

Ho‘okele Elementary School Academic Plan SY 2016 - 2017

1. Reflect. Briefly summarize your school’s progress on implementing all six of the Department’s priority strategies, Complex-wide and/or School strategies, and meeting key performance targets set in the prior year Academic Plan.

1. Common Core State Standards: All grades levels (K-5) in the school have implemented the Common Core State Standards for English-Language Arts and Mathematics utilizing the Reading Wonders and Stepping Stones programs. Professional Development was provided to support the implementation of the CCSS.
Priority Strategy Field Assessment Rating – 3, Integrating

2. Comprehensive Student Supports: The school provides customized and timely interventions, services and supports for student success. A school-wide RTI process was developed to include universal screening, progress monitoring, multi-tiered supports, goal setting, and data-driven decision-making. Each grade level was assigned at least three 30-minute blocks during the week in which interventions were delivered to all students, along with weekly online instruction. Students in grades K, 1, 2, 4, and 5 worked on literacy goals and grades 3 students worked on math goals.
Priority Strategy Field Assessment Rating – 3, Integrating

3. Formative Instruction/Data Teams: All teachers at the school are members of a Data Team within their Professional Learning Communities (PLC). The school faculty received Data Team professional development, and the process was initiated and implemented this school year. Data Team meetings are conducted routinely where teachers consistently engage in discussions of best practices regarding student performance and improving instruction.
Priority Strategy Field Assessment Rating – 3, Integrating

4. Educator Effectiveness: EES requirements were implemented for all teachers who fell within this school year’s cycle. All teachers developed an Individual Professional Development Plan focusing on Thinking Maps. At the start of the school year, the Complex EES EO presented an EES overview for all teachers.
Priority Strategy Field Assessment Rating – 2, Applying

5. Induction & Mentoring: A Complex Area Full Release Mentor was assigned to the beginning teachers. The mentor frequently met with the beginning teachers to support instruction and student learning. The mentor established positive and collaborative relationships with the beginning teachers and provided support for classroom instructional strategies and EES requirements.
Priority Strategy Field Assessment Rating – 3, Integrating

6. Academic Review Team: The principal has identified the members of the Academic Review Team and the Accountable Leaders. Regular meetings and routines are being planned to discuss action around student outcomes aligned with our academic plan. These routines will focus on achieving measurable success. Since the ART process is new to the team, actions are being taken to insure implementation of ART routines to analyze the strategies and enabling activities, and the effects on student achievement.

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Priority Strategy Field Assessment Rating – 2, Applying

7. Science Technology Engineering Math (STEM)

All grades K-5 classroom teachers were certified to teach Project Lead the Way (PLTW) Launch curriculum and completed one Project Lead the Way Engineering module during the second semester. Teachers completed grade level PLTW ongoing training during Professional Learning Communities (PLC) and created module specific planning guides. Both PLTW and Discover Education (DE) Science Techbook were used to design science units that aligned with the Next Generation Science Standards (NGSS) and Hawaii Content and Performance Standards (HCPS III).

Priority Strategy Field Assessment Rating – 3, Integrating

8. Advancement via Individual Determination (AVID)

All grades K-5 classroom teachers have participated in professional development in AVID strategies. Grades K-2 worked on grade level agreements and expectations in organization - planner/calendar, organizational tools and 2-3 column note taking. Professional development for teachers in grades 3-5 focused on Inquiry and Close Reading. Teachers in grades 3-5 also worked on incorporating AVID strategies such as inquiry, note taking and levels of questioning in their Reading Wonders units.

9. Information Technology (IT)

All grades K-5 classroom teachers participated in bi-monthly Technology Integrated Professional Learning Communities (PLC) during school year 2015-2016. Teachers participated in ongoing Professional Development in iPad App, Chrome Apps and Extensions as well as Google Classroom and Google Apps for Education. Apps were used to complete technology integrated projects that have been posted on their classroom websites. Teachers have also created their own classroom website to maintain effective and open communication among the teacher, parents and students.

