**The Volcano School of Arts and Sciences**

**SY22-23 Comprehensive Academic Plan (CAP)**

*Last Approved Revision: 5/9/2022*

 **Assurances (SW1, SW2, SW3, SW4)**

* 1. **The school’s Academic Plan is based on a Comprehensive Needs Assessment** of the entire school. Multiple forms of data including performance, demographic, process, and perception which included measures that are collected and used in the ESSA Hawaii State Plan. For more details, see the Comprehensive Needs Assessment Data Narrative and the CNA Data Report. (**SW1)**
	2. **The school’s Academic Plan is developed with a variety of stakeholders.**  Our planning team included parents, members of the community, and individuals who will implement and monitor the plan such as teachers, school leaders, paraprofessionals, and other school staff determined by the school. Schools with a high school division should include a student on the planning team. Planning team members and their roles are listed below **(SW2)**:
		1. Kalima Kinney, Principal
		2. Chris King-Gates, Vice Principal
		3. Kim Miller, Social Worker
		4. Kristin Wolfgang, Teacher, Leadership Team
		5. Joan Patton, Teacher, Leadership Team
		6. Karen Costales, Teacher, Leadership Team
		7. Xanthe Serafin, Teacher, Leadership Team
		8. Jacqueline Ramirez, Teacher, Leadership Team
		9. Manu Goodhue, Registrar, Leadership Team
		10. Davina Pomai Ka`aihue, Teacher
		11. Erica Jensen, Teacher
		12. Anna Aoki, Teacher
		13. Matthew Warholic, Teacher
		14. Laura Warner, Teacher
		15. Star Carlin, Teacher
		16. Tamara Morrison, Teacher
		17. David Wells, Teacher
		18. Jim Highfill, Teacher
		19. Mara Saltzman, Teacher
		20. Aziani Ismail, Teacher
		21. Lisa Barnard, Teacher
		22. Barbara Sarbin, Teacher
		23. Kanani Wylie, MS Counselor
		24. Hal Tredinnick, Teacher
		25. Megan Clowe, Teacher
		26. Lydia Meneses, EA
		27. Michelle Chambers, EA
		28. Hōkūlani Keli’ikuli, EA
		29. Chris Quiseng, EA
		30. Taj Gunter, EA
		31. Liann Young, EA
		32. Linda Schubert, EA
		33. Ian Cole, Friends of VSAS Chair, parent
		34. Melissa Fletcher, Friends of VSAS, parent
		35. Aubrey Hawk, Friends of VSAS
		36. Lorna Jeyte, Friends of FSAS
		37. Matt Luera, Friends of VSAS
		38. Joan McDonald, Chair
		39. Jodie Rosam, Vice Chair
		40. Kim Miller, Secretary
		41. Ina Wolfe, Treasurer
		42. David Goodman, Director
		43. Sandra Haiku, Director, grandparent
		44. Nona Wilson, Director
		45. Jeffrey Mermel, Director
		46. Anne Farahi, Director, parent
		47. Kupono McDaniel, Director, parent
		48. Rob Hamnett, Director, parent
		49. Jeff Hawk, Director
		50. Alison Yahna, Director, parent
		51. Kanani Wylie, Director, staff
		52. Rachel Otis, Director, staff
		53. Kaila Beckwith, student
		54. Leiʻahi Kaʻawa, student
		55. Philip Gilbert, student
		56. Cheska Aurelio, student
		57. Manu Yahna, student
	3. **The school’s Academic Plan and its implementation will be regularly monitored**. The school is responsible for developing and updating an Implementation Plan that aligns to the Academic Plan. **(SW3)**
	4. **The school’s Academic Plan will be revised as necessary based on student needs.** Any revisions made to this plan will be reviewed with the planning team and shared with the Governing Board. All revisions must be reflected in the school budget plans.
	5. **The school’s Academic Plan is available to the public while protecting the privacy of students and staff**. This plan is accessible to parents in appropriate languages when practicable. Any private or identifiable information is redacted from the plan prior to posting to your website. **(SW4)**

***By signing below and submitting your plan, you are acknowledging that you understand and agree to the assurances above.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **E-Signature** | **Date** |
| School Leader | Kalima Kinney |  | 5/9/22 |
| Governing Board Chair | Joan McDonald |  | 5/9/22 |

 **Overview**

* **Student Performance Challenges** (Performance Challenges) describe areas of low student academic achievement that the school is committed to improving. Schools focus on 1-3 challenges.
* **Performance Targets** are goals for improved performance in those challenge areas for the next 3 years.
* **Growth Progress Monitoring (Interim Measures)** describes how your school is monitoring student growth throughout the year.
* **Mission Alignment to Student Success** describes how your school is assessing with quality measures to demonstrate performance toward the school mission.
* **Major Strategies** have been designed to address the performance challenges and achieve performance targets. There may be more than one major strategy used to address a performance challenge or alternatively, a single strategy might address more than one performance challenge.
* **Key Actions** support the implementation of the major strategies and describe the milestones necessary to make the strategy work. By identifying the **various funding sources** for each **key action**, schools can consider how best to leverage multiple funding sources for a single school priority. For the purpose of reviewing this document, the Federal Programs Team (FPT) and the Hawaii Department of Education are only interested in ensuring allowable use and technical compliance for Federal Title Funds. However, FPT may use the plans to identify commonalities across the charter complex area in order to best utilize complex area funding and to partner with other stakeholders to scale resources and opportunities across the state.
* **The Implementation Plan** (separate from this plan) is a more granular document to be used to drive the short term work involved in hitting the key actions. By keeping the implementation a school-facing, flexible document, implementation tasks can be kept current and be modified easily.
* **For schools offering preschool:** While the **Performance Challenges** must be based on the academic performance of K-12th grade students, the strategies and key actions for delivering those strategies can be the same as, or informed by, the strategies in the preschool/early learning grant. By including early learning strategies and funding to support schoolwide strategies, both funding and school improvement focus is aligned and leveraged to have the maximum impact.

