



Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Hickam Elementary School

825 Manzelman Circle

Honolulu, Hawaii 96818

<http://www.hickam.k12.hi.us/>



Our Vision

We commit to providing a positive learning community that will inspire leaders for tomorrow.

Our Mission Statement

Our purpose is to nurture the whole-child by providing a loving learning environment and world-class education that empowers students to gain the skills, attitudes, and dispositions so each child can strive to reach their highest potential.

Submitted by Alisa Bender, Principal	Date
Signature on File	5 May 2017 (4 May 2018)

Approved by John Erickson, Complex Area Superintendent	Date
Signature on File	5 May 2017 (4 May 2018)



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Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> Comprehensive Needs Assessment WASC Self Study <ul style="list-style-type: none"> 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 Other 	<p>1. Need:</p> <ul style="list-style-type: none"> Improve Students' Collaboration and Effective Communication skills <p>2. Need:</p> <ul style="list-style-type: none"> Develop Students' Problem-Solving and Inquiry skills <p>3. Need:</p> <ul style="list-style-type: none"> Develop Students' Leadership skills <p>Hickam Elementary School WASC Self-Study AND Comprehensive Needs Assessment:</p> <ul style="list-style-type: none"> WASC Self-Study Chapters 1-3 WASC Self-Study Areas of Growth with Root Causes and Next Steps WASC/Academic Plan SY 16-17 Priority Needs (ART Routine #2) WASC/Comprehensive Needs SY 2017-2018 (ART Routine #1) <p>Central District/Radford Complex and Hickam Elementary School:</p> <ul style="list-style-type: none"> DISTRICT/COMPLEX ALIGNMENT: Implement CSSS/RTI (Academic and Behavior Interventions) DISTRICT/COMPLEX ALIGNMENT: Increase technology integration (Future Ready/Digital Learning) DISTRICT/COMPLEX ALIGNMENT: Enhance supports for student transition (Transition Center)
	<p>Addressing Equity: Subgroup Identification</p>
	<p>In order to address equity, list the targeted sub-group(s) and their identified needs.</p> <p>**Specific enabling activities listed in the academic plan should address identified sub-group(s) and their needs.</p> <ul style="list-style-type: none"> <u>Sub Group: Military Dependent Students.</u> In SY 2016-2017, Hickam Elementary School has 97% military-impacted students, who experience frequent transitions. Our school records show almost 50% of those students are not enrolled for the entire school year. <u>Sub Group: Military Dependent Students identified Special Education.</u> In Sy 2016-2017, Hickam Elementary School had 12% IDEA identified students, who are also military dependents. Our school is experiencing higher needs, like ASD, and volume of Special Needs students.



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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	Strategic/Focus of H-ART Team Accountable Lead
Alisa Bender, <i>Leadership/Empowerment and School Design Lead</i>	<ul style="list-style-type: none"> • ADMINISTRATION/ORGANIZATION (WASC) • INSTRUCTIONAL/TRANSFORMATIONAL LEADERSHIP • SCHOOL DESIGN (State Strategic Plan)
Sharilyn Yee, <i>ART and Student Voice (Multi-Media and Communication) Lead</i>	<ul style="list-style-type: none"> • ORGANIZATION (WASC) • TRANSITIONS (State Strategic Plan) • WELL-ROUNDED WHOLE CHILD (District/Complex)
Je-Ann Williams, <i>Standards-Based Education and STEM (Engineer Design Process) Lead</i>	<ul style="list-style-type: none"> • CURRICULUM (WASC) • INCLUSIVE PRACTICES (State Strategic Plan) • WELL-ROUNDED EDUCATION (State Strategic Plan)
Sharilyn Yee, <i>Induction and Mentoring Lead</i>	<ul style="list-style-type: none"> • INSTRUCTION (WASC) • EVIDENCE-BASED PRACTICES (State Strategic Plan) • TEACHER/STAFF LEADERSHIP (State Strategic Plan)
Keith Hamana, <i>Formative Assessments and Data Teams/Teacher Collaboration Lead</i>	<ul style="list-style-type: none"> • ASSESSMENTS (WASC) • K-12 CAREER READINESS PATHWAYS (State Strategic Plan) • WELL-ROUNDED EDUCATION: EVIDENCE-BASED & RESEARCH-BASED PRACTICES (State Strategic Plan) • COLLEGE AND CAREER READINESS CULTURE (District/Complex)
David Murata, <i>Comprehensive Students Support System Lead</i>	<ul style="list-style-type: none"> • SUCCESS FOR ALL STUDENTS (WASC) • CLOSING THE GAP - INCLUSIVE PRACTICES (State Strategic Plan) • RESPONSE TO INTERVENTION/WHOLE CHILD (District/Complex)
Leon Moore and Michael Reid-Selth, <i>Future Ready/Digital Learning Lead</i>	<ul style="list-style-type: none"> • SUCCESS FOR ALL STUDENTS (WASC) • WELL-ROUNDED WHOLE CHILD: PERSONALIZED (State Strategic Plan) • TECHNOLOGY FOR ENGAGEMENT/COLLABORATION (District/Complex)



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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.

