classroom
	● Increase opportunities for students to become aware of and participate in the greater, global community
	● Address the needs of the whole child to include transitioning between home and school, between grade levels; and to address the physical, mental and social emotional health as well as addressing student issues resulting from home environment, poverty, and socioeconomic status.
	● Needs of a small, rural school to include attracting and retaining highly qualified teachers/staff by providing quality professional development, mentoring, and supports for staff
	● Provide early childhood experiences that prepare students for kindergarten especially those from disadvantaged households
	● Improve overall communication and school climate
	● ==Provide effective research based professional development and curriculum to teachers in reading, math and science.==
	● ==Improve effectiveness of PLCs.==

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● Other	**Addressing Equity: Sub Group Identification**
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs. ELL students: language acquisition and comprehension Special Education students: as specified in their IEPs Migrant Education: ELA, and math and science proficiency Hawaiian students: ELA, math, and science proficiency Higher performing students: enrichment and challenging curriculum

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Tammy Yoshimura- Furrer	1. Principal
2. Nina Garcia, Data/RTI Coordinator	2. ELL, RTI and data teams
3. Shane Bigelow, SSC / Educational Technology	3. Technology and Student Services
4. Engela Edwards, Special Education Preschool	4.
5. Brenna Gorresen, EOEL Preschool	5.
6. Noelle Hale, K Teacher	6.
7. Malie Koehler, Gr. 1 Teacher	7.
8. Monica Heiser, Gr. 2 Teacher	8.

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9. Wendy (Leimamo) Lind, Gr. 3 Teacher	
10. Darren Reismeier, Gr. 4/5 Teacher	
11. Steve Santamaria, Special Education Teacher	

<u>Goal 1:</u> **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:
At the end of SY 2019-2020, all students will: • Be responsible for their learning to set and achieve their aspirations for the future. G1, O1 • Be safe, healthy and supported in school so they can fully engage in high-quality educational opportunities. G1, O2 • Be engaged in a rigorous, well rounded education so they will be prepared and successful in their post-high school goals. G1, O3	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 curiousity are nurtured, which prepares them to have and exercise positive choices for their learning, their future and their contributions to the community. G1, O1 Students' physical, social, mental, emotional and cognitive development

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• Be able to transition successfully from grade to grade and from primary to secondary schools. G1, O4	are critical as they move from early childhood to adolescence to adulthood. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured. G1,O2 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 laws, our schools' curriculum and instruction too often focused 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…" The federal Every Student Succeeds Act (ESSA) 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. G1,O3 Students who feel connected to school are more likely to engage and 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. G1,O4

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Through the implementation of the Data Team process, structures are in place to ensure analysis of student performance data that directly impacts instructional foci. Data teams will meet monthly. All students will become effective and ethical users of technology.	Preschool prepares children for greater success in kindergarten. Schools that implement SEL curriculum and adhere to a PBIS model typically have positive school climates and the reduction of disciplinary referrals is a by-product due to interventions, redirections and re-teaching of SEL topics and strategies. Students who develop proficiencies in core subjects are more likely to be prepared for future years and successful in post high school ventures. Students can benefit from targeted instruction made possible by small group instruction that is facilitated by the use of PTTs/PPTs in the classroom. A PTT is also designated to provide additional supports and services for our migrant students in core subject areas. Positive school climate enables positive relationships between all stakeholders on campus; students, teachers, administration and parent. Positive relationships result in more engaged learning and student success. The school has had relatively flat achievement and chronic absenteeism, over the past several years, which was not improved via numerous academic based interventions. Thus the school realized it needed to focus on students' social emotional wellness first, before continuing to address the academic needs.

