



Three-Year Academic Plan 2017-2020

Hanalei School

5-5415 Kuhio Highway
Hanalei, Hawaii 96714
(808) 826-4300

Submitted by Tahara'a Stein	Date
	4/26/17

Approved by William N. Arakaki	Date
	5/12/17

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

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- [WASC Self-Study Chapters 1-3](#)
- [Aggregate Implications Analysis](#)
- [Alignment and Reflection Tool](#)

WASC Recommendations from Initial Visit :

- Continue to build on the implementation of the data team process so multiple assessment results drive your improvement process.
- Continue building more capacity for your Continual School Improvement (CSI) process and PLC implementation.
- The administration and staff continue to forge ahead with an embracing and cooperative commitment to implement your Academic and Financial Plan.
 - The data team review assessments and consider coordinating and modifying them to avoid duplication and gaps of desired outcome data.

1. **Need: Not enough students are finding their learning experiences relevant and/or engaging, thus all students need multiple and more frequent opportunities to have choice and express their voice through learning tasks aligned to the rigor of the CCSS, NGSS and C3 Frameworks.**

- Correlated General Learner Outcomes: GLO#1-Self-Directed Learner, GLO#2-Community Contributor, GLO#3-Complex Thinker, GLO#4-Quality Producer, GLO#5-Effective Communicator, GLO#6-Effective and Ethical User of Technology

School Quality Survey - Student Results - Percent Positive Responses

	2013-2014	2014-2015	2015-2016	2016-2017
Safety	87.4%	81.9%	76.5%	NA
Well-Being	87.4%	76.2%	75.4%	NA
Satisfaction	85.1%	81.8%	79.9%	NA
Involvement/Engagement	92.4%	71.1%	71.1%	NA

Source: Hanalei School Tripod Reports 2014, 2015, 2016

Tripod Student Survey Results - Favorability

	Hanalei Spring 2014	Hanalei Fall 2014	Hanalei Fall 2015	Hanalei Fall 2016
7Cs Composite Score	77%	80%	77%	77%
Care	86%	88%	88%	91%
Challenge	84%	86%	87%	84%
Control	57%	73%	61%	59%
Clarify	83%	86%	84%	88%
Captivate	80%	70%	64%	65%
Confer	80%	74%	78%	70%
Consolidate	70%	82%	77%	81%

Source: Hanalei School Tripod Reports 2014, 2015, 2016

2. **Need: Instruction is not meeting the needs of diverse learners, so ALL students require instruction that is relevant, challenging and differentiated according to their actual versus perceived interests, learning styles and skill levels.**

- Correlated General Learner Outcome: GLO#1-Self-Directed Learner, GLO#2-Community Contributor, GLO#5-Effective Communicator,

Achievement Gap Rate

Reading Gap Rate - (NHN - HN)/NHN	2013-2014	2014-2015	2015-2016
High Needs Student Proficiency	75%	45%	58%
Non-High Need Student Proficiency	90%	71%	71%
Gap Rate between Non-High and High-Need Students	15%	36%	19%
Math Gap Rate - (NHN - HN)/NHN	2013-2014	2014-2015	2015-2016
High Needs Student Proficiency	55%	51%	48%
Non-High Need Student Proficiency	86%	74%	68%
Gap Rate between Non-High and High-Need Students	31%	34%	29%

Source: Strive HI, 2013-14, 2014-15, 2015-16

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3. **Need: Math proficiency**
their math skills
Mathematical Proficiency
- Correlated Goals
- Disag

than our ELA proficiencies aligned to t
2017

s need to improve standards of

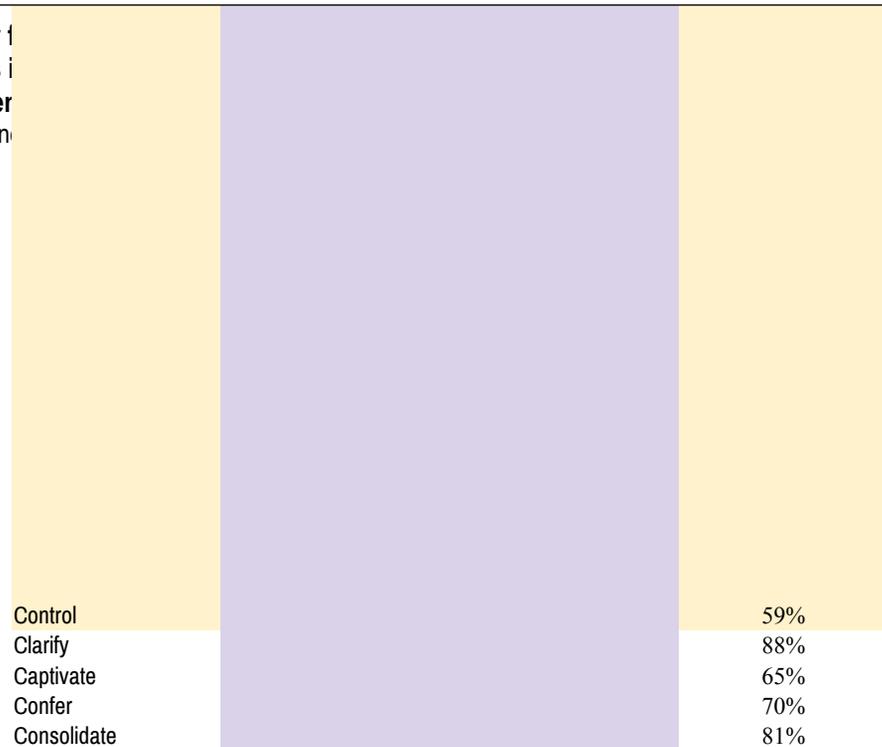
Source: Longitudinal Data System (LDS), November 2016