- **HES Notes: What want to achieve in relation to school vision and mission?**
- **HES Notes: Aligned to student learning needs, WASC recommendations (WASC), complex focus areas, and/or additional areas**
- **HES Notes: Target Setting Guidance document serves as resource to determine outcomes**

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none"> • We will increase students' inquiry and problem solving skills through: <ul style="list-style-type: none"> ○ effectively using AVID strategies ○ building a college, career, and civic life culture (C3) ○ effectively applying mathematical practices ○ integrating NGSS (STEM) through problem-based interdisciplinary projects and design process including engineering, innovation and technology 	<p>Aligned to the State Strategic Plan Goal 1, at Hickam we will provide students with a variety of opportunities to inspire students to be leaders for tomorrow. Teachers will use several avenues to ensure that students are being prepared to be college and career ready, through our curriculum.</p> <p>74% of our students met or exceeded in SBA Math in 2014-15 and 71% in 2015-16. This evidence shows that the lowest claim is problem solving and data analysis, which indicates a development for critical thinking skills.</p> <p>In 2015-16 SBA ELA, 76% of our students met or exceeded, so we will need to continue to improve reading comprehension across grade levels.</p> <p>During classroom walkthroughs SY 15-16, 0% of students were not creating nor asking higher order level 2 or 3 questions (ie. synthesis and analysis).</p> <p>Based on our Tripod survey, the lowest Tripod score falls in Captivate at 70%. Teachers will need to increase student motivation and raising achievement through students' learning experience in our classroom using a variety of teaching strategies incorporating AVID and technology strategies.</p>
<ul style="list-style-type: none"> • We will increase students' collaboration and communication skills through: <ul style="list-style-type: none"> ○ effectively using AVID WICOR ○ differentiating and small grouping 	<p>According to the strategic plan and aligned with the Department of Education, there is a shared belief that all students need support, resources, and instructions to help them be successful. Students' voice is a big part of helping our students be college and career ready.</p>



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<ul style="list-style-type: none"> ○ providing student self-assessment and feedback ○ integrating a Social Emotional Learning (SEL) program into the curriculum 	<p>During classroom walkthroughs SY 15-16, data showed that 4.8% of students showed they were working together to solve problems and that there is a need in student collaboration and communication skills to include self-assessment and feedback to oneself and peers. In our internal student survey, students perceived area of growth included collaborating and communicating with others to problem solve.</p> <p>In SY 15-16, GLO #3 Complex Thinker and #5 Effective Communicator had the lowest number of students in Consistently category. These areas are also identified weaknesses by the Smarter Balanced Assessment.</p>
<ul style="list-style-type: none"> ● We will increase our students' leadership skills through: <ul style="list-style-type: none"> ○ integrating a Social Emotional Learning (SEL) program to increase students' positive dispositions and leadership culture school-wide ○ integrating self-directed, problem-based projects ○ establishing an environment for students' voice and advocacy 	<p>The vision of Hickam Elementary is to commit to providing a positive learning community that will inspire leaders for tomorrow. The rationale for increasing student leadership is based on WASC report-no major misbehavior or social maladjustments, and no major attendance concerns. The school climate survey indicates a need for social emotional learning as indicated by RTI and PBIS multi-tiered support system development.</p> <p>In addition, these students are typically high achievers, and addressing the whole child is part of our vision and mission. Student transitions are high; 75% of students attend the whole school year. These student come to our school with many experiences with the desire to improve leadership skills, as indicated by student survey.</p> <p>We need to establish support groups that will address the development of student leaders through activities that “cultivate competencies vital to collaboration, compassion and creative problem-solving. This process allows a student to strengthen his or her individual leadership skills while forming deeper bonds with their peers.” (WASC Report)</p>
<ul style="list-style-type: none"> ● We will increase our Response To Intervention (both Academic and Behavioral) through: <ul style="list-style-type: none"> ○ effectively differentiating instruction using small groups ○ implementing with fidelity a Social Emotional Learning (SEL) Tier 1 program to develop positive dispositions 	<p>HES began developing its framework and intervention model during SY 2015-2016. Hickam Elementary is committed to helping ALL children succeed. As part of the Comprehensive Student Support System (CSSS) and one of our Superintendent's six priority strategies for the Hawaii Department of Education, Response to Intervention (RTI) is a framework of support that can help students achieve learning goals and perform at their highest potential. As part of the State Strategic Plan Goal #1: Successful Students, Section 3b - we are to “ensure that each student's learning is personalized, informed by high-quality data, and advances them toward success in college, career, and community.”</p>
<ul style="list-style-type: none"> ● We will increase digital learning through: 	<p>HES developed its Comprehensive Technology Plan based on the framework of the Future Ready Learning and</p>



