



Three-Year Academic Plan 2017-2020

Holualoa Elementary School

76-5957 Mamalahoa Hwy, Holualoa, HI 96725
(808) 313-3800

Submitted by Principal Glenn Gray	Date:
<i>Glenn Edward Gray</i>	5.5.17

Approved by Complex Area Superintendent Art Souza	Date
<i>Art Souza</i>	12/17

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

Where are we now? Holualoa Elementary School

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

CNA Needs:

Improved Instructional Outcomes for All Students through effective Tier I Standards Based Education

Continue to refine and develop Response to Intervention system that is timely, researched based and data driven

Close the Achievement Gap between High Need (SPED, ELL, and Disadvantaged) and Non-High Need Students

Lower the percentage of Chronic Absentees through increased parent involvement/communication

Continue to refine and build a Comprehensive Professional Development Plan that will ensure staff is prepared to meet the needs of Holualoa students.

Focus on development of the Whole Child through the explicit teaching of the General Learner Outcomes and the continued implementation of a wide range of learning experiences beyond the classroom.

Increase the percentage of students reading at grade level by the end of Grade 3 by 5% each year.

WASC Critical Needs:

Improved performance by all students in mathematics

Provide professional development and staffing to improve student achievement, student proficiency, and learning outcomes for our growing High Need population ELA & Math, specially ELL & disadvantaged students.

Focus on development of the Whole Child through the explicit teaching of the General Learner Outcomes (Social Emotional Learning).

Update and revisit Comprehensive Needs Assessment and Academic Plan following the WASC visit and on a quarterly basis.

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Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

- **English Language Learners:** Currently there are approximately 62 identified ELL students who are receiving support with approximately 31 additional students who have been exited but whom may still need assistance. The population is comprised of Non-English Proficient (NEP's), Limited English Proficient (LEP's), Fluent English Proficient (FEP's). ELL home languages include Spanish, Russian and Japanese. Presently, 12% of the school population according to LDS.
- **Special Education Students:** Currently there are approximately 33 identified Special Need and approximately 11 identified 504 students who receive instruction in both regular and special education settings. Presently, 7% of the school population according to LDS.
- **Disadvantaged Students:** Currently there are 51% of the students who qualify for free and reduced lunch (disadvantaged) according to LDS. These students receive Tier I support within the regular classroom and a % receive support through RTI services in Reading and Math.

Holualoa Elementary Subgroup Data:

- **12.70% Active ELL as of 5/3/17 as indicated on LDS**
- **51.61% Low SES as of 5/3/17 as indicated on LDS**
- **2% Migrant as of 2/6/17**
- **11% IDEA as of 2/6/17 as indicated on LDS**
- **51% Female, 49% Male as of 2/6/17 as indicated on LDS**

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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. Glenn Gray - Principal	1, EES, ART, ILT, Community Partnerships, Induction and Mentoring
2. PBL/Tech, ELA & Math Coaches	2. Professional Development, Data Teams, Implementation of CCSS, Achievement and GAP data collection/distribution
3. ILT/ART/GLC (Leadership Team)	3. School wide "powerful instructional practices"/"cycles of instruction", School wide learning data, Monitoring of Academic Plan, WASC leads
4. Counselor, ELA coach	4. GAT (PBIS)
5. SSC	10. eCSSS, Peer Review

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

Outcome: By the end of three years,	Rationale:
<p>Holualoa Elementary Students will be:</p> <ol style="list-style-type: none">1. Empowered in their learning to set and achieve their aspirations for the future.2. Safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.3. Engaged in rigorous, well rounded education so that students are prepared to be successful as they transition to the secondary level.4. Resilient and prepared throughout their educational experiences.	<ul style="list-style-type: none">✓ At Holualoa Elementary school there is a need to increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices.<ul style="list-style-type: none">○ Students must be encouraged to apply their learning through life experiences, questions, and challenges.○ Students practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impact our islands and the world.✓ Throughout their experience at HES, it is imperative that students have diverse opportunities to explore, plan, and prepare so that they are prepared for middle school and to eventually graduate from high school ready to succeed.✓ All HES students must experience a rigorous/well-rounded standards based education that covers a variety of academic subject areas.<ul style="list-style-type: none">○ Students should experience the interdisciplinary nature of education, and develop the abilities and skills necessary to have a “breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry...” (BOE Policy E-105).

