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

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

\[
\begin{array}{|c|c|c|c|}
\hline
\hline
\text{Safety} & 87.4\% & 81.9\% & 76.5\% & NA \\
\text{Well-Being} & 87.4\% & 76.2\% & 75.4\% & NA \\
\text{Satisfaction} & 85.1\% & 81.8\% & 79.9\% & NA \\
\text{Involvement/Engagement} & 92.4\% & 71.1\% & 71.1\% & NA \\
\hline
\end{array}
\]


\[
\begin{array}{|c|c|c|c|c|}
\hline
\text{Tripod Student Survey Results - Favorability} & Hanalei Spring 2014 & Hanalei Fall 2014 & Hanalei Fall 2015 & Hanalei Fall 2016 \\
\hline
\text{7Cs Composite Score} & 77\% & 80\% & 77\% & 77\% \\
\text{Care} & 86\% & 88\% & 88\% & 91\% \\
\text{Challenge} & 84\% & 86\% & 87\% & 84\% \\
\text{Control} & 57\% & 73\% & 61\% & 59\% \\
\text{Clarify} & 83\% & 86\% & 84\% & 88\% \\
\text{Captivate} & 80\% & 70\% & 64\% & 65\% \\
\text{Confer} & 80\% & 74\% & 78\% & 70\% \\
\text{Consolidate} & 70\% & 82\% & 77\% & 81\% \\
\hline
\end{array}
\]


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,

\[
\begin{array}{|c|c|c|c|c|}
\hline
\text{Achievement Gap Rate} - \text{(NHN - HN)/NHN} & 2013-2014 & 2014-2015 & 2015-2016 \\
\hline
\text{High Needs Student Proficiency} & 75\% & 45\% & 58\% \\
\text{Non-High Need Student Proficiency} & 90\% & 71\% & 71\% \\
\text{Gap Rate between Non-High and High-Need Students} & 15\% & 36\% & 19\% \\
\hline
\text{Math Gap Rate} - \text{(NHN - HN)/NHN} & 2013-2014 & 2014-2015 & 2015-2016 \\
\hline
\text{High Needs Student Proficiency} & 55\% & 51\% & 48\% \\
\text{Non-High Need Student Proficiency} & 86\% & 74\% & 68\% \\
\text{Gap Rate between Non-High and High-Need Students} & 31\% & 34\% & 29\% \\
\hline
\end{array}
\]

3. **Need**: Math proficiency and growth for all students is lower than our ELA proficiency and growth, thus all students need to improve their math skills and concepts through instructional experiences aligned to the rigor of the CCSS including the Standards of Mathematical Practice.

- **Correlated General Learner Outcomes**: GLO#3-Complex Thinker

### Disaggregated Hawaii State Assessment Proficiency, 2014 - 2017

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>68%</td>
<td>62%</td>
<td>58%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>SPED</strong></td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>FRL</strong></td>
<td>53%</td>
<td>56%</td>
<td>46%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>71%</td>
<td>63%</td>
<td>63%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>64%</td>
<td>62%</td>
<td>50%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>43%</td>
<td>50%</td>
<td>N/A</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>100%</td>
<td>82%</td>
<td>71%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>92%</td>
<td>58%</td>
<td>55%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Multiple</strong></td>
<td>69%</td>
<td>50%</td>
<td>81%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>75%</td>
<td>36%</td>
<td>46%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>84%</td>
<td>64%</td>
<td>59%</td>
<td>NA</td>
</tr>
</tbody>
</table>

Source: Longitudinal Data System (LDS), November 2016

Source: Longitudinal Data System (LDS), April 2017

Source: Longitudinal Data System (LDS), November 2016
4. Need: Accountability for behavioral expectations are not consistent across all settings (i.e., classroom, playground, cafeteria, enrichment etc.) which is impacting the learning environment, so there is a need for more clear and consistent behavioral expectations for all students and stronger character development education.