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<ul style="list-style-type: none"> ○ integrating technology into lesson planning ○ increasing student learning utilizing technology 	<p>envisions digitally literate students, technology integration to support student engagement, and developing leadership skills of collaboration, effective communication, critical learning, problem-solving, inquiry and research skills and student-led learning. All students will use technology to achieve the standards through conducting research via the internet and discern between reliable and unreliable sources.</p>
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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
NEED #1: Inquiry and Problem Solving Skills (WRITE ON AVID)					
<p>We will increase the use of AVID Strategies to 100% school-wide (observable in all-classrooms) effectively by SY 2020. (WASC)</p> <p>Overall Result of the Enabling Activities in this Desired Outcome; Student perceptions as determined by Tripod will increase from 64% to 75% in Captivate component (engagement, keep interest).</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students will increase from 71% to 84% meets/exceeds</p>	<p>a. At least 80% of teachers will be AVID certified annually.</p> <p>b. All teachers trained annually on WICOR strategies during Hickam Professional Development opportunities.</p> <p>c. All teachers utilize a REFLECTIVE Cycle for Continuous Improvement within school structures and</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p> <p>c. 2017-2020</p> <p>d. 2017-2020</p>	<p>Keith Hamana: ASSESSMENT S - Formative Instruction/Data Team/Career-College Going Students (AVID) Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. For AVID Training Certification: 80% of faculty have signed-in on AVID Winter/Summer Training and/or verified from MyAVID (database).</p> <p>b. For Annual Training on WICOR: 100% of faculty have signed-in on Training Sessions.</p> <p>c. To formatively assess if WICOR applied in all classrooms:</p> <ol style="list-style-type: none"> In SY 2017-2018 walkthroughs, 80% of students respond positively to participating in generating their own questions and collaborating in small groups or partners. In SY 2018-2019 formative walkthroughs, when asking students or observe participating in AVID strategies, 90% of students engage in WICOR strategies. In SY 2019-2020 walkthroughs, when asking students or observe participating in AVID strategies, 100% of students engage in WICOR strategies.questions and collaborating in small groups or partners. As a school, we will develop vertical alignment of WICOR expectations



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on SBA Math.	monitored by Curriculum Coaches. d. We will complete and integrate continuum of Inquiry (Level of Questioning and Discussion/ WICO R) from PreK to Gr. 6. (WASC)				
<p>We will increase the use of effectively and consistently applying evidence-based instructional practices for math and science as evidence through student produced evidence samples and teacher observation to 100% school-wide (all-classrooms) effectively by SY 2020. (WASC)</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students will increase from 71% to 84% meets/exceeds on SBA Math.</p>	<p>a. 100% of teachers will receive professional development on evidence-based instructional practices for math and science (problem solving) trainings on curriculum program annually.</p> <p>b. All teachers utilize a REFLECTIVE Cycle for Continuous Improvement within school structures and monitored by Curriculum</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p> <p>c. 2017-2020</p>	<p>Je Ann Williams CURRICULUM - Common Core State Standards/STEM (Design Thinking) Lead</p> <p>Next steps</p> <p>new math Curriculum (comment across the board)</p> <p>Program with more fluidity best program to prepare for SBAC</p> <p>might need to reconsider adjusting the outcome %</p> <p>84% might not be achievable based on past increases</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. Annual Training on professional development on evidence-based instructional practices for math and science: 100% of faculty have signed-in on Training Sessions.</p> <p>b. To formatively assess if instructional practices are applied in all classrooms: 100% of walkthroughs show classroom engagement in chosen evidence-based instructional practices</p> <p>i. In SY 2017-2018 walkthroughs, 80% show classroom engagement in chosen mathematical practices.</p> <p>ii. In SY 2018-2019 formative walkthroughs, when asking students or observe participating in evidence-based instructional practices for math and science, 90% of students will be engaged.</p> <p>iii. In SY 2019-2020 formative walkthroughs, when asking students or observe participating in evidence-based instructional practices for math and science, 100% of students will be engaged.</p> <p>c. For SY 2017-2018, continuum of mathematical practices: 100% of grade levels will complete vertical articulation.</p>