	In addition to the school-wide survey (historically the Victoria Bernhardt survey but we are changing to a custom survey this fall, 2018) to increase student voice the students surveyed the student body looking for specifics to improve the climate and attendance. Their questions were around rewards, incentives, choice for their exploratory classes, and activities students in which they wanted to participate. By providing strong and effective Tier I and Tier II instructional strategies, more students will be reading on grade level or above and will not require RTI. If teachers are equipped with specific, detailed data about their students' need areas they will be better able to provide effective core instruction 21st century learners must be able to use technology to support their learning and be able to interact in the online global community, now and in their future.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Children entering kindergarten with a preschool experience are more prepared and subsequently score higher on criterion-referenced assessment and move through the grades without the need for remediation. Improve school climate and prepare students to become successful, well-adjusted and productive citizens as measured by SQS, VB Education for the Future surveys, and academic and discipline data.	1. Continue to offer the pre-school experience either in FSC for special education students and/or EOEL for regular education students or students requiring inclusion as pre-school better prepares students for success in kindergarten and students get higher growth scores. 2. Administer the TS Gold assessments in Pre-school followed by the i-Ready, DIBELS and Waterford (or substitute program) in grades K and 1. 3. **PBIS school in which students are taught models using a mindfulness approach and the Cloud 9, a social-emotional learning program, a which focuses on**	Years 1-3 Year 2	~~Nancy Jadallah~~ ~~Keala Ching, Hawaiian practitioner~~ ~~Counselor~~ ~~and Nancy Jadallah~~	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ **x**Other EOE ☐ N/A ☒WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒Other (fundraising)	TS Gold/HELDS standards and enrollment data; longitudinal data on student achievement, i.e., i-Ready Early Literacy, Math and ELA; DIBELS, Waterford There will be fewer disciplinary referrals. On surveys, students, parents and teachers will indicate that Ho'okena offers a safe and positive school climate and learning environment.

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Decrease the number of students who are chronically absent (15 or more absences) by 4% Increase the daily attendance percentage by 2% Improve school attendance and prepare students to become successful, well-adjusted and students as measured by SQS, VB Education for the	**training students to become responsible students, demonstrate appropriate behavior, and take responsibility for their actions. Students are directed to the Mindfulness Room for non-violent or less severe discipline issues. Once there they are re-directed and re-taught necessary social/emotional strategies rather than given punishment.** **4. Daily attendance checks** 5. Bi-weekly incentives at school store for good attendance 6. Monthly recognition activities for good attenders and/or those showing growth	Year 2 Year 1-3 Year 1-3 Year 1-3	~~Keala Ching, Hawaiian practitioner~~ ~~Counselor and Nancy Jadallah~~ Student Council Business partners ~~Dayne Snell-Quirit~~ ~~Nancy Jadallah & Keala Ching, Hawaiian practitioner~~	☐ N/A ☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA	Attendance data Awards data Counselor log of parent contacts and letters sent

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Future surveys, and academic or discipline data. Goals: 19% or less will be chronically absent, 5 or fewer referrals and positive survey results. Students are proficient in the GLOs. 60% will be proficient.	or improvement. 7. Quarterly awards for perfect attendance 8. Staff contacts with family to encourage school attendance	Years 1-3	~~Nancy Jadallah & Dayne Snell Quirit~~	☐ Homeless ☐ CTE ☐ Other ☐ N/A	Court referrals
	9. Letters out to families regarding consequences for poor attendance 10. Hawaiian practitioner/administration meets with parents to promote improved attendance Referral to family court	Years 1-3		☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	Referral data; attendance; log of parent conferences and student sessions.
	11. Offer a SEL program for students who struggle with the transition from home to school. The counselor will identify students and meet with parents at the beginning of school, mid-year and in a year-end conference. Hawaiian practitioner will have weekly counseling sessions to work on showing	Years 1-3	~~Keala Ching, Hawaiian practitioner Counselor~~	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Newly created checklist; teachers post the criteria;

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Students will have increased opportunities to become aware of and participate in the greater, global community and have knowledge of career and college pathways.	growth in the skills necessary to be successful in school.	Years 1-3		students should be able to communicate the expectations and demonstrate the GLOs.
	12. Teachers and staff will explicitly address the GLOs and incorporate them into the curriculum. Establish a criteria and checklist for determining proficiency in the GLOs.	Year 1-3	~~Lead Team~~	☒WSF ☒Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Exit surveys and follow-up activities in the classroom reflecting on possible career choices; possible follow-up writing activity .
	13. Hold a career day in which students are exposed to opportunities that exist for them both locally and beyond in terms of career pathways and educational/training requirements for such careers. Students took multiple field trips; Imiloa Center, local farms, HTY, Kona Historical Farm, Hokulea, Makahiki Games, Atlantis submarine, Kula Kai Caverns, Dolphin Quest, Seahorse farm, and Discovery Center.		Business partnerships	
Students will be	On campus guest speakers also came from Home Depot	Year 1-3	~~Lead Team~~	SBA results for grades 3-5; HSA-science for 4th grade; Kid Biz scores; AR scores/data; i-Ready and DIBELS data.