2. Organize. Identify your Academic Review Team members, assign them specific strategies or activities to oversee, and set the cycle for the Academic Review Team to monitor implementation quality. Number of strategies/activities will vary across schools.

| Name of lead who is responsible for reporting during ART process (can change if roles change) | Responsible for (link to strategy) |
|--|---|
| 1. Regina Yamamoto, Laura Brown 2. Shari Villaruz, Elizabeth Okamoto, Jared Yamamoto, Regina Yamamoto, Laura Brown 3. Regina Yamamoto, Laura Brown 4. Melinda Pamatigan | 1. Common Core State Standards 2. Comprehensive Student Supports/RTI 3. Formative Instruction/Data Teams 4. Educator Effectiveness |

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| <ul style="list-style-type: none">5. Tara Bagoyo6. Laura Brown 7. Liane Tanigawa8. Jared Yamamoto9. Jill Higa, Tara Bagoyo | <ul style="list-style-type: none">5. Induction & Mentoring6. Academic Review Team (ART lead needs to be on the team, yet the strategy doesn't need its own page in the plan)7. STEM8. AVID9. Information Technology |
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Goal 1 Student Success: All DOE students demonstrate they are on a path toward success in college, career and citizenship.

| State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums) | Does your Financial Plan support this strategy? | If not, why? |
|---|--|--------------|
| 1. Fully implement the Hawaii Common Core Standards | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| 2. Tier and provide comprehensive student supports for all students | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| 3. Implement data teams process within each grade span/content area and formative instruction within classrooms | YES <input type="checkbox"/> NO <input type="checkbox"/> | |

| Additional Strategies (Optional) | Does your Financial Plan support this strategy? | If not, why? |
|----------------------------------|--|--------------|
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |

Data Driven Rationale for Additional Priorities:

Goal 1, Strategy 1a: Common Core State Standards - English Language Arts

| Desired Outcome for this Strategy: | | | | |
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| Ho‘okele Elementary will incorporate an interdisciplinary curriculum based on the Common Core State Standards, Next Generation Science Standards and Hawaii Content and Performance Standards III - Social Studies. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement and refine Pacing Maps for the Reading Wonders Program. | CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | A. 100% of the classroom teachers will implement and revise (as needed) quarterly Pacing Maps for the Reading Wonders Program, as evidenced by grade level Pacing Maps. Reading: 50% B. 55 % of the students in grades 1 - 5 will meet or exceed proficiency in Reading, as measured by the Standards-based Report Card by the end of the school year. (Baseline TBD at end of SY 15-16) |

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| <p>2. Continue to implement Thinking Maps across all content areas.</p> | <p>CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A - Paid with 12642</p> | <p>A. 100% of the teachers will implement Thinking Maps, as evidenced by quarterly Support Team walkthroughs.</p> <p>B. 100% of the students will use visual maps to display their thought process when developing concepts across the various content areas, as evidenced by quarterly students samples shared in PLCs.</p> |
| <p>3. Implement Response to Text, Setting the Stage and narrative lessons using the Write From the Beginning and Beyond Program.</p> | <p>CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A - Paid with 12642</p> | <p>A1. 100% of the teachers will be trained on Write From the Beginning and Beyond domains - Response to Text, Setting the Stage and Narrative lessons, as evidenced by the PDE3 Course Roster.</p> <p>A2. 100% of the teachers will implement Response to Text, Setting the Stage and Narrative domains, as evidenced in the student's Portfolio/ePortfolio.</p> <p>B1. 100% of the students will produce a writing response each quarter, as evidenced in the student's Portfolio/ePortfolio.</p> |

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| | | | | <p>B2. 100% of the students will produce a narrative writing piece (process) during the second semester, as evidenced by student samples shared in PLCs. (1st semester)</p> |
| <p>4. Provide opportunities for the school to communicate with parents about standards-based curriculum.</p> | <p>CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A- SAF Funds</p> | <p>A. 100% of K-5 classes will conduct at least one class/grade level activity that engages parents in a hands-on learning opportunity and provides information about standards-based learning, as evidenced by the school record sheet. K: Project Lead the Way. 3/16/17 1:Project Lead the Way 4/21/17 2: 3: Mental Math Strategies, 11/10 4: 5: Critical Reading Strategies, 12/16 B. K-5 parents will report having the opportunity to be an active partner in their child's education as evidenced by the parent activity evaluation form.</p> |