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	Coaches. c. We develop a Pre-K to Gr. 6 continuum of mathematical practices by end SY 2017-2018 (WASC)	d. 2017-2018			
<p>We will integrate Next Generation Science Standards (NGSS) framework through the development of problem-based interdisciplinary projects (engineering design process including engineering, innovation and technology) and 5 E's instructional model into curriculum to 100% school-wide (as observed in all-classrooms and curriculum maps) effectively by SY 2020. (WASC)</p> <p>Overall Result of the Enabling Activities in this</p>	<p>a. 100% of teachers will receive professional development to deepen knowledge of NGSS annually. (WASC)</p> <p>b. 100% of teachers will receive professional development on project-based learning trained as related to NGSS annually. (WASC)</p> <p>c. 100% of teachers will receive professional development on Five E's Instructional model annually.</p> <p>d. Students will</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p> <p>c. 2017-2020</p> <p>d. 2018-2020</p>	<p>Je Ann Williams CURRICULUM - Common Core State Standards/STE M (Design Thinking) Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. 100% of faculty have signed-in receive professional development to deepen knowledge of NGSS annually.</p> <p>b. 100% receive professional development on project-based learning trained as related to NGSS annually.</p> <p>c. 100% of teachers will receive professional development on Five E's Instructional model.</p> <p>d. For SY 2017-2018, provide an biennial Curriculum Fair (*Showcase of Interdisciplinary Problem-Based Project) for students to share their interdisciplinary problem-based projects</p> <p>e. For SY 2018-2019, teachers refine previous year's project and develop second project.</p> <p>f. For SY 2019-2020, students will participate in two interdisciplinary problem-based projects and 5 E's instructional model.</p> <p>g. For SY 2019-2020, one problem-based project in Semester 1 NGSS Course of Units and one problem-based project in Semester 2 NGSS Course of Units which includes 5 E's instructional model.</p>



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<p>Desired Outcome: Students will increase from 84.5% to 92% meets/exceeds on HSA Science (NGSS Science Assessment bridge in 2018-2019 for Grades 4 and 5 and NGSS Assessment for Grade 5 in 2019-2020)</p>	<p>participate in two interdisciplinary problem-based projects per year which teachers design based on NGSS. (WASC)</p>				
<p>We will be begin awareness and beginning stages of implementing a culture of College, Career, and Civic life (C3) to 100% school-wide (as observed for all-classrooms and curriculum maps) effectively by SY 2020. (WASC)</p> <p>*Beginning SY 18-19 with full implementation in SY 22-23</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students will participate in civic activities that will increase from 88% to 91% usually and consistently in GLO#2 (Community Contributor).</p>	<p>a. 100% of teachers will receive professional development for deepening knowledge of C3 Framework.</p> <p>b. 100% of teachers will receive professional development on instructional shifts on C3 framework annually.</p> <p>c. 100% of teachers will design civic activities annually.</p>	<p>a. 2018-2020</p> <p>b. 2018-2020</p> <p>c. 2019-2020</p>	<p>Keith Hamana, CURRICULUM - Common Core State Standards/STEM (Design Thinking) Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. To ensure college and career readiness awareness, Implement AVID Career Fair as seen in the annual Master Schedule.</p> <p>b. 100% of faculty will sign into professional development for deepening knowledge of C3 Framework.</p> <p>c. 100% of teachers will sign into and receive professional development on instructional shifts on C3 framework annually.</p> <p>d. Teachers will use a reflective cycle for continuous improvement</p> <p>e. By SY 2018-2019, consider civic activities which incorporates C3 framework</p> <p>f. By SY 2019-2020, students in engage in civic activities which incorporates C3 framework.</p>



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NEED #2: Collaboration and Communication Skills					
<p>We will increase students' collaboration and communication skills through the use of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) Strategies. (WASC)</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: By SY 2020, all students' growth will increase from 85% to 91% at/above benchmark.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: By SY 2020, Students' achievement growth will increase from 75.9% to 91% of students meeting or exceeding on SBA ELA.</p>	<p>a. Students will engage in collaboration activities or strategies that incorporate WICOR strategies.</p>	<p>a. 2017-2020</p>	<p>Keith Hamana: ASSESSMENT S - Formative Instruction/Data Team/Career-College Going Students (AVID) Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. 100% of teachers will participate in Reflective Cycle for Continuous Improvement evidenced by submission during LTT.</p> <p>b. By SY 2019-2020, Teachers will integrate WICOR strategies into lessons, which will be evident on Curriculum maps and pacing guides by SY 2019-2020. (WASC)</p>



