Three-Year Academic Plan
2017-2020

Holomua Elementary School

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http://holomuael.blogspot.com/

Submitted by Mr. Gary Yasui	Date
	APR 1 7 2019

Approved by Complex Area Superintendent	Date
(signature)	MAY 1 7 2019

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

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
• Comprehensive Needs Assessment (Title I Schools)
 	
• WASC Self Study
   ○ WASC Category B: Standards Based Student Learning: Curriculum, instruction
   ○ WASC Category C: Standards Based Student Learning: Instruction
   ○ WASC Category D: Standards Based Student Learning: Assessment and Accountability
 	
• International Baccalaureate (IB) Authorization
	1. Need: Achievement Gap
	Through differentiation and Response to Intervention, Holomua is working on decreasing the Achievement Gap between the high need and non-high need students from **21% to 11% in ELA by SY 2019-2020.** This is based upon the Strategic Plan School-Level Target Setting Guidance.
	
	2. Need: Student Proficiency
	Holomua will continue to work on increasing our student proficiency in our ELA, Math and Science. By SY 2019 – 2020:
	   • ELA Proficiency 80%
	   • Math Proficiency 78%
	   • Science Proficiency 85%

	Addressing Equity: Sub-Group Identification

	In order to address equity, list the targeted sub-group(s) and their identified needs. Specific enabling activities listed in the academic plan will address identified sub-group(s) areas of need.
	
	   • SpEd: Increasing proficiency in ELA, Math and Science
	   • Disadvantaged: Increasing proficiency in ELA, Math and Science
	   • ELL: Increasing proficiency in ELA, Math and Science

ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Sheryl Hara	1. Common Core State Standards
2. Julie Bonilla/Dana Kawamura	2. Comprehensive Student Supports/RTI
3. Sheryl Hara	3. Formative Instruction/Data Teams
4. Administration	4. Educator Effectiveness
5. Sheryl Hara	5. Induction & Mentoring
6. Sheryl Hara	6. Academic Review Team
7. Colleen Hokutan/Justin Furuta	7. Tech GAFE, iReady, Imagine Learning
8. Kanoe Kaneaiakala	8. Attendance

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<u>**Goal 1:**</u> **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

☐ *Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*

☐ *Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

☐ *Objective 3: Well Rounded - All students are engaged in rigorous, well rounded education so they are prepared to be successful in post-high school goals.*

☐ *Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	Rationale:
80% of students in gr 3-6 will meet proficiency in ELA and SBA by 2019-20 and 78% of our students will meet proficiency in math based on the SBA by 2019-20. 100% teachers will address the Common Core State Standards (CCSS) in Language Arts. 70% of students in grades K-6 will score in the green tier on the iReady reading post assessment for SY 2017-2018. 100% students will be provided support through our Comprehensive Student Support System. • The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2017-2018. • The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2017-2018. 100% of grade levels will reflect on practices and instructional strategies to increase student achievement from pre assessment to post assessment using the Data Team Process for SY 2017 – 2018 to SY 2019 - 2020 75% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2017 – 2018. 85% of our 4th grade students will be proficient on the Science HSA assessment for SY 2019 – 2020. 75% of students in each grade level from grades 3-6 will meet AVID grade level criteria by SY 2017-2018. 100% teachers in Grades 3 – 6, who are trained in AVID, will continue to implement AVID Strategies for SY 2017 – 2020.	<u>***Academic Review Teams (ART)***</u> Holomua will continue to integrate the ART process during Leadership Committee meetings during SY 2017-20. The committee will analyze data to assess student progress and program effectiveness. In the process of using Linking Walks as a tool to determine how well students know and understand the learning targets. It will also be used to help address how students in grades K-2 feel about their learning experiences. <u>***Common Core State Standards (CCSS)***</u> Teachers will address the CCSS in reading and math through their instructional practices and assessments. They will be given time to articulate to review and modify which standards will be addressed throughout the year. The teachers in grades three through six will utilize the Achieve 3000 program to support their language arts curriculum. The students in grades kindergarten through six grade will utilize the iReady language arts and math program to support their academic growth in language arts and mathematics. <u>***Comprehensive Student Support System (CSSS)***</u> Students will be provided support through our school's CSSS. Our school will continue to implement the iReady Universal Screener in grades K-6. The screener will be used to track student progress in the areas of language arts and math. The language arts data will be used to place students in our RTI program where our teachers will use the iReady prescriptive lessons to address each student's area of need. <u>***Formative Instruction/Data Teams***</u> All teachers will continue the data team process and focus on CCSS W.1 and Reading Comprehension. They will analyze data to develop smart goals which will provide a common focus on the student's area of need. Instructional strategies will be implemented to address the student's area of need in writing and reading comprehension. Teachers will continue to implement Art Costa's Levels of Questioning that will guide students to apply higher level thinking skills to prepare them to be college and career ready. ***Campbell Complex Initiatives*** ***Science, Technology, Engineering, and Math (STEM)*** Teachers in Grades K – 5 will implement 2 PLTW modules for SY 2017-2018 and 3 PLTW modules for SY 2018-2020 Grade 6 will continue the Challenger Center Unit and begin a Compost Unit for their STEM lessons <u>***Advancement Via Individual Determination (AVID)***</u> Teachers in Grades K -2 will begin to implement the Planner/Binder. Teachers in Grades 3-6 implement the Planner/Binder, Note Taking, and Art Costa's Levels of Questioning within their

