

## Kekaha Elementary

### Academic Plan School Year 2020-21

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles, and systemized by leading indicators.

#### HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

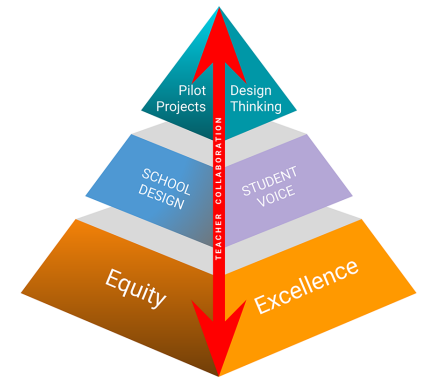
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

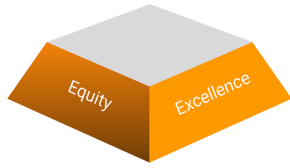
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Sections 2 through 4).

**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (Section 1).



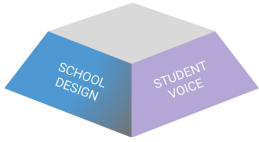


## Teaching & Learning Core: **Equity and Excellence**

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

Section 1: EQUITY AND EXCELLENCE		
Achievement Gaps	Theory of Action	Enabling Activities
<p><b>Student Proficiency</b> Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 38%</li> <li><input type="checkbox"/> Math - 35%</li> <li><input type="checkbox"/> Science - 34%</li> </ul> <p><b>High Needs Students Achievement Gaps</b> The high needs subgroup includes students who are Low Socio Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 18 pts.</li> <li><input type="checkbox"/> Math - 27 pts.</li> <li><input type="checkbox"/> Science - 20 pts. (LDS)</li> </ul> <p><b>Low SES</b> - Students of low socio economic status currently make up 43% of our student population. As in prior years, 2018-19 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.</p> <ul style="list-style-type: none"> <li>• ELA:               <ul style="list-style-type: none"> <li>◦ Non-Low SES - 46%</li> <li>◦ Low SES - 29% - (17 pt. gap)</li> </ul> </li> <li>• Math:               <ul style="list-style-type: none"> <li>◦ Non-Low SES - 39%</li> <li>◦ Low SES - 25% - (19 pt. gap)</li> </ul> </li> <li>• Science:               <ul style="list-style-type: none"> <li>◦ Non-Low SES - 42%</li> <li>◦ Low SES - 22% - (20 pt. gap)</li> </ul> </li> </ul>	If leadership provides PD on SEL programs and strategies, then faculty/staff will implement the SEL programs and strategies with fidelity, and students will demonstrate the SEL competencies and strategies in all settings.	<b>EA 1 - Social Emotional Learning (SEL)</b> Social emotional learning (SEL) programs and strategies will be implemented to provide all students with multiple opportunities to demonstrate their application of the SEL competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness).
	If leadership provides differentiated PD on behavior management strategies and develops and implements a clear, transparent system of support for students with behavioral needs, then faculty/staff will implement strategies to support behavior management with fidelity in all settings, and students will demonstrate appropriate behaviors.	<b>EA 2 - Behavioral Response to Intervention (RtI B) and Positive Behavior Interventions and Supports (PBIS)</b> Effective identified schoolwide behavior management strategies and supports will be implemented to provide a safe, nurturing, and structured learning environment for all students and staff.
	If leadership provides PD on the HĀ framework, components, and integration, then faculty/staff will implement them in all settings, and students will demonstrate HĀ beliefs, values, skills, and dispositions.	<b>EA 3 - Nā Hopena A'o (HĀ)</b> HĀ framework (beliefs, values, skills, and dispositions) will be implemented schoolwide to create a learning environment that fosters well-being and a sense of place.
	If leadership provides PD to strengthen understanding of student voice, choice, and personalized learning, then faculty/staff will provide opportunities for students to practice voice, choice and interest-based learning, and students will provide input that results in modifications to learning processes and products, including student-centered instruction and personalized learning.	<b>EA 4 - Student Voice, Choice, and Personalized Learning</b> Student voice, choice, and personalized learning will be implemented to increase engagement and relevance.
	If leadership provides PD to develop a common understanding of growth mindset, then faculty/staff will	<b>EA 5 - Growth Mindset</b>

<p><b>ELL</b> - English Language Learner students currently make up 5% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> <li>• ELA - 22% (2 proficient)</li> <li>• Math - 30% (3 proficient)</li> <li>• Science - 0%</li> </ul> <p><b>SpEd (IDEA)</b> - Students receiving special education services currently make up 11% of our student population. Our SpEd (IDEA) students did not demonstrate proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> <li>• ELA - 0%</li> <li>• Math - 0%</li> <li>• Science - 0%</li> </ul>	<p>demonstrate attributes of growth mindset, and students will be self-directed learners.</p>	<p>All faculty/staff and students will demonstrate attributes of growth mindset.</p>
	<p>If leadership identifies schoolwide agreements and non-negotiables, creates an implementation plan, and provides PD and induction and mentoring for new teachers, faculty/staff will implement the agreements and non-negotiables with fidelity, and students will demonstrate and monitor their use of identified school strategies in all areas of learning.</p>	<p><b>EA 6 - Schoolwide Systems</b> Leadership will develop and implement a schoolwide system of accountability and professional development for staff and students to close our achievement gap.</p>
	<p>If leadership provides standards-based curriculum, materials, resources, job-embedded PD and teacher collaboration time, then teachers will utilize planning time and data teams to discuss and develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards, and students will complete rigorous, standards-based assignments and tasks.</p> <p>If leadership provides 1:1 technology devices for students, then faculty/staff will effectively support student learning utilizing technology, and students will utilize technology to participate in and complete a variety of learning activities.</p> <p>If leadership provides teachers with opportunities and resources to support academic showcases and events, faculty/staff will plan opportunities for students to showcase their learning, parents, families, and community partners will be provided with opportunities to support student learning, and students will participate in academic showcases and events.</p>	<p><b>EA 7 - Curriculum, Instruction, and Assessment</b> All students will be engaged in and provided with rigorous, scaffolded, standards-based instruction to maximize academic achievement.</p>