Goal 1, Strategy 1b: Common Core State Standards - Mathematics

| Desired Outcome for this Strategy: | | | | |
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| Ho‘okele Elementary will incorporate an interdisciplinary curriculum based on the Common Core State Standards. | | | | |
| Planning | | Capacity | | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement and refine Pacing Maps for the Stepping Stones Math Program. | CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | <p>A. 100% of the classroom teachers will implement and revise (as needed) quarterly Pacing Maps for the Stepping Stones Math Program, as evidenced by grade level Pacing Maps.</p> <p>B. ___ % of the students in grades 1 - 5 will meet or exceed proficiency in all Math strands, as measured by the Standards-based Report Card by the end of the school year. (Baseline TBD at end of SY 15-16)</p> <p>Geometry: 73% 75% Measurement & Data: 64% 65% N & O - Base Ten: 75% 76% 3-5 N & O- Fractions: 70% 72% O & Algebraic Thinking: 72% 73%</p> |

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| <p>2. Integrate Standards of Mathematical Practices (SMP) and the Workshop Model in the implementation of the Stepping Stones Math Program.</p> | <p>CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p> | <p>A. 100% of the classroom teachers will integrate SMP and the Workshop Model in the implementation of the Stepping Stones Math Program, as evidenced by quarterly SMP/Workshop Model checklist. (semester)</p> <p>B. ___ % of the students in grades 1 - 5 will meet or exceed proficiency in all Math strands, as measured by the Standards-based Report Card by the end of the school year. (Baseline TBD at end of SY 15-16)</p> <p>Geometry: 73% 75% Measurement & Data: 64% 65% N & O - Base Ten: 75% 76% 3-5 N & O- Fractions: 70% 72% O & Algebraic Thinking: 72% 73%</p> |
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Goal 1, Strategy 1c: Common Core State Standards - Science and STEM

| Desired Outcome for this Strategy: | | | | |
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| Ho‘okele Elementary will incorporate an interdisciplinary curriculum based on the Common Core State Standards and Next Generation Science Standards. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement two Project Lead the Way (PLTW) STEM Engineering and/or Biomedical modules. | STEM Lead: Liane Tanigawa | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ 12,000 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | <p>A.1 All teachers will complete a second PLTW module “Ongoing Training”, as evidenced by the PDE3 Course Roster.</p> <p>A.2 100% of the new classroom and special education teachers will be trained in PLTW Building Readiness Training by the STEM Coach, as evidenced by the PDE3 Course Roster.</p> <p>A.3 100% of the classroom teachers will implement at least two PLTW modules, as evidenced by the STEM PLC Minutes.</p> |

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| | | | | <p>B. ____ % of the students in grades 1 - 5 will meet or exceed proficiency in all Science strands, as measured by the Standards-based Report Card by the end of the school year. (Baseline TBD at end of SY 15-16)</p> <p>Life & Environmental: 75%, 75% Physical, Earth, Space: 83%, 83% Scientific Process: 88%, 88%</p> |
| <p>2. Develop and implement Pacing Maps for PLTW and Discovery Education Science Techbook that align with The Next Generation Science Standards (NGSS).</p> | <p>STEM Lead: Liane Tanigawa</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p> | <p>A. 100% of the classroom teachers will develop and implement quarterly Pacing Maps for the Discovery Education Science Techbook Program and PLTW, as evidenced by the completed Science Pacing Map.</p> <p>B. ____ % of the students in grades 1 - 5 will meet or exceed proficiency in all Science strands, as measured by the Standards-based Report Card by the end of the school year. (Baseline TBD at end of SY 15-16)</p> <p>Life & Environmental: 75%, 75% Physical, Earth, Space: 83%, 83% Scientific Process: 88%, 88%</p> |

