

**HAWAII PUBLIC CHARTER SCHOOL  
SCHOOLWIDE PLAN**

**SY 2014-2015**

School: Hawaii Technology Academy

2013-14 Strive HI Step: Focus Date: 03/01/15

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## I. SCHOOL IMPROVEMENT PROCESS

In 2013-14, HTA conducted a full Self Study for WASC Accreditation. The school improvement process used to develop the plan was two pronged. First, we had the Focus Leadership team who attended the Bernhardt trainings and met on the following dates to develop our SY 13-14 plan. This plan was then presented to and discussed with the Governing Board and faculty at the January 15, 2014 and February 13, 2014 Governing Board meetings and at the January 24<sup>th</sup> and February 10<sup>th</sup> faculty meetings. In addition, the main points of the plan were shared with parents and students via our newsletter, the HonuWeekly, twice in February. Advisory lessons were planned around the 4 principles during the month of February.

In addition to this, a majority of the information in this plan resulted from our schoolwide WASC self study process (WASC accreditation team visited from 2/23/14-2/28/14). The details of that process are outlined below:

Hawaii Technology Academy began the WASC Self Study process in August of 2012. The accreditation process was a focused agenda item in 14 full faculty meetings over the course of 18 months, with participation from the entire faculty and staff. In the second full faculty meeting of 2012, the faculty and staff were divided into Focus Groups with representation from each division, as well as neighbor island and staff input in each area.

Focus Group Leaders worked closely with their groups and with senior administration over the course of the Self Study. Monday Meetings often included group time for revising and refining the document. At the end of the process, each of the groups participated in a survey with the WASC Visiting Committee criteria for a final self-assessment in February of 2014.

Through the process, HTA also acknowledged the need to better define both the Mission and Vision as a statewide blended learning public charter school. After a robust yearlong call for membership for the Governing Board, 7 new members of 21 interested applicants were voted to join. The Governing Board's first task was refinement of the Mission, Vision and Essential Terms. In August of 2013, the refreshed Mission and Vision were shared with the new and returning faculty and staff as they continued the Self Study work.

A Student Group was formed in August of 2013. They were tasked with understanding the Self Study and accreditation process and sharing with the entire student body. This Student Group worked closely with the WASC Coordinator and their advisor to create a presentation that was view by faculty and shared with the entire student body. Subsequent to the Student Group, a Parent Group was also formed. The Parent Group is comprised of parents from each division, with an array of parents who have been with HTA since the inception to new parents. These parents represent students from high achievers to special needs.

In October and November of 2014, a team of administrators conducted a CNA and revised the Academic Plan based on the findings. The team used the HIDOE's Report of Findings to guide this work.

In February of 2015, a team of administrators along with an instructional coach, data driven practice leader and Director of Pedagogical Practice conducted another CNA using Victoria Bernhardt's processes for Continuous School Improvement and revised the Academic Plan for SY 2015-16.

In 2014-15, a High School Steering Committee was formed to identify restructuring of the high school program to address the high number of students who are not succeeding. Data, findings, and decisions from this committee are incorporated into the CNA and Academic Plan. The Division Leaders for the Neighbor Island, Elementary and Middle School programs have also worked in their PLC groups throughout the 2014-2015 school year to review data and findings related

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School: Hawaii Technology Academy

SY 2015-16

to the integration of the online curriculum and the teacher designed and delivered curriculum and pacing guides.

List the names of people involved in developing this plan. (Each group should have a representative participant.)

**Planning/Leadership Team**

| Planning Team  | Name/Position/Title  |
|----------------|--|
| Parents        | WASC 2013-14<br>TJ Moss, Kapeka Iokea, Wendy Marx-Cunitz, Lori Ferriera, Donna Therrien, Norma Trevino, Corinna Cornejo, Jolynn Casco, Danny Olivera, Anjelie Thrice, Cathy Mortimore, Johan Kafami, Aja Eyre, Melanie Canales, Christie Jennings, Michael Hess, Shani Dutton  |
| Teachers       | WASC 2013-14<br>Participation by all faculty<br><br>2014-15 and 2015-16 revisions<br>Input from faculty at all divisions led by Division Leaders: Sterling Carvalho, Matt Zitello, Dana Adler, Jennifer Gillette, Jenelle Peterson<br><br>Counselors: Kyenne Milhoan, Lynette Atuaia<br><br>2015-16 revisions:<br>Kirsten Wolf, Instructional Coach<br>High School Steering Committee: Andrew Berlin, Megan Akinaka, Jess Molinaire, Lynette Atuaia, Colin Kennedy, Jeff Gasda, Malia Andrus, Ivan Threlkeld, Marc Collins |
| Administrators | WASC 2013-14<br>Leigh Fitzgerald, Executive Director<br>Donna Therrien, Director of Pedagogical Practice<br>Shannon Cleary, Director of Advancement<br>Shyla Russell, Data Driven Practice Leader – 2013-14<br><br>2014-15 and 2015-16 revisions   |

|                                  |  |
|----------------------------------|--|
|                                  | <p>Leigh Fitzgerald, Executive Director<br/>                 Donna Therrien, Director of Pedagogical Practice<br/>                 Manu Goodhue, Data Driven Practice Leader</p>   |
| Instructional Personnel          |  |
| Other Staff                      | <p>WASC 2013-14<br/>                 Kynenne Waltman, Counselor<br/>                 Jo Lauer, Registrar Team</p>  |
| Student<br>(if secondary school) | <p>WASC 2013-14<br/>                 Brynn Higoshi, Theresa , Teal Williams, Ryan Hirota, Liam Declive<br/>                 Lowe, Selena Kanui, Kiani Guding, Dionna Brown, Jozua Van Bakel and<br/>                 10 middle school students.</p>  |
| Additional Members               | <p>WASC 2013014<br/>                 John Kim, Michael Findley, Colin Kennedy, Mark Snyder, Shani Dutton-<br/>                 Governing Board</p> <p>2014-15 and 2015-16 revisions<br/>                 Input, review, and approval by Governing Board (Program Advancement<br/>                 Committee Chair: Shani Dutton)<br/>                 Kalima Cayir, Charter Academic Officer</p> |

- List dates of team meetings held to develop this plan.

Focus Leadership Team Dates: 10/15/13, 10/24/13, 11/19, 11/20, 12/11, 12/16, 12/17, 12/22, 12/23, 1/21, 2/4, 2/18, 2/28

WASC Focus on Learning Plan Dates: Every other Monday (excluding holidays) August 2012- February 10, 2014

Strive HI Revisions 2014-15: 9/26/14, 10/8/14, 10/27/14

Strive HI Revisions 2015-16: 2/9/15, 2/10/15, 2/20/15, 2/27/15

High School Steering Committee meetings: 1/23/15, 2/6/15, 2/20/15

Leadership team meetings - Once every 3 weeks

Division leader meetings – Once per month

Division Meetings: Data Meetings 2x Month, PLC Meetings 2x Month

- Describe how the team will communicate this plan with the school and community.

The Schoolwide Plan will be presented at upcoming Governing Board Meetings; discussed at Division specific faculty meetings; discussed at Administrative meetings; presented at Full Faculty meetings; publicized in the HonuMinute video and eBlast; sent via email to the entire HTA community and presented for open discussion at 'Ohana meetings including re-enrollment and new enrollment meetings

## II. SCHOOL PROFILE

- Describe the school's purpose.

### **Mission Statement**

Hawaii Technology Academy is a statewide kindergarten through grade 12 public charter school that partners educators, families (parent learning coaches) and students through differentiated curriculum and delivery methods. HTA is committed to providing the highest education for a diverse population, taking pride in being the right fit for the right student at the right time. With mobility and flexibility woven into every fiber of the data driven individualized learning plans (ILPs), sustainable student success, facilitated by faculty and family, creates value in the home, community and world.

### **Vision Statement**

Hawaii Technology Academy is committed to delivering student-centered education that encompasses the best of what is available in the world today to create value for the future through blended learning. HTA takes pride in being responsive to "community" needs, with students at the core, keeping pace with global, pedagogical and technological evolution.

### **Essential Terms:**

- Individualized Learning Plans
- Collaborative and communicative partnership of parents (parent learning coaches), educators and students
- State-wide, community based blended learning program

- Describe the school and its community.

Hawaii Technology Academy is a statewide blended learning charter school, with two physical learning centers on the islands of Oahu and Hawaii. HTA also utilizes eleven remote learning locations on Oahu, Hawaii, Maui, Lanai and Kauai for students who are not able to attend the more central location or for those who want to meet with teachers more frequently. Hawaii Technology Academy serves a very diverse population of 1,123 students in grades kindergarten through grade 12 from across the state. Enrolled students complete a majority of their schoolwork at home and via synchronous online courses, and attend a learning center or remote learning locations for face-to-face instruction at least one day per week.

As of October 27, 2014, the school employed 59 faculty and staff. HTA's administrative team consists of an Executive Director, Director of Pedagogical Practice, Director of Advancement, Director of Technology, Director of Student Records, Counselor (K-8), Counselor (9-12), Data Driven Practice Leader (9-12), and Executive Assistant. Other teacher leaders include 3 Oahu division leads, 3 neighbor island leads, 1 Student Services Coordinator, 1 Neighbor Island HS Lead, and 1 HS Oahu Student Support Lead teacher. There are 47 total teachers (95.45% of which are Highly Qualified) and 3 Educational Assistants across the state. HTA also employs a Business Manager, Registrar's Assistant, 3 Enrollment Assistants, Attendance Clerk, and Technology Assistant.