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successful in their core subjects and will be proficient in ELA, math, and science as measured by the SBA and/or HSA-science. Goals: 52% proficiency in math, http://www.alohahsap.org/52% on reading on SBA, 60% on the i-Ready in reading and math and 48% proficient on the HSA-Science. Fewer students will require RTI in Reading and Math as a result of the successful systemization of RTI process.	and Monk Seal presentation. 14. Teachers will implement the CCSS. Tier I, II, III interventions will be provided for students performing below grade level. 15. Benchmark testing will be given three times a year and progress monitoring for intensive and strategic students monthly. 16. Students will be instructed in the use of Citelighter for preparation for the SBA in grades 3-5. 17. Teachers will use whole group and targeted small group instruction in core subjects. 18. Computer assisted instruction will be used to supplement the core for all students. This includes Science for Us in the primary grades and Defined Stem for grades 3-5. Defined Stem can also be used with grades K-2.	Year 1-3	~~Lead Team~~ ~~Nina Garcia~~ ~~Lead Team~~ ~~Nina Garcia~~ ~~and Dayne~~ ~~Snell-Quirit~~	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A	Citelighter data and scores i-Ready data and other RTI computer programs and DIBELS i-Ready data and other RTI computer programs and DIBELS Sign in rosters for professional development, posted data team

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Reduce # in RTI to 40	19. The use of PTTs/PPTs for instructional support via small group instruction in the classroom. 20. There will be a formal RTI process to identify and place students in appropriate instructional groups for support and/or enrichment. Tier 2 and 3 students are identified by data and are given additional RTI with the reading specialist, targeting deficit skills, as well as additional opportunities in the classroom for target small groups. 21. The academic coach and RTI/Data coach will conduct data team meetings and coaching to assist teachers with data analysis of student academic performance and provide coaching and professional development as well as appropriate instructional strategies to be used in the classroom. 22. Each will have exclusive		~~Nina Garcia and Dayne Snell Quirit and Nancy Jadallah~~ ~~Lead Team~~	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	notes and data sheets that include targeted instructional areas, groups, smart goals and powerful instructional practices. Observations, scores on computer programs, use of technology for project based lessons, ability to efficiently and effectively use technology (SBA, Citelighter, Google Docs and Classroom)
Through the implementation of the					

Data Team process, structures are in place to ensure analysis of student performance data that directly impacts instructional foci.	use of either a chrome book or i-Pad their entire K-5 experience. 23. Students will be provided with a variety of opportunities to work with computers. These include computer resource time, using on-line curricula in reading and math, RTI programs such as Waterford, Reading Plus, Smarty Ants, i-Ready and Imagine learning, as well as computer programs supporting the core, including Kid Biz, Defined Stem, Citelighter, and Google Classroom. Before school and morning and lunch recess times and at home times are used to provide students with more computer opportunities.			
80% of the students will be proficient in GLO#6: effective and ethical users of technology				
Empowered: All students are empowered in their learning to set and	24. Teachers will model goal setting and guide the students to set their own educational and career and/or college goals by using various sources of data. G1, O1	SY 2019-'20	Teachers	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA

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achieve their aspirations for the future. G1, O1	25. Students voice will be used to problem solve challenges identified in student surveys. G1,O1	SY 2019-'20	Student Council Advisor	☐ Homeless ☐ CTE ☐ Other ☐ N/A	
Whole Child: All students are safe, healthy and supported in school so they can engage fully in high-quality educational opportunities. G1, O2	26. Implement the "Getting Along Together" SEL curriculum from SFA across all content areas. G1, O2 27. Implement Health and Wellness Plan 28. Implement school wide Positive Behavior and Intervention Support System.	SY2019-'20 SY 2019-'20 SY 2019-20	Teachers All Staff	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	
Well Rounded: All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-	29. Implement Success For All in grades K through 5 with a focus on all students being on grade level by grade 1 and a 7% increase in SBA reading and ELA scores for students in grades 3-5.	SY 2019-'20	Teachers	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	

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			Teachers	☐ Other	
high school goals. G1, O3	30. All students will be assessed and set quarterly and yearly reading, writing and math goals.	SY 2019-'20		☐ N/A	
	31. Continue to implement Ready Math and IReady with the focus of improving student achievement in math by at least 7% on the SBA.	SY 2019-'20			
	32. Universal Screening will be administered three times a year.	SY 2019-'20			
	33. Provide RTI instruction to students who are below grade level.	SY 2019-'20			
Prepared and Resilient: All students will transition successfully throughout their educational experiences. G1, O4	34. Identify essential standards in reading, math and science. Vertically align curriculum and instruction in reading, math and science.	SY 2019-'20		☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	
	35. Implement school wide agreements in regards to block	SY 2019-'20			

	structure, common vocabulary in reading, math and science and 36. Continue to conduct peer review meetings for students. 37. Implement RTI program to support academically challenged students. 38. Continue to conduct transition meetings for IDEA students. 39. Continue to participate in transition visits to the middle school for grade 5 students.			☐ Other ☐ N/A	