###

###  **Plan Snapshot**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Challenge I** |  | **Performance Challenge II** |  | **Performance Challenge III** |
| Increase the percentage of all students meeting standard on SBA ELA and Math by at least 5% annually. SBA 2019 – All StudentsELA 53%Math 40%SBA 2021- All StudentsELA 39%Math 22.4% |  | Increase the percentage of Native Hawaiian students meeting standard on SBA ELA and Math by at least 10% annually. SBA 2019 – Native HawaiianELA 23.9%Math 6.4%SBA 2021- Native HawaiianELA 24.1%Math 8% |  | Increase the percentage of students meeting standard on HSA Science by at least 10% annually for Native Hawaiian students and by at least 5% annually for all students. HSA Science 2019All students 48%Native Hawaiian 14%HSA Science 2021All students 37.5%Native Hawaiian 26.9% |
| **Identified Root Causes and Contributing Conditions (CNA)**  |
| A comprehensive, sequential, documented curriculum across grade levels is not fully developed.Despite high levels of student support, many students continue to fall behind on grade level standards and there is significant disparity for Native Hawaiian students.A number of programs, systems, and structures to support student learning are not yet fully implemented and sustainable.  |
| **Three Year Performance Cycle (STRIVE HI)** |
| **Performance Target****SY 2024-2025** |  | **Performance Target****SY 2024-2025** |  | **Performance Target****SY 2024-2025** |
| SBA ELA All 69%SBA Math All 75% |  | SBA ELA Native Hawaiian 54%SBA Math Native Hawaiian 38% |  | HSA Science All 51%HSA Science Native Hawaiian 52% |
| **SY 2023-2024** |  | **SY 2023-2024** |  | **SY 2023-2024** |
| SBA ELA All 59%SBA Math All 65% |  | SBA ELA Native Hawaiian 44%SBA Math Native Hawaiian 28% |  | HSA Science All 46%HSA Science Native Hawaiian 42% |
| **SY 2022-2023** |  | **SY 2022-2023** |  | **SY 2022-2023** |
| SBA ELA All 49%SBA Math All 55% |  | SBA ELA Native Hawaiian 34%SBA Math Native Hawaiian 18% |  | HSA Science All 41%HSA Science Native Hawaiian 32% |
|  |  |  |  |  |

|  |
| --- |
| **Growth Progress Monitoring (Interim Measures)** **Which diagnostic tools (Adaptive/Local specific) or Universal screener are you using?** |
| **NWEA 3-10**

|  |  |  |  |
| --- | --- | --- | --- |
| Reading |  3-5 |  6-8 |  9-10 / 11 |
| Winter 21-22 (actual) | 199 | 220 | 219 |
| Spring 21-22 Target | see SBA | see SBA | 222 |
| Fall 22-23 Target | 200 | 214 | 221 |
| Winter 22-23 Target | 206 | 217 | 223 |
| Spring 22-23 Target | see SBA | see SBA | 223 |

|  |  |  |  |
| --- | --- | --- | --- |
| Math |  3-5 |  6-8 |  9-10 / 11 |
| Winter 21-22 (actual) | 199 | 219 | n/a |
| Spring 22-23 Target | see SBA | see SBA | 231 |
| Fall 22-23 Target | 199 | 220 | 229 |
| Winter 22-23 Target | 206 | 224 | 231 |
| Spring 22-23 Target | see SBA | see SBA | 232 |

9-10 grades in 21-2; 9-11 grades in 22-23**CORE Reading PK-2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Intensive | Strategic | Independent |  |
| Winter 21-22 (actual) | 23% | 12% | 63% | Grades 1-2 only, 5% no data |
|  Spring 21-22 Target | 12% | 15% | 73% |  |
| Fall 22-23 Target | 25% | 25% | 50% |  |
| Winter 22-23 Target | 15% | 20% | 65% |  |
| Spring 22-23 Target | 5% | 15% | 80% |  |

 |

###

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quarter 1****Growth Targets****ELA/Math/Other** |  | **Quarter 2****Growth Targets****ELA/Math/Other** |  | **Quarter 3/4****Growth Targets****ELA/Math/Other** |
| **See above** |  | **See above** |  | **See above** |

###

### **Mission Alignment to Student Success**

**School Mission Statement**

|  |
| --- |
| Learning through Volcano's unique natural and cultural resources to become creative global citizens. |

### **What are your school student success outcomes and how is your school assessing with quality measures to demonstrate performance toward the mission ?**

**Student Success Outcomes Quality Measures**

*Universal Learning Outcomes (aligned to Vision & Mission)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| **Administration Period** | **Avg Score** (out of 10) |
| Winter 21-22 | 8 |
| Spring 21-22 Target | 9 |
| Fall 22-23 Target | 6 |
| Winter 22-23 Target | 8 |
| Spring 22-23 Target | 10 |

 |  | **Hoʻike No Kuʻu Home Place-Based ʻIke Assessment**Fall target accounts for new students |

###

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
|  | **Avg # Goals Set Per Student** | **Avg % Goals Met** |
| Winter 21-22 (actual) | 4.4 | 44% |
| Spring 21-22 Target | 5 | 50% |
| Fall 22-23 Target | 3 | 10% |
| Winter 22-23 Target | 5 | 50% |
| Spring 22-23 Target | 8 | 60% |

 |  | **Student Goal Setting** |

### *Learning outcomes aligned to your school values, competencies and student graduate profile*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
|  | **Avg projPoints** |
| Winter 21-22 (actual) | 9.4 |
| Spring 21-22 Target | 10 |
| Fall 22-23 Target | 7 |
| Winter 22-23 Target | 9.5 |
| Spring 22-23 Target | 11 |

 |  | **Writing Benchmark** **K-10 / 11**Possible points = 12 |

###

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
|  | **% Points** |
| Winter 21-22 (actual) | 68% |
| Spring 21-22 Target | 70% |
| Fall 22-23 Target | 75% |
| Winter 22-23 Target | 77% |
| Spring 22-23 Target | 80% |

 |  | **Eureka Math End of Module Assessments**Implementing new Eureka Math Squared curriculum with improved module assessments starting SY 22-23 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
|  | **Avg GPA** |
| Winter 21-22 actual  | 3.0 |
| All quarter target | 3.5 |

 |  | **GPA (9-10 / 11)**9-10 grades in 21-229-11 grades in 22-23 |

###

|  |
| --- |
| **Major Improvement Strategies to Address Root Causes & Performance Challenges** |
| **GOAL 1: All students are active, self-directed learners, and critical and creative thinkers, constructing meaning through inquiry.** Rational: A comprehensive, sequential, documented curriculum across grade levels is not fully developed.**GOAL 2: All students are supported in a nurturing environment to ensure that they each grow academically, behaviorally and emotionally in order to reach their highest potential.** Rational: Despite high levels of student support, many students continue to fall behind on grade level standards and there is significant disparity for Native Hawaiian students.**GOAL 3: Leadership and collaboration structures, organizational systems, growth and sustainability plans and school-wide decisions are student-centered, mission-driven, collaborative, strategic, and agreed-upon by all stakeholders.** Rational: A number of programs, systems, and structures to support student learning are not yet fully implemented and sustainable.  |