Goal 1, Strategy 1d: Hawaii Content and Performance Standards - Social Studies, Multi-Discipline

| Desired Outcome for this Strategy: | | | | |
|---|--|--|---|--|
| Ho‘okele Elementary will incorporate an interdisciplinary curriculum based on the Common Core State Standards, Next Generation Science Standards and Hawaii Content Performance Standards III - Social Studies. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Provide professional development in Discovery Education. | CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A - paid with 12642 | <p>A. 100% of the classroom teachers will be trained in navigating and exploring the Discovery Education Streaming Plus site, as evidenced by the PDE3 Course Roster. (Extended Wednesday)</p> <p>B. ___ % of the students in grades 1 - 5 will meet or exceed proficiency in all Social Studies strands, as measured by the Standards-based Report Card by the end of the school year. (Baseline TBD at end of SY 15-16)</p> <p>Cultural Anthropology: 90% 90% Economics: 82% 82% Geography: 86% 86% History: 91% 91% Political Science/Civics: 85% 85%</p> |

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| <p>2a. Provide Professional Development in Project Based Learning.</p> <p>2b. Develop and implement a project/problem based learning unit that spans multiple disciplines and integrates 21st Century Skills.</p> | <p>CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown</p> <p>IT Lead: K-2 Jill Higa 3-5 Tara Bagoyo</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$4,500 <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A - SAF Funds</p> | <p>A1. 100% of the teachers will be trained in project based learning, as evidence by the PDE3 Course Roster. (8/26/16) Propose moving to SY 17-18 A2. 100% of the classroom teachers will develop, implement and share an individual or grade level project based learning unit, as evidenced by the Faculty Forum Minutes. Propose using PLTW module B. 100% of the students will participate in the design and completion of a project based unit that integrates technology, as evidenced by the teachers' classroom website.</p> |
| <p>3. Provide professional development in Design Thinking.</p> | <p>CCSS Lead: K-2 Regina Yamamoto 3-5 Laura Brown</p> <p>IT Lead: K-2 Jill Higa 3-5 Tara Bagoyo</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p> | <p>A1. 100% of the teachers will participate in a Design Thinking Overview Training, as evidenced by the PDE3 Course Roster. (Extended Wednesday)</p> <p>A2. 100% of the teachers will be guided through the Design Thinking Process and create a product in the Makerspace Lab ('Ike Hanalima).</p> |

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| | | | | B. 100% of the students will explore and create in the Makerspace Lab ('Ike Hanalima). |
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Goal 1, Strategy 2: Comprehensive Student Supports

| Desired Outcome for this Strategy: | | | | |
|--|---|--|--|--|
| Ho‘okele Elementary will use the Comprehensive Student Support System to increase student safety, minimize the achievement gap and meet the needs of all learners. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement a comprehensive, multi-tier Response to Intervention (RTI) Program in Literacy. | Academic RTI Lead: K-2 Regina Yamamoto 3-5 Laura Brown Behavior RTI Lead: Elizabeth Okamoto Jared Yamamoto CSSS Lead: | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A- Paid with 12642 | <p>A.1 100% of the K - 5 students will be assessed three times a year using a Universal Screener in Reading and Math, as evidenced by the Universal Screener reports.</p> <p>A.2 100% of the classroom teachers, sped teachers, and support teachers will provide a multi-tier system of support for literacy at their grade level designated time block at least three times a week, as evidenced in the School RTI Schedule.</p> <p>A.3 100% of the teachers providing RTI will progress monitor their students, tier 2</p> |

| | | | <p>(profiles 3 and 4) bi-monthly and tier 3 (profiles 1 and 2) weekly, as evidenced by RTI progress monitoring data shared at the grade level PLCs.</p> <p>B.1 100% of the students will show gains as evidenced by the Universal Screener Improvement Spring Reports. 51% reading and 45% math 55% reading and 50% math</p> <p>B.2 ___% of the students will make at least one year's growth in Reading and Math, as evidenced by the Student Growth Report. (Baseline TBD at end of SY 15-16)</p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Reading</u></th> <th style="text-align: left;"><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>K: 46</td> <td>K: 32</td> </tr> <tr> <td>1: 46</td> <td>1: 32 30</td> </tr> <tr> <td>2: 39</td> <td>2: 30 27</td> </tr> <tr> <td>3: 30</td> <td>3: 28 27</td> </tr> <tr> <td>4: 19</td> <td>4: 22</td> </tr> <tr> <td>5: 19</td> <td>5: 22 20</td> </tr> </tbody> </table> | <u>Reading</u> | <u>Math</u> | K: 46 | K: 32 | 1: 46 | 1: 32 30 | 2: 39 | 2: 30 27 | 3: 30 | 3: 28 27 | 4: 19 | 4: 22 | 5: 19 | 5: 22 20 |
|----------------|--|--|--|----------------|-------------|-------|-------|-------|--|-------|--|-------|--|-------|-------|-------|--|
| <u>Reading</u> | <u>Math</u> | | | | | | | | | | | | | | | | |
| K: 46 | K: 32 | | | | | | | | | | | | | | | | |
| 1: 46 | 1: 32 30 | | | | | | | | | | | | | | | | |
| 2: 39 | 2: 30 27 | | | | | | | | | | | | | | | | |
| 3: 30 | 3: 28 27 | | | | | | | | | | | | | | | | |
| 4: 19 | 4: 22 | | | | | | | | | | | | | | | | |
| 5: 19 | 5: 22 20 | | | | | | | | | | | | | | | | |