HTA students are ethnically and socioeconomically diverse, which enhances the culture of acceptance at the school. Due to the high number of military families with students enrolled that PCS (permanent change of station), year-to-year retention is lower than many other schools in the state. For the 2014-2015 school year, 48% of the enrolling students (547) were new to the school. This is consistent with year-to-year trends. Families often chose HTA as the curriculum is one that can be consistently followed when transitioning. The same holds true for families who move inter-island. HTA serves many students in rural areas and offers a choice beyond the the only public school in the area which may be far away from where the student resides. This case is best exemplified in areas on Maui and Hawaii.

| <b>Grade Levels</b> | <b># of Students</b> |
|---------------------|----------------------|
| K-12                | 1123                 |

### III. NEEDS ASSESSMENT

- The needs assessment is based on data that addresses the needs of all students—in regular education, special education, English language learners, virtual ed. students, etc. with particular focus on the needs of low-achieving students.
- The needs assessment should include:
  1. Source(s) of data
  2. Analyses of data
  3. Student achievement indicators
  4. Strengths and weaknesses based on the data analysis
  5. Discussion of progress made in student achievement
  6. Findings that lead to changes in priorities
- Reflective questions for comprehensive needs assessment:
  1. Does the CNA reflect a comprehensive assessment of the strengths and challenges of the school?
  2. Does the CNA extract the root causes of low student achievement?
  3. Is there evidence to support the identified root causes? Are they sound?

#### A. DATA PROFILE

- Attach as Appendix 1 or insert into this section a data profile that includes data from each of the four types:
  - Demographic Data: Who are we? Data on student populations (e.g. gender, sped, ELL, race/ethnicity, behavior), teacher and staff (e.g. qualifications, years of teaching, gender, race/ethnicity), parent and community (e.g. education, income, single family households.)
  - Perception: How do we do business? Culture, climate, values and beliefs (e.g. surveys)
  - Student learning: How are our students doing? Summative, formative, diagnostic (e.g. HSA, DIBELS, NWEA, Curriculum Based Measures, grades, ACT/Plan/Explore, etc.)
  - Programs and processes: What are our processes? Programs, instructional, organizational, administrative, continuous school improvement

## PROGRAMS & PROCESSES DATA

### HTA Program & Process Inventory November, 2013

| PROGRAM/PROCESS                        | CONSTITUENCY GROUP  | SOURCE OF DATA  |
|--|---|---|
|  | <b>GEN ED, SPED, NI, OAHU, EHTA, ELL,<br/>RETAINED STUDENTS</b> |   |
| Enrollment/Re-Enrollment Process       | All Students  | Enrollment survey<br>Withdrawal forms   |
| K12 OnBoarding                         | All Students  | parent survey, student survey,<br>faculty reflection, withdrawal<br>forms   |
| HTA OnBoarding                         | All Students  | parent survey, student survey,<br>faculty reflection, withdrawal<br>forms   |
| ELL Services                           | ELL   | meeting schedules, testing data,<br>services provided   |
| Special Education Program              | Special Education   | scantron, SDRT, and other test<br>scores, student schedules, IEP<br>schedules, counseling schedules,<br>ecsss reports |
| Special Education Evaluation System    | SPED  | ecsss reports   |
| 504                                    | 504   | student   |
| Grading Scale/Report Cards K-8         | K-8   | student pass rates, student<br>matriculation rates, report<br>card/grading scale                                      |
| Grading Scale/Report Cards High School | high school   | student pass rates, student<br>matriculation rates, report<br>card/grading scale                                      |
| Student Management (K12)               | all students  | TVS, TVE, "notes" and tickets   |
| Student Management (HonuHub)           | all students  | site itself   |
| Google Apps for Education              | all students  | forms, documents, faculty<br>drives, chrome book data   |
| High School Advisory Program           | high school   | attendance records, pass rates,<br>survey results   |

|   |  |  |
|---|--|--|
| High School OnSync                          | high school  | attendance records, recordings, survey results   |
| K-8 OnSync                                  | elementary and middle school   | attendance records, recordings   |
| High School counseling program              | high school  | counseling schedules, pilot programs, announcements, college and career matriculation data |
| K-8 counseling program                      | Elem & middle school   | counseling schedules, pilot programs, announcements,                                       |
| Neighbor Island: Clubs                      | NI all grades  | attendance records, student surveys  |
| Oahu: Clubs                                 | Oahu all grades  | attendance records, student surveys  |
| K-8 OLS                                     | elementary and middle school   | pass/fail rates and rosters  |
| K-8 ILP Plan                                | elementary and middle school   | success/failure rates based on ILP criteria  |
| K-8 Learning Center: Oahu                   | Oahu: elementary and middle school                                     | schedules, attendance logs, student work   |
| K-8 Remote Learning Locations               | Oahu: elementary and middle school                                     | schedules, attendance logs, student work; parent feedback                                  |
| High school OnLine Classes                  | High School  | schedules, attendance logs, student work   |
| High School ILP Plan                        | High School  | success/failure rates based on ILP criteria  |
| Targeted Math Intervention: Oahu            | Oahu: grades 3-10  | HSA score results top of year to end of year   |
| Targeted Math Intervention: Neighbor Island | NI: grades 6-10  | HSA score results top of year to end of year   |
| K12 Electives: high school                  | high school  | schedules, attendance logs, student work, surveys  |
| K12 Electives: K-8                          | All Islands K-8 (online) optional                                      | Student progress and grades, attendance logs   |
| K12 Remedial Reading Course-MARK12          | All Islands 3rd-5th (we have some 2nd graders and 6th graders as well) | Student progress, tutoring   |

|  |   |   |
|--|---|---|
| HTA faculty electives                        | Oahu: high school (partial neighbor island)       | schedules, attendance logs, student work, surveys   |
| High School: Workshops Neighbor Island       | NI: high school                                   | schedules, attendance logs, student work, surveys   |
| High School: Remote Learning Locations Oahu  | Oahu: high school                                 | schedules, attendance logs, student work, surveys   |
| High School Learning Center: Oahu            | Oahu: high school                                 | schedules, attendance logs, student work, surveys   |
| Professional Development (faculty)           | all grade levels                                  | PD request form intended result and data collection |
| Response to Intervention Program             | middle school/high school                         | intervention data and results                       |
| K-6 Field Trips                              | elementary school                                 | participation, communications, feedback             |
| Middle school Field Trips                    | middle school                                     | participation, communications, feedback             |
| High School Field Trips                      | high school                                       | participation, communications, feedback             |
| Student Processes and Policies               | K-12  | student-parent guidebook                            |
| ePortfolio                                   | K-8 eHTA/NI                                       | student samples                                     |
| Faculty Support and Evaluation               | Faculty   | eval documents                                      |
| Faculty ReClassification and Credit approval | Faculty   | reclass documents                                   |
| High School Math Pilot for Accountability    | High School (math students only)                  | accountability rubric                               |
| Quarterly Face 2 Face Conferences            | All students, Learning Coach and Advisory Teacher | Student and LC attendance, Student progress, ILP    |
| K-8 Mid-year curriculum promotion            | All K-8 Students                                  | Student progress; EOC assessments, work samples     |
| MS Learning Coach Quarterly Reflections      | Oahu MS Learning Coaches                          | Parent reflections submitted in HonuHub             |

|   |                                       |  |
|---|---------------------------------------|--|
| Assigning courses-K-8 and HS course catalogues                              | K-8 and HS counselor for all students | courses students are assigned-based on grade level and courses completed         |
| Technology Roll-out (computer loan program/ borrowing computer while at LC) | All students                          | HonuHub-# of student with loaned computers, # of students that borrow at Oahu LC |

possible: independent study, course catalogue, course plan for MS

### MEASURING PROGRAMS & PROCESS – ATTENDANCE

NOVEMBER, 2013

| PURPOSE  | PARTICIPANTS  | IMPLEMENTATION                                       |  |  |   |   | RESULTS                      |
|--|---|--|--|--|---|---|------------------------------|
| <i>What is the purpose of the program or process?</i>  | <i>How will you know the purpose is being met? (What are the outcomes?)</i>   | <i>Who is the program/process intended to serve?</i> | <i>Who is being served? Who is not being served?</i> | <i>What will it look like when the program/process is fully implemented?</i>   | <i>How is implementation being measured? (Should it be measured differently?)</i> | <i>To what degree is the program being implemented?</i> | <i>What are the results?</i> |
| The purpose of the Attendance Plan: <ul style="list-style-type: none"> <li>• Improve student attendance</li> <li>• improve quality of instruction</li> <li>• scheduling</li> <li>• parent involvement</li> <li>• Increase graduation rate</li> </ul> | <ul style="list-style-type: none"> <li>• student attendance will improve</li> <li>• with improved instruction</li> <li>• jobs more efficient</li> <li>• improve school culture</li> <li>• student attendance</li> <li>• withdrawal rates decrease</li> <li>• decrease in no shows</li> <li>• reduce number of at-risk students</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Onboarding agreements</li> <li>• PD Training for faculty &amp; staff</li> <li>• Training for parents</li> </ul> |   |   |                              |