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<p>We will increase the use of differentiation, which includes small-group differentiation - strategy.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: By SY 2020, all students' growth will increase from 85% to 91% at/above benchmark.</p>	<p>a. By the end of SY 2017-2018, 100% teachers will be trained in the use of differentiation which will include small-group strategy. (EL)</p> <p>b. By the end of SY 2019-2020 and when appropriate in lessons or interventions, 90% of instruction will be differentiated using strategies like small-groups. (EL)</p>	<p>a. 2017-2018</p> <p>b. 2017-2020</p>	<p>Je Ann Williams CURRICULUM - Common Core State Standards/STEM (Design Thinking) Lead</p>	<p>X 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 type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>a. During SY 2018-2019, 100% of teachers will receive professional development for differentiation and small-group strategy.</p> <p>b. By SY 2019-2020, Teachers will incorporate differentiation and small-group strategies into their Curriculum maps and pacing guides. (WASC)</p>
<p>We will increase the opportunities for students' self-assessment and feedback.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: In EWS, the percentage of students on-track for course marks (grades) will increase from 82.4% to 93.2%.</p>	<p>a. By the end of SY 2019-2020 after being provided knowledge of co-constructed criteria, students will be given an opportunity to self-assess and provide feedback to peers in Semester 2. (WASC)</p> <p>b. By the end of SY</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p>	<p>Keith Hamana: ASSESSMENT - Formative Instruction/Data Team/Career-College Going Students (AVID) Lead</p>	<p>X 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 type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>a. In Semester 2 of SY 2018-2019, teachers will provide student evidence during a data team cycle in LTT.</p> <p>b. By the end of SY 2019-2020 and during LTT each quarter, teachers will provide evidence of students' giving feedback to peers utilizing co-constructed criteria.</p>



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	2019-2020, students will self-assess and provide feedback to peers during each quarter. (WASC)				
<p>We will increase students' empowerment and leadership skills by integrating The Leader in Me (Social Emotional Learning or SEL) program into the curriculum</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: By SY 2019-2020, students will increase in usually and consistently marks for GLO#3 (Complex Thinker) and GLO#5 (Effective Communicator) from 82.4% to 93.2% from students' report cards.</p>	<p>a. By the end of the SY 2017-2018, 100% teachers will receive training on The 7 Habits of Happy Kids, a component of The Leader in Me (TLIM) program.</p> <p>b. By the end of SY 2019-2020, 100% of teachers will have deliver explicit and implicit instruction of The 8 Habits of Happy Kids, a component of The Leader in Me program.</p>	<p>a. 2017-2018</p> <p>b. 2019-2020</p>	<p>David Murata - SUCCESS FOR ALL STUDENTS/C LOSING THE GAP - Comprehensive Student Support System Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. By the end of SY 2019-2020, integration of TLIM components will be evident in curriculum maps and pacing guides.</p>



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<p>We will increase our understanding of <i>The Leader in Me (SEL)</i> program and implement.</p>	<p>a. Complete a 3-year rollout plan for The Leader in Me program, to guide teacher awareness, school-wide planning and implementation.</p> <p>b. We will build our five action teams to address leadership environment, leadership events, family learning (communication home), professional learning and student learning.</p>	<p>a. 2017-2018</p> <p>b. 2017-2020</p>	<p>David Murata - SUCCESS FOR ALL STUDENTS/C LOSING THE GAP - Comprehensive Student Support System Lead</p>	<p>X 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 type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>a. By end of SY 2017-2018, a completed a roll-out plan presented to Faculty and Staff by the Leader in Me/SEL Site Team/Lighthouse team.</p> <p>b. By SY 2018-2019, we will implement plans developed by the Five Lighthouse Action Teams.</p> <p>c. By SY 2019-2020, we will utilize Leader in Me indicators for determining success of implementation.</p>
<p>We will increase our students' leadership skills through classroom opportunities.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: SEL program will provide the climate for 100% student leadership opportunities.</p> <p>Overall Result of the Enabling Activities in this</p>	<p>a. By the end of the SY 2017-2018, students will have had an opportunity to be student leaders within the classroom.</p> <p>b. By 2018-2019, 95% of students will learn about the leadership dispositions or mindsets.</p>	<p>a. 2017-2018</p> <p>b. 2017 - 2020</p>	<p>David Murata - SUCCESS FOR ALL STUDENTS/C LOSING THE GAP - Comprehensive Student Support System Lead</p>	<p>X 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 type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>a. By 2018-2019, we will participate in 7 Habits professional development to deepen practice and understanding.</p> <p>b. By 2018-2019, we will become members of <i>The Leader in Me</i> national program.</p> <p>c. By SY 2019-2020, 100% of students will be given leadership opportunities through classroom opportunities.</p> <p>d. By SY 2019-2020, we will determine student growth by indicators given by The Leader in Me.</p> <p>e. By SY 2019-2020, we will start the certification process of The Leader in Me (Lighthouse School).</p>