Source: Longitudinal Data System (LDS), April 2017

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4. **Need: Accountability (e.g., attendance, enrichment etc.) which is in excess of current expectations for all students.**

- Correlated General Learner Outcome: GLO#1-Self-Directed Learner

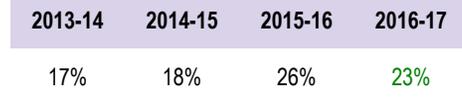


from, playground, cafeteria, consistent behavioral

ology, GLO#1-Self-Directed Learner

5. **Need: Not enough students are attending school consistently so there is a need to ensure that all students are attending school on a daily basis.**

- Correlated General Learner Outcome: GLO#2-Communicator



udent achievement and opportunities afforded to them on a

learner

Addressing Equity: Subgroup Identification - In order to address equity, list the targeted subgroups) and their identified needs. **Specific enabling

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	<p>activities listed in the academic plan should address identified subgroup(s) and their needs. Proficiency data derived from SBA 15-16 results.</p> <p>Low SES proficiency in ELA and Math (Low SES is 32.2% of overall school population)</p> <ul style="list-style-type: none"> ● ELA: Disadvantaged 58.2% proficiency/Non-Disadvantaged 69.5% ● Math: Disadvantaged 50.9% proficiency/Non-Disadvantaged 64.6% <p>Low SPED proficiency in ELA and Math in Grades 3-6. (6% of overall school population)</p> <ul style="list-style-type: none"> ● Math Sped 27.3% proficiency/ Non Sped 61.9% proficiency ● ELA Sped 54.5% proficiency/Non Sped 65.9% proficiency <p>Female students are not doing as well as boys in Math (Females 45%, Males 55% of overall school population)</p> <ul style="list-style-type: none"> ● Females 50.9% proficiency ● Males 64.6% proficiency <p>Male students are not doing as well as girls in ELA (Females 45%, Males 55% of overall school population)</p> <ul style="list-style-type: none"> ● Females 74.5% proficiency ● Males 58.5% proficiency <p>Native Hawaiian Students are not performing as well as other ethnic sub-groups. (11.7% of overall school population)</p> <ul style="list-style-type: none"> ● ELA 46% Proficiency for Native Hawaiians versus 64% proficiency for All Students ● Math 35% Proficiency for Native Hawaiians versus 58% proficiency for All Students
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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. Tahara'a Stein	1. ART/CSI
2. Sara Deblin (Academic Coach) <ul style="list-style-type: none"> ● GLC Lower (Marylee Fredericksen) ● GLC Upper (Brent Andrews) 	2. Inclusive Practices / Instructional Strategies/PBL/NGSS
3. Ryan McGill (Technology Coordinator))	3. Future Ready
4. Jana Rider (Counselor)	4. GLOs/Character Education
5. Betty Steed (Student Services Coordinator)	5. Rtl

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.