**MEASURING PROGRAMS & PROCESS – TIER 2 SUPPORTS**

**PROGRAM/PROCESS: HIGH SCHOOL TIER 2**

FEBRUARY 9, 2015

| PURPOSE  |   | PARTICIPANTS   |  | IMPLEMENTATION  |  |  | RESULTS  |
|--|---|--|--|---|--|--|--|
| <i>What is the purpose of the program or process?</i>  | <i>How will you know the purpose is being met? (What are the outcomes?)</i>   | <i>Who is the program/process intended to serve?</i>                       | <i>Who is being served? Who is not being served?</i>   | <i>What will it look like when the program/process is fully implemented?</i>  | <i>How is implementation being measured? (Should it be measured differently?)</i>  | <i>To what degree is the program being implemented?</i>  | <i>What are the results?</i>   |
| <ul style="list-style-type: none"> <li>• Increase student academic performance as determined by grades</li> <li>• To identify &amp; help students needing extra support</li> </ul> | <ul style="list-style-type: none"> <li>• Individual course grade increase</li> <li>• Students exit required tier 2</li> </ul> | <p>HS students who are failing or at risk of failing (class under 65%)</p> | <ul style="list-style-type: none"> <li>• HS students who are failing or at risk of failing (class under 65%)</li> <li>• Not served students who are doing well as determined by grades.</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly grade pulls</li> <li>• Advisors adding comments re: data</li> <li>• Learning coaches receiving letters</li> <li>• Students attending</li> <li>• Teachers sitting w/students &amp; identifying what work to be done</li> <li>• % progress made or grade point</li> <li>• Student engaged w/teacher</li> <li>• Flow chart</li> <li>• Clear communication w/parents &amp; students on schedule</li> <li>• Targeted assistance on Tues/Wed future.</li> <li>• Check in w/advisor</li> <li>• Check out w/advisor</li> <li>• Math workshop = breakdown of skill</li> <li>• Kids will not be so far apart w/work needs</li> <li>• Math workshop reading workshop screener</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly grade pulls</li> <li>• Attendance @ LCC, live help, math workshop</li> <li>• Student logs for tier 2 session</li> <li>• Quarter grade checks</li> <li>• Math workshop reading workshop screener</li> </ul> | <ul style="list-style-type: none"> <li>• Gathering teacher, parent, student buy in</li> <li>• Started 9/19/14 w/LCC Friday</li> <li>• Math workshop started Jan</li> <li>• Logs started Nov</li> <li>• Continually evolving &amp; changing</li> <li>• Task = engagement &amp; consistent practices</li> <li>• Improve teacher/student interaction</li> <li>• Structure &amp; systems in place including feedback loop</li> </ul> | <ul style="list-style-type: none"> <li>• Compare Q1 to Q2</li> <li>• Compare attendance reports</li> <li>• Total contact w/student grades</li> </ul> |

|  |  |  |  |   |  |  |  |
|--|--|--|--|---|--|--|--|
|  |  |  |  | <ul style="list-style-type: none"> <li>Shared definition of T2</li> </ul> |  |  |  |
|--|--|--|--|---|--|--|--|

**NEXT STEPS:**  
 Procedures in place to ES/MS processes & understanding of T1, T2 & T3

**Student Support - Oahu**  
**Earliest Entry 10/15/14 – Latest Entry 1/28/15**

|              | <b>Student &gt; Teacher</b> | <b>Teacher &gt; Student</b> | <b>Total Contacts</b> | <b>Valid Contacts</b> |
|--------------|-----------------------------|-----------------------------|-----------------------|-----------------------|
| Andy         | 12                          | 4                           | 16                    | 16                    |
| Jack         | 7                           | 128                         | 135                   | 100                   |
| Sterling     | 20                          | 1                           | 21                    | 21                    |
| Jess         | 34                          | 11                          | 45                    | 45                    |
| Marc         | 26                          | 4                           | 30                    | 30                    |
| Mark         | 19                          | 8                           | 27                    | 27                    |
| Jeff         | 40                          | 24                          | 64                    | 64                    |
| Jessica      | 121                         | 74                          | 195                   | 138                   |
| Colin        | 55                          | 28                          | 83                    | 53                    |
| Mailia       | 2                           | 9                           | 11                    | 11                    |
| Megan        | 4                           | 3                           | 7                     | 7                     |
| Dennis       | 3                           | 1                           | 4                     | 4                     |
| Kyla         | 12                          | 46                          | 58                    | 58                    |
| Ivan         | 22                          | 8                           | 30                    | 30                    |
| <b>TOTAL</b> | <b>377</b>                  | <b>349</b>                  | <b>726</b>            | <b>604</b>            |



**Student Support – Neighbor Island  
Earliest Entry 10/20/14 – Latest Entry 2/9/15**

|              | Student<br>><br>Teacher | Teacher<br>><br>Student | Total<br>Contacts | Valid<br>Contacts |
|--------------|-------------------------|-------------------------|-------------------|-------------------|
| Janelle      | 33                      | n/a                     | 33                | 33                |
| Janine       | 94                      | n/a                     | 94                | 94                |
| Nicole       | 77                      | 20                      | 97                | 117               |
| Jun          | 24                      | 0                       | 24                | 24                |
| Yngrid       | 13                      | 0                       | 13                | 13                |
| Marie        | 0                       | 0                       | 0                 | 0                 |
| <b>TOTAL</b> | <b>241</b>              | <b>20</b>               | <b>261</b>        | <b>281</b>        |

**B. ANALYSIS OF DATA**

**Demographic DATA**

| <i>Strengths</i>  | <i>Challenges</i>   |
|---|---|
| <ul style="list-style-type: none"> <li>● Sped population remains consistent 5%-6%</li> <li>● Overall attendance rate increasing at all divisions</li> <li>● Reduced grade level error retentions for SY 14-15</li> <li>● Withdrawal rate decreasing</li> <li>● Most teachers have advanced degree</li> <li>● 90% teacher return rate</li> <li>● enrollment remains consistent at over 1,000 students</li> <li>● Moving out of state is strong reason for withdrawal</li> <li>● In year withdrawals decreasing</li> <li>● Steady enrollment numbers based on strategic plan</li> <li>● Low special education population compared to national and state averages</li> <li>● Retention rates at HS appear to have declined significantly from SY 12-13 and 13-14.</li> <li>● Overall reduction in retention rates</li> <li>● Significant drop in 10th and 11th grade retention rates by cohorts</li> <li>● Most students have five or less tardies in high school</li> </ul> | <ul style="list-style-type: none"> <li>● Low SES population increased</li> <li>● High number of IEP's in 9th grade</li> <li>● Wide range of disabilities to serve</li> <li>● HS has lowest attendance-80%</li> <li>● Majority of HS students have 11-50 single class absences</li> <li>● 83 HS students have an excessive amount (76-83) of single class absences</li> <li>● 9R absences close to 9s but # of students is drastically different</li> <li>● Such high absenteeism in certain courses in HS (top 4 are virtual courses)</li> <li>● November highest number of absences</li> <li>● Classes that are only virtual have highest number of absences</li> <li>● Transferring to another public school is strong reason for withdrawal (more face to face support, blended learning does not work)</li> <li>● On average 50% of the student body enrolls as new student each year</li> <li>● New faculty position hiring each year to support students on each island</li> <li>● Sped students spread across 13 grades and 9 sites (4 islands)</li> <li>● Number of withdrawals per school year</li> <li>● Sped includes mild, moderate and severe~ serving these students in a blended learning environment, especially SLD</li> <li>● Small teaching staff based on number of students</li> <li>● Concentration of SPED students in grades 6-10</li> <li>● ¼ of absences are R students, are not proportionate to the study body</li> </ul> |

What are some *implications* for the continuous school improvement plan?

- Improve learning coach support for SLD special education students
- Build new staff and faculty mentoring program to guide new employees in their blended learning practice and knowledge
- Continue to improve communication of HTA's version of blended learning at new enrollment meetings and orientation
- Redesign high school course deployment to increase face-to-face time
- Minimize courses that are 100% virtual and set clear expectations for those courses that are 100% virtual
- Disaggregate the data by Neighbor Island and Oahu
- Continue to implement and improve data collection and analysis systems
- Increase expectations of what physical attendance means at HTA
- Continue to clarify HTA's educational program and philosophy
- Determine staffing to track and provide school intervention for absences
- Redesigning the face-to-face period attendance to ensure student engagement and positive academic outcomes
- Disaggregate attendance data by class format
- Redesign the on-line "live" class periods to ensure student engagement and positive academic outcomes
- Evaluate the effectiveness of in year promotions/curriculum jumps
- Define if we are guided "canned curriculum" or are we educators providing instruction in multiple formats
- Identify proportion of teacher developed lessons/assessments vs. canned curriculum
- Improve alignment with common core
- Improve communication with stakeholders as to integration of common core and SBAC skills/content

Continue the following 14-15 activities:

- Continue in-house enrollment process so that HTA controls messaging on school mission, vision, policies and procedures. Monitor and evaluate.
- Further develop and implement HTA-owned attendance system
- Collect and organize student learning data including universal screener, diagnostic, and progress monitoring results
- Conduct F2F meetings with st and parents for students with academic, attendance, or behavior issues. "academic/att/beh alert"
- Conduct faculty meeting to discuss school's approach to attendance process/policies for SY 14-15
- Conduct weekly enrollment/re-enrollment sessions to ensure that families understand school attendance expectations. Hold parents and students accountable.
- Contact parents by phone to report/discuss concerns with student academic, attendance, or behavior
- Continue current tools/methods for screening, diagnostic, and progress monitoring for SY 14-15 (e.g. Scantron, QRI, course marks, school-created assessments)
- Continue to clarify HTA's educational program and philosophy
- Continue to implement, monitor, and evaluate truancy procedures
- Continue to improve systems to track actual attendance for Oahu students in grades 9-12, including any assigned activities: online user activity, weekly learning center, mandatory on-syncs, required tutoring, SPED service hours, face to face conferences, assigned testing and any other assigned tasks.
- Continue to provide successful interventions (e.g. Orton-Gillingham, StudyIsland, Mark12) and identify/expand intervention strategies based on student needs.

- Create and define clear attendance plan and procedure
- Define levels of support and roles/responsibilities for all teachers, staff, and parents
- Establish criteria for intervention supports and identify/assign students (Rtl)
- Establish response to intervention cycle
- Further develop student supports for high needs student through the RTI process
- Identify universal screener and progress monitoring tools for implementation in SY 15-16.
- Increase opportunities and revise attendance requirements for one on one or small group tutoring for students falling well below or on “bubble” of HSA passing math score.
- Modify/differentiate curriculum for individual student needs
- Provide PD in order to develop supports for high needs student through the RTI process
- Provide professional development in HTA’s Rtl system for teachers, staff, and parents
- Schedule F2F meetings with parents of students with academic, behavior, or attendance issues.
- Strategy 3b: Define, track and enforce a customized attendance system for each student.
- Use information in ILPs to inform intervention supports for individual students and communicate information about high needs students.
- Utilize data to identify “at risk” students on a quarterly basis. Expand data points used to determine “at risk” to include SPED, Low-SES, and results from common assessments and universal screener.

