

**Three-Year Academic Plan**

**2017-2020**

**Ho’okena Elementary School**

86-4355 Mamalahoa Highway, Captain Cook, HI 96704

808-328-2710 www.hookenael.k12.hi.us

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| **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 * Other | * Improve student achievement in math, reading, writing and science and provide additional comprehensive student supports for all students * Implement the Hawaii Common Core State Standards with fidelity * Continue the data team process to provide targeted instruction for all students and progress monitor student growth * Reduce chronic absenteeism * Improve parental involvement * Provide a safe, caring, and differentiated classroom * Increase opportunities for students to become aware of and participate in the greater, global community * Address the needs of the whole child to include transitioning between home and school, between grade levels; and to address the physical, mental and social emotional health as well as addressing student issues resulting from home environment, poverty, and social economic status. * Needs of a small, rural school to include attracting and retaining highly qualified teachers/staff by providing quality professional development, mentoring, and supports for staff * Provide early childhood experiences that prepare students for kindergarten especially those from disadvantaged households * Improve overall communication and school climate |
| **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 should address identified sub group(s) and their needs.  ELL students: language acquisition and comprehension  Special Education students: as specified in their IEPs  Migrant Education: ELA, and math and science proficiency  Hawaiian students: ELA, math, and science proficiency  Higher performing students: enrichment and challenging curriculum |

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| **ORGANIZE:**  Identify your Academic Review Team Accountable Leads. | |
| **Name and Title of ART Team Accountable Lead** | **Responsible for implementation of the school’s strategies and initiatives** |
| 1. Nina Garcia, Lead Team member | 1. ELL, RTI and data teams |
| 2. Dayne Snell-Quirit | 2. ELA Academic Coach |
| 3. Travis Nakayama | 3. PSAP, PBIS, Social Emotion Learning, Counseling |
| 4. Shane Bigelow | 4. Technology and Student Services |
| 5. Nancy Jadallah | 5. EES |
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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.*

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| **Outcome:** By the end of three years, | **Rationale:** |
| Children entering kindergarten with a preschool experience are more prepared and subsequently score higher on criterion-referenced assessment and move through the grades without the need for remediation. 60% will score at or above grade level  There will be fewer disciplinary referrals and a positive school climate.  There will be fewer than 40 office referrals requiring consequences beyond redirection.  Students will be successful in their core subjects and will be proficient in ELA, math, and science as measured by the SBA and/or HSA-science.  HSA science 50% of students were proficient; SBA 53% proficient in ELA and 59% in math  Improve school climate and prepare students to become successful, well-adjusted and productive citizens as measured by SQS, VB Education for the Future surveys, Tripod surveys, and academic and discipline data.  Improve the overall surveys by 5% and respective student achievement and discipline data (see above)  Fewer students will require RTI in Reading and Math as a result of the successful systemization of RTI process. Reduce the number of students from 50 to 40 students.  Through the implementation of the Data Team process, structures are in place to ensure analysis of student performance data that directly impacts instructional foci.  Data teams will meet monthly.  All students will become effective and ethical users of technology. | Preschool prepares children for greater success in kindergarten.  Schools that implement SEL curriculum and adhere to a PBIS model typically have positive school climates and the reduction of disciplinary referrals is a by-product due to interventions, redirections and re-teaching of SEL topics and strategies.  Students who develop proficiencies in core subjects are more likely to be prepared for future years and successful in post high school ventures. Students can benefit from targeted instruction made possible by small group instruction that is facilitated by the use of PTTs/PPTs in the classroom.  Positive school climate enables positive relationships between all stakeholders on campus; students, teachers, administration and parent. Positive relationships result in more engaged learning and student success.  By providing strong and effective Tier I and Tier II instructional strategies, more students will be reading on grade level or above and will not require RTI.  If teachers are equipped with specific, detailed data about their students’ need areas they will be better able to provide effective core instruction  21st century learners must be able to use technology to support their learning and be able to interac in the online global community, now and in their future. |