- Correlated General Learner Outcomes: GLO#2-Community Contributor, GLO#6-Effective and Ethical user of Technology, GLO#1-Self-Directed Learner

<table>
<thead>
<tr>
<th>School Quality Survey - Student Results - Percent Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
</tr>
<tr>
<td>Well-Being</td>
</tr>
<tr>
<td>Satisfaction</td>
</tr>
<tr>
<td>Involvement/Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tripod Student Survey Results - Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanalei Spring 2014</td>
</tr>
<tr>
<td>7Cs Composite Score</td>
</tr>
<tr>
<td>Care</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
<tr>
<td>Control</td>
</tr>
<tr>
<td>Clarify</td>
</tr>
<tr>
<td>Captivate</td>
</tr>
<tr>
<td>Confer</td>
</tr>
<tr>
<td>Consolidate</td>
</tr>
</tbody>
</table>

5. Need: Not enough students are attending school on a consistent basis which is impacting student achievement and growth so there is a need to ensure that all students have the same educational opportunities afforded to them on a daily basis.

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

<table>
<thead>
<tr>
<th>4 Year Percentage Chronic Absenteeism</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
</tr>
<tr>
<td>17%</td>
</tr>
</tbody>
</table>

Addressing Equity: Subgroup Identification - In order to address equity, list the targeted subgroups and their identified needs. **Specific enabling
activities listed in the academic plan should address identified subgroup(s) and their needs. Proficiency data derived from SBA 15-16 results.

Low SES proficiency in ELA and Math (Low SES is 32.2% of overall school population)
- ELA: Disadvantaged 58.2% proficiency/Non-Disadvantaged 69.5%
- Math: Disadvantaged 50.9% proficiency/Non-Disadvantaged 64.6%

Low SPED proficiency in ELA and Math in Grades 3-6. (6% of overall school population)
- Math Sped 27.3% proficiency/Non Sped 61.9% proficiency
- ELA Sped 54.5% proficiency/Non Sped 65.9% proficiency

Female students are not doing as well as boys in Math (Females 45%, Males 55% of overall school population)
- Females 50.9% proficiency
- Males 64.6% proficiency

Male students are not doing as well as girls in ELA (Females 45%, Males 55% of overall school population)
- Females 74.5% proficiency
- Males 58.5% proficiency

Native Hawaiian Students are not performing as well as other ethnic sub-groups. (11.7% of overall school population)
- ELA 46% Proficiency for Native Hawaiians versus 64% proficiency for All Students
- Math 35% Proficiency for Native Hawaiians versus 58% proficiency for All Students

ORGANIZE: Identify your Academic Review Team Accountable Leads.

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school's strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tahara’a Stein</td>
<td>1. ART/CSI</td>
</tr>
<tr>
<td>2. Sara Deblin (Academic Coach)</td>
<td>2. Inclusive Practices / Instructional Strategies/PBL/NGSS</td>
</tr>
<tr>
<td>GLC Lower (Marylee Fredericksen)</td>
<td>2. Inclusive Practices / Instructional Strategies/PBL/NGSS</td>
</tr>
<tr>
<td>GLC Upper (Brent Andrews)</td>
<td>3. Future Ready</td>
</tr>
<tr>
<td>3. Ryan McGill (Technology Coordinator)</td>
<td>3. Future Ready</td>
</tr>
<tr>
<td>4. Jana Rider (Counselor)</td>
<td>4. GLOs/Character Education</td>
</tr>
<tr>
<td>5. Betty Steed (Student Services Coordinator)</td>
<td>5. RtI</td>
</tr>
</tbody>
</table>

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,

Complex Desired Outcomes:
- Decreasing the achievement gap between the high needs students and the non-high needs students
- Increasing college and career readiness experiences for all students.

School Desired Outcomes:
- 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)

(Desired outcome targets in each goal were derived using the 50% method; the formula is to reduce or improve the rate by half).

Rationale:
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.

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.

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:

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.

* These initiatives will positively impact attendance.
**This initiative will increase student achievement and decrease the achievement gap.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome #1</td>
<td>Enabling Activities</td>
<td>ART</td>
</tr>
</tbody>
</table>