Looking at the data presented, what other demographic data would you want to answer the question *Who are we?*

- Can we make a chart that show intersection of FRL and ELL and SPED?
- Need second quarter attendance data to look for trends across divisions. Should we further break it by island?
- Class attendance- would like to see how many kids are in each cohort
- I don’t understand the class attendance by month chart- what is that measuring?
- On attendance, need to be very clear that it is single class per single student- need full day attendance
- need in year promotion data & in year curriculum promotions- that is significant
- need the data for how many students enroll on an annual basis as new students- maybe break by Rs as well
- Why do families enroll at HTA?
- How many students come to HTA with IEPs, vs. referred here. Of the referred, how many are eligible?
- What does “other health” mean?
- How many 504 students?
- Dis-aggregate 504s and IEPs
- How many retained at HTA vs. prior to enrollment
- Reason for huge drop from in Rs from SY 13-14 to 14-15
- Time of year students leave vs. reason for leaving

### Perception DATA

| <i>Strengths</i> | <i>Challenges</i>                  |
|------------------|------------------------------------|
|                  | Don't have current perception data |

#### What are some *implications* for the continuous school improvement plan?

- Design/Identify a student/parent/staff perception survey.
- Deploy parent survey at face-to-face conference or orientation
- Deploy student survey during advisory or homeroom
- Analyze student/parent/staff perception survey results
- Continue to administer the student survey form for teacher feedback to teachers, as needed to improve effectiveness

#### Looking at the data presented, what other perception data would you want to answer the question *How do we do business?*

- Learning coach feedback on their desired outcomes for students
- Learning coach feedback on their ideal ratio of LC to online instruction

### Student Learning DATA

| <i>Strengths</i>  | <i>Challenges</i>  |
|---|--|
| <ul style="list-style-type: none"> <li>● Going to college rate is 70%                             <ul style="list-style-type: none"> <li>○ 20% increase from last SY</li> </ul> </li> <li>● All-students HSA science proficiency increased by 5%</li> <li>● Reading growth is strong</li> <li>● Above state percentages in all grades levels for reading</li> <li>● HSA READING                             <ul style="list-style-type: none"> <li>○ Pacific Islander proficiency 65% vs. state's 57%</li> <li>○ Low SES students 6% higher than state</li> <li>○ SPED total proficiency 8% higher than state</li> <li>○ All grade levels above state average</li> <li>○ 2 cohorts had significant increases (3rd-4th &amp; 5th-6th)</li> </ul> </li> <li>● HSA MATH                             <ul style="list-style-type: none"> <li>○ ELL math scores much higher than state, but only 2 ELL students</li> <li>○ 1 cohort had significant increase (6th-7th)</li> </ul> </li> <li>● HSA SCIENCE                             <ul style="list-style-type: none"> <li>○ Grades 4 &amp; 8 higher than state</li> </ul> </li> <li>● High ACT scores compared to state                             <ul style="list-style-type: none"> <li>○ x (n%) students scored 20 or above</li> <li>○ algebra scores 13% higher than the state</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Identifying high needs students</li> <li>● Communicating high needs students to teachers</li> <li>● Raising scores for high needs students</li> <li>● All-students HSA math proficiency dropped 6% from last SY</li> <li>● Drastic decrease in HSA both content areas in Grade 6 from last SY</li> <li>● Decrease in both HSA content areas in Grad 10 from last SY</li> <li>● 44% graduation rate</li> <li>● HSA READING                             <ul style="list-style-type: none"> <li>○ Not low SES same as state at 80%</li> <li>○ 3rd grade male: 63%, female: 97%</li> <li>○ 2 cohorts had significant decreases- 5th-6th &amp; 7th-8th</li> </ul> </li> <li>● HSA MATH                             <ul style="list-style-type: none"> <li>○ 5th grade same as state 65%</li> <li>○ 6th grade 51% versus state 55%</li> <li>○ 8th grade 51% versus state 59%</li> <li>○ 10th grade 39% versus state 42%</li> <li>○ Total 57% versus state 58%</li> <li>○ 5 cohorts had significant decreases- 4th-5th, 5th-6th, 6th-7th, 7th-8th</li> <li>○ 5th-6th, 6th-7th, 7th-8th had significant increases in "well belows"</li> </ul> </li> <li>● SCIENCE                             <ul style="list-style-type: none"> <li>○ HSA- Only 60% 4th graders and 47% 8th graders proficient</li> <li>○ EOC- 10th graders have lowest proficiency (42%) amongst 9th-11th</li> </ul> </li> <li>● ACT scores decreasing over 5 year trend</li> <li>● 32% of HS students get D's and F's in math</li> <li>● Students/parents express dissatisfaction with foreign language online curriculum</li> </ul> |

What are some *implications* for the continuous school improvement plan?

- Continue to align our curriculum with state standards
- Continue to align our instructional practices with the rigor needed for CCSS and SBAC testing
- Provide professional development in order to align our instructional practices with the rigor needed for CCSS and SBAC testing
- Identifying high needs students
- Communicating high needs students to teachers
- Raising scores for high needs students
- Further develop student supports for high needs student through the RTI process
- Provide PD in order to develop supports for high needs student through the RTI process
- Continue to analyze the effectiveness of students with high needs
- Redesign high school course deployment to increase face-to-face time
- Monitor, evaluate and refine math workshop
- Identify and implement a universal screener for math
- Implement IAB as a progress monitor for math at testing grades
- Investigate scheduling options-ie block schedules, multiple days

Continue the following 14-15 activities:

- Align grading practices schoolwide
- Alter state-wide learning center schedules to allow for more targeted interventions
- Coach teachers in curriculum planning and creating assessments
- Coach teachers in data analysis both individually and in PLCs
- Coach teachers in instructional strategies for both online synchronous and F2F formats
- Contact parents and students regarding absences or lack of engagement.
- Continue to provide Data Driven Practice Leader to implement systems and processes to collect and analyze data (Is Manu HS DDP Leader and new DDP leader is for K-8?)
- Continue to collect and analyze data for continuous school improvement
- Continue to provide High School Student Support Specialist and expand Neighbor Island High School Lead
- Continue to provide orientation/training for parents on using online curriculum and monitoring student progress. Provide additional support as needed.
- Continue to provide orientations on schoolwide processes and expectations for parent and student orientations for new and returning students.
- Continue to record strategies and interventions provided and student response in students' Individual Learning Plans for academics, behavior, and attendance.
- Create common pacing calendar aligned to CCSS for K-6 and aligned pacing calendars for 7-8
- Continue to implement, monitor, and evaluate K-8 and Neighbor Island -Low progress policy-clearly identify interventions for low progress
- Develop and implement a teacher newsletter and website to... (What is the content and
- Develop structures and processes for PLCs.
- Facilitate unpacking of CCSS, evaluating existing lessons, and redesigning lessons accordingly including vertical articulation K-12.
- Continue to provide math tutors on neighbor islands/eHTA
- Increase levels of support provided at Remote Learning Centers
- Inform parents (learning coaches) and students when assigned for level 2 or 3 interventions
- Investigate, identify, and implement curriculum to supplement online curriculum and continue to provide training and support for teachers.
- Monitor fidelity of implementation of interventions (e.g. student engagement, teacher providing

targeted instruction).

- Monitor, evaluate and refine math workshop
- Offer Math workshops for HS credit
- Provide data summaries by class for teachers and coaches for analysis.
- Provide professional development in CCSS.
- Provide professional development in designing curriculum, lessons, and instructional delivery in a blended learning environment.
- Provide students with the semester to complete assignments to ensure mastery
- Provide support and training for parents to serve as learning coaches including parent workshops on curriculum and instructional practices
- Provide teachers with resources for lesson planning and formative assessments aligned to CCSS
- Strategy 3a: Involve parents as learning coaches and partners in their child's education.
- Continue transition from K-12 exclusive curriculum and pacing to teacher-driven curriculum
- Collect and organize student learning data including universal screener, diagnostic, and progress monitoring results
- Continue current tools/methods for screening, diagnostic, and progress monitoring for SY 14-15 (e.g. Scantron, QRI, course marks, school-created assessments)
- Continue to provide successful interventions (e.g. Orton-Gillingham, StudyIsland, Mark12) and identify/expand intervention strategies based on student needs.
- Establish criteria for intervention supports and identify/assign students (Rtl)
- Establish response to intervention cycle
- Identify universal screener and progress monitoring tools for implementation in SY 15-16.
- Modify/differentiate curriculum for individual student needs
- Provide PD in order to develop supports for high needs student through the RTI process
- Provide professional development in HTA's Rtl system for teachers, staff, and parents
- Use information in ILPs to inform intervention supports for individual students and communicate information about high needs students.