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- **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>Complex Desired Outcomes:</p> <ul style="list-style-type: none"> ● Decreasing the achievement gap between the high needs students and the non-high needs students ● Increasing college and career readiness experiences for all students. <p>School Desired Outcomes:</p> <ul style="list-style-type: none"> ● Increased student engagement, proficiency and growth for all students through problem, project and place based learning experiences which emphasize the development of critical thinking, problem solving and self-directed learning skills. (SLN #1) ● Reduce the achievement gap between sub-groups by developing a culture of inclusive practices and by Improving Tier 1 and Tier 2 Instruction through effective high-yield instructional strategies and scaffolding. (SLN #2) ● Increased Math achievement (proficiency) and growth for all students (SLN #3) ● Increased sense of student safety as a result of comprehensive character education. (SLN #4) ● Improved attendance (SLN #5) <p>(Desired outcome targets in each goal were derived using the 50% method; the formula is to reduce or improve the rate by half).</p>	<p>Hanalei School will provide students with learning experiences that include industry experts and interest exploration to help them to decide on career possibilities to consider as they transition to the MS and HS.</p> <p>Over the next three years, Hanalei School will focus on strengthening student-centered learning opportunities for all students to be empowered to set and achieve their future aspirations, to feel safe, healthy, and supported in school, be engaged in high-quality educational opportunities, and be offered a rigorous, well-rounded education to be successful throughout their schooling and life experiences.</p> <p>After thorough analysis of our student learning needs, contributing causes and desired outcomes, we will focus on the following initiatives over the next three years:</p> <ol style="list-style-type: none"> 1. Project-Based Learning - implement project/problem based learning approaches to develop more relevant and engaging units. * 2. Future Ready Learning - use digital tools and research based pedagogy to enhance engagement, proficiency, and growth for all students. * 3. Character Education - i.e. Aloha Books, HI Values - develop a sense of safety and belonging through comprehensive character education and align GLOs within core curriculum. * 4. Data Teams - Math/ELA PLC's will be the main vehicle to look at student work, analyze data, and adjust instruction to ensure achievement and growth for all students. ** 5. Learning Walks - focus on effective instruction through Learning Walks with the recognition that high-yield instructional strategies is key to increase student engagement and achievement. <p>* These initiatives will positively impact attendance. **This initiative will increase student achievement and decrease the achievement gap.</p>

Planning			Funding	Interim Measures of Progress
Desired Outcome #1	Enabling Activities	ART	Source of Funds	Define the relevant data

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	(Indicate year(s) of implementation in next column)	Accountable Lead(s)	(Check applicable boxes to indicate source of funds)	used to regularly assess and monitor progress
<p>By 2020, Hanalei School will increase student engagement by implementing project and place based learning as measured by:</p> <ul style="list-style-type: none"> • SQS Student Involvement /Engagement from 71.1% to 85% • Tripod “captivate” results from 65% to 82% • SBA ELA from 65% to 82% • SBA Math from 59% to 80%. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>State Strategic Plan: G1, O1; G1, O3; G2, O1; G3, O1 Student Learning Needs: #1, #2 WASC Recommendations: NA</p> </div>	<p>Develop a plan that ensures opportunities for authentic cross curricular learning experiences. (SLN#1)</p> <p>Year 1</p> <ul style="list-style-type: none"> • Community Discovery Trips for teachers that support project based learning • Teachers identify community discovery trips & experiences for each grade level aligned to a curricular focus. • Professional Development on Project & Problem Based Learning. <p>Year 2</p> <ul style="list-style-type: none"> • Representative grade level teachers visit PBL schools (i.e. SEEQS, Ele’ele School, etc.) • Teachers plan and implement 1 authentic, place-based learning experience for students that requires a student product to address a problem or inquiry. (i.e. Passion Projects; Genius Hour; 20%Time) <p>Year 3</p> <ul style="list-style-type: none"> • Monitor & evaluate impact on student engagement. 	Academic Coach	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other (Aloha Angels) <input checked="" type="checkbox"/> PTSA <input checked="" type="checkbox"/> Other</p> <p>Supplemental if additional funds available: 99996 A1 - 2802 Teacher stipends for unit planning - 8 days x \$172.39 \$1,379</p> <p>9 School Representative to visit Ele’ele B - 4111 (mileage) 98 miles roundtrip from Hanalei to Elelee x \$0.535 mileage rate/mile x 3 drivers = \$157</p> <p>9 School Representative to SEEQS \$2,470 B - 4201 9 attendees x \$200/airfare = \$1,800</p> <p>B - 4301 9 attendees x \$45/day per diem = \$405</p> <p>B - 4601 1 car \$51 + 1 van \$79 = \$130</p> <p>B - 4803 Parking at Lihue Airport for 9 attendees x \$15/day = \$135 9 School Representative to High Tech High - Out of State \$18,720</p>	<p>Leading Indicators</p> <ul style="list-style-type: none"> • # of teachers implementing project based learning units each quarter • # of community based discovery trips • Quarterly review of pacing guides • Quarterly Review of Aggregate Results for Engagement Dimension on Classroom Walkthrough Forms <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> • SQS Student Involvement/Engagement • Tripod Captivate • SBA ELA • SBA Math