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	<ul style="list-style-type: none">✓ The competent and committed teachers of HES have the greatest influence on student achievement beyond our students' families.<ul style="list-style-type: none">○ Our greatest investment and primary strategy to retain teachers is supporting teachers' professional development and collegial practice.○ Regular coaching and mentoring must be available to all teachers. ✓ HES must ensure that every student has a caring, prepared teacher for every level of the school program including hard to fill areas such as Special Education. ✓ HES must work with a variety of teacher training institutions to identify teaching candidates, help train them and hopefully develop potential educators that may serve at HES.
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Planning				Funding	Interim Measures of Progress																																								
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress																																								
<p>EMPOWERED.</p> <p>All students are achieve their aspirations for the future.</p> <p><i>Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices.</i></p>	<p>1. Implement the CCSS in all classrooms</p> <p>a. Ensure student learning of CCSS standards and CCSS shifts across all grade levels</p> <p>b. Identify and focus upon the CCSS Power/Cluster Standards for each grade level in math, reading and writing</p> <p>c. Provide professional development to support teacher efficacy in the Common Core Standards and Common Core Instructional Shifts</p> <p>d. Align and pace CCSS in ELA, Math, Science and Writing K-5 fully by the Fall of 2020.</p> <p>e. Implementation of Common Core Curriculum for ELA, Math, and Writing K-5 using Common Core aligned materials</p>	<p>2017-2020</p>	<p>ILT/GLC/ART (Leadership Team)</p> <p>Math & ELA coach</p> <p>Gap Coordinator</p> <p>Admin</p>	<p><input checked="" type="checkbox"/> W SF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>SBA Reading</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>15/16</th> <th>16/17</th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>48%</td> <td>TBD</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>4th</td> <td>51%</td> <td>54%</td> <td>+6%</td> <td>+6%</td> </tr> <tr> <td>5th</td> <td>63%</td> <td>57%</td> <td>60%</td> <td>+6%</td> </tr> </tbody> </table> <p>SBA Math</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>15/16</th> <th>16/17</th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>44%</td> <td>TBD</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>4th</td> <td>45%</td> <td>50%</td> <td>+6%</td> <td>54%</td> </tr> <tr> <td>5th</td> <td>36%</td> <td>39%</td> <td>54%</td> <td>+6%</td> </tr> </tbody> </table>		15/16	16/17	17/18	18/19	3rd	48%	TBD	TBD	TBD	4th	51%	54%	+6%	+6%	5th	63%	57%	60%	+6%		15/16	16/17	17/18	18/19	3rd	44%	TBD	TBD	TBD	4th	45%	50%	+6%	54%	5th	36%	39%	54%	+6%
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Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impact our islands and the world.

f. The ILT team will collaborate with staff to develop powerful instructional practices around the CCSS that are research based

2. Student Engagement & Effective Instruction

a. Provide professional development to staff around research-based strategies (i.e. SFA, Stepping Stones, GLAD, etc...) to meet the learning needs of all students, especially the school’s growing ELL and SPED populations.

- Continue to offer, encourage and fund staff to participate in GLAD summer trainings
- ELL/GLAD trained personnel will share with staff researched based strategies for ELL in both GL, Data Teams, and Staff Meetings
- All instructional coaches will receive training in GLAD and ELL researched based strategies

b. Incorporate instruction that involves critical thinking, collaboration and problem-solving; such as Technology Based, Project Based and Problem Based Learning opportunities.