Looking at the data presented, what other student learning data would you want to answer the question *How are our students doing?*

- Comparing data eHTA vs. standard blend School

### **Program & Process DATA**



| <i>Strengths</i>   | <i>Challenges</i>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Enrollment process streamlined to 4 easy steps</li> <li>• Focused coordinated effort for improvement on multiple fronts due to increased support and leadership capacity</li> <li>• Got out of K12 as an exclusive comprehensive contract</li> <li>• Evolving from the perception of an online/homeschool support to a teacher/standards driven blended program</li> <li>• HonuHub allows HTA to build our own student information system</li> <li>• Transparent systems for accountability</li> <li>• Faculty evaluation process clearly defined</li> <li>• Math workshop evolved from previous program that was primarily online</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Special education program faces challenges with students spread across many divisions and islands</li> <li>• HonuHub continues to evolve based on needs</li> <li>• Live help is not effective</li> <li>• Internet shutdowns are a challenge</li> <li>• Effectively using advisory time</li> <li>• Lack of personnel to adequately service students in need of college and career counseling</li> <li>• Getting teachers to work with students on non F2F days</li> </ul> |

**What are some *implications* for the continuous school improvement plan?**

- Continue to expand and develop Neighbor Island program
  - Define what happens on non F2F days, F2F days, and on line.
  - Redesign deployment to increase face-to-face time in all divisions
- Continue the following 14-15 activities:
- Alter state-wide learning center schedules to allow for more targeted interventions
  - Coach teachers in curriculum planning and creating assessments
  - Coach teachers in data analysis both individually and in PLCs
  - Coach teachers in instructional strategies for both online synchronous and F2F formats
  - Contact parents and students regarding absences or lack of engagement.
  - Continue to provide Data Driven Practice Leader to implement systems and processes to collect and analyze data (Is Manu HS DDP Leader and new DDP leader is for K-8?)
  - Continue to collect and analyze data for continuous school improvement
  - Continue to provide High School Student Support Specialist and expand Neighbor Island High School Lead
  - Continue to provide orientation/training for parents on using online curriculum and monitoring student progress. Provide additional support as needed.
  - Continue to provide orientations on schoolwide processes and expectations for parent and student orientations for new and returning students.
  - Continue to record strategies and interventions provided and student response in students' Individual

Learning Plans for academics, behavior, and attendance.

- Continue to implement, monitor, and evaluate K-8 and Neighbor Island -Low progress policy-clearly identify interventions for low progress
- Develop structures and processes for PLCs.
- Continue to provide math tutors on neighbor islands/eHTA
- Increase levels of support provided at Remote Learning Centers
- Inform parents (learning coaches) and students when assigned for level 2 or 3 interventions
- Investigate, identify, and implement curriculum to supplement online curriculum and continue to provide training and support for teachers.
- Monitor fidelity of implementation of interventions (e.g. student engagement, teacher providing targeted instruction).
- Monitor, evaluate and refine math workshop
- Strategy 3a: Involve parents as learning coaches and partners in their child's education.
- Establish response to intervention cycle
- Assign community coach to provide F2F support for students who require the presence of an adult to increase student engagement and on-task behavior, particularly for students who do not have support at home.
- Continue to assign all high school faculty as advisors and reduce total number of advisees per advisor. Continue to assign all retained students to the same advisory
- Continue in-house enrollment process so that HTA controls messaging on school mission, vision, policies and procedures. Monitor and evaluate.
- Further develop and implement HTA-owned attendance system
- Conduct F2F meetings with st and parents for students with academic, attendance, or behavior issues. "academic/att/beh alert"
- Conduct faculty meeting to discuss school's approach to attendance process/policies for SY 14-15
- Conduct weekly enrollment/re-enrollment sessions to ensure that families understand school attendance expectations. Hold parents and students accountable.
- Contact parents by phone to report/discuss concerns with student academic, attendance, or behavior
- Continue to clarify HTA's educational program and philosophy
- Continue to implement, monitor, and evaluate truancy procedures
- Continue to improve systems to track actual attendance for Oahu students in grades 9-12, including any assigned activities: online user activity, weekly learning center, mandatory on-syncs, required tutoring, SPED service hours, face to face conferences, assigned testing and any other assigned tasks.
- Create and define clear attendance plan and procedure
- Further develop student supports for high needs student through the RTI process
- Schedule F2F meetings with parents of students with academic, behavior, or attendance issues.
- Strategy 3b: Define, track and enforce a customized attendance system for each student.
- Utilize data to identify "at risk" students on a quarterly basis. Expand data points used to determine "at risk" to include SPED, Low-SES, and results from common assessments and universal screener.

Looking at the data presented, what other program and process data would you want to answer the question *What are our processes?*

- Data for effectiveness of math workshop program- track individual student progress

### C. SYNTHESIS OF FINDINGS

- Synthesize analysis data into 3–10 key strengths and challenges.
- Identify 1–3 root causes of low student achievement.

#### Key Strengths:

- Overall attendance rate increasing at all divisions
- Reduced grade level error retentions for SY 14-15
- Withdrawal rate decreasing
- Most teachers have advanced degree
- 90% teacher return rate
- enrollment remains consistent at over 1,000 students
- Overall reduction in retention rates
- Going to college rate is 70%
  - 20% increase from last SY
- All-students HSA science proficiency increased by 5%
- Reading growth is strong
- High ACT scores compared to state
  - x (n%) students scored 20 or above
  - algebra scores 13% higher than the state
- Focused coordinated effort for improvement on multiple fronts due to increased support and leadership capacity
- Got out of K12 as an exclusive comprehensive contract
- Evolving from the perception of an online/homeschool support to a teacher/standards driven blended program
- HonuHub allows HTA to build our own student information system
- Transparent systems for accountability
- Faculty evaluation process clearly defined
- Math workshop evolved from previous program that was primarily online

#### Key Challenges:

- HS has lowest attendance-80%
- 83 HS students have an excessive amount (76-83) of single class absences
- Classes that are only virtual have highest number of absences
- Transferring to another public school is strong reason for withdrawal (more face to face support, blended learning does not work)

- On average 50% of the student body enrolls as new student each year
- Sped students spread across 13 grades and 9 sites (4 islands)
- Number of withdrawals per school year
- Sped includes mild, moderate and severe~ serving these students in a blended learning environment, especially SLD
- Small teaching staff based on number of students
- Concentration of SPED students in grades 6-10
- ¼ of absences are R students, are not proportionate to the study body
- Don't have current perception data
- Identifying and addressing needs of at risk students
- All-students HSA math proficiency dropped 6% from last SY
- 44% graduation rate
- HSA MATH
  - 6<sup>th</sup>, 8<sup>th</sup>, & 10<sup>th</sup> grades lower than state averages
  - Total 57% versus state 58%
  - 5 cohorts had significant decreases- 4th-5th, 5th-6th, 6th-7th, 7th-8th
- 32% of HS students get D's and F's in math
- Attendance
- Live help is not effective
- Effectively using advisory time
- Lack of personnel to adequately service students in need of college and career counseling
- Getting teachers to work with students on non F2F days

#### **ROOT CAUSE(S) OF LOW STUDENT ACHIEVEMENT**

- Curriculum, instruction, and assessment practices are not aligned schoolwide vertically or to CCSS
- Schoolwide intervention systems are not fully developed.
- Strategies to involve learning coaches/parents as partners in the students' education are insufficient

## IV. SCHOOL ACADEMIC PLAN

### GOAL 1. To provide a robust, common core aligned, statewide blended learning program

#### Baseline Data and Targets:

|  | SY 12-13             | SY 13-14                 |  | Targets Sy14-15                   | Targets Sy15-16   |
|--|----------------------|--------------------------|--|-----------------------------------|---|
| HSA Math                                   | 65.7%                | 60.4%                    |  | 70%<br>Returning: 80%<br>New: 60% | 78%<br>Returning: 85%<br>New: 70%   |
| HSA Reading                                | 82.7%                | 83%                      |  | 88%<br>Returning: 91%<br>New: 84% | 92%<br>Returning:95%<br>New:87%   |
| HSA Science                                | 47.4%                | 51.6%                    |  | 63%<br>Returning: 66%<br>New:60%  | 70%<br>Returning:75%<br>New:65%   |
| Grad rate                                  | 42%                  | 45%                      |  | 50%                               | 55%<br>*HTA transitions approximately 20% of HS class to GED, 20% freshman class enters as 9R, will not graduate in 4 years |
| College                                    | 55% 4 yr<br>10% 2 yr | 31% 4 yr<br>22% 2 yr     |  | 50%                               | 55%   |
| Career/Military/<br>Vocational<br>training | No data              | 9% Voc.<br>20%<br>Career |  | 50%                               | 45%   |
| ACT  | NA                   | 21                       |  | 21                                | 22  |

\* HTA enrolls approximately 550 new students (half of total student population) each year. In as such, individual targets have been set for new students and returning students.

**SHORT-TERM TARGETS**

| Grades                 | Baseline<br>1st Quarter SY14-15            | Quarterly  |
|------------------------|--|--|
| ES (K-5)               | 111 (7%) WB                                | Decrease by 15% the number of Well Below                             |
|                        | 1061 (64%) ME<br>356 (21%) MP<br>Total 85% | Increase by 10% the number of Proficient                             |
| MS (6-8)               | 117 (9%) F<br>76 (6%) D<br>Total 15%       | Decrease by 15% the number of D's and F's                            |
|                        | 493 (38%) A<br>383 (29%) B<br>Total 67%    | Increase by 10% the number A's and B's                               |
| HS                     | 487 (19%) F<br>215 (9%) D<br>Total 28%     | Decrease by 9% the number of D's and F's                             |
|                        | 898 (36%) A<br>551 (22%) B<br>Total 58%    | Increase by 7% the number A's and B's                                |
| TBD Universal Screener | TBD  | TBD (to be administered 2x in 14-15 and 3 times in subsequent years) |