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			<p>B - 4401 9 attendees x \$700/airfare = \$6,300</p> <p>B - 4501 9 attendees x \$145/day per diem x 4 days = \$5,220</p> <p>B - 7203 9 attendees x \$800/person registration = \$7,200</p> <p><input type="checkbox"/> N/A</p>	
Desired Outcome #2	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>'By 2020, students at Hanalei School will improve their ability to think critically, problem-solve and complete challenging learning tasks independently as measured by GLO Complex Thinker and Self-Directed Learner grades and by SBA Problem-Solving claim results.</p> <ul style="list-style-type: none"> GLO Complex Thinker (consistently or usually) from 82% to 91% GLO Self-Directed Learner (consistently or usually) from 78% to 89% SBA Problem Solving Claim from 83% to 91%. 	<p>Develop and implement problem-based lessons that challenge students to work together collaboratively and creatively. (SLN#1)</p> <p>Year 1 - Exploration and PD</p> <ul style="list-style-type: none"> STEM/NGSS Training for teachers Technology Integration/ Innovation PD (i.e. G-Suite) PLC time to develop pilot STEM/NGSS units for Year 2 Provide opportunities through faculty meetings and/or PLCs for teachers to share "Bright Spots" and/or areas of need. <p>Year 2 -</p> <ul style="list-style-type: none"> C3 Training for teachers. PLC time to refine and implement STEM/NGSS units. Provide time for training lessons for G-Suite Level 1 Certification for all teachers. <p>Year 3 -</p> <ul style="list-style-type: none"> PLC time to develop pilot C3 units for 	Academic Coach	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 NGSS Subdays 7 days x \$172.39 \$1,207</p> <p>42101 A - 2321 .75 FTE EA (Sell .50 FTE Library Asst \$16939; buy .75 FTE EA \$24,828) Difference \$7,889</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other PTSA <input type="checkbox"/> N/A</p> <p>"The Wonders of STEM" NGSS Training (carryover) (2) 4/5th grades</p>	<p>Leading Indicator:</p> <ul style="list-style-type: none"> # of teachers who complete Suite Training Twice yearly teacher self-reflection on a Technology Integration Matrix. Quarterly review of GLO Grades for Complex Thinker and Self-Directed Learner Quarterly review of pacing guides for integration of Science & Engineering Practices and PBL Units # of Bright Spots highlighted at Faculty Meetings. <p>Lagging Indicators (annually when available)</p>

State Strategic Plan: G1, O1;

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<p>G1, O3; G2, O1; G3, O1 Student Learning Needs: #1, #2 WASC Recommendations: NA</p>	<p>Year 3</p> <ul style="list-style-type: none"> Monitor & evaluate impact on student performance. Offer opportunities for teachers and staff to maintain skill sets to provide innovation through technology integration. 		<p>(2) 2/3rd grades (2) K/1 grades Air, Car, Per Diem 2-Days</p> <p>Supplemental Funds: Janus Group PD</p>	<ul style="list-style-type: none"> SBA Problem Solving Claim data
Desired Outcome #3	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By 2020 Hanalei School will improve the inclusion rate from 27% to 64%.</p> <p>State Strategic Plan: G1, O3; G2, O1; Student Learning Needs: #2 WASC Recommendations: NA</p>	<p>Year 1</p> <ul style="list-style-type: none"> Conduct professional reads and school visits to identify effective inclusion models (.e. articles, videos, webinars, etc.) to develop a common understanding. Draft a plan to effectively implement more inclusive practices starting with K/1/2. Continue to monitor effectiveness of Grade 6 Inclusion practices. <p>Year 2</p> <ul style="list-style-type: none"> Pilot Inclusive Practices in K/1/2. Develop a plan to effectively implement inclusive practices for Grades 3 & 4. <p>Year 3</p> <ul style="list-style-type: none"> Pilot Inclusive Practices in Grades 3 & 4 Develop a plan to effectively implement inclusive practices for Grades 5. 	<p>Academic Coach</p>	<p><input checked="" type="checkbox"/> WSF</p>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> Quarterly review of % of SPED students in LRE Quarterly review of SPED students IEP Progress Reports. Quarterly monitoring of minutes in Inclusion vs Pull-Out. <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> Inclusion Rate (LRE) SPED Math and ELA SBA Results
Desired Outcome #4	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress

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<p>ol will students proficiency achievement standards and non-standards measured all action in the</p> <p>ncy from</p> <p>ency from</p> <p>iciency from</p> <p>m 13% to</p> <p>om 20% to</p> <p>from 34%</p> <p>State Strategic Plan: G1, O3; G1, O4; G2, O1 Student Learning Needs: #2 WASC Recommendation: NA</p>	<p>Improve Tier 1 and Tier 2 Instruction through effective high-yield instructional strategies and overall RtI system & processes.</p> <p>Year 1</p> <ul style="list-style-type: none"> Support Team will check in at PLC to discuss student needs, progress monitor, adjust intervention groupings. Increase vertical articulation to ensure teachers are aware of student learning needs and accommodations. Provide opportunities for teachers to observe effective RtI schools and/or blocks through peer observation. Use STAR and Achieve3000 data report for monitoring student growth <p>Year 2</p> <ul style="list-style-type: none"> Professional Development on powerful practices twice per year - 9 week cycles (i.e Learning Target & GLO Target annotated (color code), co-constructing criteria with students, etc.) Continue Support Team Check-Ins through PLC Continue vertical articulation Monitor RtI system modifications made in year 1 to determine next steps. <p>Year 3</p> <ul style="list-style-type: none"> All teachers will implement an identified school wide Powerful Practice in Reading and Math instruction. Continue Support Team Check-Ins through PLC Continue vertical articulation Monitor RtI system modifications made in year 2 to determine next steps. 	<p>Student Services Coordinator</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2744 2 RtI PTTs x 17 hrs/wk x 36 wks \$27,454</p> <p>1 Upper EI. PTT x 17 hrs/wk x 36 wks \$13,727</p> <p>1 Lower EI. PTT x 17 hrs/wk x 36 wks \$13,727</p> <p>STAR360 \$</p> <p>Achieve3000: SmartyAnts, Kid/TeenBiz, Boost \$4,400 (Boost) \$8,650 (SmartyAnts/Kid/TeenBiz)</p>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> % of teachers implementing inclusive strategies on a regular basis as measured by self-report and walkthroughs. Quarterly review of Grade data of RTI Tier 2 and Tier 2 students. % of all students demonstrating growth in Reading and Math on STAR360. (3X per year) <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> SBA ELA Gap SBA Math Gap Science Gap
<p>Desired Outcome #5</p>	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p>	<p>ART Accountable Lead(s)</p>	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p>	<p>Define the relevant data used to regularly assess and monitor progress</p>
<p>By 2020 Hanalei School will improve student proficiency in</p>	<p>Use the Data Teams process to identify areas of need to drive math instruction.</p>	<p>Academic Coach</p>	<p><input checked="" type="checkbox"/> WSF</p>	<p>Leading Indicators:</p>

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<p>State Strategic Plan: G1, O3; G1, O4; G2, O1 Student Learning Needs: #2 WASC Recommendations: NA</p>	<p>Year 1</p> <ul style="list-style-type: none"> Strengthen the Math Data Team process to support all students with appropriate strategies and resources. <ul style="list-style-type: none"> Provide professional development for all teachers to learn how to use SBA Math results to determine areas of focus for Data Teams in PLC's. (SMPs, Target Standards, Strategies) Professional development to address strategies for teaching math facts to strengthen concepts and procedures. Students will use online research-based resources to strengthen math concepts and skills. (IXL, Kahn Academy) Identify and implement resources for Tier 2 and Tier 3 math students. <p>Year 2:</p> <ul style="list-style-type: none"> Continue using SBA data points to identify need areas for preventative planning. Implement Rtl plan <p>Year 3:</p> <ul style="list-style-type: none"> Monitor & evaluate math strategies, PD and Rtl plan for impact on math proficiency levels. 		<p>Supplemental Funds: Jo Boaler "youcubed.org" Online Class (23 teachers x tuition)</p> <p>Math Consultant (3 day institute model) (Air, per diem, hotel, car)</p>	<ul style="list-style-type: none"> % of students showing growth based on review of STAR Math Data 3 X per year. % of students meeting proficiency on Pre and Post Paper Tests in grades K-2 % of students meeting proficiency on standards as measured by GAUGE assessments in Grades 3-6 on a quarterly basis. <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> SBA Math Proficiency Results
<p>Desired Outcome #6</p>	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p>	<p>ART Accountable Lead(s)</p>	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p>	<p>Define the relevant data used to regularly assess and monitor progress</p>
<p>By 2020 Hanalei School students will have an increased sense of student safety and empathy as a result of consistent behavior</p>	<p>Improve consistency of school wide class management strategies, routines/procedures, and character education.</p>	<p>Counselor</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2744 Behavioral PTT @ 6 hrs/wk x 36 wks</p>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> % of students who complete digital citizenship training.