###  **Academic Plan**

### **Major Improvement Strategy 1: [headline]**

|  |
| --- |
| **Description**: **GOAL 1: All students are active, self-directed learners, and critical and creative thinkers, constructing meaning through inquiry.** Rational: A comprehensive, sequential, documented curriculum across grade levels is not fully developed. |

**SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources**

|  |  |
| --- | --- |
| **Key Actions (SW6)** | **Funding Source (indicate all that apply)** |
| 1. **Continue to vertically align curricula and clarify grade level expectations SW 6 (ii)(iii)(II)(IV)(V)**
* Implement an integrated and aligned curriculum school-wide.
	+ Continue to Improve communications across grade levels regarding expectations for student learning.
	+ Continue to analyze and communicate progress on curriculum alignment including actions and outcomes
* Continue implementation of Common Core State Standards across all content areas.
	+ Continue to improve understanding and teaching of standards
	+ Continue to implement deconstructed standards for CCSS English Language Arts and Math
* Expand and improve writing across the curriculum

 - Continue use of common rubric and common school-wide assessments (with aligned  prompts) to guide writing instruction. * + Continue to refine and use Opinion/ Argumentative/ Persuasive Schoolwide Writing Assessment
	+ Implement Pod-specific Writing Next Steps
	+ Pilot Writing curriculum
* Implement Next Generation Science Standards