## Innovation in Support of the Core: School Design and Student Voice

**School Design:** The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

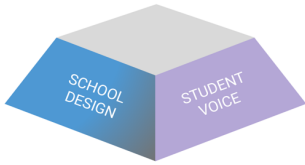
### Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS

Initiatives	Context	Conditions for Success
<p><b>Initiative 1: HAWAII</b></p> <p>Kekaha is a unique community located on the far west side of Kauai and grounded in the sense of place - Hawaii. At Kekaha Elementary, this sense of Hawaii is at the core of all learning. We utilize the Nā Hopena A'o (HĀ) belief statements as the foundation for learning opportunities that strengthen school culture and community, while developing students' social emotional skills.</p> <p>We value the importance of respecting our cultural diversity while being responsible stewards of the 'āina. There is a great emphasis on place based learning and forging strong school community partnerships with businesses. This strong sense of identity to Hawaii helps students develop their own sense of their place in the world. We believe that developing the social emotional well-being of the child enables academic learning to take place.</p>	<p>Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. Currently, there are inconsistencies in the implementation of social and emotional competencies and strategies. We also have varied levels of implementation of behavior management strategies, and a lack of a clear, transparent system of support for students with behavioral needs. In addition, there are inconsistencies in the understanding and implementation of the HĀ framework, components, and integration.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>WASC Critical Areas:             <ul style="list-style-type: none"> <li>#1 (Staff Relationships/Shared Decision-making)</li> <li>#3 (PD to address Identified Needs)</li> </ul> </li> <li>Achievement Gaps (High Needs Students)</li> <li>Student Learning Need #7 (SEL)</li> <li>Contributing Causes #1-3</li> <li>Student Voice (through SEL)</li> <li>Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health</li> <li>Parent Engagement and/or Community Partnerships (through HĀ)</li> <li>Promise 1: Hawaii</li> <li>Promise 3: School Design</li> </ul>	<ul style="list-style-type: none"> <li>A Professional Development (PD) Plan will need to be developed to ensure teachers and staff receive PD as needed and Professional Collaboration (PC) Days are used to support this initiative (e.g. PD on SEL programs and strategies).</li> <li>A sufficient budget will need to be available to fund an SEL program (e.g. Choose Love).</li> <li>Designated time will need to be scheduled for teachers to meet and collaborate in Professional Learning Communities (PLC) to discuss and plan common implementation of SEL strategies.</li> </ul>
<p><b>Initiative 2: EMPOWERMENT</b></p> <p>Kekaha Elementary School's vision is for all students to believe in their power to learn, grow and own their future. Our faculty and staff will empower students with voice and choice. Students will provide feedback about their learning, and will engage in group discussions.</p>	<p>Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. Currently, there are insufficient opportunities for student voice, choice, and personalized learning. We also have varied levels of growth mindset among faculty/staff and students, and a lack of schoolwide agreements and non-negotiables for operational procedures, curriculum, instruction, and assessment. In addition, we have identified the need to sustain the successful practice of providing induction and mentoring activities for new teachers.</p>	<ul style="list-style-type: none"> <li>A PD Plan will need to be developed to ensure teachers and staff receive PD as needed and PC Days are used to support this initiative (e.g. student voice and choice, growth mindset, analyzing data, goal setting, progress monitoring, reflecting on data).</li> </ul>