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	curriculum. All grade levels incorporate the Levels of Questioning in their curriculum.

Planning				Measures of Progress	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 boxes to indicate source of funds)*	**Define relevant data used to assess and monitor progress**
65% of students in gr. 3-6 will meet proficiency in ELA SBA by SY 2017-18 72% of students in gr. 3-6 will meet proficiency in ELA SBA by 2018-19 80% of students in gr 3-6 will meet proficiency in ELA SBA by 2019-20 100% teachers will address the Common Core State Standards (CCSS) in Language	**Language Arts (CCSS)** 1. Grade 6 teachers continue to implement the Springboard program to address the language arts CCSS. 2. All teachers will analyze the reading pre, mid and post assessment data to address student areas of need and adjust instruction through the data team process. 3. Teachers will differentiate their instruction to support all students to achieve grade level standards. **3YEAR ENABLING ACTIVITIES** SY 2017-18 Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies SY 2018-19 Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies SY 2019-20 Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies	2017-18 2018-19 2019-20	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 70% of students in grades K-6 will score in the green tier by SY 2017-18 I-Ready reading post assessment. • Smarter Balanced Assessment (SBA) - Reading Assessment

60% of our students will meet proficiency in math based on the Smarter Balanced Assessment (SBA) by SY 2017-18 69% of our students will meet proficiency in math based on the SBA by 2018-19 78% of our students will meet proficiency in math based on the SBA by 2019-20 100% teachers will address the Common Core State Standards (CCSS) in Math	**Math (CCSS)** 1. Teachers will continue to implement the Stepping Stones (K-5) and Go Math (6) programs to address the math CCSS. 2. All teachers will administer a pre, mid and post iReady diagnostic screener. 3. Teachers will differentiate their instruction to support all students to achieve grade level standards. **3 YEAR ENABLING ACTIVITIES** <u>SY 2017-18</u> Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies. <u>SY 2018-19</u> Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies. <u>SY 2019-20</u> Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies.	2017-18 2018-19 2019-20	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• 70% of students in grades K-6 will score in the green tier on the iReady math post assessment. • Smarter Balanced Assessment (SBA) – Math Assessment
75% of students in each grade level from grades 3-6 will meet AVID grade level criteria by SY 2017-18. **75%** of students in each grade level from grades 3-6 will meet AVID grade level criteria by SY 2018-19.. Percent of students meeting AVID criteria in SY 2019-20 will be determined by data from SY 2018-19 100% teachers in Grades 3 – 6, who are trained in AVID, will continue to implement AVID Strategies for SY 2017 – 20.	**AVID** All AVID elementary trained teachers in Grades 3-6 will integrate AVID strategies and utilize a pre/mid/post assessment to assess student proficiency. **3YEAR ENABLING ACTIVITIES** <u>SY 2017-18</u> Grades K – 2 will continue to implement the organization strategies in AVID. Grades 3 – 6 will continue to integrate AVID strategies. <u>SY 2018-19</u> Grades K – 2 will refine implementation of organization strategies **and introduce note-taking strategies** in AVID. Grades 3 – 6 will continue to integrate all components of AVID. <u>SY 2019-20</u> Grades K – 2 will refine implementation of organization strategies **and note-taking** in AVID. Grades 3 – 6 will continue to integrate all components of AVID.	2017-18 2018-19 2019-20	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Grades 3-6 AVID grade level AVID criteria. • Grades K – 2 implementation of organization