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<p>State Strategic Plan: G1, O2; G2, O1 Student Learning Needs: #4 WASC Recommendations: NA</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Provide Professional Development to all teachers (PTTs as well) for effective class management strategies and routines/procedures (SLN#4). <ul style="list-style-type: none"> a) Initial PLCs will be scheduled for articulation & consistency across grade levels. Develop character education lessons aligned to Na Hopena A`o values that are taught through stories, videos and/or service learning projects (SLN#4). Provide Digital Citizenship instruction for all students. <p>Year 2:</p> <ul style="list-style-type: none"> Reflect and refine character education lessons for scaffolding across grade levels. Embed Digital Citizenship concepts within technology based instruction. <p>Year 3:</p> <ul style="list-style-type: none"> Implement value-based service projects authentic to each grade level. 		<p>\$4,845</p> <p><input checked="" type="checkbox"/> PTSA Aloha Book (\$11/each x 115 students) Kinder Aloha Book 3-6 HI Values (no cost)</p>	<ul style="list-style-type: none"> # of bullying related incidents each quarter Quarterly review of the % of students getting referrals compared to previous years Quarterly review of % of students earning usually or consistently on GLO# 2 Community Contributor <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> Annual review of SQS "Safety" dimension results Annual review of Tripod "Control" dimension results
<p>Desired Outcome #7</p>	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p>	<p>ART Accountable Lead(s)</p>	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p>	<p>Define the relevant data used to regularly assess and monitor progress</p>
<p>By 2020 Hanalei School will show an increased attendance by all students as measured by Infinite Campus and LDS (SLN #5)</p>	<p>All staff members will consistently message the importance of attendance.</p> <p>Year 1:</p>	<p>Principal</p>	<p><input checked="" type="checkbox"/> WSF 42112 A - 2350 .50 FTE OA \$16,544</p>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> Weekly monitoring of % of students on track for chronic absenteeism

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<p>State Strategic Plan: G1, O2; G3, O2 Student Learning Needs: #5 WASC Recommendations: N/A</p>	<ul style="list-style-type: none"> • Parent communication regarding importance of attendance (ie: parent nights, open house, teacher opening letters, PCNC newsletter) • Whole school attendance monitored weekly and communicated through phone calls & attendance letters. • Quarterly “Amazing Attendance” certificates (3 days or less absent/qtr). <p>Year 2:</p> <ul style="list-style-type: none"> • Continue to be consistent with messaging and monitoring attendance. <p>Year 3:</p> <ul style="list-style-type: none"> • Reflect and revise attendance goals. 			<ul style="list-style-type: none"> • Quarterly ADA attendance monitoring disaggregated by grade and subgroups <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> • Annual Rating of Chronic Absenteeism
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Goal 2: Staff Success. Hanalei 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:
<p>Desired Outcomes:</p> <p>Hanalei School will prioritize professional development for educators and leaders to support student success. Our goals are to:</p>	<p>Hanalei School strives to develop and grow educators and leaders to support student success and continue improvement. Hanalei School utilizes the leadership team to make decisions about hiring and placing teachers in their strength areas to better serve all students to address achievement gaps and attain equity.</p>

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- Increase understanding of project/place based learning approaches (SLN #1)
- Improve teacher integration of digital tools & citizenship (SLN#1 & #2)
- Improve teacher implementation of high yield instructional/inclusive practices (SLN #1 & #2)
- Build teacher capacity to use data to inform instruction (SLN #2)
- Increase knowledge and implementation of the Standards of Math Practices (SMPs) (SLN #3)
- Strengthen teacher capacity to integrate character education into their daily practice. (SLN #4)
- Build teacher capacity through sharing of bright spots and best practices.
- Ensure that all new teachers are supported with a school level mentor
- Build capacity of Part Time Teachers and Educational Assistants to support teachers with school wide initiatives.

All professional development will be aligned to our student learning needs and include opportunities to see concepts in action following the I do; we do; you do model; not just a sit and get.

On the Tripod, Hanalei School teachers scored lowest in Captivate and Control thus Faculty Meetings and all professional collaboration days will focus on activities that guide teachers towards increased student engagement and strategies for more effective classroom management. The focus on character education will also support teacher ability in the area of classroom management.

Professional Learning Communities are the main vehicle for teachers to engage in professional conversations about student work, instructional strategies, project-based learning planning, analyzing data, technology integration strategies, planning for academic and behavioral RtI, and aligning the General Learner Outcomes with core curriculum. (SLN #1, #2, #3, & #4)

The system of support for new teachers includes being part of a professional learning community with grade level partners, access to trained mentors, regular support from the Academic Coach, scheduled peer observations, Admin support and check ins, and intentional professional development based on needs.