<p>They will also have opportunities to participate in interest-based learning activities.</p> <p>Faculty, staff will be empowered by embracing the concept of growth mindset and utilizing feedback, setting goals, and implementing school-wide strategies. They will also analyze data, monitor progress, and reflect to maximize students' fullest potential.</p> <p>This initiative will also focus on developing a cohesive system as a unified school. We will work together and support one another to implement schoolwide agreements and expectations grounded on what is best for our students.</p>	<p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>WASC Critical Areas: <ul style="list-style-type: none"> <li>#1 (Staff Relationships/Shared Decision-making)</li> <li>#2 (Schoolwide Priorities &amp; Systems)</li> <li>#3 (PD to address identified needs)</li> <li>#4 (RtI/Differentiation)</li> <li>#5 (shared responsibility)</li> </ul> </li> <li>Achievement Gaps (High Needs Students)</li> <li>Student Learning Needs #1-5 (Reading, Writing, Math, Science) and #6 (GLOs-Self-Directed Learner)</li> <li>Contributing Causes #4-6A/B</li> <li>Student Voice and Choice</li> <li>Curriculum, Instruction, and/or Assessment (CIA)</li> <li>Promise 3: School Design</li> <li>Promise 4: Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students will need to be open to the idea of a Growth Mindset.</li> <li>Faculty and staff will need to demonstrate a commitment to our school-wide agreements and non-negotiable expectations related to curriculum, instruction, and assessment,</li> <li>We will need to develop Grade Level Continuums for each grade.</li> <li>Designated time will need to be scheduled for teachers to meet and collaborate in PLC to discuss common implementation of voice, choice, and growth mindset strategies.</li> </ul>
<p><b>Initiative 3: EQUITY &amp; INNOVATION</b></p> <p>Kekaha Elementary School faculty and staff believe that all students deserve equitable access to quality, standard-based instruction that is differentiated to meet their needs while building upon their unique talents. This initiative will focus on engaging all students in challenging learning activities that are scaffolded to support students as they work towards meeting their full potential.</p> <p>In addition, we will strive for innovation through the use of technology by faculty, instructional staff, and students. Our students will continue to have 1:1 technology devices to engage in learning activities that are relevant to 21st century learning skills, and aligned with their individual academic needs. We will also explore innovative ways to showcase student learning and engage families and communities.</p>	<p>Initiative 3 is designed to address additional Root/Contributing Causes identified through our CNA process. There are varied levels of rigor being implemented through the use of curriculum, instruction, and assessment, and insufficient opportunities for students to showcase their learning.</p> <p>We have identified the need to sustain the successful practices of using technology to strengthen teaching and learning, and providing parents, families, and community partners with opportunities to support student learning.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>WASC Critical Areas: <ul style="list-style-type: none"> <li>#3 (PD to address identified needs)</li> <li>#4 (RtI/Differentiation, and Data Analysis by Content Area Strands)</li> </ul> </li> <li>Achievement Gaps (High Needs Students)</li> <li>Student Learning Needs #1-5 (Reading, Writing, Math, Science)</li> <li>Contributing Causes #7A/B/C-1/C-2)</li> <li>Student Voice (through student showcases)</li> <li>Curriculum, Instruction, and/or Assessment (CIA)</li> <li>Parent Engagement and/or Community Partnerships</li> <li>Promise 2: Equity</li> <li>Promise 3: School Design</li> <li>Promise 5: Innovation</li> </ul>	<ul style="list-style-type: none"> <li>A PD Plan will need to be developed to ensure teachers and staff receive PD as needed and PC Days are used to support this initiative (e.g. curriculum, instruction, assessment, differentiation, use of technology).</li> <li>Designated time will need to be scheduled for teachers to meet and collaborate in PLC to discuss and plan common implementation of CIA strategies.</li> <li>Sufficient funding will need to be available to support the acquisition of curriculum materials and resources.</li> <li>A sufficient budget will need to be available to fund the use of technology devices and programs.</li> </ul>



Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	2021-22	2022-23
<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measurable outcomes for staff and students are listed in Section 4.</li> </ul> <p><b>Strive HI Goals for 2020-21:</b> (2018-19 baseline)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA proficiency will increase from 38% to 43%, as measured by SBA.               <ul style="list-style-type: none"> <li>◦ ELA high needs achievement gap will decrease from 18 pts. to 15 pts.</li> <li>◦ ELA Median Growth Percentile (MGP) will increase from 52 to 55.</li> <li>◦ 3rd Graders Reading Near, At, or Above Grade Level will increase from 55% to 60%.</li> </ul> </li> <li><input type="checkbox"/> Math proficiency will increase from 35% to 40%, as measured by SBA.               <ul style="list-style-type: none"> <li>◦ Math high needs achievement gap will decrease from 27pts. to 22 pts.</li> <li>◦ Math Median Growth Percentile (MGP) will increase from 55 to 58.</li> </ul> </li> <li><input type="checkbox"/> Science proficiency will increase from 34% to 39%, as measured by HSA.</li> <li><input type="checkbox"/> ELL On-Track (Growth to Target) will increase from 60% to 65%, as measured by WIDA.</li> <li><input type="checkbox"/> Chronic Absenteeism will decrease from 17% in to 14%, as measured by 15 absences or more.</li> <li><input type="checkbox"/> School Climate will increase from 74% to 76%, as measured by the Panorama student survey.</li> <li><input type="checkbox"/> Inclusion Rate will increase from 50% to 53%.</li> </ul>	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measurable outcomes for staff and students will be updated annually in Section 4.</li> </ul> <p><b>Strive HI Goals for 2021-22:</b> (projected 2020-21 baseline)</p> <p>If we meet our goal in 2020-21...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA proficiency will increase to 48%.               <ul style="list-style-type: none"> <li>◦ ELA high needs achievement gap will decrease to 12 pts.</li> <li>◦ ELA MGP will increase to 58.</li> <li>◦ 3rd Graders Reading Near, At, or Above Grade Level will increase to 65%.</li> </ul> </li> <li><input type="checkbox"/> Math proficiency will increase to 45%.               <ul style="list-style-type: none"> <li>◦ Math high needs achievement gap will decrease to 17 pts.</li> <li>◦ Math MGP will increase to 61.</li> </ul> </li> <li><input type="checkbox"/> Science proficiency will increase to 44%.</li> <li><input type="checkbox"/> ELL On-Track will increase to 70%.</li> <li><input type="checkbox"/> Chronic Absenteeism will decrease to 11%.</li> <li><input type="checkbox"/> School Climate will increase to 78%.</li> <li><input type="checkbox"/> Inclusion Rate will increase to 56%.</li> </ul>	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measurable outcomes for staff and students will be updated annually in Section 4.</li> </ul> <p><b>Strive HI Goals for 2022-23:</b> (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA proficiency will increase to 53%.               <ul style="list-style-type: none"> <li>◦ ELA high needs achievement gap will decrease to 9 pts.</li> <li>◦ ELA MGP will increase to 61.</li> <li>◦ 3rd Graders Reading Near, At, or Above Grade Level will increase to 70%.</li> </ul> </li> <li><input type="checkbox"/> Math proficiency will increase to 50%.               <ul style="list-style-type: none"> <li>◦ Math high needs achievement gap will decrease to 12 pts.</li> <li>◦ Math MGP will increase to 64.</li> </ul> </li> <li><input type="checkbox"/> Science proficiency will increase to 49%.</li> <li><input type="checkbox"/> ELL On-Track will increase to 75%.</li> <li><input type="checkbox"/> Chronic Absenteeism will decrease to 8%.</li> <li><input type="checkbox"/> School Climate will increase to 80%.</li> <li><input type="checkbox"/> Inclusion Rate will increase to 59%.</li> </ul>