 - Continue to provide PD to support continued  development of integrated, place based units  - Incorporate place-based approach* + Continue to Incorporate Citizen Science projects for real world application
	+ Develop VSAS Science Scope & Sequence
	+ Continue to Communicate with families regarding NGSS and integrated model
	+ Continue to identify and replicate effective strategies
	+ Continue to provide remote place-based learning opportunities through cameras and acoustic sensors to extend observation, data collection, and study of watersheds
	+ Continue to provide place-based learning opportunities by sharing huaka’i (field trip)resources (partner scientists, community members, projects, scientific instruments and materials)
* Implement **Hawaii Core Standards for Social Studies (HCSSS)**
	+ Provide PD
	+ Develop VSAS SS/History Scope & Sequence
	+ Further develop and implement an integrated model
	+ Communicate with families regarding Hawaii Core Standards for Social Studies (HCSSS**)** and integrated model
* Improve lesson planning and curriculum pacing for better alignment in content and delivery.
	+ Continue to develop and implement school wide initiatives that allow for collaborative lesson/unit/project planning using backwards mapping
	+ Vertically align curriculum maps
	+ Continue to implement pacing check-ins through content area staff meetings
	+ Examine intentional (documented) vs. actual (delivered) curriculum
* Further develop and align ELA curriculum that is based on a foundation in literacy
	+ Emphasis on foundational skills in PK-2
	+ Continue Implementation of Reading Acquisition scope and sequence
	+ Identify reading intervention skills & strategies to be used with students in each grade level
	+ Incorporate more non-fiction texts.
	+ Increase and improve instruction in vocabulary. Provide PD and coaching.
	+ Implement an intensive and sequential vocabulary development program schoolwide that is aligned to CCSS (and SBA) and consistent across grade levels. Develop a Vocabulary Scope and Sequence for Tier 1, 2, and 3 vocabulary.
	+ Continue effective strategies to engage students in reading (such as Reading aloud, Reading Buddies and student choice.)
* Further implement math curriculum to improve inter-grade articulation.
	+ Implement new Eureka Math Squared curricula and provide professional development (PD)
	+ Continue to improve student engagement during math instruction.
	+ Explore alternative benchmark assessment for math.
	+ Identify and implement strategies to connect math concepts to Hawaiian culture.
	+ Continue to use science to teach math (especially statistics, data)
	+ Continue to teach strategies for online problem-solving activities and assessments (e.g. use paper-and-pencil to work out problems)
	+ Continue to implement Growth Mindset approaches, strategies, and language
	+ Continue to provide role models for mathematicians including Hawaiian and other minorities, women, special needs
	+ Continue to align math instructional strategies and practices across classrooms. (problem solving, discussion, collaboration/group work, journaling, independent work, concrete, pictorial, abstract approach, visualization, using everyday language to introduce concepts)
* Continue to incorporate scientific thinking and process skills (i.e. inquiry and observation) into a wider variety of student activities.
* Continue to implement schoolwide and classroom curriculum integration projects
	+ Create a linked list of model projects, units, or lessons aligned to VSAS mission/vision
	+ Conduct School wide projects/initiatives; e.g. Makahiki, Citizen Science, etc.
* Implement project-based learning to provide real-world, meaningful, and rigorous integrated content along with stand-alone courses to ensure all students are prepared for college and career.
* Identify and implement phases for PBL starting with inter-discipinary content, phenomenon approach, authentic assessments / assessment for learning
* Continue to partner with organizations, businesses, government agencies, non-profits, farms, etc. on projects for support, subject-matter expertise, and mentorship.
* Provide stand-alone courses via eSchool or VSAS teacher-led instruction for courses not able to be integrated into projects for high school students.
* Implement scheduling and course completion procedures to track progress and ensure all students pass courses and are on track for on-time graduation (according to BOE diploma requirements) for high school students
* Develop and implement programs and activities to support high school students to transition to college and career.
* Implement strategies to improve rigor, instructional effectiveness, and student engagement including:
	+ Incorporate teacher and student-created essential questions. Provide PD.
	+ Improve student-to-student questioning and discussion.
	+ Provide PD on questioning and discussion strategies
	+ Provide PD on arts integration strategies to implement core curriculum, share model products and practices
	+ Continue to plan for Artist In the Schools Program for all grades on rotations. Communicate rotation to families.
	+ Continue to ensure that all teachers implement SBA-type prompts and activities in the classroom every week of the school year. Provided direct instruction on how to approach performance tasks including well-constructed written responses.
	+ Maintain Highly Qualified Teachers, continue to support teachers to expand licensure areas, and coach teachers to continue to improve effectiveness of instruction.
* Improve differentiation and scaffolding schoolwide so that every student has access to the curriculum and is on a path with the least amount of steps to achieve grade level proficiency in the shortest amount of time.
	+ Provide PD in differentiation and scaffolding.
	+ Identify 1-2 instructional practices to focus on each year.
	+ Increase teacher toolbox to accommodate broad-span of ability levels
	+ Use Student Groupings to support differentiation including heterogeneous and homogeneous groupings by ability/aptitude, interest, learning style, and personality
	+ Continue to provide keyboarding instruction to facilitate student success with online and multimedia projects, activities, and assessments
* Continue to examine current instructional practices, identify successful and less successful practices, and adjust instruction.
	+ Identify model instructional practices including student engagement, projects and meaningful work (within and outside the school).
	+ Increase opportunities for teachers to observe and learn from model teachers.
	+ Improve structures and processes for supportive, critical, and productive dialog during Pod collaboration.
	+ Increase exposure to recent educational research for teachers and administrators
	+ Utilize video technology for individual and collaborative reflection of teacher practice
* Identify/develop and implement multiple methods of assessing student development of higher order and soft skills. (e.g. critical thinking, creativity, perseverance)
	+ Continue to conduct professional inquiry into different methods of assessment and grading to better align with the mission and vision of the school (e.g. student portfolios and projects)
	+ Continue to increase use of portfolio and student self-assessment. Provide PD and examples.
* Maintain alignment of grading and reporting methods with assessment and communication of proficiency. Further improve progress reports.
	+ Conduct PD on grading methodologies. Agree on school-wide grading methodology and align grading practices. Solicit parent input and involvement in the process.
* Clarify the purpose of assessments to ensure an appropriate balance and relationship between meaningful assessments/testing and instruction.
	+ Evaluate Assessment Inventory and develop an Assessment Plan that includes non-computer-based assessments in addition to computer-based
	+ Include in parent communications about Progress Reports and how other schools respond to proficiency scale progress report, particularly for MS.
* Continue to utilize parent, student, and community volunteer skills and expertise to support school initiatives and needs.
	+ Utilize parent interest and support to push student towards greater independence in setting and reaching learning goals
* Analyze incoming cohort needs and adjust curriculum plan accordingly.
	+ Continue to implement transition strategies to support preschool students with transition to Kindergarten
 | X Title I- General 18902X Title I- Fam Eng 18935X Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| 1. **Continue to improve implementation of the mission and vision of the school. SW 6 (ii)**
* Continue to define, further develop, and implement VSAS Hawaiian-Focused program.
	+ Continue to increase emphasis on Hawaiian values
	+ Continue to implement Na Honua Mauli Ola–Hawaiʻi Guidelines for Culturally Healthy & Responsive Learning Environments
	+ Integrate ʻIke Hawaiʻi across content.
	+ Design and implement school-wide scaffolded ʻIke Hawaiʻi scope and sequence
	+ Expand ʻIke Hawaiʻi to increase understanding and integration of Hawaiian values, knowledge, and practices into school culture.
	+ Identify and provide PD
	+ Provide on- and off-campus opportunities for ʻIke Hawaiʻi lessons
	+ Increase staff and student knowledge of Hawaiian language
	+ Establish Hawaiian values and knowledge as the piko (source, origin point) out of which all other instruction emerges.
	+ Continue to refine Piko Wehena protocol to continue to increase reverence and understanding.
	+ Continue to refine Piko Pani protocol in classrooms.
	+ Select `Ōlelo No`eau and Moʻolelo to use for behavior expectations in classrooms and around campus.
	+ Maintain Kumu ʻIke Hawaiʻi to provide guidance to school leadership, staff, and students to ensure that school values, language, culture, and practices are pono.
* Align curriculum, instructional strategies, and other activities to reflect the mission and vision of the school.
	+ Continue to implement Detailed Vision to cultivate a shared understanding of the VSAS vision and mission.
	+ Continue to develop mission-specific measurable outcomes. Utilize results as an indicator of effectiveness. Align to HI ESSA and charter measures.
	+ Develop an online linked library of model projects and practices
	+ Utilize video technology for individual and collaborative reflection of teacher practice
* Identify/develop and implement experiential learning strategies (e.g. project-based, hand-on, inquiry-based field studies, huakaʻi learning trips, outdoor learning).
	+ Continue standards-based huakaʻi learning trips to implement place-based, project-based experiential, and service-learning curriculum. Further develop learning trips curriculum including student-led problem-based learning opportunities. Maintain and expand learning trips procedures and resources (e.g. partners, vehicles).
	+ Create a centralized resource online linked library for teachers and instructional assistants on model instructional strategies and lesson/unit/project ideas to implement mission and vision.
	+ Continue to provide integrated experiences (i.e. interdisciplinary content, Hawaiian knowledge and practice, SEL)
	+ Continue to Increase agriculture/ gardening/ permaculture projects and activities aligned to CCSS, NGSS, and NCSS standards to increase relevance to students’ lives and sustainability.
	+ Continue to expand and articulate biocultural approach
	+ Continue to provide remote place-based learning opportunities through cameras and acoustic sensors to extend observation, data collection, and study study of Kaʻū watersheds (e.g. Kaiholena Forest Preserve)
	+ Continue to expand local, state, national, and global resources and partnerships to support our mission and vision
* Provide instruction in all learning styles to provide opportunities both to capitalize on dominant learning styles and to develop less developed styles.
	+ Increase kinesthetic and visual instruction
* Expand integration of art, music, and drama/theater into the classroom.
	+ Increase student and teacher/staff knowledge and experience of traditional and contemporary hawaiian arts (mele, hana noʻeau, hula drama)
* Provide culturally-relevant content, activities and texts
	+ Emphasis on biocultural curriculum
	+ Expand resources and partnerships
* Improve growth mindset and positive discipline approaches. Identify strategies that are/are not aligned to the growth mindset and positive discipline philosophy.
	+ Identify/develop measures for growth mindset and positive discipline. Collect and analyze results.
* Continue to develop and implement a formal peer mentoring system for teachers new to VSAS.
* Create more opportunities for multi-age grouping such as through service-learning projects, reading buddies, and response-to-intervention strategic and intensive groups.
* Continue to strengthen and expand partnerships with community organizations, businesses, and individuals
* Continue quarterly All School Assemblies (mid-semester culture/climate topics, end-semester hoʻike)
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| **C. Increase studentsʻ sense of kuleana (responsibility, priviledge) SW 6 (ii), (iii)(IV)*** Continue to provide opportunities, increase expectations, and support students to take increasing ownership in learning including access to assessment results, goal-setting, self-assessments, and student-driven learning activities.
* Develop and implement specific leadership positions for students in each division
* Continue to engage students in positive campus culture activities.
* Collect and analyze data to determine factors that affect student motivation. Conduct interest surveys and/or focus groups.
* Provide opportunities for students to give feedback to teachers and each other on assignments and activities.
* Implement student self and peer-assessment across the curriculum.
* Continue and further develop student goal setting and student-led conferences.