70% of students in grades K-6 will score in the green tier on the iReady reading post assessment for SY 2017-18 70% of students in grades K-6 will score in the green tier on the iReady reading post assessment for SY 2018-19 % of students in grades K-6 in green tier on their i-Ready Reading Post Assessment for SY 2019-20 will be determined by data from SY 2018-19. 100% students will be provided support through our Comprehensive Student Support System	**RTI Reading Intervention Groups** RTI intervention blocks with the focus on reading will be implemented in Grades K-6. **3 YEAR ENABLING ACTIVITIES** <u>SY 2017-18</u> Grades K – 6 will continue implementing the RTI Intervention Blocks in Reading by addressing the needs for students in tiers 1, 2 and 3 <u>SY 2018-19</u> Grades K – 6 will continue implementing the RTI Intervention Blocks in reading and addressing students' needs. <u>2019-20</u> Grades K – 6 will continue implementing the RTI Intervention Blocks in reading and addressing students' needs.	2017-18 2018-19 2019-20	Dana Kawamura	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• iReady Reading Assessment Data.
The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2017-18 The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2017-18 The percentage of students in green tier will increase by 34% from the pre to post iReady reading assessment for	**iReady Program** 1. Teachers will administer the iReady Universal Screener in reading 3 times a year to identify students for tiers 1, 2 and 3. 2. All students will utilize the i-Ready reading program 45 minutes a week. **3YEAR ENABLING ACTIVITIES** <u>2017-18</u> Teachers will administer i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3, <u>2018-19</u> Teachers will administer i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3,	2017-18 2018-19 2019-20	Dana Kawamura	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• iReady Reading Assessment Data.

SY 2018-19 The percentage of students in red tier will decrease by 12% from the pre to post iReady reading assessment for SY 2018-19 The increase of percentage of students in green tier for SY **2019-20** will be determined by the post iReady reading assessment from SY 2018-19 The decrease of percentage of students in red tier for SY **2019-20** will be determined by the post iReady reading assessment for SY 2018-19 All students will be provided support through our Comprehensive Student Support System	<u>2019-20</u> Teachers will administer i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3,				

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5% decrease of student referrals (behavioral) for SY 2017-18. 5% decrease of student referrals (behavioral) for SY 2018-19. % decrease of student referrals (behavioral) for SY 2019 – 20 will be determined by the student referrals from SY 2018-19 All students will be provided support through our Comprehensive Student Support System	**RTI Behavioral** All students will follow the school wide behavioral expectations **3 YEAR ENABLING ACTIVITIES** SY 2017-18 Students will implement the School-Wide Behavior Expectations Chart. SY 2018-19 Students will continue to follow the School-Wide Behavior Expectations Chart. SY 2019-20 Students will continue to follow the School-Wide Behavior Expectations Chart.	2017-18 2018-19 2019-20	Kanoe Kaneaiakala	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Student referrals (behavioral)
100% of grade levels will reflect on practices and instructional strategies to increase student achievement from pre assessment to post assessment using the Data Team Process for SY 2017 – 18 to SY 2019 - 20	**Data Team Focus: Reading** All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard **3 YEAR ENABLING ACTIVITIES** 2017-18 All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2016-2017. 2018-19 All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2017-2018. 2019-20 All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2018-2019	2017-18 2018-19 2019-20	Sheryl Hara	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Pre/Mid/Post Assessment Reading Data (i-Ready/Grade Level Assessment)

90% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2017-18 93% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2018 – 19. 96% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2019 – 20.	**Enrichment Program** Provide project-based curriculum to promote higher level thinking by having enrichment students apply their knowledge to solve problems across various settings. **3 YEAR ENABLING ACTIVITIES** <u>2017 – 2018</u> Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings. <u>2018 – 2019</u> Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings. <u>2019 – 2020</u> Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings.	2017-18 2018-19 2019-20	Colleen Hokutan/ Justin Furuta	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Enrichment Evaluation
72% of continuing ELL students will make a .5 or more gain in levels on the WIDA ACCESS Assessment for SY 2017 – 18. 37% of continuing ELL students was on track status on the WIDA ACCESS Assessment for SY 2017-18 . 43% of continuing ELL students was on track status on the WIDA ACCESS Assessment for SY 2018-19. 55% of continuing ELL	**English Language Learner (ELL) Program** ELL PTTs will provide direct instruction in Language Arts to K-6 students. ELL Targets have been adjusted and now focuses on Growth to Target (GTT) and not AMAOs. GTT represents the percentage of students that are on track status to English language proficiency Target set for ELL in year 2025 is 75%. **3 YEAR ENABLING ACTIVITIES** <u>2017 – 18</u> ELL PTTs will provide direct instruction in Language Arts to K-6 students. <u>2018 – 19</u> ELL PTTs will provide direct instruction in Language	2017-18 2018-19 2019-20	CharlAnne Oka	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• WIDA ACCESS Assessment

students was on track status on the WIDA ACCESS Assessment for SY 2019-20	Arts to K-6 students. 2019 – 20 ELL PTTs will provide direct instruction in Language Arts to K-6 students.				
Increase SPED Proficiency: Baseline 2016: 13.0% (ELA) 10.5% (Math 15% of students in grades kindergarten through grade 6 will be proficient in ELA and 12.5% will be proficient in Math for SY 2017-18. 17% of students in grades kindergarten through grade 6 will be proficient in ELA and 14.5% will be proficient in Math for SY 2018-19. 35% of SLD, OHD and students in speech will be proficient in ELA and Math for SY 2018-19. 19% of students in grades kindergarten through grade 6 will be proficient in ELA and 16.5% will be proficient in Math for SY 2019-20. 45% of SLD, OHD and students in speech will be proficient in ELA and Math for SY 2019-20. Close Achievement Gap: Targets (SPED):	<u>Inclusive Practices: Equity</u> Provide professional development and support to implement research and evidence based instructional practices specific to IDEA and Disadvantaged subgroups. **3 YEAR ENABLING ACTIVITIES** SY 2017 - 18 Provide Professional Development to ensure classrooms with IDEA and Disadvantaged students have teacher clarity within their standards based instruction. New teachers will understand (skills and concepts) and implement Common Core State Standards Provide Professional Development, in coordination with the Complex RTs, and support for the faculty as determined by the needs of the school. <u>SY 2018 - 19</u> Continue to provide Professional Development to ensure classrooms with IDEA and Disadvantaged students have teacher clarity within their standards based instruction. New teachers will understand (skills and concepts) and implement Common Core State Standards Continue to provide Professional Development, in coordination with the Complex RTs, and support for the faculty as determined by the needs of the school. <u>SY 2019 - 2020</u>		Administration	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Pre/Mid/Post Assessment Reading Data (i-Ready/Grade Level Assessment) • Smarter Balanced Assessment (SBA) for 3rd - 6th Grades – ELA/Math Assessment

Baseline 2016: 41.3% ELA SpEd 32.1% Math SpEd The achievement gap for SpEd will decrease to 38% for students in Grades K - 6th in ELA and 30% in math for SY 2017 - 18. The achievement gap for SpEd will decrease to 35% for students in Grades K - 6th in ELA and 28% in math for SY 2018 - 19. The achievement gap for SpEd will decrease to 35% for students in Grades K - 6th in ELA and 28% in math for SY 2019 - 20. Increase EL Proficiency (LDS) Baseline 2017: ELA = 9%, Math = 9% 19% of ELL students in grades kindergarten through grade 6 will be proficient in ELA and 19% will be proficient in Math for SY 2017-18. 29% of ELL students in grades kindergarten through grade 6 will be proficient in ELA and 29% will be proficient in Math for SY 2018 -19. % of ELL students in grades kindergarten through grade 6 will be	Continue to provide Professional Development to ensure classrooms with IDEA and Disadvantaged students have teacher clarity within their standards based instruction. New teachers will understand (skills and concepts) and implement Common Core State Standards Continue to provide Professional Development, in coordination with the Complex RTs, and support for the faculty as determined by the needs of the school.				