Hanalei School Academic Plan Page | March 15, 2017 Learning Needs

<table>
<thead>
<tr>
<th>(Indicate year(s) of implementation in next column)</th>
<th>Accountable Lead(s)</th>
<th>(Check applicable boxes to indicate source of funds)</th>
<th>used to regularly assess and monitor progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 2020, Hanalei School will increase student engagement by implementing project and place based learning as measured by:</td>
<td>Develop a plan that ensures opportunities for authentic cross curricular learning experiences. (SLN#1)</td>
<td>Academic Coach</td>
<td>Academic Coach</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● SQS Student Involvement/Engagement from 71.1% to 85%</td>
<td>● Community Discovery Trips for teachers that support project based learning</td>
<td>☒ WSF</td>
<td>☐ Title II</td>
</tr>
<tr>
<td>● Tripod &quot;captivate&quot; results from 65% to 82%</td>
<td>● Teachers identify community discovery trips &amp; experiences for each grade level aligned to a curricular focus.</td>
<td>☐ Title III</td>
<td>☐ IDEA</td>
</tr>
<tr>
<td>● SBA ELA from 65% to 82%</td>
<td>● Professional Development on Project &amp; Problem Based Learning.</td>
<td>☐ Homeless</td>
<td>☐ CTE</td>
</tr>
<tr>
<td>● SBA Math from 59% to 80%</td>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Representative grade level teachers visit PBL schools (i.e. SEEQS, Ele’ele School, etc.)</td>
<td>● 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)</td>
<td>☒ Other (Aloha Angels)</td>
<td>☐ Title III</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Monitor &amp; evaluate impact on student engagement.</td>
<td></td>
<td>☐ PTSA</td>
<td>☐ IDEA</td>
</tr>
<tr>
<td><strong>State Strategic Plan:</strong> G1, O1; G1, O3; G2, O1; G3, O1</td>
<td><strong>Student Learning Needs:</strong> #1, #2</td>
<td>☐ Other</td>
<td>☐ IDEA</td>
</tr>
<tr>
<td><strong>WASC Recommendations:</strong> NA</td>
<td><strong>Leading Indicators</strong></td>
<td></td>
<td>☐ CTE</td>
</tr>
<tr>
<td><strong>Lagging Indicators</strong> (annually when available)</td>
<td></td>
<td></td>
<td>☒ Title III</td>
</tr>
</tbody>
</table>

### Leading Indicators
- # 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

### Lagging Indicators
- SQS Student Involvement/Engagement
- Tripod Captivate
- SBA ELA
- SBA Math

### Supplemental if additional funds available:
- **99996**
  - A1 - 2802
    - Teacher stipends for unit planning - 8 days x $172.39 = $1,379
  - B - 4111 (mileage)
    - 98 miles roundtrip from Hanalei to Elele x $0.535 mileage rate/mile x 3 drivers = $157
  - B - 4201
    - 9 attendees x $200/airfare = $1,800
  - B - 4301
    - 9 attendees x $45/day per diem = $405
  - B - 4601
    - 1 car $51 + 1 van $79 = $130
  - 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
<table>
<thead>
<tr>
<th>Desired Outcome #2</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
</table>
| '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. | Develop and implement problem-based lessons that challenge students to work together collaboratively and creatively. (SLN#1) | Academic Coach | ☒ WSF 42106  
A1 - 2769  
NGSS Subdays  
7 days x $172.39  
$1,207  
42101  
A - 2321  
.75 FTE EA (Sell .50 FTE Library Asst $16939; buy .75 FTE EA $24,828)  
Difference $7,889  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☒ Other PTSA  
☐ N/A  
“The Wonders of STEM” NGSS Training (carryover)  
(2) 4/5th grades | Leading Indicator:  
- # 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. |

State Strategic Plan: G1, O1;

<table>
<thead>
<tr>
<th>Desired Outcome #3</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
</table>
| By 2020 Hanalei School will improve the inclusion rate from 27% to 64%. | Year 1  
- Conduct professional reads and school visits to identify effective inclusion models (e.g. 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.  
Year 2  
- Pilot Inclusive Practices in K/1/2.  
- Develop a plan to effectively implement inclusive practices for Grades 3 & 4.  
Year 3  
- Pilot Inclusive Practices in Grades 3 & 4  
- Develop a plan to effectively implement inclusive practices for Grades 5. | Academic Coach ☒ WSF |  |  |

**State Strategic Plan:** G1, O3; G2, O1; G3, O1  
**Student Learning Needs:** #2  
**WASC Recommendations:** NA

### Desired Outcome #4

<table>
<thead>
<tr>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
</table>

**State Strategic Plan:** G1, O3; G2, O1; G3, O1  
**Student Learning Needs:** #2  
**WASC Recommendations:** NA

### Leading Indicators:
- 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.

### Lagging Indicators (annually when available)
- Inclusion Rate (LRE)  
- SPED Math and ELA SBA Results
By 2020 Hanalei School will improve student proficiency in

**Desired Outcome #5**

**Enabling Activities**

(Indicate year(s) of implementation in next column)

**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**

---

By 2020 Hanalei School will improve student proficiency in

Use the Data Teams process to identify areas of need to drive math instruction.