**Admin
GAP
Coordinator
Tech/PBL
Coach
ELA &
Math
Coaches**

**Admin
GAP
Coordinator
Tech/PBL
Coach
ELA &**

SBA Science
(State Assessment: HCCPs to NGSS)
15-16 at 58%

Year	Target	Actual
17-18		
18-19		
19-20		

% of 3rd Graders at grade Level
(STAR Reading Lexile)

16-17	17-18	18-19	19-20
			80%

% of 3rd graders at grade level
(STAR Math)

16-17	17-18	18-19	19-20
			80%

STAR assessments in Math and Reading K-5 by May 2020, 80% of students will be at or above grade level

16-17	17-18	18-19	19-20
			80%

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	<p>c. Continue to develop real-world learning opportunities utilizing 21st century learning tools that allows for differentiated learning opportunities for every student</p> <p>d. Ensure all students are developing the ability to apply conceptual understanding of math concepts and processes at grade level.</p> <p>e. Ensure all students are developing the ability to apply and utilize Next Generation Science standards at grade level.</p> <p>f. Ensure all students are developing the ability to write based on the CCSS writing standards at grade level to include:</p> <p><i>Ability to respond to a prompt, cite text, organize their writing, follow conventions, express their opinion, utilize evidence from text.</i></p> <p>g. Ensure all students are developing the ability to read at grade level based on the CCSS reading standards to include:</p> <p><i>comprehension, decoding, phonemic awareness, fluency, text coding, practice with complex texts, and academic vocabulary with the goal of 80% of students reading at grade level by the end of 3rd and 5th grade.</i></p>		<p>Math Coaches</p>		<p>Student learning progress will also be measured by:</p> <p>STAR ELA & Math quarterly assessments</p> <p>SFA/Wonders Reading/Stepping Stones Formative and Summative Assessments</p> <p>Other Grade Level Common Formative Assessments</p> <p>WIDA Scores (ELL student growth)</p> <p>DIBELs results (data in SFA Member Center)</p> <p>Feedback from ILT Guided Visit to Holualoa -Observations, data collected and feedback forms</p> <p>Feedback and observations from Wonders/SFA & Stepping Stones trainers</p> <p>Teacher EES performance on the Danielson framework components</p> <p>-Use of formative assessments -Level of engagement Questioning/Discussion</p> <p>Individual and school wide Tripod results</p>
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	<p>c. Peer Review team will meet regularly to review struggling student concerns and create action plans to address student needs</p> <p>d. Peer Review Team: Counselor, SSC, Coaches, SBBH, admin rep, teachers as available and will meet at least 2 times per month.</p>				
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<p>WHOLE CHILD:</p> <p>All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</p> <p><i>Provide students with learning environments that are caring, safe, and supportive of high-</i></p>	<p>5. Beyond the classroom learning opportunities:</p> <p>a. Continue to provide students the opportunity to attend classes in Gardening, STEM, library, Physical Education, and Hawaiian Studies</p> <p>b. Develop and refine the implementation of the school’s PBIS program “Getting Along Together (GAT)”</p> <p>c. Ensure the communication of and implementation of clear school rules and policies for student behavior to all stakeholders on a regular basis in a variety of languages.</p> <p>d. Staff develops and refines “common</p>	<p>2017-2020</p>	<p>Admin Counselor Resource Teacher Rep</p> <p>GLC’s</p>	<p><input checked="" type="checkbox"/> W SF <input checked="" type="checkbox"/> T itle I <input type="checkbox"/> T itle II <input type="checkbox"/> T itle III <input checked="" type="checkbox"/> I D E A <input type="checkbox"/> H om e less <input type="checkbox"/> C T E <input type="checkbox"/> O ther <input type="checkbox"/> N /A</p>	<p>eCSSS and LDS Data</p> <p>SQS Survey</p> <p>Tripod Survey</p> <p>School wide GLO data</p> <p>Health room referrals</p> <p>School Handbook, Parent nights</p> <p>GLO LDS data</p>