## Innovation in Support of the Core: **School Design and Student Voice**

**FOCUS ON SY 2020-21:** Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2020-21 Summative Goals
<p><b>2018-19 Strive HI Data:</b></p> <ul style="list-style-type: none"> <li>SBA ELA Proficiency - 38%               <ul style="list-style-type: none"> <li>SBA ELA High Needs Gap - 18 pts.</li> <li>ELA MGP - 52</li> <li>3rd Gr. Reading (Near, At, or Above GL) - 55%</li> </ul> </li> <li>SBA Math Proficiency - 35%               <ul style="list-style-type: none"> <li>SBA Math High Needs Gap - 27 pts</li> <li>Math MGP - 55</li> </ul> </li> <li>HSA Science Proficiency - 34%</li> <li>ELL On-Track (Growth to Target-WIDA) - 60%</li> <li>Chronic Absenteeism - 17%</li> <li>School Climate - 74%</li> <li>Inclusion Rate - 50%</li> </ul> <p><b>2019-20 Panorama Survey Data:</b></p> <ul style="list-style-type: none"> <li>Classroom Engagement - 77%</li> <li>Classroom Climate - 78%</li> <li>Classroom Rigorous Expectations - 87%</li> <li>Classroom Teacher-Student Relationships - 88%</li> <li>Pedagogical Effectiveness - 89%</li> <li>School Belonging - 73%</li> <li>Valuing of School - 80%</li> <li>School Safety - 60%</li> <li>SQS Safety - 73%</li> </ul> <p><b>Additional Baseline Data:</b></p> <ul style="list-style-type: none"> <li>Students with Zero Behavior Incident Referrals (2018-19) - 83%</li> </ul>	<ul style="list-style-type: none"> <li>STAR Early Literacy, Reading, and Math universal screener</li> <li>Interim Assessment Block (IAB) Data</li> <li>Student Behavior Incident Referrals</li> <li>Panorama Student Survey Results</li> <li>Qualitative Evidence of Implementation</li> </ul>	<p><b>2020-21 Strive HI Goals:</b></p> <ul style="list-style-type: none"> <li>SBA ELA Proficiency - 43%               <ul style="list-style-type: none"> <li>SBA ELA High Needs Gap - 15 pts</li> <li>ELA MGP - 55</li> <li>3rd Gr. Reading (Near, At, or Above GL) - 60%</li> </ul> </li> <li>SBA Math Proficiency - 40%               <ul style="list-style-type: none"> <li>SBA Math High Needs Gap - 22 pts</li> <li>Math MGP - 58</li> </ul> </li> <li>HSA Science Proficiency - 39%</li> <li>ELL On-Track - 65%</li> <li>Chronic Absenteeism - 14%</li> <li>School Climate - 76%</li> <li>Inclusion Rate - 53%</li> </ul> <p><b>2020-21 Panorama Survey Goals:</b></p> <ul style="list-style-type: none"> <li>Classroom Engagement - 82%</li> <li>Classroom Climate - 83%</li> <li>Classroom Rigorous Expectations - 90%</li> <li>Classroom Teacher-Student Relationships - 91%</li> <li>Pedagogical Effectiveness - 92%</li> <li>School Belonging - 78%</li> <li>Valuing of School - 85%</li> <li>School Safety - 63%</li> <li>SQS Safety - 76%</li> </ul> <p><b>Additional Goals:</b></p> <ul style="list-style-type: none"> <li>Students with Zero Behavior Incident Referrals - 87%</li> </ul>