 - Implement a process for revisiting goals  frequently throughout the year. Develop  standardized processes within each pod. * Continue to increase student awareness of issues and solutions to local and global real-world problems.
* Offer more curricular choice and student-led projects in all grade levels.
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| D.  **Increase/improve instruction in mālama ʻāina and kino ola (Environmental sustainability and healthy lifestyle) across all grade levels. SW 6 (ii)*** Continue todevelop and implement environmental responsibility and sustainability curriculum and initiatives that is based on NGSS and Na Honua Mauli Ola standards and that involve parents, families, and the community
* Food Security/Sustainability:
	+ Continue to expand school-wide Gardening & Permaculture program and curriculum
	+ Continue to conduct outreach & communication including information dissemination, community meals, and classes
* Waste Diversion:
* Continue to facilitate and support student-led projects & initiatives to monitor and reduce waste
* Ecological Stewardship:
* Continue to build shared commitment for environmental stewardship and strengthen relationship to place.
* Continue to maintain and expand environmental restoration efforts including increased awareness and action for current conservation issues
* Identify expectations and resources to ensure all students receive appropriate instruction in movement/PE, health, and nutrition.
* Provide PD for Elementary teachers
* Provide movement/PE equipment
* Integrate more movement in learning activities. (Less sitting/more doing. Less inside/more outside.)
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |

### **Major Improvement Strategy 2: [headline]**

|  |
| --- |
| **Description**: **GOAL 2: All students are supported in a nurturing environment to ensure that they each grow academically, behaviorally and emotionally in order to reach their highest potential.**Rational**:** Despite high levels of student support, many students continue to fall behind on grade level standards and there is significant disparity for Native Hawaiian students. |

**SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources**

|  |  |
| --- | --- |
| **Key Actions (SW6)** | **Funding Source (indicate all that apply)** |
| 1. **Further develop and improve RtI system to ensure early identification of students who are struggling to meet grade level standards. SW 6 (i), (iii)(IV)**
* Continue to develop and implement coordinated VSAS Academic RtI system.
	+ Further implement data teams process. Continue to improve data collection and graphs. Investigate Spiral Inquiry for methodology better aligned to VSAS mission.
	+ Continue to implement CORE screener and diagnostic assessments in PK-2 grades.
	+ Evaluate effectiveness and further develop RtI structures and components
	+ Evaluate effectiveness of interventions
* Further develop and implement school-wide and pod-level agreements on systems, structures, and processes for RtI
	+ Continue to implement structures to maximize (share/combine) resources within pods and across school
* Provide PD in Academic RtI for all teachers and instructional assistants including:
	+ Review purpose, components, data collection, analysis, and responses (adjustment of instruction or intervention strategy, intensity, or group)
* Provide PD to PK-2 instructional staff (teachers and instructional assistants) on Project Read curriculum (collaborate to cross-pollinate strategies for more robust Level One interventions)
* Increase and improve capacity of staff to provide intervention strategies to students and to support implementation of RtI systems and processes.
	+ Allocate more resources to support students who are struggling, especially those with IEPs
* Analyze differences in classroom environments, instructional strategies, and student learning outcomes to identify practices that work well in our own school and with our own student population
* Continue to implement computer-assisted
* interventions such as i-Ready for students who learn well when using the computer.
	+ Ensure close monitoring of students to ensure fidelity of implementation (students engaged with tool).
	+ Continue to collect and analyze data on usage and progress.
	+ Evaluate effectiveness of interventions and make appropriate adjustments for individual students.
	+ Provide PD for teachers on using sponsored computer-assisted tools including interpreting data and adjusting instruction.
	+ Start i-Ready with all students who are struggling (except for those who already demonstrated lack of success with i-Ready
* Continue to administer formal assessments with fidelity and use data to drive instruction and RtI decisions
	+ Improve systems and processes to ensure that school-wide assessments are administered to all students.
	+ Universal screener (e.g. NWEA MAP for 3-10 and CORE for PK-2 students as VSAS universal screener at beginning and middle of SY.
	+ Diagnostic assessment (e.g. NWEA full MAP, i-Ready, Key Math, CORE)
	+ Progress Monitoring (CORE, EasyCBM)
	+ Summative (SBA 3-8, CORE PK-2, NWEA MAP 9-10)
* Utilize Pods as student focus teams as well as professional learning communities.
	+ Improve system and structures for pods
* Continue to examine and improve Tier 1 instruction in all classes for instructional coherence and fidelity in application of research-based instructional strategies; e.g. scaffolding, differentiation, RtI, small groups, reteaching, etc.
	+ Maintain Highly Qualified Teachers and continue to improve quality of instruction
	+ Identify and provide targeted professional development and coaching for teachers and EAs based on analysis.
	+ Ensure all teachers are differentiating instruction including student groupings
	+ Ensure that all teachers have the skills to meet the needs of their diverse learners
	+ Emphasize love of reading. Conduct enjoyment of reading survey.
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697* CSI- 18927
 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| 1. **Identify and implement approaches and strategies that meet the needs of all learners (including those who perform well below grade level standards, those who exceed expectations, and those who perform in the middle). SW 6 (i), (iii)(IV)**
* Continue to ensure that all staff believe that every student can succeed.
	+ Continue to support teachers to increase self-efficacy to teach students with greater academic needs
	+ Increase growth mindset (examine fixed mindset)
	+ Maintain Highly Qualified Teachers, support teachers to expand licensure areas, and continue to improve effectiveness of instruction.
* Continue to improve delivery of targeted strategies to address needs of students who are performing in the below/not met or approaching/nearly met proficiency levels.
* Continue to expand programs to challenge and engage high-performing students.
	+ Continue to identify students with high academic aptitude and develop program(s) and strategies to meet their needs including students with behavioral and focus challenges including distractible, oppositional, attention-seeking, peer challenges and withdrawn behaviors
	+ Continue to develop strategies to “raise the bar” for those students who need it higher.
* Continue to increase student engagement by providing instruction tailored to students’ interests as well as aptitudes and learning styles to ensure that all students can access learning
* Continue to implement school-wide grade level retention (utilizing Light Retention Scale) and promotion policy. Maintain procedure that includes:
	+ Knowledge of best practices related to retention and promotion
	+ Assessment tool to assist in decisions about retention.
* Ensure that all teachers implement test preparation procedures to reduce anxiety for students that include:
	+ Opportunities for students to practice using tools and responding to types of questions
	+ Positive and supportive attitude toward testing
	+ Analyze student learning data results with varied amounts of test preparation activities
* Examine and adjust EA and SPED teacher assignments and roles to meet student needs
	+ Provide additional support for classes with higher needs.
	+ Continue to clarify roles for co-teachers, instructional assistants, and other support staff.
	+ Provide collaboration/meeting time for teacher teams
* Identify and implement strategies to close ethnic, gender, and income gaps such as:
	+ Increase exposure to role models to address areas of low performance (e.g. females for science, Native Hawaiian, Special Education, and low-SES)
	+ Provide PD.
* Continue to develop and implement programs and strategies to better address needs of Native Hawaiian students including:.
	+ Continue to collect and analyze data to monitor progress of Native Hawaiian students
	+ Continue to implement Na Honua Mauli Ola guidelines
	+ Ensure curriculum is culturally-relevant
	+ Adopt a biocultural approach
	+ Increase place-based, project-based, experiential, culturally-relevant, and meaningful learning experiences to better engage and improve access for Native Hawaiian students.
	+ Study effects of and identify strategies to address historical trauma, disenfranchisement, second class citizenship, and poverty for students, loss of identity and culture
	+ Continue to increase students’ exposure to Native Hawaiian and other Polynesian role models.
	+ Continue to develop strategies to address language barriers for students who speak pidgin at home.
	+ Continue to identify and address biases in educational practices including low expectations for Native Hawaiian students.
	+ Continue to identify strategies to balance student choice, voice, and self-directed learning with cultural/family directive and hierarchical approaches. Continue to address misalignment of discipline and communication styles between home and school for individual students.
	+ Identify possible misalignment between students’ propensities/aptitudes and cultural norms (e.g. rote memory, competition, behavior expectations/discipline, hierarchy, voice) with VSAS educational approaches, and steps to address any misalignment
	+ Continue to develop a school culture of Kapu Aloha. Continue to implement Core Values: Kūlia, ʻOhana, Aloha)
	+ Increase growth mindset language and strategies and implement teaching practices that focus on learning by doing and learning through failures/mistakes
	+ Continue and expand recruiting efforts to target Native Hawaiian teachers
* Continue to increase school activities and presence in Kaʻū.
* Develop strategies to promote productive work habits among students.
	+ Provide instruction in study, organization, and test taking skills.