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<p><i>home; encourage families to plan for family vacations, travel, and other events during school breaks, holidays and other non-student days.</i></p>			Staff		
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<p>WELL-ROUNDED:</p> <p>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.</p> <p>Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.</p> <p>Ensure that each student’s learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community.</p>	<p>6. All students are provided with opportunities to participate in all content areas, including art, STEM, Hawaiian Studies, gardening and physical education.</p> <p>a. All students are provided with a challenging standards-based education in all subject areas through inclusion.</p> <p>b. Staff will develop and implement plan for use of New Generation Science Standards K-5.</p> <p>c. When possible develop with students and then post Reading, Math and Writing Learning Targets in all classrooms so that students know what they will be / expected to learn.</p> <p>d. All students learning is personalized through the use of data and instructional strategies used by the Grade Level Data Teams around Reading, Math and Writing to facilitate data-driven Differentiated Instruction for all learners.</p> <p>e. Grade level’s will identify and pull in selected students one block per week for extra support while rest of class are at resource based on student data/need.</p>	<p>2017-2020</p>	<p>ILT ADMIN PBL/Tech Coach</p> <p>ELA & Math Coach</p>	<p><input checked="" type="checkbox"/> W SF <input type="checkbox"/> T itle I <input type="checkbox"/> T itle II <input type="checkbox"/> T itle III <input type="checkbox"/> I D E A <input type="checkbox"/> H o m e l e s s <input type="checkbox"/> C T E <input checked="" type="checkbox"/> O t h e r Foodcorp Americorp <input type="checkbox"/> N / A</p>	<p>Student Projects/Performances</p> <p>STAR</p> <p>SBA Results</p> <p>Schoolwide Data Target Results</p> <p>Classroom data</p>
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<p>All students transition successfully throughout their educational experiences.</p> <p><i>Identify and address student strengths and challenges early so students may transition into early elementary grades ready to learn and with a cognitive foundation for reading that prepares them for the future.</i></p> <p><i>Support students' transition in adolescence (grades 5-10) through school practices, counseling, and research-based experiences that advance total wellbeing.</i></p> <p><i>Support students who are transitioning between grade levels or transferring to our</i></p>	<p>7. Strive to identify student strengths and challenges to all their Learning and Social Emotional needs to be addressed as early as possible through effective IDEA, 504, Peer Review, ecsss, RTI and classroom data collection processes.</p> <p>a. Work with incoming K parents, new families to our school, the feeder middle school staff and counselors for a smooth transition into and beyond our school.</p> <p>b. Teachers will engage in vertical articulation on curriculum and Social Emotional Learning to support students moving between grade levels.</p> <p>c. Information around students will be given</p>	<p>2017-20</p>	<p>Admin Counselor K & 5th grade GLC's Peer Rev</p>	<p><input checked="" type="checkbox"/> W SF <input type="checkbox"/> T itle I <input type="checkbox"/> T itle II <input type="checkbox"/> T itle III <input type="checkbox"/> I D E A <input type="checkbox"/> H o m e less <input type="checkbox"/> C T E <input type="checkbox"/> O ther <input type="checkbox"/> N /A</p>	<p>STAR quarterly results (math and reading)</p> <p>Dibels Quarterly</p> <p>RTI Data</p> <p>Peer Review Data</p> <p>Pacing Guides GAT</p>
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<i>school.</i>	to receiving teacher or receiving school to ensure successful transition of students.				
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Goal 2: Staff Success. Holualoa Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>By the end of 2020, Holualoa Elementary School will have a school where:</p> <ul style="list-style-type: none">✓ Employees will be developed and grown to support student success and continuous improvement.✓ Applicants will be recruited and placed in a timely manner to address achievement gaps and attain equity.✓ Prioritize professional development for our staff that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.✓ Strengthen teacher & staff leader development to support shared and effective leadership throughout the school.✓ Provide support for new employees to become effective (e.g. quality induction/mentoring for new teachers)	<p>Education is a “people business.” research, student feedback, and our own experiences confirm that competent and committed teachers have the greatest influence on student achievement beyond students’ families.</p> <p>Our greatest investment and primary strategy to retain teachers is supporting teachers’ professional and collegial practice including coaching and mentoring so that they are successful in the classroom with their students. When teachers excel, students thrive.</p> <p>Teachers and staff are faced with increased challenges in meeting the needs of all students in the classroom. Therefore, a priority for professional development must be focused on effective strategies/tools to meet the learning challenges of “high need” (ELL,disadvantaged, and SPED) students as we close the “achievement gap”.</p> <p>Being a new teacher is a daunting task whether the educator is new to the profession or new to the school. It is critical that the complex and school team work to support new staff towards successful navigation of their beginning at HES.</p>