Initiative 1: HAWAII					
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	Initiative #1 School Monitoring Activities	Initiative #1 Complex Monitoring Activities	Source of Funds	
<b>EA 1. Social Emotional Learning</b> Social emotional learning (SEL) programs and strategies will be implemented to provide all students with multiple opportunities to demonstrate their application of the SEL competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness).  Action Steps: 1. Leadership will provide PD on SEL programs and strategies to faculty/staff to be implemented schoolwide. 2. All faculty/staff will implement the SEL programs and strategies with fidelity. 3. Students will demonstrate the social and emotional competencies and strategies in all settings. (SW6)	<u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All faculty/staff will implement the SEL programs and strategies with fidelity as outlined by leadership.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>At least 78% of students will respond favorably to School Belonging questions on the Panorama survey.</li> <li>At least 83% of students will respond favorably to Classroom Climate questions on the Panorama survey.</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>School Climate will increase from 74% in 2018-19 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available.  ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.  Teachers will reflect on their individual Panorama data as part of their annual IPDP process.	Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.  Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.	<input checked="" type="checkbox"/> <b>WSF 42101 B - 3006</b> Choose Love supplies and posters - \$500	<input checked="" type="checkbox"/> <b>Title I</b>
Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<b>EA 2. Behavioral Response to Intervention (RtI B) and Positive Behavior Interventions and Supports (PBIS)</b> Effective identified schoolwide behavior management strategies and supports will be implemented to provide a safe, nurturing, and structured learning environment for all students and staff.	<u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All faculty/staff will implement identified schoolwide strategies to support behavior management with fidelity in all settings as outlined by leadership.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>At least 87% of students will have zero behavior incident referrals.</li> </ul>	Included above	Included above	<input checked="" type="checkbox"/> <b>WSF 42101 B - 3006</b> Gotcha supplies & incentives \$5,000  <b>42104 B - 3006</b> PBIS Certificates & Incentives \$1,000	<input checked="" type="checkbox"/> <b>Title I</b>



<p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will provide differentiated PD on behavior management strategies and will develop and implement a clear, transparent system of support for students with behavioral needs.</li> <li>All faculty/staff will implement identified schoolwide strategies to support behavior management with fidelity in all settings.</li> <li>Students will demonstrate appropriate behaviors using learned strategies in all settings.</li> </ol> <p>(SW6)</p>	<ul style="list-style-type: none"> <li>At least 83% of students will respond favorably to Classroom Climate questions on the Panorama survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 74% in 2018-19 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>				
Initiative 1 Enabling Activity 3	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p><b>EA 3. Nā Hopena A'o (HĀ)</b></p> <p>HĀ framework (beliefs, values, skills, and dispositions) will be implemented schoolwide to create a learning environment that fosters well-being and a sense of place.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will provide PD on the HĀ framework, components, and integration for all faculty/staff.</li> <li>All faculty/staff will implement the HĀ framework, components, and integration in all settings.</li> <li>Students will demonstrate HĀ beliefs, values, skills, and dispositions in all settings.</li> </ol>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All faculty/staff will implement HĀ framework, components, and integration in all settings as outlined by leadership.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>At least 78% of students will respond favorably to School Belonging questions on the Panorama survey.</li> <li>At least 83% of students will respond favorably to Classroom Climate questions on the Panorama survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 74% in 2018-19 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	Included above	Included above	<input checked="" type="checkbox"/> <b>WSF 42106 B - 7104/07</b> Kumano I Ke Ala partnership -loi and hale <b>\$1,000</b>	<input checked="" type="checkbox"/> <b>Title I</b>
				<b>42101 B - 3006</b> HĀ supplies & incentives - posters, incentives, showcases <b>\$1,000</b>	

Initiative 2: EMPOWERMENT					
Initiative 2 Enabling Activity 4 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	Initiative #2 School Monitoring Activities	Initiative #2 Complex Monitoring Activities	Source of Funds	
<b>EA 4. Student Voice, Choice, and Personalized Learning</b> Student voice, choice, and personalized learning will be implemented to increase engagement and relevance.  Action Steps: 1. Leadership will provide PD to all faculty/staff to strengthen understanding of student voice, choice, and personalized learning. 2. All faculty/staff will provide opportunities for students to practice voice and choice through student feedback, group discussions, and interest-based learning, as appropriate. 3. Students will provide input that results in modifications to learning processes and products within the classroom and school in order for teachers to provide student-centered instruction and personalized learning.	<u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All teachers will engage students in activities that invoke voice and/or choice at least once a week.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>At least 78% of students will respond favorably to School Belonging questions on the Panorama survey.</li> <li>At least 82% of students will respond favorably to Classroom Engagement questions on the Panorama survey.</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>School Climate will increase from 74% in 2018-19 to 76% in 2020-21, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available.  ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process. Teachers will reflect on their individual Panorama data as part of their annual IPDP process.	Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.  Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.	<input checked="" type="checkbox"/> <b>WSF</b>	<input checked="" type="checkbox"/> <b>Title I</b>
Initiative 2 Enabling Activity 5	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<b>EA 5. Growth Mindset</b> All faculty/staff and students will demonstrate attributes of growth mindset.  Action Steps: 1. Leadership will provide PD to develop a common understanding of growth mindset to all faculty/staff.	<u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All faculty/staff will demonstrate attributes of growth mindset (e.g. utilize feedback, set goals, implement school-wide strategies) as outlined by leadership.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>All students will engage in</li> </ul>	<i>Included above</i>	<i>Included above</i>	<input checked="" type="checkbox"/> <b>WSF</b>	<input checked="" type="checkbox"/> <b>Title I</b>