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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** |
| Children entering kindergarten with a preschool experience are more prepared and subsequently score higher on criterion-referenced assessment and move through the grades without the need for remediation. | Continue to offer the pre-school experience either in FSC for special education students and/or EOEL for regular education students or students requiring inclusion.  Administer the TS Gold assessments in Pre-school followed by the STAR, DIBELS and Waterford (or substitute program) in grades K and 1. | **Year 1-3** | **Nancy Jadallah** | ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐**x** Other EOEL  ☐ N/A | TS Gold/HELDS standards and enrollment data; longitudinal data on student achievement, i.e., STAR Early Literacy, Math and ELA; DIBELS, Waterford. |
| Improve school climate and prepare students to become successful, well-adjusted and productive citizens as measured by SQS, VB Education for the Future surveys, and academic and discipline data.  Decrease the number of students who are chronically absent (15 or more absences) by 4%  Increase the daily attendance percentage by 2%  Improve school attendance and prepare students to become successful, well-adjusted and students as measured by SQS, VB Education for the Future surveys, and academic or discipline data. Goals: 15% or less will be chronically absent, 20% fewer referrals and positive survey results.  Students are proficient in the GLOs. 60% will be proficient.  Students will have increased opportunities to become aware of and participate in the greater, global community and have knowledge of career and college pathways.  Students will be successful in their core subjects and will be proficient in ELA, math, and science as measured by the SBA and/or HSA-science. Goals: 59% proficiency in math, 53% on reading on SBA, 60% on the STAR in reading and math and 50% proficient on the HSA-Science.  Fewer students will require RTI in Reading and Math as a result of the successful systemization of RTI process.  Reduce # in RTI to 40  Through the implementation of the Data Team process, structures are in place to ensure analysis of student performance data that directly impacts instructional foci.  80% of the students will be proficient in GLO#6: effective and ethical users of technology | **PBIS school in which students are taught models using the Second Steps program, a social-emotional learning curriculum which focuses on training students to become responsible students, demonstrate appropriate behavior, and take responsibility for their actions. Students are typically re-directed and re-taught necessary social/emotional strategies rather than given punishment.**  **Weekly attendance checks**  **Bi-weekly incentives at school store for good attendance**  **Monthly recognition activities for good attenders**  **Quarterly awards for perfect attendance**  **Counselor contacts with family to encourage school attendance**  **Letters out to families regarding consequences for poor attendance**  **Counselor/administration meets with parents to promote improved attendance**  **Referral to family court**  **Offer a PSAP program for students who struggle with the transition from home to school. The counselor will identify students and meet with parents at the beginning of school, mid-year and in a year end conference. Counselor will have weekly counseling sessions to work on skills necessary to be successful in school.**  **Teachers and staff will explicitly address the GLOs and incorporate them into the curriculum. Establish a criteria and checklist for determining proficiency in the GLOs.**  **Hold a career day in which students are exposed to opportunities that exist for them both locally and beyond in terms of career pathways and educational/training requirements for such careers.**  **Teachers will implement the CCSS. Tier I, II, III interventions will be provided for students performing below grade level.**  **Benchmark testing will be given four times a year and progress monitoring for intensive and strategic students monthly.**  **Students will be instructed in the use of Citelighter for preparation for the SBA.**  **Teachers will use whole group and targeted small group instruction in core subjects.**  **Computer assisted instruction will be used to supplement the core for all students.**  The use of PTTs/PPTs for instructional support via small group instruction in the classroom.  There will be a formal RTI process to identify and place students in appropriate instructional groups for support and/or enrichment.  The academic coach and RTI/Data coach will conduct data team meetings and coaching to assist teachers with data analysis of student academic performance and provide coaching and professional development as well as appropriate instructional strategies to be used in the classroom.  Each will have exclusive use of either a chrome book or i-Pad their entire K-5 experience.  Students will be provided with a variety of opportunities to work with computers. These include computer resource time, using on-line curricula in reading and math, RTI programs such as Waterford, Lexia, Reading Plus and Imagine learning, as well as computer programs supporting the core, including Kid Biz, Kahn Academy, Defined Stem, Citelighter, Google Classroom and Moby Max | **Years 1-3**  Year 2  Year 1-3  Year 1-3  Year 1-3  Years 1-3  Years 1-3  Years 1-3  Years 1-3  Year 1-3  Year 1-3  Year 1 | **Travis Nakayama and Nancy Jadallah**  **Travis Nakayama and Nancy Jadallah**  **Lead Team**  **Lead Team**    **Lead Team**  **Nina Garcia**  **Lead Team**  **Nina Garcia and Dayne Snell-Quirit** | ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ **x**Other (fundraising)  ☐ N/A  ☐**x** WSF  ☐x Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐**x** Other  ☐ N/A  ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐**x** Other    ☐**x** WSF  ☐**x** Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A  ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A  ☐**x** WSF  ☐**x** Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A  ☐**x** WSF  ☐**x**Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A | There will be fewer disciplinary referrals.  On surveys, students, parents and teachers will indicate that Ho’okena offers a safe and positive school climate and learning environment.    Attendance data  Awards data  Counselor log of parent contacts and letters sent  Court referrals  PCNC activities  Referral data; attendance; log of parent conferences and student sessions.  Newly created checklist; teachers post the criteria; students should be able to communicate the expectations and demonstrate the GLOs.    Exit surveys and follow-up ac activities in the classroom  reflecting on possible career choices; possible follow-up writing activity .  SBA results for grades 3-5; HSA-science for 4th grade; Kid Biz scores; AR scores/data; STAR and DIBELS data.  Citelighter data and scores  STAR data and other RTI computer programs and DIBELS  Sign in rosters for professional development, posted data team notes and data sheets which include targeted instructional areas, groups, smart goals and powerful instructional practices. |