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<p>Desired Outcome: SEL program that trains 100% students as leaders.</p> <p>-realize their individual goals and aspirations;</p> <p>-possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;</p> <p>- exercise the rights and responsibilities of citizenship</p>					
NEED #4: Response to Intervention (both Academic and Behavioral)					
<p>We will continue to effectively differentiate intervention instruction in the RTI Framework in 100% of our classrooms.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students meeting or exceeding in SBA ELA scores will increase from 75.9% to 91%.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students meeting or exceeding in SBA Math</p>	<p>a. Students will be appropriately addressed in our multi-tiered system of support triannually by triangulating data, such as universal screening scores and based on teacher input. (EL)</p> <p>b. All students will be taught daily with evidenced-based instructional strategies addressing their individual</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p> <p>c. 2017-2020</p>	<p>Keith Hamana: ASSESSMEN TS - Formative Instruction/Data Team/Career-College Going Students (AVID) Lead</p> <p>David Murata - SUCCESS FOR ALL STUDENTS/LOSING THE GAP - Comprehensive</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. 100% of students are progressed monitored during weekly RTI-A (Academic) and RTI-SEL School Based Team (SBT) meetings.</p> <p>b. In grade level LTT, 100% of students' progress is monitored using a data process.</p> <p>c. By SY 2017-2018, Master Calendar will include meetings to address vertical articulation for PreK to Grade 6 continuum.</p>



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scores will increase from 71% to 84%.	<p>students' needs. (EL)</p> <p>c. Continue to strengthen vertical articulation between grade levels quarterly to ensure proper scaffolding. (WASC) (EL)</p>		e Student		
<p>We will fully implement RTI-SEL.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Student incident referrals are monitored and lowered from 105 incidences in SY 2015-2016 to 53 incidences by SY 2020.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Student attendance is monitored and improved from 5% (off track) in SY 2015-2016 to 4% by SY 2020.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Student</p>	<p>a. 100% of students will be screened through triangulating data, such as incident referrals, attendance, parent input, and teacher observation to determine their social and emotional needs quarterly.</p> <p>b. From SY 2018-2019 and RTI-SEL Tier 1, all students will receive TLIM focused habit lessons.</p>	<p>a. 2017-2020</p> <p>b. 2018-2020</p>	<p>David Murata: SUCCESS FOR ALL STUDENTS/CLOSING THE GAP - Comprehensive Student Support System Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. 100% of students will be given appropriate levels of social-emotional mental health development support (array of services) based on our universal screener and data.</p> <p>b. Teachers will incorporate school-wide Habits monthly into lessons and share lesson ideas during LTT.</p>



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perception is monitored by SQS, and we will improve overall satisfaction from 81% in SY 2015-2016 to 93% by SY 2020.					
NEED #5: Digital Learning					
<p>Students will demonstrate Digital Literacy to 100% by the integration of technology into lesson plans starting SY 2017-2018 through SY 2020.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students perceptions as determined by Tripod will increase from 64% to 75% in Captivate component (engagement).</p>	<p>a. By end of SY 2017-2018, start a Technology Skills scope and sequence for Pre-K to Grade 6 for Digital Literacy integration. (WASC)</p> <p>b. By end of SY 2018-2019, complete Technology Skills scope and sequence for Pre-K to Grade 6 for Digital Literacy integration. (WASC)</p> <p>c. By the end of SY 2019-2020, 100% of students will have daily access to a device in the classroom</p>	<p>a. 2017-2018</p> <p>b. 2018-2019</p> <p>c. 2019-2020</p>	<p>Leon Moore: TECHNOLOG Y - Future Ready/Digital Learning Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. By SY 2017-2018, teachers will be introduced to Technology Skills PreK-Grade 6 Scope and Sequence process.</p> <p>b. By SY 2019-2020, teachers will create and document Technology Skills scope and sequence curriculum map and pacing guides to share with cross grade level articulation.</p> <p>c. By SY 2018-2019, students have daily access to devices (like Chromebooks) and students can articulate what they use devices for and frequency of use.</p>



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	(one-to-one). <i>(WASC)</i>				
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Goal 2: Staff Success. Hickam 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:
<ul style="list-style-type: none"> We will increase our Response To Intervention (both Academic and Behavioral) through: <ul style="list-style-type: none"> utilizing appropriate instructional strategies for interventions 	<p>HES began developing its framework and intervention model during SY 2015-2016. Hickam Elementary is committed to helping ALL children succeed. As part of the Comprehensive Student Support System (CSSS) and one of our Superintendent's six priority strategies for the Hawaii Department of Education, Response to Intervention (RTI) is a framework of support that can help students achieve learning goals and perform at their highest potential. As part of the State Strategic Plan Goal #1: Successful Students, Section 3b - we are to "ensure that each student's learning is personalized, informed by high-quality data, and advances them toward success in college, career, and community."</p> <p>At Hickam, we aim to address these individual needs through our Response to Intervention (RTI) programs, both academically and behaviorally. We will support this effort with focused professional development around both academic and behavioral RTI interventions.</p>
<ul style="list-style-type: none"> We will increase digital learning through: <ul style="list-style-type: none"> providing professional development on integration of technology in lesson planning 	<p>Teachers at Hickam Elementary will engage in professional development that facilitates instruction and enhances student learning using interactive technology learning methods. We want to increase professional development for our teachers to increase their pedagogy -- using technology such as SMART products, Google applications and Chromebooks -- to enhance instruction and learning in a technology-rich environment.</p>
<ul style="list-style-type: none"> We will have increased students' leadership through <ul style="list-style-type: none"> providing professional development of school-wide Social Emotional Learning (SEL) program to increase adults' ability to instruct and model 	<p>The vision of Hickam Elementary is to commit to providing a positive learning community that will inspire leaders for tomorrow. We want to increase student based leadership as indicated on WASC report; we have no major misbehavior or social maladjustments, and no major attendance concerns. The school climate survey indicates a need for social emotional learning as indicated by RTI and PBIS multi-tiered support system development.</p> <p>In addition, students are typically high achievers, the need to address the whole child which is part of our vision</p>