proficient in ELA and % will be proficient in Math for SY 2019-20 will be determined by the data from SY 2018-19.					
75% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2017 – 18. 70% of our 4th grade students will be proficient on the Science HSA assessment for SY 2017 – 18. 91% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2018 - 19. 77% of our 4th grade students will be proficient on the Science HSA assessment for SY 2018 – 19. 85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2019 – 20. Percentage of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2019 – 20 will be determined by SY 2018-19	**Science Programs** 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement 2. The teachers in grades kindergarten through grade 5 will implement 2 PLTW Modules. Grade 6 will implement the STEM Units (Challenger Center and Sustainability Unit). **3 YEAR ENABLING ACTIVITIES** SY 2017 – 2018 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will implement 2 PLTW Modules. Grade 6 will implement the STEM Units (Challenger Center and Sustainability Unit). SY 2018 – 2019 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will implement 3 PLTW Modules. Grade 6 will implement STEM lessons (Challenger Center and Sustainability Unit). SY 2019 – 2020 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through	2017-18 2018-19 2019-20	Shannon Shimabukuro	☒WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Science Report Card Grades for Grades K – 6 • Hawaii State Assessment – 4th Grade Science Assessment

data.	grade 5 will continue to implement 3 PLTW Modules. Grade 6 will implement STEM lessons (Challenger Center and Compost Unit).				

Goal 2: Staff Success. Holomua 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:
100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP). 100% of Enhanced teachers will receive an Effective rating on their year-end EES rating and complete their IPDP. 100% of new teachers will be supported by their Grade Level Chair and Grade Level Support staff. 100% of new teachers will receive an Effective rating on their EES rating.	***Educator Effectiveness Sytstem (EES)*** Our administrative team will continue to implement all components of the Educator Effectiveness System (Danielson Observation, Student Learning Objectives, Core Professionalism, Tripod Survey). Teachers participated in training and professional development. ***Induction & Mentoring*** New teachers are assigned to a mentor teacher in their grade level. The mentor provides observations and feedback to support the new teacher's professional development during the school year.

Planning				Funding	Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s)**	**ART Accountable Lead(s)**	**Source of Funds** *(Check boxes to indicate source of funds)*	**Define relevant data used to assess and monitor progress**
100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP). 100% of Enhanced teachers will receive an Effective rating on their year-end EES rating and complete their IPDP.	**Danielson Framework** Administrators will provide support for all teachers by following the Charlotte Danielson framework to enhance instruction for SY 2017 - 20.	2017-18 2018-19 2019-20	Administration Team	☒WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Individualized Professional Development Plan (IPDP) EES
100% of new teachers will be supported by their Grade Level Chair and	**Highly Qualified and Highly Effective Teachers** Mentor teachers will support new teachers (tenured or non-tenured) to provide professional improvement	2017-18 2018-19	Administration Team	☒WSF ☐ Title I ☐ Title II	New Teacher Center (NTC) Learning Zone

Grade Level Support staff 100% of new teachers will receive an Effective rating on their EES rating.	and to ensure they are all Highly Qualified Teachers for SY 2017 - 20.	2019-20		☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	EES
100% of the teachers in grades K-6 will attend training sessions during staff development days.	**Professional Development** Teachers will participate in Professional Development by school personnel for SY 2017 - 20.	2017-18 2018-19 2019-20	Administration Team	☒ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Staff Development Attendance/Reflections

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

Outcome: By the end of three years,	Rationale:
100% of grade levels will reflect on their articulation sessions throughout the year with the focus on reading comprehension and writing. Teachers will evaluate on their time used for planning collaboratively with the school-wide focus.	Articulation provides time for the teachers to analyze grade level data and reflect on instructional strategies to address the students' needs in reading comprehension and writing (school-wide focus). Art Costa's Levels of Questioning is to guide students to apply higher level thinking skills. The grade levels also reflect on formative Instruction strategies and descriptive feedback.

Planning				Funding	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 relevant data used to assess and monitor progress

| 100% of Grade level agendas will reflect - After every meeting on the Agenda ask " Did you have time to plan collaboratively with a school wide focus?" | **Grade Level Articulation**
Provide 11+ articulation sessions for grades K-6 from 8:00-10:00 to allow collaborative planning with a school wide focus. | 2017-18
2018-19
2019-20 | Sheryl Hara | ☒WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | Grade Level Agendas |