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Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>FOCUSED PROFESSIONAL DEVELOPMENT.</p> <p>Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, language development, instructional strategies to address all types of learners, quality classroom assessments). Aim for a constant experience of caring educators and quality instruction to</p>	<p>1. Provide professional development in the following areas:</p> <ul style="list-style-type: none"> ● Reading Wonders/SFA ● Stepping Stones Math ● Common Core ● Writing ● ELL learning strategies ● SPED learning strategies and Inclusion ● Effective use of technology as a learning tool (1:1) ● Project/problem/placed based learning ● Differentiation to meet the needs of all students within the classroom (Tier 1) ● Positive Behavior Supports, Classroom Management strategies & Getting Along Together (GAT) 	<p>2017-20</p>	<p>Math, PBL/tech, and ELA Coaches</p> <p>ILT</p> <p>Admin</p>	<p><input checked="" type="checkbox"/> W SF</p> <p><input checked="" type="checkbox"/> T itle I</p> <p><input checked="" type="checkbox"/> T itle II</p> <p><input type="checkbox"/> T itle III</p> <p><input checked="" type="checkbox"/> I D EA</p> <p><input type="checkbox"/> H om e less</p> <p><input type="checkbox"/> C TE</p> <p><input type="checkbox"/> O ther</p> <p><input type="checkbox"/> N /A</p>	<p>Increase performance of all students on:</p> <p>SBA</p> <p>Math, Science, ELA</p> <p>STAR</p> <p>Math, ELA</p> <p>Common Formative Grade Level Assessments</p> <p>WIDA: Growth & exiting of students</p> <p>Improved school wide discipline data</p>

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<p>enable students to progress toward becoming ready for career, college, and community</p> <p>Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.</p> <p>Strengthen the teacher, principal and educational leader development pipeline to support shared and effective leadership at all levels</p>	<p>2. Provide time and professional development for teachers and educational assistants to:</p> <ul style="list-style-type: none"> ● provide successful inclusion practices for all children. ● provide effective behavioral supports for all children. <p>3. Provide teacher leadership development through:</p> <ul style="list-style-type: none"> ● ILT/ART ● Certification Institute for School Leaders (CISL) ● Grade Level Data Teams 		<p>Complex SPED Resource staff SPED GLC</p> <p>Admin</p> <p>Mentors</p> <p>GLC's</p> <p>Complex</p>		<p>Meeting minutes for professional learning with EAs and PTT/PPTs</p> <p>ILT/ART minutes</p> <p>Faculty and Data Team notes</p> <p>Applicants to CISL and Teacher Leader Academy</p>
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	<ul style="list-style-type: none"> ● Teacher Leader Academy <p>4. Provide induction and mentoring opportunities for new teachers.</p> <ul style="list-style-type: none"> ● Beginning of the year new teacher orientation for those new to the profession and those new to the school. ● Training of new staff on school wide curriculums/programs/processes such as RACE, Stepping Stones, etc... ● GLC's and mentors will support new staff on a regular basis. 		<p>Induction/ mentoring</p>		<p>100% of new teachers will participate in Danielson and EES Observation training/in-service.</p> <p>Complex Induction/Mentoring Data</p>
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Goal 3: Successful Systems of Support. The system and culture of Holualoa Elementary School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,

Rationale:

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INNOVATION: Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.

ADEQUATE AND EXPANDED RESOURCES. Secure adequate resources to support school and community-based plans for student success.

EFFICIENT AND TRANSPARENT SUPPORTS. Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Meeting the challenges of our students, communities, and the world for today and the future requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawaii public schools will foster innovation and the expansion of existing public school “Bright Spots”, which includes learning from charter schools that were established as innovation labs. Supporting innovation includes making changes based on lessons learned, and providing opportunities for risk taking that are balanced by awareness of the impacts of failure for our students and boundaries of law and collective bargaining agreements.

Analysis of Hawaii’s school funding repeatedly find that resources are distributed equitably but are inadequate for quality public schools. Public education funding has not maintained pace with inflation and has endured budget cuts and restrictions that have required education leaders to maximize available resources and make difficult choices. Additional funds and partnerships are needed to achieve the goals of this Strategic Plan for all schools and every student.