Planning		Funding		Interim Measures of Progress
Desired Outcome #1	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
By SY 2020, 100% of teachers will engage in focused Professional Development to support student success and continuous	Employees have the training, support and professional development to contribute effectively to student success.	Academic Coach Counselor Tech Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II	Leading Indicators: <ul style="list-style-type: none"> ● # of G-Suite Certifications ● # of PBL units

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

<p>State Strategic Plan: G2, O1, O3</p> <p>Student Learning Needs: #1, #2, #3, #4</p> <p>WASC Recommendations: #1, #2, #3</p>	<p>Year 1</p> <ul style="list-style-type: none"> Digital Citizenship training Technology Integration/ Innovation trainings (i.e. G-Suite) Project & Problem Based Learning STEM/NGSS training Professional reads and school visits to identify effective inclusion models. The use of SBA Math results to determine areas of focus for Data Teams in PLC's. (SMPs, Target Standards, Strategies) Strategies for teaching math facts to strengthen concepts and procedures. Effective class management strategies and routines/procedures (SLN#4). Na Hopena A'o values Teachers will continue to use Achieve3000 consistently across grade-levels for literacy acceleration. <p>Year 2 -</p> <ul style="list-style-type: none"> Provide time for training lessons for G-Suite Level 1 Certification for all teachers. C3 Training for teachers Powerful Practices (ILT) training <p>Year 3 -</p> <ul style="list-style-type: none"> Monitor & evaluate impact of professional development on student performance. Offer opportunities for teachers and staff to maintain skill sets to provide innovation through technology integration. 	<p>SSC Principal</p>	<p><input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other</p> <p>Supplemental if additional funds available: 99993 Supplemental Funds: 1 Teaching Line .50 PE/.50 STEM \$60,860</p> <p>99996 A1 - 2769 (8) Instructional Strategies Sub Days x \$172.39 \$1,379</p> <p>B-7203 G-Suite - Level 1 certification Exam Fees \$10/person 23 Teachers + 3 EAs= 26 \$260</p>	<ul style="list-style-type: none"> NGSS Pacing Guides Math Data Team Minutes Qtrly Referral Data <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> State reporting on Inclusion Rate Annual review of SQS "Safety" dimension results Annual review of Tripod "Control" dimension results SBA Math Proficiency Results SBA ELA Gap SBA Math Gap Science Gap
<p>Desired Outcome #2</p>	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p>	<p>ART Accountable Lead(s)</p>	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p>	<p>Define the relevant data used to regularly assess and monitor progress</p>
<p>By 2020, 100% of New Teachers</p>	<p>School level mentors and the school Leadership</p>	<p>Principal</p>	<p><input checked="" type="checkbox"/> WSF</p>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> PD Log

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<p>State Strategic Plan: G3, O1</p> <p>Student Learning Needs: #1, #2, #3, #4,</p> <p>WASC Recommendations: #2 and #3</p>	<p>Team will provide ongoing support to new teachers in the form of coaching, modeling, co-teaching, and regular feedback to increase efficacy and build capacity.</p> <ul style="list-style-type: none"> • New Teacher Orientation prior to start of school • Encourage new teachers to attend the Kahua Sessions • Embedded PLC support with peers • School Level Mentor assigned • Dedicated meeting time to work with Mentor • Semester check in by Admin • Stipends for planning days (summer, weekends, or after school hours) 	<p>42106 A1 - 2802 IM 2 Stipend Day for New Teacher Orientation \$345</p> <p><input checked="" type="checkbox"/> Other Supplemental if additional funds available: 99996 A1 - 2803 2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers (12) Stipend Days x \$172.39 \$2,069</p> <p>A1 - 2769 9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x \$172.39 \$1,552</p>	<ul style="list-style-type: none"> • PLC Meeting Minutes • Qtrly. Mentor Contact Logs <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> • New Teacher Induction Program Survey results • LDS Staffing • SSIR "Stability of Administration and Staff" Report
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

Outcome: By the end of three years,	Rationale:
<p>Desired Outcomes:</p> <p>By SY 2020, we envision:</p> <ul style="list-style-type: none"> All students will have regular access to digital devices and all teachers will integrate digital tools effectively to transform pedagogical practices accordingly as per our Future Ready Learning Plan. Additionally supports will be in place to ensure that the plan can be implemented effectively. (SLN #1, #2, & #3) Ensure that effective schoolwide practices (i.e. Student-Led Conferences, Write Reflections w/thinking maps, Bare Books) are consistently conducted with an emphasis on high expectations for all students by all teachers. (SLN #1 & #2) Community relationships (SCC, PTSA, parent volunteers, community partnerships) are an integral aspect of the system of involvement for co-curricular and extracurricular learning opportunities as well as student support. (SLN #1, #2, #3, & #4) Messaging to our community about the importance of regular school attendance through consistent communication about academic progress and school/State policy (SLN #5) Continue to improve communication to promote understanding and engagement of school improvement through WASC Accreditation and the School Community Council. 	<p><i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i></p> <p>Hanalei School became a 1:1 device school through a large donation from within our community. We also wrote for and received a Future Ready Learning grant for professional development for technology integration and pedagogical practices during the 2016-17 school year.</p> <p><i>Secure adequate resources to support school and community-based plans for student success.</i></p> <p>The school's financial plan aligns resources to the scheduled enabling activities. Regular communication with the school's PTSA and Aloha Angels helps incorporate extra-curricular and co-curricular activities, made available to all students. Additional relationships with community organizations support scholarships for 6th grade students, funds for discovery trips, guest speakers, and science integration.</p> <p><i>Increase efficiency and transparency of instructional and operational supports to promote student learning while stewarding public education resources.</i></p> <p>The School Community Council, PTSA and School Committee Meetings are integral partnerships amongst faculty, administration, community members and parents. All meeting minutes and agendas are communicated through Google Docs, thus making all decisions transparent to the school community. Any outcomes are communicated through faculty meetings, the Parent Newsletter, and posted to the school website.</p>