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

Outcome: By the end of three years…	Rationale:
Attracted and retained highly qualified staff to ensure high quality learning and continuity of instruction for students Decreased yearly turnover of staff by 21% or three teachers; Provided instructional mentors for all first and second year teachers through the New Teacher Center model for ongoing professional development and support	To ensure high quality learning and continuity for student learning; provide needed training and professional development to support staff and ensure high quality learning for students New teachers need both instructional and emotional support while learning their craft

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
To attract and retain highly qualified staff to ensure high quality learning and	1. To provide ongoing support via coaching and weekly PLCs 2. Provide mentoring both at school and at the district level	Years 1-3	Lead Team	☒ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA	Teacher survey data (Tripod results, VB Education for the future survey, SQS); teacher turnover data

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continuity of instruction for students; To decrease yearly turnover of staff by 21% or 3 teachers.	3. Positive school climate with effective two-way communication and support			☐ Homeless ☐ CTE ☐ Other ☐ N/A	Student voice surveys conducted by Student Council
Provide focused and ongoing professional development for all staff to ensure safe, caring, and supportive high quality learning in Wonders, Google, I-Ready Math, Ready Math, GLAD, SEL, *AVID* and Thinking Maps. Provide ongoing mentoring support for all first and second year teachers	4. Orientation for new and returning teachers 5. Provide Wonders, I-Ready Math, SEL, AVID, GLAD, Thinking Maps, Cloud 9, Mindfulness, Brain Gym, Restorative Justice, Differentiation and Trauma informed practices training as needed for all staff. 6 Continue ILT participation 7. Hold weekly PLCs and coaching 8. Mentoring at the school and the district level 9. Hold quarterly Triad Conferences with Mentors, Beginning Teachers and	Years 1-3 Year 1-3	~~Lead Team~~ and district personnel Mentors, Administration	☒ WSF ☐ Title I ☒ Title II ☐ xTitle III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other (*CAS*) ☐ N/A	Attendance rosters and Agendas Classroom observations Guided visits Walk-throughs PLC and ILT notes Survey data Surveys and conversations Data at triad conferences

	Administration				

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

Outcome: By the end of thee years….	Rationale:

Conduct an annual, comprehensive needs assessment to determine the status of the school and the needs of the students. This includes a student voice survey conducted by Student Council.	In order to address student needs, it is necessary to determine stakeholders' perceptions, areas of deficiency and root causes to efficiently address and remediate concerns. Including students in the decision making process via their participation in Student Council ensures that student voice is heard and responded to. Student Council members are active participants in the School Community Council.
Provide adequate and enhanced services both preventative and	Provide equity for all students to be able to access the curriculum and

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developmental from within the school as well as the greater community, and provide efficient and transparent supports such as intervention and corrective services in order to ensure student success.	learning opportunities, i.e., ELL, migrant, special education, etc.
Provide a PCNC to promote school/community relations and provide library services and supports for the students	A successful school requires active participation by all stakeholders and a school community networking coordinator provides that service. As part of their position, the PCNC will coordinate the library services.
Improved communication between all stakeholders.	Communication between all stakeholders is necessary for an efficient, well-run organization.
All students will become effective and ethical users of technology.	21st century learners must be able to use technology to support their learning and be able to interact in the online global community, now and in their future

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

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Improved academic performance and acquisition of language; AMAO#1 increase to 80% showing growth as measured by the WIDA; increase AMAO#2 has been replaced by the Growth to Target Model. Schools are still awaiting the criteria for progress.	1. Provide language acquisition support which enable ELL students to access the curriculum by: 2. Continued use of Imagine Learning for instructional support and the Differentiation of instruction in the classroom via materials (leveled readers) and GLAD instructional strategies	Year 2	~~Nina Garcia~~	☒ WSF ☐ Title I ☐ Title II ☒ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	See improvement in AMAO#1 as measured by Wida scores See improvement in AMAO#3 as measured by the SBA scores Increase number of students exiting in Growth to Target as measured by the Wida scores i-Ready and DIBELS scores WIDA scores