<p>b. All faculty/staff will demonstrate attributes of growth mindset (e.g. utilize feedback, set goals, implement school-wide strategies).</p> <p>c. Students will be self-directed by utilizing feedback, reflecting, setting goals, and monitoring their growth and progress.</p> <p>d. Upper elementary students will be provided opportunities to mentor younger students.</p>	<p>revision of work, reflection, goal setting, and self monitoring of progress at least once a quarter.</p> <ul style="list-style-type: none"> <li>At least 85% of students will respond favorably to Valuing of School questions on the Panorama survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 38% in 2018-19 to 43% in 2020-21. (Strive HI)</li> <li>SBA Math proficiency will increase from 35% in 2018-19 to 40% in 2020-21. (Strive HI)</li> <li>HSA Science proficiency will increase from 34% in 2018-19 to 39% in 2020-21. (Strive HI)</li> </ul>				
Initiative 2 Enabling Activity 6	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p><b>EA 6. Schoolwide Systems</b></p> <p>Leadership will develop and implement a schoolwide system of accountability and professional development for staff and students to close our achievement gap.</p> <p>Action Steps:</p> <p>a. Leadership will identify schoolwide agreements and non-negotiables for operational procedures, curriculum, instruction, and assessment with faculty input.</p> <p>b. Leadership will create an implementation plan to include differentiated/responsive PD for schoolwide agreements and non-negotiables.</p> <p>c. Leadership will provide Induction and Mentoring for new teachers.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All faculty/staff will implement the agreements and non-negotiables with fidelity, as outlined by leadership.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>The percent of students scoring proficient on the STAR Early Literacy, Reading, and Math universal screener will increase in each grade level by at least 10% each time the assessment is administered.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>ELA high needs achievement gap will decrease from 18 pts. 2018-19 to 15 pts. in 2020-21. (SBA-Strive HI)</li> <li>Math high needs achievement gap will decrease from 27 pts.</li> </ul>	Included above	Included above	<p>☑ <b>WSF 42106</b> <b>A1 - 2802</b> KES New Teacher Orientation \$178.42 x 2 <b>\$357</b></p> <p><b>A1 - 2769</b> Data//Learning Walks for the ILT process 178.42 x 6 subs (2 subs per day x 3 cycles) <b>\$1,071</b></p> <p><b>B - 3006</b> Supplies to support walkthroughs (bulletin</p>	<p>☑ <b>Title I 18902</b> <b>A1-2769/2702</b> Planning Days per semester for ART/Leadership to review AcPlan 6 subs x 2 semester = 12 x \$178.42 = \$2,141 + \$191 fringe (8.91%) <b>\$2,332</b></p> <p><b>A1-2769/2702</b> Grade Level Training 2nd semester 16 subs x \$178.42 = <b>\$2,855 + \$254</b> (8.91 % fringe) = \$3,109</p>