Academic Coach

WSF

**Leading Indicators:**

- % 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)

**Lagging Indicators (annually when available)**

- SBA ELA Gap
- SBA Math Gap
- Science Gap
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
</table>
| ● Strengthen the Math Data Team process to support all students with appropriate strategies and resources.  
  ○ 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. | ● Continue using SBA data points to identify need areas for preventative planning.  
  ● Implement RtI plan | ● Monitor & evaluate math strategies, PD and RtI plan for impact on math proficiency levels. |

**Supplemental Funds:**  
Jo Boaler “youcubed.org” Online Class (23 teachers x tuition)  
Math Consultant (3 day institute model) (Air, per diem, hotel, car)

<table>
<thead>
<tr>
<th>Leading Indicators:</th>
<th>Lagging Indicators (annually when available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● % of students showing growth based on review of STAR Math Data 3 X per year.</td>
<td>● SBA Math Proficiency Results</td>
</tr>
<tr>
<td>● % of students meeting proficiency on Pre and Post Paper Tests in grades K-2</td>
<td>● % of students meeting proficiency on standards as measured by GAUGE assessments in Grades 3-6 on a quarterly basis.</td>
</tr>
</tbody>
</table>

**Desired Outcome #6**  
By 2020 Hanalei School students will have an increased sense of student safety and empathy as a result of consistent behavior.

**Enabling Activities**  
(Indicate year(s) of implementation in next column)

**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**

### Desired Outcome #7

**By 2020 Hanalei School will show an increased attendance by all students as measured by Infinite Campus and LDS (SLN #5)**

<table>
<thead>
<tr>
<th>Enabling Activities</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
</table>
| All staff members will consistently message the importance of attendance. | Principal | ☒ WSF 42112 A - 2350 .50 FTE OA $16,544 | Leading Indicators:  
- Weekly monitoring of % of students on track for chronic absenteeism |

#### Year 1:
- Provide Professional Development to all teachers (PTTs as well) for effective class management strategies and routines/procedures (SLN #4).
  - 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.

#### Year 2:
- Reflect and refine character education lessons for scaffolding across grade levels.
- Embed Digital Citizenship concepts within technology based instruction.

#### Year 3:
- Implement value-based service projects authentic to each grade level.

### State Strategic Plan:
- G1, O2; G2, O1

### Student Learning Needs:
- #4

### WASC Recommendations:
- NA

### Leading Indicators:
- # 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

### Lagging Indicators (annually when available):
- Annual review of SQS “Safety” dimension results
- Annual review of Tripod “Control” dimension results

### Source of Funds:
- PTSA Aloha Book ($11/each x 115 students) Kinder Aloha Book 3-6 HI Values (no cost)

---

**Hanalei School Academic Plan**

March 15, 2017
<table>
<thead>
<tr>
<th>State Strategic Plan: G1, O2; G3, O2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Needs: #5</td>
</tr>
<tr>
<td>WASC Recommendations: N/A</td>
</tr>
</tbody>
</table>

- Parent communication regarding importance of attendance (i.e., 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).

Year 2:
- Continue to be consistent with messaging and monitoring attendance.

Year 3:
- Reflect and revise attendance goals.

<table>
<thead>
<tr>
<th>Lagging Indicators (annually when available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly ADA attendance monitoring</td>
</tr>
<tr>
<td>disaggregated by grade and subgroups</td>
</tr>
</tbody>
</table>

**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,

**Desired Outcomes:**

- Hanalei School will prioritize professional development for educators and leaders to support student success. Our goals are to:

**Rationale:**

- 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.