**Strategy 1a. Collect and analyze student learning and other data for continuous school improvement and to inform instruction**

| <b>Actions</b>   | <b>Person Responsible</b>                               | <b>Evidence of Implementation</b>  | <b>Resources Needed</b>  | <b>Estimated Cost</b>  | <b>Timeline/ Due Date</b>    |
|--|---|--|--|--|------------------------------|
| Continue to provide HS and Elem/MS Data Driven Practice Leaders to implement systems and processes to collect and analyze data                                     | Executive Director                                      | Contract for K-8 Data Driven Practice Leader/ SY 15-16 contract for HS Data Driven Practice Leader | HTA budget allocation for HS Data Driven Practice Leader Position Posting/hiring committee   | \$58,000 (spp)<br>\$54,000 (sup foc req)<br>less 14-15 carry-over of \$28,000= \$26,000              | 6/1/15                       |
| Continue to collect and organize student learning data including assessment results from Gradpoint, Advanced Academics, K-12 Peak, and teacher created curriculum. | Data Driven Practice Leader(s)                          | Weekly and quarterly grade pulls   | Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8  | \$55,000 (state per pupil; SPP)<br>\$54,000 (supplemental focus school request)                      | Weekly<br>Sept '15-May '16   |
| Provide data summaries by class for teachers and coaches for analysis.   | Data Driven Practice Leader(s)                          | Weekly and quarterly summaries   | Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8<br>Measured Progress (CCSS interim asmt)<br>TBD Universal Screener | \$55,000 – (spp)<br>\$54,000 (sup foc req)<br><br>\$9,000 (sup foc req)<br><br>\$3,500 (sup foc req) | Weekly- HS<br>Monthly- MS/ES |
| Continue to implement and refine structures and processes for PLCs.  | Director of Ped. Practice & Data Driven Practice Leader | PLC minutes/ agenda templates  | Dir. of Ped Practice Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8   | \$95,000 (spp)<br>\$55,000 (spp)<br><br>\$54,000 (sup foc req)                                       | September 2015               |

|   |   |                     |   |  |   |
|---|---|---------------------|---|--|---|
|   |   |                     |   |  |   |
| Continue to coach teachers in data analysis both individually and in PLCs | Instructional Coach(s)  | PLC minutes/ agenda | Instructional Coach(s) – 2 (K-8; 9-12)  | \$130,000 sup req)   | Weekly Sept '15-May '16                         |
| Continue to collect and analyze data for continuous school improvement    | Director of Ped. Practice & Data Driven Practice Leader                           | Data Summaries      | Director of Ped. Practice & Data Driven Practice Leader   | \$95,000 (per pupil)<br>\$55,000 (sup req)   | SY 15-16<br>October<br>December<br>March<br>May |
| Continue to implement and improve data collection and analysis systems    | Director of Ped. Practice & Data Driven Practice Leader<br>Director of Technology | Data Summaries      | Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8<br>HonuHub Data System<br>Google Docs   | Data Driven Practice Leader HS \$58,000 (spp)<br>Data Driven Practice Leader ES/MS \$54,000 (sup req)<br>Director of Ped. Practice \$95,000 (per pupil)<br>Director of Technology \$78,000 (per pupil) | Monthly August 2015-May 2016                    |
| Disaggregate data by Neighbor Island and Oahu                             | Data Driven Practice Leaders, Instructional Coaches, Director of Ped. Practice    | Data Summaries      | Data Driven Practice Leaders, Instructional Coaches<br>HonuHub Data System<br>Google Docs<br>Data Summaries | Data Driven Practice Leader HS \$58,000 (per pupil)<br>Data Driven Practice Leader ES/MS \$54,000 (sup req)<br>HS Inst. Coach \$65,000 (sup req)<br>ES/MS Inst. Coach \$65,000 (sup req)               | Monthly August 2015-May 2016                    |
| Disaggregate attendance   | Director of Ped.  | Attendance data     | Data Driven Practice  | Data Driven Practice   | Monthly August                                  |



|  |   |                |   |  |                          |
|--|---|----------------|---|--|--------------------------|
| data by class format   | Practice & Data Driven Practice Leader<br>Director of Technology        | reports        | Leaders, Director of Technology, HonuHub system   | Leader HS \$58,000 (spp)<br>Data Driven Practice Leader ES/MS \$54,000 (sup req)<br>HonuHub \$50,000 (per pupil)<br>Director of Technology \$78,000 (per pupil)  | 2015-May 2016            |
| Design/Identify a student/parent/staff perception survey.      | Director of Advancement<br>Executive Director                           | Draft Survey   | Director of Advancement<br>HonuHub Survey System  | Director of Advancement<br>\$92,000 (per pupil)  | August 2015              |
| Deploy parent survey at face-to-face conference or orientation | Director of Advancement   | Survey Results | Director of Advancement<br>HonuHub Survey System<br>Teachers  | Director of Advancement<br>\$92,000 (per pupil)  | October 2015<br>May 2015 |
| Deploy student survey during advisory or homeroom              | Executive Director  | Survey Draft   | HonuHub Survey System<br>Teachers<br>Instructional Support Team (Data Driven Leaders, Inst. Coaches, Dir. Of Ped. Practice) | Data Driven Practice Leader HS \$58,000 (spp)<br>Data Driven Practice Leader ES/MS \$54,000 (sup req)<br>HS Inst. Coach \$65,000 (sup req)<br>ES/MS Inst. Coach \$65,000 (sup req)<br>Director of Ped. Practice \$95,000 (per pupil) | August 2015              |
| Analyze student/parent/staff perception survey results         | Instructional Support Team (Data Driven Leaders, Inst. Coaches, Dir. Of | Survey Results | HonuHub Survey System<br>Teachers<br>Instructional Support Team (Data Driven  | Data Driven Practice Leader HS \$58,000 (per pupil)<br>Data Driven Practice Leader ES/MS   | October 2015<br>May 2015 |

|  |                |  |   |   |  |
|--|----------------|--|---|---|--|
|  | Ped. Practice) |  | Leaders, Inst. Coaches,<br>Dir. Of Ped. Practice) | \$54,000 (sup req)<br>HS Inst. Coach<br>\$65,000 (sup req)<br>ES/MS Inst. Coach<br>\$65,000 (sup req)<br>Director of Ped.<br>Practice \$95,000<br>(per pupil) |  |
|--|----------------|--|---|---|--|

**Strategy 1b. Redesign curriculum from K-12 exclusive online to teacher-driven blended learning model**

| Actions  | Person Responsible            | Evidence of Implementation                              | Resources Needed   | Estimated Cost   | Timeline/<br>Due Date                           |
|--|-------------------------------|---|--|--|---|
| Continue transition from K-12 exclusive curriculum and pacing to using K-12 as a curriculum resource along with other curriculum including teacher-created curriculum and pacing guides for grades K-8 | Division Leads                | Pacing guides   | Division Leaders – differential for teacher leaders<br>GradPoint Curriculum<br>Schoology<br>Blended Learning<br>Training<br>Ed Tech<br>Summer stipends K-8<br>Summer stipends 9-12 | \$33,000 (spp)<br><br>\$150,000 (spp)<br>\$5,000 (spp)<br>\$4,000 (title 2 grant)<br><br>\$5,000 (sup req)<br>\$15,000 (sup req)<br>\$30,000 (sup req) | SY 15-16<br>October<br>December<br>March<br>May |
| Continue transition from K-12 exclusive curriculum and pacing to teacher-driven curriculum incorporating Pearson Gradpoint (Brain Honey platform) and other CCSS-aligned curriculum for grades 9-12    | HS Student Support Specialist | Student Account Numbers<br><br>Teacher pacing calendars | HS Support Specialist<br>GradPoint Curriculum<br>Schoology<br>Ed Tech<br>Summer stipends K-8<br>Summer stipends 9-12   | \$3,500 (spp)<br>\$150,000 (spp)<br>\$5,000 (spp)<br>\$5,000 (sup req)<br>\$15,000 (sup req)<br>\$30,000 (sup req)                                     | August<br>SY 15-16                              |
| Continue transition from K-12  | High School                   | Student Account   | Middlebury Languages   | \$50,000 (per pupil)   | August 2015                                     |

|   |   |  |   |  |   |
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| exclusive model for AP, elective, and other low enrollment courses to K-12 Middlebury for foreign language and Pearson Advanced Academics for AP and other low enrollment courses | Counselor   | Numbers  | Advanced Academics  |  | January 2016  |
| Continue to investigate, identify, and implement curriculum to supplement online curriculum.  | Director of Pedagogical Practice  | Report provided to Academic Cmte of Board and Ex. Director | Dir. of Ped Practice<br>Summer stipends K-8<br>Summer stipends 9-12   | \$98,000 (ssp)<br>\$15,000 (sup req)<br>\$30,000 (sup req)                   | October 2015,<br>January 2016<br>March 2016<br>May 2016 |
| Identify proportion of teacher developed lessons/assessments vs. canned curriculum  | Director of Pedagogical Practice<br>Elem/MS/NI<br>Division Leads  | Student Handbook and report card                           | Dire of Ped Practice<br>Division Leads<br>Summer stipends K-8<br>Summer stipends 9-12   | \$98,000 (spp)<br>\$11,500 (spp)<br>\$15,000 (sup req)<br>\$30,000 (sup req) | June 2015<br>Presented July 2015                        |
| Define if we are guided "canned curriculum" or are we educators providing instruction in multiple formats   | Director of Pedagogical Practice<br>HS Steering Committee   | Student Handbook Curriculum or online resource contracts   | HS Steering Committee<br>Dir. Of Ped Practice<br>Online resources/curriculum samples<br>Summer stipends K-8<br>Summer stipends 9-12 | \$98,000 (spp)<br><br>\$15,000 (sup req)<br>\$30,000 (sup req)               | Jan-April 2015<br>Presented July 2015                   |
| Continue to train and provide support for teachers in using online curriculum.  | HS Support Specialist; K-8 Instructional Coach (in lieu of Elem Support Specialist)<br>9-12 Instructional Coach | Meeting Agenda/minutes                                     | HS Support Specialist<br>Instructional Coach K-8<br>Instructional Coach 9-12<br>Ed Tech   | \$3,500 (per pupil)<br>\$130,000 sup req<br><br>\$5,000 (sup req)            | July 2016<br>Monthly in PLC                             |