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| <p>2. Implement AVID strategies in kindergarten through fifth grade.</p> | <p>AVID Lead: K-2 Elizabeth Okamoto 3-5 Jared Yamamoto</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A- Planners -\$2,500 SAF</p> | <p>A.1 100% of the teachers who are not AVID trained will be trained in AVID strategies, as evidenced on the PDE3 Course Roster.</p> <p>A.2 100% of the teachers will integrate the AVID strategies of organization, note taking, critical reading and inquiry, as evidenced by walk through and observation data by the AVID Coach and Support Team.</p> <p>B. 100% of the students will utilize AVID strategies, as evidenced by the CK Complex AVID Checklist.</p> |
| <p>3. Provide students opportunities to learn about various colleges and career choices.</p> | <p>AVID Lead: K-2 Elizabeth Okamoto 3-5 Jared Yamamoto</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A - \$500 SAF</p> | <p>A.1 100% of K-2 teachers will provide the students an opportunity to participate in College and Career Week, as evidenced by the School Presenter Log.</p> <p>A.2 100% of grades 3-5 teachers will provide the students an opportunity to participate in College and Career Day, as evidenced by the School Presenter Log.</p> |

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| | | | | <p>B.1 100% of the K - 2 students will participate in College and Career Week, as evidenced by their student written reflections.</p> <p>B.2 100% of the grades 3 - 5 students will fill-out a pre questionnaire on career pathways and participate in College and Career Day, as evidenced by the student's completion of their career booklet and their post questionnaire on career pathways.</p> |
| <p>4. Continue to implement the Tribes process across the entire school community.</p> | <p>ART Lead: Laura Brown</p> | <p><input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:</p> | <p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other <input type="checkbox"/> N/A</p> | <p>A.1 100% of the faculty and staff will receive Tribes Training, as evidenced on the PDE3 Course Roster and the sign-in sheet for the classified staff. Certificated: 7/26/16 Classified: 7/28/16 Casual Hires: Week of 8/15</p> <p>A.2 100% of the teachers will integrate Tribes strategies into lesson plans, as evidenced by walk through and observation data by the Support Team. IPDP</p> |

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| | | | | <p>B. ___% of the students in grades K-5 will indicate positive responses to school culture and climate as evidenced by a school developed climate survey. (Baseline TBD at end of SY 15-16) TBD at end of SY 16-17</p> |
|--|--|--|--|--|

Goal 1, Strategy 3: Formative Instruction/Data Teams Process

| Desired Outcome for this Strategy: | | | | |
|--|--|--|---|---|
| Ho'okele Elementary will implement highly effective collaborative structures and supports to guide instructional data teams using formative instruction and assessments to meet student instructional needs. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement and refine Data Teams process. | Data Teams Lead: K-2 Regina Yamamoto 3-5 Laura Brown | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | <p>A.1 100% of the teachers on a Data Team will effectively use the Data Team process as evidenced by the grade level Data Team self-assessment.</p> <p>A.2 100% of the teachers will utilize data and provide appropriate instructional strategies and interventions, as evidenced by the grade level Data Team Minutes.</p> <p>B. 100% of the grade levels will meet their SMART goals, as evidenced by the grade level Data Team minutes.</p> |