- 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.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Enabling Activities</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome #1</td>
<td>(Indicate year(s) of implementation in next column)</td>
<td>ART Accountable Lead(s)</td>
<td>Source of Funds (Check applicable boxes to indicate source of funds)</td>
</tr>
<tr>
<td>By SY 2020, 100% of teachers will engage in focused Professional Development to support student success and continuous</td>
<td>Employees have the training, support and professional development to contribute effectively to student success.</td>
<td>Academic Coach Counselor Tech Coordinator</td>
<td>☐ WSF ☐ Title I ☐ Title II</td>
</tr>
</tbody>
</table>

**State Strategic Plan: G2, O1, O3**

**Student Learning Needs: #1, #2, #3, #4**

**WASC Recommendations: #1, #2, #3**

### Year 1
- 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.

### Year 2
- Provide time for training lessons for G-Suite Level 1 Certification for all teachers.
- C3 Training for teachers
- Powerful Practices (ILT) training

### Year 3
- 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.

## Desired Outcome #2

<table>
<thead>
<tr>
<th>Enabling Activities</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 2020, 100% of New Teachers</td>
<td>School level mentors and the school Leadership</td>
<td>Principal</td>
<td>WSF</td>
</tr>
</tbody>
</table>

Leading Indicators:
- PD Log

### SSC Principal

- ☐ Title III
- ☐ IDEA
- ☐ Homeless
- ☐ CTE
- □ Other

Supplemental if additional funds available:
- **99993**
- **Supplemental Funds:**
  - 1 Teaching Line .50 PE/.50 STEM
  - **$60,860**

- **99996**
- A1 - 2769
- (8) Instructional Strategies Sub Days x $172.39
- **$1,379**
- B-7203
- G-Suite - Level 1 certification Exam Fees $10/person 23 Teachers + 3 EAs= 26 $260

- NGSS Pacing Guides
- Math Data Team Minutes
- Qtrly Referral Data

### Lagging Indicators (annually when available)
- 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
| **State Strategic Plan:** G3, O1 | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **Student Learning Needs:** #1, #2, #3, #4, | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **WASC Recommendations:** #2 and #3 | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **Lagging Indicators (annually when available):**<br>● New Teacher Induction Program Survey results<br>● LDS Staffing<br>● SSIR “Stability of Administration and Staff” Report | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **PLC Meeting Minutes**<br>● Qtrly. Mentor Contact Logs | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **3-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020** | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **Hanalei School Academic Plan** | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **March 15, 2017** | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552

| **Learning Needs** | **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.**<br>● New Teacher Orientation prior to start of school<br>● Encourage new teachers to attend the Kahua Sessions<br>● Embedded PLC support with peers<br>● School Level Mentor assigned<br>● Dedicated meeting time to work with Mentor<br>● Semester check in by Admin<br>● Stipends for planning days (summer, weekends, or after school hours) | **42106**<br>A1 - 2802<br>IM 2 Stipend Day for New Teacher Orientation<br>$345<br>☑ Other<br>Supplemental if additional funds available:<br>**99996**<br>A1 - 2803<br>2 Stipend Days for: 3 New Teachers and 3 Mentor Teachers<br>(12) Stipend Days x $172.39<br>$2,069<br>A1 - 2769<br>9 Sub Days for Mentor to attend New Teacher Sessions with Mentee x $172.39<br>$1,552
**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.