**Goal 2: Staff Success:** Ho’okena Elementary Schoolhas a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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| **Outcome:** By the end of three years, | **Rationale:** |
| Attracted and retained highly qualified staff to ensure high quality learning and continuity of instruction for students; Decreased yearly turnover of staff by 21% or 3 teachers.  Provided focused and ongoing professional development for all staff to ensure safe, caring, and supportive high quality learning in Wonders, Stepping Stones, GLAD, SEL, and Thinking Maps.  Provided instructional mentors for all first and second year teachers through the New Teacher Center model for ongoing professional development and support. | To ensure high quality learning and continuity for student learning  Provide needed training and professional development to support staff and ensure high quality learning for students  New teachers need both instructional and emotional support while learning their craft. |

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| To attract and retain highly qualified staff to ensure high quality learning and continuity of instruction for students; To decrease yearly turnover of staff by 21% or 3 teachers. | To provide ongoing support via coaching and weekly PLCs  Provide mentoring both at school and at the district level  Positive school climate with effective two-way communication and support | **Years 1-3** | **Lead Team** | ☐ **x**WSF  ☐ Title I  ☐**x** Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ **Other**  ☐ N/A | Teacher survey data (Tripod results, VB Education for the future survey, SQS); teacher turnover data |
| Provide focused and ongoing professional development for all staff to ensure safe, caring, and supportive high quality learning in Wonders, Google, Stepping Stones, GLAD, SEL, AVID and Thinking Maps.  Provide ongoing mentoring support for all first and second year teachers | Orientation for new and returning teachers  Wonders, Stepping Stones, SEL, AVID, GLAD, Thinking Maps trainings as needed for all staff  Ongoing ILT  Weekly PLC and coaching  Mentoring;  Hold quarterly Triad Conferences with Mentors, Beginning Teachers and Administration | Years 1-3  Year 1-3 | **Lead Team and district personnel**  **Mentors, Administration** | ☐**x** WSF  ☐ Title I  ☐**x** Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A | Attendance rosters and  Agendas  Classroom observations  Guided visits  Walk-throughs  PLC and ILT notes  Survey data |