Goal 2 Staff Success

| State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums) | Does your Financial Plan support this strategy? | If not, why? |
|---|--|--------------|
| 1. Provide all teachers with evaluation and feedback based on student growth and teaching practice | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| 2. Fully implement beginning teacher induction and mentoring standards | YES <input type="checkbox"/> NO <input type="checkbox"/> | |

| Additional Strategies (Optional) | Does your Financial Plan support this strategy? | If not, why? |
|----------------------------------|--|--------------|
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |

Data Driven Rationale for Additional Priorities:

Goal 2, Strategy 4: Educator Effectiveness Systems

| Desired Outcome for this Strategy: | | | | |
|---|--|--|---|---|
| Ho'okele Elementary will continue the implementation of the Educator Effectiveness System to support teacher effectiveness. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement the Educator Effectiveness System (EES). | EES Lead: Melinda Pamatigan | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | <p>A1. 100% of the teachers required to complete the EES components will fulfill this requirement, as evidenced by the EES Summative Report in PDE3.</p> <p>A2. 100% of the teachers required to complete the EES components will be rated Effective or Highly Effective, as evidenced by the EES Overall Rating.</p> <p>B. At least 75% of students will meet or exceed their expected learning target(s) as evidenced by an overall SLO teacher rating of 3 or higher.</p> |

Academic Plan SY 2016 - 2017

| | | | | |
|---|--|--|--|---|
| <p>2. Continue Support Team walkthroughs by all Coaches.</p> <ul style="list-style-type: none"> ● Curriculum ● STEM ● Data Teams ● CSSS/RTI ● Librarian/Media Specialist ● Technology | <p>Coaches:</p> <ul style="list-style-type: none"> -Regina Yamamoto -Laura Brown -Liane Tanigawa -Christine Braga -Jared Yamamoto -Elizabeth Okamoto -Tara Bagoyo -Jill Higa -Deidere Higuchi | <ul style="list-style-type: none"> <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <ul style="list-style-type: none"> <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | <p>A. 100% of the Coaches will conduct a quarterly walk through as a means of providing support to each grade level, as evidenced by the walk through data teacher feedback in Google Drive.</p> |
|---|--|--|--|---|

Goal 2, Strategy 5: Induction and Mentoring

| Desired Outcome for this Strategy: | | | | |
|--|--|--|---|--|
| Ho'okele Elementary will engage beginning teachers in a system of support that includes working with highly skilled, trained instructional mentors to accelerate teacher effectiveness and student learning. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement Induction and Mentoring Program. | I & M Lead: Tara Bagoyo | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | <p>A.1 100% of all beginning teachers will be assigned a mentor, as evidenced by the teacher mentor roster.</p> <p>A.2 100% of all beginning teachers will be assigned a grade level mentor as evidenced by a grade level teacher mentor roster.</p> |
| | | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | |

Goal 2, Strategy 6: Academic Review Team

| Desired Outcome for this Strategy: | | | | |
|---|--|--|---|---|
| Ho'okele Elementary will systematically monitor and review school data to guide the Academic Review Team in planning and implementing effective strategies to meet student needs. | | | | |
| Planning | | | Capacity | Evidence of Progress |
| Enabling Activities | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts | What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives. |
| 1. Implement Academic Review Team process. | ART Lead: Laura Brown | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A | <p>A.1 100% of the Accountable Leads will systematically monitor and review school data, as evidenced by ART Routine Minutes.</p> <p>A.2 100% of the Accountable Leads will present their data and challenges to the Academic Review Team, as evidenced by ART Routine Minutes.</p> |
| | | | | |

OPTIONAL: Goal 3 Successful Systems of Support

| Optional Strategies to Improve Student Achievement and Reduce Achievement Gaps | Does your Financial Plan support this strategy? | If not, why? |
|--|--|--------------|
| | YES <input type="checkbox"/> NO <input type="checkbox"/> | |

Data Driven Rationale for Additional Priorities:

OPTIONAL Goal 3 Optional Strategy:

Desired Outcome for this Strategy:

| Planning | | Capacity | Evidence of Progress |
|--|--|--|--|
| Enabling Activities Provide clarity on sequence and timing across the two years. | Name of lead responsible for reporting during ART process | Target Population(s) Choose all that apply | Source of Funds Choose all that apply, and list amounts |
| | | <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other: | <input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A |