<table>
<thead>
<tr>
<th>Desired Outcomes:</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By SY 2020, we envision:</td>
<td>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</td>
</tr>
<tr>
<td>● All students will have regular access to digital devices and all teachers will</td>
<td>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</td>
</tr>
<tr>
<td>integrate digital tools effectively to transform pedagogical practices accordingly as per our <em>Future Ready Learning Plan</em>. Additionally supports will be in place to ensure that the plan can be implemented effectively. (SLN #1, #2, &amp; #3)</td>
<td>Learning grant for professional development for technology integration and pedagogical practices during the 2016-17 school year.</td>
</tr>
<tr>
<td>● 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 &amp; #2)</td>
<td>Secure adequate resources to support school and community-based plans for student success.</td>
</tr>
<tr>
<td>● 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, &amp; #4)</td>
<td>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.</td>
</tr>
<tr>
<td>● Messaging to our community about the importance of regular school attendance through consistent communication about academic progress and school/State policy (SLN #5)</td>
<td>Increase efficiency and transparency of instructional and operational supports to promote student learning while stewarding public education resources.</td>
</tr>
<tr>
<td>● Continue to improve communication to promote understanding and engagement of school improvement through WASC Accreditation and the School Community Council.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning</th>
<th>Enabling Activities</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Outcome #1</strong>&lt;br&gt;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 &amp; 2.</td>
<td>The school will provide opportunities for all staff to learn about Bright Spots within Hanalei School and/or other schools.&lt;br&gt; ● Teacher leaders visit Bright Spots at other schools&lt;br&gt; ● Build on opportunities for student engagement through:&lt;br&gt;   ○ Project Based Learning&lt;br&gt;   ○ Character Education&lt;br&gt;   ○ Technology Integration&lt;br&gt;   ○ Inclusive Practices&lt;br&gt; ● Continue to implement and build on our Future Ready Learning Plan/Goals.</td>
<td>Academic Coach&lt;br&gt;Counselor&lt;br&gt;Tech Coordinator&lt;br&gt;SSC&lt;br&gt;Principal</td>
<td>☐ WSF&lt;br&gt;☐ Title I&lt;br&gt;☐ Title II&lt;br&gt;☐ Title III&lt;br&gt;☐ IDEA&lt;br&gt;☐ Homeless&lt;br&gt;☐ CTE&lt;br&gt;☒ Other</td>
<td>Leading Indicators:&lt;br&gt; ● PD Log&lt;br&gt; ● Bright Spot/Learning Walk Reflection&lt;br&gt; ● Updates to Future Ready Learning Plan&lt;br&gt; Lagging Indicators (annually when available)&lt;br&gt; ● SQS Student Involvement/Engagement&lt;br&gt; ● Tripod Captivate&lt;br&gt; ● SQS Safety</td>
</tr>
<tr>
<td><strong>State Strategic Plan</strong>: G3, O1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Learning Needs</strong>: #1, #2, #3, #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WASC Recommendations</strong>: #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supplemental if additional funds available:
- 99993<br>  C - 7708<br>  Computer Upgrade<br>  $28,799
- 99996<br>  A1 - 2769<br>  15 Sub Days for Bright Spot Visits x<br>  $172.39<br>  $2,586
### Desired Outcome #3

**State Strategic Plan:** G3, O2  
**Student Learning Needs:** #1, #2  
**WASC Recommendations:** #3

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.

<table>
<thead>
<tr>
<th>Enabling Activities</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
</table>
| 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. | Academic Coach  
Counselor  
Tech Coordinator  
SSC Principal | ☐ WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☒ 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 |

**Leading Indicators:**  
- Data from Hanalei School Instagram  
- PTSA Budget/Meeting Minutes  

**Lagging Indicators (annually when available):**  
- Annual Rating of Chronic Absenteeism

---

### Desired Outcome #3

**State Strategic Plan:** G3, O3  
**Student Learning Needs:** #1, #2, #3, #4, #5  
**WASC Recommendations:** #1

By 2020, Hanalei School will continue to foster and build partnerships with the school PTSA, Aloha Angels, and School Foundation to support extra-curricular and co-curricular learning experiences.  
- 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.

<table>
<thead>
<tr>
<th>Enabling Activities</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
</table>
| Hanalei School will continue to foster and build partnerships with the school PTSA, Aloha Angels, and School Foundation to support extra-curricular and co-curricular learning experiences. | Principal | ☒ WSF  
42101  
A1 - 2744  
PCNC @ 17 hrs/wk x 40 wks $15,253 | Leading Indicators:  
- Data from Hanalei School Instagram  
- PTSA Budget/Meeting Minutes  

**Lagging Indicators (annually when available):**  
- Annual Rating of Chronic Absenteeism

---

### Leading Indicators:

- Academic Plan Qtrly Monitoring Template  
- Data Team Minutes  
- ART Minutes

---

### Lagging Indicators (annually when available):

- Academic Plan  
- SCC Principal Evaluation Tool

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### State Strategic Plan:

**State Strategic Plan:** G3, O3  
**Student Learning Needs:** #1, #2, #3, #4, #5  
**WASC Recommendations:** #1

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.