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and mission. Student transitions are high; 75% of students attend the whole school year. These students come to our school with many experiences with the desire to improve leadership skills, as indicated by student survey.

We want our support groups to address the development of student leaders through activities that “cultivate competencies vital to collaboration, compassion and creative problem-solving. This process allows a student to strengthen his or her individual leadership skills while forming deeper bonds with their peers.”



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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	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
NEED #1: Response to Intervention (both Academic and Behavioral)					
<p>We will continue to utilize appropriate instructional strategies for both behavioral and academic interventions. (WASC)</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students will increase proficiency in reading on SBA assessments from 76% proficiency to 88% proficiency.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: SPED student scores will decrease the ELA Gap scores from 47% to 23%.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students scores will increase in Third Grade literacy scores from 92% to 96%.</p> <p>Overall Result of the Enabling</p>	<p>a. For SY 2017-2018, counseling department will do direct instruction on 7 Habits (Social Emotional curriculum) to classrooms every month.</p> <p>b. 100% of Teachers will be given opportunities to learn effective academic instructional interventions during Professional Development</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p> <p>c. 2017-2020</p>	<p>Keith Hamana: ASSESSMENTS - Formative Instruction/Data Team/Career-Col lege Going Students (AVID) Lead</p> <p>David Murata - SUCCESS FOR ALL STUDENTS/CLOSING THE GAP - Comprehensive Student Support System Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. For SY 2017-2018, The Counseling department will maintain a schedule/log of classrooms which have completed instruction on 7 Habits as seen in LTT minutes.</p> <p>b. By SY 2018-2019, A secured electronic Student Profile will be utilized for tracking student progress over time and updated at least quarterly.</p> <p>c. By SY 2017-2018, A Universal Math screener will be chosen and scheduled to provide immediate intervention for tiered students.</p> <p>d. By 2019-2020, we will implement evidence-based intervention strategies to reduce the gaps and increase achievement, especially with Special Education, English Language Learner, and Third Grade Reading.</p> <p>e. By 2018-2019, we will develop a system for addressing absenteeism.</p> <p>f. By 2019-2020, we will utilize our system for addressing absenteeism.</p>



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<p>Activities in this Desired Outcome: Student referrals are monitored and lowered from 105 incidences in SY 2015-2016 to 53 incidences by SY 2020.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Students will decrease absentee percentage from 5% in SY 2015-2016 to 3% in SY 2019-2020.</p> <p>Overall Result of the Enabling Activities in this Desired Outcome: Student perception according to the SQS will improve overall satisfaction from 81% in SY 2015-2016 to 90% in SY 2019-2020</p>	<p>and LTT (WASC)</p> <p>c. Teachers will create a innovative electronic Student Profile that will track student progress over time (at least quarterly).</p> <p>d. Hickam Elementary will explore utilizing a math universal screener next year. (WASC)</p>	<p>d. 2017-2018</p>			
NEED #2: Digital Learning					



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<p>We will increase digital learning by providing professional development on integration of technology in lesson planning.</p> <p><i>NOTE: Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."</i></p>	<p>a. 100% of teachers will be given professional development on integrating technology into appropriate lesson plans quarterly. (WASC)</p> <p>b. 100% of teachers annually utilize a Reflective Cycle for Continuous Improvement on technology integration within school structures and monitored by Curriculum Coaches. (WASC)</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p>	<p>Leon Moore: TECHNOLOGY - Future Ready/Digital Learning Lead</p> <p>Alisa Bender: PROFESSIONAL GROWTH - Educator Effectiveness Lead</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>a. For SY 2018-2019: 100% of walkthroughs shows appropriate use of technology for student engagement and collaboration</p> <p>b. For SY 2018-2019, 100% of Teachers' reflection or present student evidence during LTT on technology integration.</p>
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Goal 3: Successful Systems of Support. The system and culture of **Hickam Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none"> • We will improve transitions for students entering into and exiting from Hickam Elementary by: <ul style="list-style-type: none"> ○ establishing an innovative Transition Center that will incorporate the elements of HA. ○ providing various means of communicating with our transitioning students and their families. ○ creating a support system for students who are leaving Hickam Elementary. (WASC) 	<p>Our highly transient student population is 96% military dependents and come from many school systems throughout the nation and from schools for U. S. dependents in foreign countries. We need to accommodate the wide diversity and establish a sense of stability for our students.</p> <p>During the WASC Self-Study completed in February 2017, the visiting team recommended a school-wide critical area for follow-up would be to “continue to support transitions for the school community, and enhance supports for those transitioning out.”</p>