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| Further develop and refine common pacing calendar aligned to CCSS for K-6 and aligned pacing calendars for 7-8 | Division Leads   | CCSS pacing calendar                                       | Division Leaders (differential for teacher leaders)<br>Summer Stipends K-8<br>PLC meetings              | \$33,000 (per pupil)<br>\$15,000 (sup req.)                        | SY 15-16<br>Summer<br>October<br>December<br>March<br>May |
| Monitor and evaluate existing curriculum   | Academic Cmte of Governing Board   | Meeting agenda/minutes                                     | Ex. Director<br>Board Members   | N/A  | October 2015<br>January 2016<br>April 2016                |
| Implement common assessments   | Dir. Of Ped Practice<br>Instructional Coaches                                      | Catalogue of test results                                  | Dir. Of Ped Practice<br>Measuring Progress<br>CCSS interim asmt<br>HS Instr. Coach<br>ES/MS Inst. Coach | \$98,000 (per pupil)<br>\$9,000 (sup req.)<br>\$130,000 (sup req.) | Bi-monthly SY 15-16                                       |
| Redesign deployment to increase face-to-face time in all divisions   | Director of Pedagogical Practice<br>HS Steering Committee                          | Student Handbook<br>Student Schedules                      | HS Steering Committee<br>Dir. Of Ped Practice   | \$98,000 (spp)   | Jan-April 2015<br>Presented July 2015                     |
| Define what happens on non F2F days, F2F days, and on line.  | Director of Pedagogical Practice<br>HS Steering Committee<br>Instructional Coaches | Student Handbook<br>Student Schedules<br>Teacher Schedules | HS Steering Committee<br>Dir. Of Ped Practice<br>Instructional Coaches<br>PLC time                      | \$98,000 (spp)<br>\$130,000 (sup req.)                             | Jan-April 2015<br>Presented July 2015                     |
| Redesign the face-to-face period attendance to ensure student engagement and positive academic outcomes        | Director of Pedagogical Practice<br>HS Steering Committee<br>Instructional Coaches | Student Handbook<br>Student Schedules<br>Teacher Schedules | HS Steering Committee<br>Dir. Of Ped Practice<br>Instructional Coaches<br><br>PLC time                  | \$98,000 (spp)<br>\$130,000 (sup req.)                             | Jan-April 2015<br>Presented July 2015                     |
| Redesign the on-line "live"  | Director of  | Student Handbook   | HS Steering Committee   |  | Jan-April 2015  |

|   |  |   |  |   |                                    |
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| class periods to ensure student engagement and positive academic outcomes                                 | Pedagogical Practice<br>HS Steering Committee<br>Instructional Coaches | Student Schedules<br>Teacher Schedules                  | Dir. Of Ped Practice<br>Instructional Coaches<br><br>Summer stipends K-8<br>Summer stipends 9-12<br>PLC time | \$98,000 (spp)<br>\$130,000 (sup req)<br><br>\$15,000 (sup req)<br>\$30,000 (sup req)<br>PLC time | Presented July 2015                |
| Minimize courses that are 100% virtual and set clear expectations for those courses that are 100% virtual | Executive Director<br>High School Counselor                            | Faculty Roster<br>Orientation Packet for Online courses | 2 additional HS elective positions<br>Summer stipends K-8<br>Summer stipends 9-12<br>PLC time                | \$110,000 (spp)<br><br>\$15,000 (sup req)<br>\$30,000 (sup req)                                   | May 2015                           |
| Analyze student/parent/staff perception survey results  | Director of Advancement<br>Executive Director                          | Survey Results Published                                | Survey Tool<br>HonuHub<br>PLC time   | \$50,000 (spp)  | Late October 2016<br>Late May 2016 |

**Strategy 1c. Improve alignment of curriculum to CCSS**

| <b>Actions</b>                                    | <b>Person Responsible</b>                                 | <b>Evidence of Implementation</b> | <b>Resources Needed</b>   | <b>Estimated Cost</b>  | <b>Timeline/ Due Date</b> |
|---|---|-----------------------------------|---|--|---------------------------|
| Provide professional development in CCSS & SBAC.  | Director of Pedagogical Practice<br>Instructional Coaches | Meeting agenda/minutes            | PD training<br>Dir. Of Ped Practice<br>Instructional Coaches<br>Summer stipends K-8<br>Summer stipends 9-12 | \$7,000 (title 2)<br>\$98,000 (per pupil)<br>\$130,000 sup req<br>\$15,000 (sup req)<br>\$30,000 (sup req) | August 2015<br>Feb 2016   |
| Facilitate unpacking of CCSS, evaluating existing | Director of Pedagogical                                   | Meeting                           | Dir of Ped Practice<br>Instructional Coach K-8,   | \$98,000 (per pupil)   | November 2015             |

|  |                                |  |  |   |                                 |
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| lessons, and redesigning lessons accordingly including vertical articulation K-12.               | Practice Instructional Coaches | agenda/minutes   | 9-12<br>Summer stipends K-8<br>Summer stipends 9-12<br>PLC time  | \$130,000 (sup req)<br>\$15,000 (sup req)<br>\$30,000 (sup req) | January 2016<br>April 2016      |
| Continue to coach teachers in curriculum planning and creating assessments                       | Instructional Coach(s)         | PLC minutes  | Instructional Coach K-8<br>Instructional Coach 9-12<br>PLC time  | \$130,000 (sup req)   | Monthly August 2015-May 2016    |
| Provide teachers with resources for lesson planning and formative assessments aligned to CCSS    | Instructional Coaches          | Faculty resource website<br>PLC Meeting Notes  | Instructional Coach K-8<br>Instructional Coach 9-12<br>Measured Progress interim asmt tool<br>PLC time | \$130,000 (sup req)<br>\$9,000 (sup req)                        | Monthly August 2015-May 2016    |
| Implement CCSS common assessments  | Director of Ped Practice       | Grade Level Calendars  | Measured Progress  | \$9,000 (sup req)   | Bi-monthly August 2015-May 2016 |
| Improve communication with stakeholders as to integration of common core and SBAC skills/content | Instructional Coaches          | Parent resource website<br>Flyers for Parent Training Events<br>Copies of HonuMinute | Instructional Coach K-8<br>Instructional Coach 9-12  | \$130,000 (sup req.)  | Bi-monthly August 2015-May 2016 |

**Strategy 1d. Improve pedagogical practices schoolwide**

| <b>Actions</b>  | <b>Person Responsible</b>        | <b>Evidence of Implementation</b> | <b>Resources Needed</b>   | <b>Estimated Cost</b>                                      | <b>Timeline/ Due Date</b>       |
|---|----------------------------------|-----------------------------------|---|--|---------------------------------|
| Provide professional development in designing curriculum, lessons, and instructional delivery in a blended learning | Director of Pedagogical Practice | PLC minutes                       | Dir. of Ped Practice<br>PLC Time<br>Summer stipends K-8<br>Summer stipends 9-12 | \$95,000 (SPP)<br>\$15,000 (sup req)<br>\$30,000 (sup req) | August 2014<br>Monthly SY 14-15 |

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| environment.   |   |  |  |   |  |
| Provide professional development in order to align our instructional practices with the rigor needed for CCSS and SBAC testing | Director of Pedagogical Practice<br>Instructional Coaches | Meeting agenda/minutes                             | PD training<br>Dir. Of Ped Practice<br>Instructional Coaches<br>Summer stipends K-8<br>Summer stipends 9-12                      | \$7,000 (title 2)<br>\$98,000 (per pupil)<br>\$130,000 (sup req)<br>\$15,000 (sup req)<br>\$30,000 (sup req)                          | August 2015<br>Feb 2016                  |
| Continue to align our instructional practices with the rigor needed for CCSS and SBAC testing                                  | Director of Pedagogical Practice<br>Instructional Coaches | Meeting agenda/minutes<br><br>Teacher lesson plans | PD training<br>Dir. Of Ped Practice<br>Instructional Coaches<br>Summer stipends K-8<br>Summer stipends 9-12<br>Measured Progress | \$7,000 (title 2)<br>\$98,000 (per pupil)<br>\$130,000 (sup req)<br>\$15,000 (sup req)<br>\$30,000 (sup req)<br>\$9,000 (sup req)     | Monthly SY 15-16                         |
| Continue to coach teachers in instructional strategies for both online synchronous and F2F formats                             | Instructional Coach(s)                                    | Coaching logs                                      | Instructional Coach K-8<br>Instructional Coach 9-12<br>Blended Learning Training   | \$130,000 (sup req)<br><br>\$4,000 (other funds)  | Jan- May 2015                            |
| Build new staff and faculty mentoring program to guide new employees in their blended learning practice and knowledge          | Executive Director  | Mentor Logs<br>Meeting schedules/notes             | Veteran Teachers<br>Mentoring Packet/Process   | \$400,000 (spp) for 8 veteran teachers who will mentor new teachers.  | July 2015<br>Every six weeks thereafter  |
| Increase strategies to modify/differentiate curriculum for individual student needs  | Instructional Coach(s)                                    | Student Individualized Learning Plans              | Instructional Coach K-8<br>Instructional Coach 9-12<br><br>ILP Platform<br><br>Measured Progress<br>Universal Screener           | Instructional Coaches \$130 (sup foc req)<br><br>Amazing Webhost Training \$5,000 (title 2)<br>\$9,000 (sup req)<br>\$3,500 (sup req) | August, October, January, March SY 14-15 |
| Align grading practices schoolwide   | Executive Director  | Grading Protocol<br>Teachers' syllabi              | N/A  | N/A   | October 2014<br>December 2014            |

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School: Hawaii Technology Academy

SY 2015-16

|  |                        |                         |   |  |   |
|--|------------------------|-------------------------|---|--|---|
|  |                        |                         |   |  | May 2015  |
| Continue to provide support and training for parents to serve as learning coaches including parent workshops on curriculum and instructional practices | Instructional Coach(s) | Agenda<br>Sign-in sheet | Instructional Coach K-8<br>Instructional Coach 9-12<br>Ed Tech                | Instructional Coaches \$130,000<br>sup req)<br>\$5,000 (sup req) | Monthly<br>September<br>2015-May 2016<br><br>August 2015-<br>Major training |
| Continue to administer the student survey form for teacher feedback to teachers, as needed to improve effectiveness                                    | Division Leaders       | Survey Results          | HonuHub<br>Google Docs  | \$33,000 (spp)   | Quarterly SY<br>15-16<br>October<br>December<br>March<br>May                |
| Develop and implement a teacher newsletter to communicate current research, best practices, tools and opportunities.                                   | Instructional Coaches  | Website<br>Newsletters  | Instructional Coach K-8<br>Instructional Coach 9-12<br>HonuHub<br>Google Docs | Instructional Coaches \$130,000<br>sup req)                      | Bi-weekly<br>August-May<br>2015-2016  |