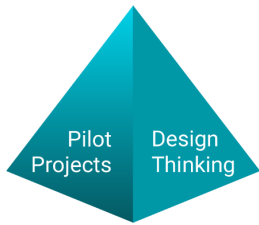
<p>1. Leadership will meet quarterly to review and monitor the Academic Plan.</p> <p>2. All faculty/staff will implement the agreements and non-negotiables with fidelity.</p> <p>3. Students will demonstrate and monitor their use of identified school strategies in all areas of learning.</p> <p>(SW3)</p>	<p>2018-19 to 22 pts. in 2020-21. (SBA-Strive HI)</p>			<p>boards, posters, presentation materials) <b>\$300</b></p>	<p><b>A1-2802/2702</b> Grade Level Summer Stipend Day for Inclusive Practice training  <math>16 \times \\$178.42 =</math>  <b>\$2,855 + \$77</b>  (fringe (2.71%))  = \$2,932</p> <p><b>A1-2802/2702</b> Summer Training stipend for Leadership on the CSI process.  <math>10 \times \\$178.42 =</math>  \$1,784 + \$49  fringe (2.71%)  <b>\$1,833</b></p> <p><b>B - 3006</b> Student Planners &amp; Folders  <b>\$4,905</b></p>
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Initiative 3: EQUITY & INNOVATION					
Initiative 3 Enabling Activity 7 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	Initiative #3 School Monitoring Activities	Initiative #3 Complex Monitoring Activities	Source of Funds	
<b>EA 7. Curriculum, Instruction, and Assessment</b> All students will be engaged in and provided with rigorous, scaffolded, standards-based instruction to maximize academic achievement. (SW6) <b>7A. Rigorous Standards-based CIA</b> Curriculum, instruction, and assessment will be aligned with state standards and assessments. Action Steps: a. Leadership will provide standards-based curriculum, materials, and resources. b. Leadership will provide and structure job-embedded PD on identified areas of need. c. Leadership will provide dedicated time to collaborate and plan rigorous instruction to meet student needs in the core content standards. d. Leadership will dedicate a part-time staff position to support English Language Learners (ELL). e. All faculty/instructional staff will utilize standards-based curriculum, materials, and resources as identified by the school. f. All faculty/instructional staff will actively engage in job-embedded PD on identified areas of need. g. All faculty/instructional staff will effectively use provided, dedicated	<u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All teachers will implement engaging and rigorous lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards, as outlined by leadership.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>The percent of students scoring proficient on the STAR Early Literacy, Reading, and Math universal screener will increase in each grade level by at least 10% each time the assessment is administered.</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 38% in 2018-19 to 43% in 2020-21. (Strive HI)</li> <li>ELA high needs achievement gap will decrease from 18 pts. 2018-19 to 15 pts. in 2020-21. (SBA-Strive HI)</li> <li>SBA Math proficiency will increase from 35% in 2018-19 to 40% in 2020-21. (Strive HI)</li> <li>Math high needs achievement gap will decrease from 27 pts. 2018-19 to 22 pts. in 2020-21. (SBA-Strive HI)</li> <li>HSA Science proficiency will increase from 34% in 2018-19 to 39% in 2020-21. (Strive HI)</li> </ul>	Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available. ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process. Teachers will reflect on their individual Panorama data as part of their annual IPDP process.	Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available. Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.	<input checked="" type="checkbox"/> <b>WSF 42101 A1 - 2744</b> After-school Tutoring (3 hrs/wk x 36 wks x \$22.43) <b>\$2,422</b>  <b>A1 - 2721</b> Rtl Tutors 2 x 19 hrs/wk x 35 wks X \$13.88 <b>\$18,460</b>  <b>A1 - 2741</b> Rtl PPEs 2 x 17 hrs/wk x 35 wks x \$20.67 <b>\$24,597</b>  <b>A1 - 2741</b> Summer Bridge Rtl PPEs 4 x 16 x 6 wks X \$20.67 <b>\$7,937</b>  <b>42102 A1 - 2741</b> ELL PPE (17 hrs/wk x 40 wks \$20.67) <b>\$14,056</b>  <b>A1 - 2744 ELL Interpreter</b> (4 NEP students x 4 hr per student x \$22.43)	<input checked="" type="checkbox"/> <b>Title I 18902 B-3006</b> Origo - Stepping Stones Journals <b>\$8,900</b>  Sondag System Materials: • Student Record Books (10 @ 5 for \$49.95) \$500 • Student Notebooks (10 @ 4 for \$25) \$250 • SS1 Readers Levels 11-15 (3@\$69) \$207 16-20 (3@\$69) \$207 21-25 (3@\$69) \$207 <b>\$1,371</b>



<p>time to collaborate and plan rigorous instruction aligned to identified schoolwide focus areas to meet student needs in the core content standards.</p> <ul style="list-style-type: none"> <li>Data teams (i.e. faculty/instructional staff, leadership) will be used to analyze triangulated data to determine quality, tiered instruction and PD in response to identified teacher and student needs.</li> <li>Teachers will utilize planning time and data teams to discuss and develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards.</li> </ul> <p>h. Students will complete rigorous, standards-based assignments and tasks.</p>				<b>\$359</b>	
<p><b>7B. Use of Technology</b></p> <p>Technology will be used as a tool for student learning, expression of knowledge, and application of skills.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Leadership will continue to provide 1:1 technology devices for students in grades K-5.</li> <li>All faculty/instructional staff will effectively support student learning utilizing school-provided technology.</li> <li>Students in grades K-5 will utilize available technology (e.g. chromebooks, TVs) to participate in and complete learning activities (e.g. KidBiz, SmartyAnts, Stepping Stones).</li> </ol>	<p><b>Staff Outcomes</b></p> <ul style="list-style-type: none"> <li>All faculty/instructional staff will effectively support student learning utilizing school-provided technology, as outlined by leadership.</li> </ul> <p><b>Student Outcomes</b></p> <ul style="list-style-type: none"> <li>The percent of students scoring proficient on the STAR Early Literacy, Reading, and Math universal screener will increase in each grade level by at least 10% each time the assessment is administered.</li> </ul> <p><b>Summative Goals</b></p> <ul style="list-style-type: none"> <li>ELA high needs achievement gap will decrease from 18 pts. 2018-19 to 15 pts. in 2020-21. (SBA-Strive HI)</li> <li>Math high needs achievement gap will decrease from 27 pts.</li> </ul>	<i>Included above</i>	<i>Included above</i>	<p>☑ <b>WSF 42101 C - 7701</b> Speaker Conference System <math>249.74 \times 2 = \\$500</math> Startech. TV wall mount adjustable <math>159.59 \times 2 = \\$320</math> TV, Smart Cast <math>550.61 \times 2 = 1,101</math> <b>\$1,921</b></p> <p>Explode the Code (maybe through ELL) <b>\$800</b></p>	<p>☑ <b>Title I 18902 B-3502</b> Achieve 3000 (Kid Biz and Smarty Ants) <b>\$8,594</b></p> <p>IXL English and Math <b>\$4,325</b></p> <p>Brain Pop &amp; Brain Pop Jr. <b>\$2,950</b></p> <p>Screencastify <b>\$1,615</b></p> <p>GoGuardian <b>\$4,586</b></p> <p>Kami For grades 3-5 <b>\$840</b></p>