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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	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
NEED #1: Transition Center					
<p>We will establish an innovative Transition Center that will incorporate the elements of HA.</p> <p>HA = BREATH</p> <p>B= Belonging R=Responsibility E=Excellence A=Aloha T=Total well-being H= Hawaii</p> <p>Based on the SQS dimension of involvement/ engagement, 85% of student and 85% parent positive.</p>	<p>a. 100% of new student and their families entering into our school after the first week of school will be provided an orientation visit of the campus and an introduction to the classroom teacher.</p> <p>b. 100% of K-Grade 6 homerooms will have two crew members (Aloha Team) to assist the transitioning students.</p>	<p>a. 2017-2020</p> <p>b. 2017-2020</p> <p>c. 2017-2020</p> <p>d. 2017-2020</p>	<p>Sharilyn Yee: ORGANIZATION/PROGRESS MONITORING - ART Lead</p> <p>Amanda Hendricks, PCNC</p>	<p>x 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 type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>a. By 2018-2019, 100% of new students and their families will be provided an orientation visit, as evidence by a checklist/log of student names, maintained by the PCNC, in Google Docs.</p> <p>b. By 2018-2019, 100% of classrooms will have two crew members (Aloha Team) as evidence by a log of homerooms in Google Docs, which are maintained by the PCNC.</p> <p>c. By SY 2018-2019, 100% of Aloha Team Leaders will be provided quarterly training, as evidence by sign-ins in Google Docs.</p> <p>d. By 2019-2020, 100% of new students and their families will be invited to 3 Anchored4Life transition sessions, as evidence by a log maintained by the PCNC in Google Docs.</p> <p>e. By 2018-2019, 100% entering and exiting students and their families will be surveyed about transitions as created by PCNC.</p>



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	<p>c. PCNC will provide training for the crew members (Aloha Team) quarterly.</p> <p>d. The Transition Center will provide family activities that welcome students and their families into our school.</p> <p>i. By SY 2017-18, two activities will be offered annually.</p> <p>ii. By SY 2018-19, three activities will be offered annually.</p> <p>iii. By SY 2019-20</p>	<p>e. 2017-2020</p> <p>f. 2017-2018</p>			
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	<p>0, four activities will be offered annually.</p> <p>e. The Transition Center will facilitate Anchored4Life sessions for new students to embrace new students and families.</p> <p>f. By SY 2017-2018, Student and parent surveys will be developed to determine the effectiveness of the Transition Center.</p>				
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We will provide various means of communication with our transitioning students and their families.	a. 100% of new students entering after the first week of school and exiting before the last day of school will receive a lei and a packet of information to assist in the transition process. (Aloha/Welco me “packet” info and A Hui Hou/Farewell “packet” info) (WASC)	a. 2017-2020		x 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 type="checkbox"/> Other <input type="checkbox"/> N/A	a. By 2017-2018 , 100% of new and exiting students with their families will receive a lei and packet of information, as evidence by a checklist/log of student names, maintained by the PCNC, in Google Docs, which will continue through 2019-2020. b. By 2018-2019 , 100% of homerooms will provide the exiting student with a memorabilia of the classroom, e.g. signed t-shirts, classroom picture, classroom signed card or as the classroom sees fit. (WASC) c. By 2018-2019 , 100% of visitors to the school website will be able to access Transition Center information. d. By SY 2018-2019 , 100% of entering students and their families will view the “welcome video”, evidenced by a checklist/log of student names, maintained by the PCNC, in Google Docs.
		b. 2017-2020			
	b. 100% of homerooms will provide the exiting student with a memorabilia of the classroom, e.g. signed t-shirts, classroom picture, classroom signed card or as the	c. 2017-2018			
		d. 2017-2018			

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	<p>classroom sees fit. (WASC)</p> <p>c. Information about the Transition Center will be on our school's website <i>annually</i>.</p> <p>d. A "welcome video" to our school, our community, and state will be created to share with students entering our school.</p>				
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