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Planning	Funding	Interim Measures of Progress
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>1. INNOVATION</p> <p><i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i></p> <p><i>Foster a culture of innovation to support Strategic Plan objectives and statewide strategic initiatives.</i></p>	<p>1. All teachers and staff propose ideas that they would like to implement to support student learning.</p> <p>2. Administration to look for resources to support innovation and bright spots of learning at HES.</p>	2017-2020	ILT Admin	<input checked="" type="checkbox"/> W SF <input checked="" type="checkbox"/> T itle I <input type="checkbox"/> T itle II <input type="checkbox"/> T itle III <input checked="" type="checkbox"/> I D E A <input type="checkbox"/> H o m e less <input type="checkbox"/> C T E <input type="checkbox"/> O t h e r <input type="checkbox"/> N / A	<p>ILT self-assessment</p> <p>Faculty meeting and Data Team notes</p> <p>Newsletters</p> <p>Community Partnerships Federal and local grants i.e. Foodcorp, Pili a Paa, Americorp</p> <p>Participation of students and staff in grants/community partnerships</p>

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<p>2.ADEQUATE AND EXPANDED RESOURCES</p> <p>Secure adequate resources to support school and community-based plans for student success.</p> <p>Partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, partnerships, etc.)</p>	<p>1. The school staff, ILT and administration will work on maintaining and promoting partnerships with parents and community groups and agencies.</p> <p>2. Staff will look at ways to meaningfully engage parents with the school (find ways for parents to interact with students in our school).</p> <ul style="list-style-type: none"> ● Literacy, Math, Science, Cultural events, Movie Nights ● Assemblies ● Title I and ELL nights ● Synrevoice ● Social Media ● Class Dojo ● Student Planners ● School Events 	<p>2017-2020</p>	<p>Admin Americorp PBL Tech Coach</p>	<p><input checked="" type="checkbox"/> W SF <input checked="" type="checkbox"/> T itle I <input type="checkbox"/> T itle II <input type="checkbox"/> T itle III <input checked="" type="checkbox"/> I D EA <input type="checkbox"/> H om e less <input type="checkbox"/> C TE <input type="checkbox"/> O ther <input type="checkbox"/> N /A</p>	
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<p>3. EFFICIENT AND TRANSPARENT SUPPORTS</p> <p>Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.</p> <p>Enhance support for development, implementation, and reporting of schools' Academic and Financial Plans and expenditures.</p> <p>Provide timely and user-friendly data to support strategic decision-making and accountability for Student Success.</p> <p>Strengthen culture of continuous improvement to</p>	<p>1. Incorporate into the Academic and Financial Plans the recommendations from WASC, Staff Input and ILT initiatives.</p> <p>2. ILT/ART/GLC monitors progress and implementation of Academic Plan with discussion input from Grade Level teams.</p> <p>3. Ensure access by all stakeholders to needed data and use data to make decisions to support student learning in every area of the school plan.</p> <p>4. All teachers and staff propose ideas to support student learning or to help school operations run</p>	<p>ILT/ART/GLC's Admin SCC</p> <p>Admin GLC's</p>			<p>ILT/ART Minutes WASC Visit Report Faculty Meeting Notes</p> <p>GL Data Team Meeting Notes Faculty Meeting Notes WASC Focus Group Notes</p> <p>Faculty and GL Data Team Notes</p>
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<p>provide efficient transactions and operations.</p> <p>Continue to improve communication to promote understanding and engagement of stakeholders.</p>	<p>more effectively and efficiently.</p> <p>5. Strengthen the communication to parents and the community regarding our school improvement efforts via:</p> <ul style="list-style-type: none"> ● Weekly folder to go home? (suggestion) ● Daily announcements over broadcast? ● newsletters ● synrevoice messages ● parent newsletter ● Class dojo ● principal newsletter ● School events: Movie night, Winter/Springfest, etc... ● PTO meetings ● Social Media Outlets: Website and Facebook page 	<p>Counselor SASA</p> <p>Admin Staff</p>			
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