	2018-19 to 22 pts. in 2020-21. (SBA-Strive HI)				Scholastic News <b>\$2,000</b>  Star Renaissance (21-22) <b>\$4,358</b>  <input checked="" type="checkbox"/> <b>Title I 18902 C-7708</b> Purchase updated teacher computers to teach virtually $\$1,525 \times 22 =$ <b>\$33,550</b>
<b>7C. Academic Showcases and Family/Community Engagement</b> Academic showcases and family/community engagement will enhance student learning.  Action Steps: a. Leadership will provide teachers with opportunities and resources to support student participation in academic showcases and events. b. All faculty/instructional staff will plan opportunities for students to showcase their projects with use of leadership-provided guidelines. c. Parents, families, and community partners will be provided with opportunities to engage in a variety of events to support student learning. d. Students will participate in academic showcases and events. (SW7)	<b>Staff Outcomes</b> <ul style="list-style-type: none"> <li>All faculty/instructional staff will provide opportunities for students to showcase their projects at least once each semester.</li> </ul> <b>Student Outcomes</b> <ul style="list-style-type: none"> <li>At least 85% of students will respond favorably to Valuing of School questions on the Panorama survey.</li> </ul> <b>Summative Goals</b> <ul style="list-style-type: none"> <li>School Climate will increase from 74% in 2018-19 to 76% in 2020-21, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	Included above	Included above	<input checked="" type="checkbox"/> <b>WSF 42101 A1 - 2741</b> PCNC (19 hrs/wk x 40 wks \$20.67) <b>\$15,709</b>  <b>42101 B - 1006</b> Academic Showcases - incentives <b>\$1,000</b>	<input checked="" type="checkbox"/> <b>Title I 18935 B - 3502</b> Home & School Connection <b>\$259</b>  <b>B - 3301</b> Light Refreshments for Parent & Community Engagement <b>\$623</b>



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning. The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

Section 5: PIPELINE OF EMERGING IDEAS	
School Ideas for Innovation and Pilot Projects	Conditions for Success
<p>It is our goal to design inspiring spaces and to continue to access community resources that will enhance our students' 21st century skills. We would like to create a learning center that would include a "Kekaha Community Internet Cafe," Makerspace "Innovation Center," and Parent/Community Engagement Center.</p> <p>The Kekaha Community Internet Cafe would be open to all Kekaha community members and students who are attending Kekaha Elementary, Waimea Canyon Middle, and Waimea High where students and community members would have a place to study and access the internet and makerspace in the evenings and on weekends. This would also be the place for our Parent/Community engagement activities.</p> <p>Project Based Learning and Future Ready Learning are the vehicles to deepen student learning and engagement. We are a 1:1 technology school, and to expand future ready learning, we would like to create an "Innovation Center" in the library and redesign it as a place where students can learn robotics and coding.</p> <p>Rethinking the design and use of our library into a learning center for our students, staff, and community is a step in the direction of what we envision for our school as being the "hub" of the community.</p>	<ul style="list-style-type: none"> <li>We anticipate at least \$30,000 - \$40,000 to adequately fund the Kekaha Community Internet Cafe project, including staffing the center afterschool, nights, and weekends and purchasing a monthly internet connection separate from the HIDOE.</li> </ul>
<p>We would like to install a lighted Marquee sign for increasing the school community communication. It will also be used for messaging out emergency community information for E Ola Mau Na Leo O Kekaha and the Kekaha Disaster Response Team (CERT).</p>	<ul style="list-style-type: none"> <li>We anticipate \$18,000 for the lighted marquee, and \$15,000 for electrical installation.</li> </ul>



Carrie Sato Leoiki &lt;10014628@k12.hi.us&gt;

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## Re: Kekaha AcFinPlan

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**Bill Arakaki** <bill.arakaki@k12.hi.us>

Fri, Jun 5, 2020 at 2:37 PM

To: Gail Nakaahiki &lt;gail.nakaahiki@k12.hi.us&gt;

Cc: Carrie Sato Leoiki &lt;carrie.leoiki@k12.hi.us&gt;, Marilyn Asahi &lt;Marilyn.Asahi@k12.hi.us&gt;

Aloha All,

Upon review of Kekaha Elementary School's SY 2020-21 Academic Plan, I am approving as of Friday, June 5, 2020.  
Mahalo!

On Fri, Jun 5, 2020 at 2:33 PM Gail Nakaahiki <[gail.nakaahiki@k12.hi.us](mailto:gail.nakaahiki@k12.hi.us)> wrote:

Hi .. attaching Kekaha AcFinPlan for your review. Please log onto eHR to approve their FinPlan. Carrie will be sending you their FRF to approve. Thank you.

--

Gail Nakaahiki  
Kauai Complex Area Business Manager  
[3060 Eiwa Street Room 301](#)  
[Lihue, Hawaii 96766](#)  
808-274-3500  
[gail.nakaahiki@k12.hi.us](mailto:gail.nakaahiki@k12.hi.us)

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William N. Arakaki  
Kauai Complex Area Superintendent

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[Lihue, Hawaii 96766](#)

Follow me on Twitter: @CASArakaki

KCA Mission: "Kauai Complex Area empowers and guides schools to inspire and educate children to become adaptive, innovative, contributing members of their community"

Motto: "We Care for and prepare All Students for Careers, College, and Citizenship in the 21st Century"

"Try not to be a person of success but rather try to be a person of value." "Only a life lived for others is a life worthwhile."  
Albert Einstein

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