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

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| **Outcome:** By the end of three years, | **Rationale:** |
| Conduct an annual, comprehensive needs assessment to determine the status of the school and the needs of the students.  Provide adequate and enhanced services both preventative and developmental from within the school as well as the greater community, and provide efficient and transparent supports such as intervention and corrective services in order to ensure student success.  Provide a PCNC to promote school/community relations and provide library services and supports for the students  Improved communication between all stakeholders.  All students will become effective and ethical users of technology. | In order to address student needs, it is necessary to determine stakeholders’ perceptions, areas of deficiency and root causes to efficiently address and remediate concerns.  Provide equity for all students to be able to access the curriculum and learning opportunities  A successful school requires active participation by all stakeholders and a school community networking coordinator provides that service. As part of their position, the PCNC will coordinate the library services.  21st century learners must be able to use technology to support their learning and be able to interac in the online global community, now and in their future. |
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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** |
| Improved academic performance and acquisition of language; AMAO#1 increase to 80% showing growth as measured by the WIDA; increase AMAO#2 by 19%. | Provide language acquisition support which enable ELL students to access the curriculum by:  Continued use of Imagine Learning for instructional support and the Differentiation of instruction in the classroom via materials (leveled readers) and GLAD instructional strategies | **Year 2** | **Nina Garcia** | ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ **x**Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A | See improvement in AMAO#1  as measured by Wida scores  See improvement in AMAO#3  as measured by the SBA scores  Increase number of students exiting in AMAO#2 as measured by the Wida scores  STAR and DIBELS scores  WIDA scores |
| Improved academic performance for students identified as requiring specialized instruction; 70% of sped students will meet their annual IEP goals  To ensure all students are receiving appropriate interventions for identified needs and review student progress and achievement.  100% receive services  Broaden cultural awareness of indigenous practices that impact classroom performance for Hawaiian and part-Hawaiian  students  100% of trained AVID teachers will exhibit awareness and knowledge of cultural factors  Increase student achievement for identified migrant students  53% will show moderate growth in ELA and 59% in math on STAR (50 wpm); 50% will show growth on the HSA-science; 60% will show growth on the SBA.  To increase student attendance for identified migrant student 94% attendance and 15% chronic absenteeism  Improve communication between all stakeholders  80% of the students will be proficient in GLO#6: effective and ethical users of technology | Provide necessary instructional supports such as SBBH, PT, OT, SLP  Provide supplementary instructional materials  Implement the IEPs and action plans  Peer reviews are held quarterly to review student data.  Data teams are used to identify levels of performance and provide differentiated instructional strategies for these students.  Providing additional professional development for teachers on powerful instructional practices to address identified deficits.  Become an official AVID school  Attend summer AVID cultural institute and training  Implement practices into the classroom  School wide agreements on required AVID components  Provide classroom instructional supports for identified migrant students  Provide continuing supports in reading and math during summer intersession  Tracking of attendance data  Parent newsletter with supporting documents to show importance of parental involvement and school attendance  Utilize the Synervoice for communicating with parents.  Live phone calls home regarding progress and attendance  Additional means of communication include: weekly newsletter, teacher newsletter, Class Dojo, and the school website  Each will have exclusive use of either a chromebook or i-Pad their entire K-5 experience.  Since we have a 1:1 program, teachers are to utilize chromebooks, computers and iPads to accommodate formative and summative assessment requirements (i.e. STAR, SBA). Students will also be provided with additional opportunities to work with computers. These include computer resource time to engage students in learning computer skills, using on-line curricula in reading and math, RTI programs such as Waterford, Lexia, Reading Plus and Imagine learning, as well as computer programs supporting the core curricula, including Kid Biz, Kahn Academy, Defined Stem, Citelighter, Thinking Maps, Google Classroom and Moby Max | Years 1-3  Years 1-3  Year 1-3  Year 1-3    Year 1  Year 1  Year 1  Years 1-3  Year 1  Year 1-3  Year 1-3  Year 1-3 | **SSC,** Lead Team, Regular Ed Teachers, SPED teachers, and district RTs.  Lead Team  Lead Team  Lead Team  **Lead Team**  **Lead Team**  **Carole Kahele**  **Travis Nakayama**  **Carol Kahele**  **Carole Kahele**  **Staff**  **Lead Team**  **Staff** | ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐**x** IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A  ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐**x** IDEA  ☐ Homeless  ☐ CTE  ☐ Other  ☐ N/A  ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐**x** Other (CAS)  ☐ N/A  ☐**x** WSF  ☐ Title I  ☐ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☐**x** Other Migrant  ☐ N/A | Yearly IEP goals met  Progress monitoring on STAR and DIBELS  RTI data  Assessment data from specific programs (i.e., Corrective reading, Read Well, etc.)  Peer review notes and data and next steps checklist  Teachers’ Smart Goal Sheets and data  Agendas and rosters for professional development  Student data (STAR, DIBELS, SBA, HSA, classroom assessments and data)  Agenda and rosters for training  AVID certification  Agenda and rosters for in-servicing teachers  Walk-throughs and observations  Teacher reflections  STAR, DIBELS, SBA,HSA Science, classroom assessments, KidBiz  Attendance and student achievement data; usage data on computer assisted programs  Parent survey  Attendance data |