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

Planning			Funding	Interim Measures of Progress
Desired Outcome #1	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By 2020, Hanalei School will foster innovation, sharing of effective instructional practices and expansion of “bright spots” to support our student learning needs as stated in Goal 1 & 2.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>State Strategic Plan: G3, O1</p> <p>Student Learning Needs: #1, #2, #3, #4</p> <p>WASC Recommendations: #3</p> </div>	<p>The school will provide opportunities for all staff to learn about Bright Spots within Hanalei School and/or other schools.</p> <ul style="list-style-type: none"> ● Teacher leaders visit Bright Spots at other schools ● Build on opportunities for student engagement through: <ul style="list-style-type: none"> ○ Project Based Learning ○ Character Education ○ Technology Integration ○ Inclusive Practices ● Continue to implement and build on our Future Ready Learning Plan/Goals. 	<p>Academic Coach Counselor Tech Coordinator SSC Principal</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other</p> <p style="color: purple;">Supplemental if additional funds available: 99993 C - 7708 Computer Upgrade \$28,799</p> <p style="color: purple;">99996 A1 - 2769 15 Sub Days for Bright Spot Visits x \$172.39 \$2,586</p>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> ● PD Log ● Bright Spot/ Learning Walk Reflection ● Updates to Future Ready Learning Plan <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> ● SQS Student Involvement/Engagement ● Tripod Captivate ● SQS Safety
Desired Outcome #2	Enabling Activities	ART Accountable	Source of Funds	Define the relevant data used to regularly assess

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	<i>(Indicate year(s) of implementation in next column)</i>	Lead(s)	<i>(Check applicable boxes to indicate source of funds)</i>	and monitor progress
<p>By 2020, Hanalei School will continue to partner with families and community stakeholders for resource support of student learning needs as stated in Goal 1 & 2.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>State Strategic Plan: G3,O2</p> <p>Student Learning Needs: #1, #2</p> <p>WASC Recommendations: #3</p> </div>	<p>Hanalei School will continue to foster and build partnerships the with the school PTSA, Aloha Angels, and School Foundation to support extra-curricular and co-curricular learning experiences.</p> <ul style="list-style-type: none"> Continue to align co-curricular learning experiences to academic standards. Utilize community support for student discovery trips Regular engagement of stakeholders through parent nights, newsletters and social media. 	Principal	<input checked="" type="checkbox"/> WSF 42101 A1 - 2744 PCNC @ 17 hrs/wk x 40 wks \$15,253	<p>Leading Indicators:</p> <ul style="list-style-type: none"> Data from Hanalei School Instagram PTSA Budget/ Meeting Minutes <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> Annual Rating of Chronic Absenteeism
Desired Outcome #3	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By 2020, Hanalei School will have been accredited and we will continue to monitor school improvement process in conjunction with the WASC Areas for follow up.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>State Strategic Plan: G3, O3</p> <p>Student Learning Needs: #1, #2, #3, #4, #5</p> <p>WASC Recommendations: #1</p> </div>	<p>Ongoing monitoring by ART of Academic Plan and our Continuous School Improvement process</p> <ul style="list-style-type: none"> WASC Visit in Spring 2018 Oversee the success of school initiatives by monitoring the academic plan enabling activities. (yr 1 - 3). 	Academic Coach Counselor Tech Coordinator SSC Principal	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other Supplemental Funds needed 99996 B - 7207 \$2500 Need to add funds here for WASC Committee Visit (4 Members): 4 Hotel Rooms x 3 nights (\$1500) 1 Car (\$300) Cater 1 Meal for parents (25 pax)= \$300 Breakfast/Lunch x3 days= \$400	<p>Leading Indicators:</p> <ul style="list-style-type: none"> Academic Plan Qtrly Monitoring Template Data Team Minutes ART Minutes <p>Lagging Indicators (annually when available)</p> <ul style="list-style-type: none"> Academic Plan SCC Principal Evaluation Tool