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Improved academic performance for students identified as requiring specialized instruction; 70% of sped students will meet their annual IEP goals. Focus is on growth.	3. Provide necessary instructional supports such as SBBH, PT, OT, SLP 4. Provide supplementary instructional materials 5. Implement the IEPs and action plans	Years 1-3	SSC, ~~Lead Team,~~ Regular Ed Teachers, SPED teachers, and district RTs.	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Yearly IEP goals met Progress monitoring on i-Ready and DIBELS RTI data Assessment data from specific programs (i.e., Corrective reading, Read Well, etc.)
To ensure all students are receiving appropriate interventions for identified needs and review student progress and achievement. 100% receive services. Focus is on growth.	6. Peer reviews are held quarterly to review student data. 7. Data teams are used to identify levels of performance and provide differentiated instructional strategies for these students. 8. Providing additional professional development for teachers on powerful instructional practices to address identified deficits. 9. Provide supports in the classroom for struggling migrant students	Years 1-3 Year 1-3 Year 1-3 Year 1	~~Lead Team~~ ~~Lead Team~~ ~~Lead Team~~ ~~Lead Team~~	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☒ IDEA ☐ Homeless ☐ CTE ☒ Other (CAS) ☐ N/A	Peer review notes and data and next steps checklist Teachers' Smart Goal Sheets and data Agendas and rosters for professional development Student data (i-Ready, DIBELS, SBA, HSA, classroom assessments and data)

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Broaden cultural awareness of indigenous practices that impact classroom performance for Hawaiian and part-Hawaiian students 100% ~~of trained AVID~~ teachers will exhibit awareness and knowledge of cultural factors	~~10. Become an official AVID school~~ ~~11. Attend summer AVID cultural institute and training~~ 12. Implement practices into the classroom 13. School wide agreements on required AVID components	Year 1 Year 1 Years 1-3	~~Lead Team~~ ~~Hawaiian practitioner~~	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other (CAS) ☐ N/A	Agenda and rosters for training ~~AVID certification~~ Agenda and rosters for in-servicing teachers Walk-throughs and observations Teacher reflections
Increase student achievement for identified migrant students: 52% will show moderate growth in ELA and 52% in math on i-Ready (50 wpm); 48% will	14. Provide classroom instructional supports for identified migrant students 15. Provide continuing supports in reading and math during summer intersession	Year 1 Year 1-3	Carol Kahele, Carol Kahele	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	i-Ready, DIBELS, SBA,HSA Science, classroom assessments, KidBiz Attendance and student achievement data; usage data on computer assisted programs

show growth on the HSA-science; 60% will show growth on the SBA.			~~Keala Ching, Hawaiian practitioner~~ ~~Counselor~~	☒ Other Migrant ☐ N/A	Parent survey
To increase student attendance for identified migrant students 93% attendance and 15% chronic absenteeism	16. Tracking of attendance data	Year 1-3	Carole Kahele		
	17. Parent newsletter with supporting documents to show importance of parental involvement and school attendance	Year 1-3			Attendance data
			Staff		Referrals to family court; Log of phone calls, letters sent home and conferences held
Improve communication between all stakeholders	18. Utilize the School Messaging System for communicating with parents.	Year 1-3			
	19. Parent conferences and open house to share information and build rapport to support children's learning.	Year 1	~~Lead Team~~		Sign in rosters
	19. Live phone calls home regarding progress and attendance	Year 1-3	Staff		Artifacts
	20. Additional means of communication include: weekly newsletter, teacher newsletter, Class Dojo, and the school website	Year 1-3	Staff		Log of phone calls and conferences View clicks on website

			Staff		
80% of the students will be proficient in GLO#6: effective and ethical users of technology	21. Each will have exclusive use of either a chromebook or i-Pad their entire K-5 experience. 22. Since we have a 1:1 program, teachers are to utilize chromebooks, computers and iPads to accommodate formative and summative assessment requirements (i.e. i-Ready, SBA). Students will also be provided with additional opportunities to work with computers. These include computer resource time to engage students in learning computer skills, using on-line curricula in reading and math, RTI programs such as Waterford, Smarty Ants, Reading Plus and Imagine learning, as well as computer programs supporting the core curricula, including Kid Biz, Defined Stem, Science for Us, Citelighter, Thinking Maps.				Students' ability to navigate programs successfully, use Google Docs and Classroom, Citelighter and SBA