	+ Implement a system to integrate organization, planning, and study skills into the core curriculum (e.g. student planners w/ routine checks).
* Examine the effects of inclusion for students with and without special needs
* Continue to examine study case examples of students with special needs who have excelled at VSAS as well as those who have struggled.
* Monitor and further explore relationships between demographic data (e.g. socio-economic status, ethnicity, special education) and student growth.
* Explore more ways to look at the whole child (e.g. resiliency)
 | X Title I- General 18902X Title I- Fam Eng 18935X Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| **C. Improve the use of technology to increase student engagement and address learning styles.*** Continue to develop, implement, and refine remote learning curriculum to ensure all students can access the educational program during periods when remote learning is necessary because of health/safety concerns (e.g. COVID-19 pandemic).
* Expand internet capabilities for teachers, staff, and students.
* Provide hot spots for classes on field studies.
* Conduct analysis and research on the relationship between student academic performance and use of technology for both educational and recreational purposes. Share findings with parents and students
	+ Continue to provide PD in uses of technology in instruction and assessment.
	+ Continue to provide PD on Google classroom products so all teachers can use the Google Suite most effectively.
* Provide instruction in keyboarding and internet navigation, use of Google suite.
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927 |  Kamehameha Schools Other grantX Per Pupil/ Gen Funds No Funding Needed Early Learning |
| * **D. Improve and refine strategies to promote positive behavior and campus climate. SW 6 (iii)(I)(III)**
* Address SEL, health, and wellness needs of students
* Provide targeted PD for teachers and staff
* Update Social-Emotional content, i.e. information on sexual harassment, new vaporizers and drugs, online bullying, how to reach out for help.
* Increase counseling support school-wide
* Increase outreach and support for families
* Increase home visits
* Improve attendance montoring
* Hire Student Success Specialist for student absence mitigation, family outreach, intensive behavior support
* Continue to implement Growth Mindset language and approaches.
* Continue to emphasize effort and the learning process over talent, inherent attributes, intelligence, or good grades. Maintain high expectations for all students regarding hard work (i.e. not just for those who are struggling).
* Conduct professional learning and collaboration to increase Growth Mindset among staff members, especially related to attitudes towards students and beliefs about learning.
* Continue to implement Positive Discipline approaches such as preventative strategies; pro-active responses; intermittent praise of specific behaviors; brief, matter-of-fact redirections and teachings; and Q-TIP: quit taking it personally
* Continue to improve student-to-student interactions and respect.
* Continue to implement strategies to reduce bullying
* Determine reasons for differences among classes with respect to perceptions of bullying and less friendliness (as reported on student surveys)
* Continue to implement strategies to prevent and resolve conflicts (e.g. Peer mediation, Student Court) and expand to include more cultural strategies (e.g. Hoʻoponopono)
* Further define, align, and enforce school-wide behavior expectations.
* Increase expectations for use of Positive Discipline and Responsive Classroom strategies.
* Provide targeted PD.
* Continue to develop and improve social-emotional curriculum for all students.
* Continue to implement Second Step in MS grades
* Implement teacher-delivered SEL Choose Love Curriculum in elementary grades. Improve program monitoring and evaluation for SEL skills for Choose Love and Second Step
* Evaluate Aloha SEL curriculum.
* Review expectations and rules/behavior reminders in peak months (Nov, Feb, Apr)
* Analyze referral data by actual incident to understand what is being perceived as bullying or disrespectful behavior.
* Further develop and implement an orientation program (e.g. buddy system) for new students.
* Continue to identify strategies to improve sense of ʻohana, especially for MS and new students
* Continue to identify and implement strategies to improve respect for diversity and eliminate prejudice
* Continue to implement strategies to bridge cultural divisions among students and families
* Continue to identify SEL content and activities to support students during the COVID-19 pandemic.
* Continue to address all behavior issues as instructional concerns first.
* Implement strategies to improve student engagement and access to learning, implementation of universal design, and use of preventive strategies.
* Clearly define and illustrate VSAS leveled system to support students with behavior challenges.
* Formalize and communicate behavior RtI system school-wide
* Continue to establish agreements for appropriate behavior in each setting; communicate/reinforce behavior expectations
* Determine appropriate strategies to reinforce positive behavior through recognition/reward for positive behavior. Identify model programs at our school.
* Continue to implement improved supportive and intensive (Tier 2 and 3) strategies for students exhibiting or at risk for behavioral challenges
* Continue to improve behavior incident communications among relevant staff, parents, and students
* Continue to identify and utilize alternative locations/learning environments to support students (e.g. aggressive or excessively disruptive students)
* Provide PD for staff to support/instruct students who suffer from abuse, neglect, poverty, trauma, mental illness such as depression.
* Adopt more strategies to assess students for trauma
* Maintain awareness of students’ situations and histories related to trauma and poverty, and cooperate with families and other staff to ensure students’ basic needs are met. Learn to recognize the effects of trauma and poverty.
* Maintain and continue to increase teachers’ relationships with families and knowledge of students and their lives outside of school
* Continue to provide supports and services to address factors that impede safety and learning (e.g. poor hygiene, inadequate clothing, falling asleep in class)
* Identify strategies to better support the needs of students who are homeless
* Continue to support students’ accessibility to technology for learning outside of school time and during remote learning periods
* Identify and implement expanded activities and options during recess and before/after school to support positive behavior and supervision (e.g. playground equipment)
* Improve and expand communication and documentation, and analysis of behavior incidents, disciplinary actions/interventions, and parent communications.
* Continue to implement a pre-referral process for consistent documentation in elementary grades.
* Continue to analyze behavior data by type of incident, location, time of day, students and staff involved, and demographics of students.
* Analyze behavior data by intervention effectiveness (e.g. reduced referrals)
* Explore and address ethnicity/race and grade level dynamics with regards to peer interactions and perceptions of bullying
* Provide training for teachers in conducting preliminary interviews and investigations of incidents. Clarify exact procedures when dealing with incidents.
* Continue to involve students to take ownership of school climate and behavior.
* Continue and further develop Student Leadership in 4-8 grades
* Continue to develop and expand Develop systems and structures to provide opportunities for student-led systems initiatives to address school climate issues (Student Court, Peer Mediation)
* Continue to involve students to provide input into positive behavior strategies including rules/expectations, incentives, and consequences.
* Continue to improve supervision expectations and procedures
* Continue to improve recess supervision to include training and reinforcement of expectations (Active Supervision, students supervised at all times)
* Provide equipment, instruction, and direct supervision for sports and cooperative games
* Provide additional supervision and behavior supports in peak periods and locations identified in analysis of referral data (e.g. Nov, Mar, May, recess, before/after school, lunch, bathrooms)
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |

### **Major Improvement Strategy 3: [headline]**

|  |
| --- |
| **Description**: **GOAL 3: Leadership and collaboration structures, organizational systems, growth and sustainability plans and school-wide decisions are student-centered, mission-driven, collaborative, strategic, and agreed-upon by all stakeholders.**  |

**SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources**

|  |  |
| --- | --- |
| **Key Actions (SW6)** | **Funding Source (indicate all that apply)** |
| **A. Establish a culture of learning and collaboration among all teachers and staff*** Continue to establish a culture of learning (i.e. growth mindset) that includes self-reflection, critical dialog, professional respect, trust, and student-focused decisions. Continue to establish a culture of collaboration and self-reflection that:
	+ holds ourselves and each other accountable
	+ shifts focus from external to internal locus of control
	+ maintains respectful dialog and actions that promote a positive school climate
	+ corrects misinformation and eliminates rumors
	+ ensures all decisions are student-centered
	+ are rooted in Kapu Aloha and Growth Mindset
	+ continue and expand conflict resolution procedures for staff differences
* Continue to increase opportunities for teachers and staff to participate in schoolwide decisions and increase expectations of commitment to implementing those decisions. (Adopt a spirit of inquiry, innovation, and excitement.)
* Continue to implement agreed-upon purpose and processes for Pod team and meeting time.
	+ Maintain schedules, agenda, and processes to meet the purpose of Pods as professional learning communities. (e.g. alternating agenda - pod business, instructional strategies, data analysis; RtI check-ups; agenda and notes/minutes shared school-wide; establish and use norms)
	+ Continue to identify and study collaborative analysis protocols (e.g. Thinking Routines, Critical Friends Groups, Data Teams, Spiral of Inquiry, CSI, etc. )
* Provide opportunities for teachers to visit other schools and each other to observe effective and innovative teaching practices.
	+ Increase Learning Snapshots across all grade levels
	+ Implement a plan to track learning snapshots.
	+ Increase/improve teacher and staff peer feedback including sending copy of learning snapshot to teacher being observed
	+ Increase understanding, insight, and respect for the diverse instructional challenges of each grade level; “Walk a day in my shoes”
	+ Implement video recording to increase learning snapshots when teachers canʻt physically be in the room.
* Further develop and maintain a mentoring and induction system for new teachers/staff and for all staff based on need.
* Continue to implement and refine teachers, staff, and principal evaluation systems.
	+ Continue to implement VSAS EES. Identify, collect, and organize additional evidence of student learning and teacher professional growth (e.g. portfolios)
	+ Improve VSAS Staff Evaluation process (for instructional assistants and classified staff)
	+ Refine Principal Evaluation
* Continue to maintain teacher and staff morale including open dialogue, recognition, reflection, and special events
 | X Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697* CSI- 18927
 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| **Strategy 3b: Improve and refine Leadership and Collaboration structures school-wide.*** Continue to align policies, practices and school-wide culture with the vision and mission of the school.
* Examine and improve leadership and collaboration.
	+ Continue to establish and maintain distributed leadership and shared decision-making
	+ Continue to refine Leadership Team and Pod Leads structure
	+ Continue to clarify processes for decision-making and role of the leadership team
	+ Continue to maintain transparent communication regarding expectations and evaluation of Principal
* Improve clarity and timeliness of schoolwide communication
	+ Continue to use automated call, text and email system (One Call)
	+ Implement strategies to identify and provide more detailed information for those who are interested. (e.g. Title I, other specific programs; via Birdʻs Nest?)
* Create a professional development and collaboration calendar created by and shared with all staff.
* Revisit scheduling of core content and activities, co-curricular (e.g. Arts & Culture) classes and activities, testing, delivery of interventions to best meet needs of students.
* Continue to implement and revisit/refine VSAS Decision Matrix that includes GB, FVSAS, Principal, teachers, staff, students, parents/families, and community.
* Maintain employee/staff, parent, and community input and representation on the Governing Board and Friends of VSAS.
	+ Increase collaboration between GB and FVSAS.
	+ Increase opportunities for staff input on GB and FVSAS activities
* Continue to partner with HPCSN, SPCSC, KKP, BOE, and other charter schools to improve public education.
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| **Strategy 3c: Continue to increase continuous school improvement systems and strategies that involve all staff and stakeholders. SW 6 (iii)(IV)*** Continue to implement CSI model and strategies including expanding staff and stakeholder participation in data analysis and creation of the School Plan.

- Expand parent participation in CSI* Conduct collaboration activities to cultivate a shared vision.
	+ Implement Detailed Vision to support staff shared understanding of what mission and vision looks like when fully implemented
	+ Further articulate the vision of the VSAS graduate
	+ Develop rubric for VSAS Mission and Vision domain of the VSAS EES
* Further develop and maintain processes to monitor and evaluate implementation of the School Plan and effectiveness of current programs and strategies.
* Continue to improve data collection practices school-wide.
	+ Improve and expand data analysis to include longitudinal data and relationships across data sources and types.
	+ Increase data collection across all types (e.g. SEL Pillars outcomes, progress monitoring, student work samples, alumni data)
	+ Disaggregate student learning data by students by years at VSAS
	+ Analyze student learning data results with varied amounts of test preparation activities
	+ Continue to identify factors related to declining performance on statewide assessments at SW, classroom, and individual levels.
	+ Collect and analyze data to compare national, statewide, and SW data on gender differences in performance on science, math, and reading assessments
	+ Identify additional methods for collecting and reporting data to address small sample sizes
	+ Examine intended purpose versus actual representation of ethnicity data (what do we want it to tell us, what do we think it tells us, what does it actually tell us)
	+ Correlate ethnicity and home location data to identify community-related factors
	+ Correlate ethnicity with SES to analyze relative effects on academic performance
	+ Develop and implement systems for tracking ethnicity data that address/resolve variations in reporting across systems, and that presents an authentic representation of ethnicity data aligned to the intended purpose
	+ Further develop and implement a system for tracking alumni data (to disseminate survey)
	+ Collect and analyze data on parent educational levels
	+ Disaggregate referral data by gender, location, and time of day
	+ Analyze retention data
	+ Analyze staff attendance and impact on budget
* Continue to implement school wide perception questionnaires to students, parents, and staff.
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |
| **Strategy 3d: Develop and implement strategies to increase parent interest and expand outreach.** * Continue to improve the educational program to promote positive perceptions in the communities we serve.
	+ Promote the school through positive feedback from students, parents, and staff.
* Maintain existing and develop new programs to serve needs of the community including preschool and high school
* Promote school through media including website, social media (FB), articles in local publications, videos, radio, and flyers. Advertise/communicate school achievements, successes, special programs, and events. Ensure positive interactions between school staff and the public.
* Hold community meetings in areas we serve. Outreach, review mission and vision, learn about what their needs/interests are.
* Maintain friendly interactions with parents and other campus visitors.
	+ Ensure timely responses to requests for assistance
	+ Ensure 90% of calls are answered by a live person.
* Continue to implement strategies to keep students enrolled in school (e.g. as opposed to 4140 homeschool)
 | X Title I- General 18902X Title I- Fam Eng 18935 Title II- Non HQ 20696X Title II- PD 20697 CSI- 18927 |  Kamehameha SchoolsX Other grantX Per Pupil/ Gen Funds No Funding NeededX Early Learning |

###

### **Other Improvement Efforts**

These improvement efforts may not be directly related to your MAJOR improvement strategies but still require attention and funding. Use this section to describe those efforts and how they are aligned to a need identified through the CNA process.

|  |  |  |
| --- | --- | --- |
| **Key Action Steps & Resources**  | **Rationale Based on Needs Assessment** | **Funding Source (indicate all that apply)** |
| N/A |  | * Title I- General 18902
* Title I- Fam Eng 18935
* Title II- Non HQ 20696
* Title II- PD 20697
* CSI- 18927
 | * Kamehameha Schools
* Other grant
* Per Pupil/ Gen Funds
* No Funding Needed
 |
|  |  | * Title I- General 18902
* Title I- Fam Eng 18935
* Title II- Non HQ 20696
* Title II- PD 20697
* CSI- 18927
 | * Kamehameha Schools
* Other grant
* Per Pupil/ Gen Funds
* No Funding Needed
 |
|  |  | * Title I- General 18902
* Title I- Fam Eng 18935
* Title II- Non HQ 20696
* Title II- PD 20697
* CSI- 18927
 | * Kamehameha Schools
* Other grant
* Per Pupil/ Gen Funds
* No Funding Needed
 |