**GOAL 2. To provide academic and behavioral supports and interventions for students who are not meeting expectations**

Baseline Data/Targets:

|             | SY 12-13 | SY 13-14 |  | Targets Sy14-15                   | Targets Sy15-16                   |
|-------------|----------|----------|--|-----------------------------------|-----------------------------------|
| HSA Math    | 65.7%    | 60.4%    |  | 70%<br>Returning: 80%<br>New: 60% | 78%<br>Returning: 85%<br>New: 70% |
| HSA Reading | 82.7%    | 83%      |  | 88%<br>Returning: 91%<br>New: 84% | 92%<br>Returning:95%<br>New:87%   |
| HSA Science | 47.4%    | 51.6%    |  | 63%                               | 70%                               |



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School: Hawaii Technology Academy

SY 2015-16

|  |                      |                          |  |                            |   |
|--|----------------------|--------------------------|--|----------------------------|---|
|  |                      |                          |  | Returning: 66%<br>New: 60% | Returning: 75%<br>New: 65%  |
| Grad rate                                  | 42%                  | 45%                      |  | 50%                        | 55%<br>*HTA transitions approximately 20% of HS class to GED, 20% freshman class enters as 9R, will not graduate in 4 years |
| College                                    | 55% 4 yr<br>10% 2 yr | 31% 4 yr<br>22% 2 yr     |  | 50%                        | 50%   |
| Career/Military/<br>Vocational<br>training | No data              | 9% Voc.<br>20%<br>Career |  | 50%                        | 50%   |
| ACT  | NA                   | 21                       |  | 21                         | 21  |

**SHORT-TERM TARGETS**

| Grades   | Baseline<br>1st Quarter SY14-15            | Quarterly                                 |
|----------|--|---|
| ES (K-5) | 111 (7%) WB                                | Decrease by 15% the number of Well Below  |
|          | 1061 (64%) ME<br>356 (21%) MP<br>Total 85% | Increase by 10% the number of Proficient  |
| MS (6-8) | 117 (9%) F<br>76 (6%) D<br>Total 15%       | Decrease by 15% the number of D's and F's |
|          | 493 (38%) A                                | Increase by 10% the number A's and B's    |

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School: Hawaii Technology Academy

SY 2015-16

|                        |   |  |
|------------------------|---|--|
|                        | 383 (29%) B<br>Total 67%                |  |
| HS                     | 487 (19%)F<br>215 (9%)D<br>Total 28%    | Decrease by 9% the number of D's and F's                             |
|                        | 898 (36%) A<br>551 (22%) B<br>Total 58% | Increase by 7% the number A's and B's                                |
| TBD Universal Screener | TBD                                     | TBD (to be administered 2x in 14-15 and 3 times in subsequent years) |

|                        | <b>SY 12-13</b> | <b>SY 13-14</b> | <b>SY 14-15<br/>(1<sup>st</sup> Qtr)</b> | <b>SY 14-15<br/>(2nd Qtr)</b> | <b>Targets SY<br/>14-15</b> | <b>Targets SY<br/>15-16</b> |
|------------------------|-----------------|-----------------|--|-------------------------------|-----------------------------|-----------------------------|
| <b>Attendance Rate</b> | Not Available   | 79%             | 82%                                      | 85%                           | 87%                         | 92%                         |
| Elementary             | Not Available   | 80%             | 86%                                      | 88%                           | 90%                         | 95%                         |
| Middle School          | Not Available   | 84%             | 89%                                      | 89%                           | 90%                         | 93%                         |
| High School            | Not Available   | 76%             | 80%                                      | 79%                           | 83%                         | 89%                         |
| <b>Discipline</b>      | 6 Suspensions   | 0               | 0  | 4 Suspensions                 | 0                           | 0                           |

**Strategy 2a. Develop system and processes for response-to-intervention.**

| <b>Actions</b>  | <b>Person Responsible</b>   | <b>Evidence of Implementation</b>   | <b>Resources Needed</b>   | <b>Estimated Cost</b>   | <b>Timeline/ Due Date</b>  |
|---|---|---|---|---|--|
| Establish criteria for intervention supports and identify/assign students (Rtl)   | Dir. of Ped Practice/Division Leads   | Student roster  | Dir. of Ped Practice Division Leaders (differential for teacher leaders)  | \$98,000 (per pupil)<br>\$33,000 (per pupil)  | August 2015  |
| Collect and organize student learning data including universal screener, diagnostic, and progress monitoring results  | Data Driven Practice Leader(s)  | Identification of universal screener Learning Data Logs                             | K-8 Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8<br>TBD Universal screener, intervention/progress monitoring tools                   | \$58,000 (SPP)<br>\$54,000 sup req<br>\$11,000 (sup req)  | January 2015<br>May 2015   |
| Continue current tools/methods for screening, diagnostic, and progress monitoring for SY 14-15 (e.g. Scantron, QRI, course marks, school-created assessments) | Data Driven Practice Leader(s)  | Scantron Reports<br>QRI reports<br>Quarterly Assessments and/or portfolios          | Data Driven Practice Leader 9-12<br><br>Data Driven Practice Leader K-8   | \$58,000 (SPP)<br><br>\$54,000 sup req  | August 2015<br>October 2015<br>December 2015<br>March 2016<br>May 2016 |
| Identify "at risk" students   | K-5 counselor<br>6-8 counselor<br>HS counselor<br>College/Career Counselor<br>Data Driven Prac. Leaders | Tuesday invite lists for study sessions<br><br>At risk database<br><br>Data reports | K-5 counselor<br>6-8 counselor<br>HS counselor<br>College/Career Counselor<br>Data Driven Prac. Leaders<br>HonuHub<br>Google Docs<br>TBD Universal screener | \$58,000 (SPP) Data Driven Practice Leader HS<br>\$54,000 sup req<br>Data Driven Practice Leader ES/MS<br>\$280,000 (ppf) for counselors<br>\$50,000 (ppf)<br>\$3,500 (sup req) | Weekly reports<br>August 2015-<br>May 2016                             |
| Identify universal screener and progress monitoring   | Executive Director  | Universal screener  | Data Driven Practice Leader 9-12  | \$58,000 (SPP)  | July 2015  |

|  |                    |                                      |   |  |   |
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| tools for implementation in SY 15-16.  |                    | identified Screening week calendared | Data Driven Practice Leader K-8<br>TBD Universal screener   | \$54,000 (sup req)<br>\$3,500 (sup req)                          |   |
| Define levels of support and roles/responsibilities for all teachers, staff, and parents | Executive Director | Organizational Chart                 | N/A   | N/A  | July 2015 revised as needed during SY 15-16   |
| Provide professional development in HTA's Rtl system for teachers, staff, and parents    | Executive Director | Agenda Meeting Minutes               | Travel/transport for NI team<br>TBD Universal Screener, Intervention, & progress monitoring tools | 7,000 (ppf) flights/lodging for NI faculty<br>\$11,000 (sup req) | July 2015 continued as needed during SY 15-16 |

**Strategy 2b. Provide supports and interventions**

| Actions   | Person Responsible                      | Evidence of Implementation       | Resources Needed   | Estimated Cost   | Timeline/ Due Date                        |
|---|---|----------------------------------|--|--|---|
| Use information in ILPs to inform intervention supports for individual students and communicate information about "at risk" students. | Teacher                                 | Student Support Logs             | ILP template in HonuHub<br>Director of Technology<br>Measured Progress Universal screener, intervention, progress monitoring tools | \$80,000 (SPP)<br>\$9,000 (sup req)<br>\$11,000 (sup req)      | October 2015<br>December 2015<br>May 2016 |
| Further develop student supports for "at risk" student through the RTI process  | Data Driven Practice Leaders Counselors | RTI Document in Faculty Handbook | RTI training<br>Data Driven Practice Leaders<br><br>Universal screener, intervention, progress monitoring tools                    | \$58,000 (spp)<br>\$54,000 (sup req)<br><br>\$11,000 (sup req) | June-August 2015                          |
| Provide PD in order to develop supports for "at risk" students through the RTI  | Data Driven Practice Leaders Counselors | Meeting Minutes                  | Travel/transport for NI teachers   | \$7,000 (spp)  | July 2015<br>Division meetings Aug-       |

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| process   | Instructional Coaches                  |                              |   |  | Dec 2015   |
| Continue to provide successful interventions (e.g. Orton-Gillingham, StudyIsland, Mark12) and identify/expand intervention strategies based on student needs. | Teacher                                | Student Support Logs         | StudyIsland, Mark12   | \$16,000 (SPP)   | Ongoing SY 15-16   |
| Continue to record strategies and interventions provided and student response in students' Individual Learning Plans for academics, behavior, and attendance. | Instructional Coach                    | Student ILPs                 | ILP template in HonuHub<br>Instructional Coaches<br><br>Director of Technology  | Instructional Coaches \$65,000 x2 sup req)<br><br>\$80,000 (SPP) | Weekly SY 15-16<br><br>Check:Oct/Dec 2015<br>March/May 2016  |
| Inform parents (learning coaches) and students when assigned for level 2 or 3 interventions   | Advisors                               | ILP notes<br>Student Rosters | HonuHub   | \$50,000 (spp)   | Weekly SY 15-16  |
| Continue to increase levels of support provided at Remote Learning Centers  | Executive Director                     | ILP notes<br>Student Rosters | Kona Facility<br>Hilo Facility<br>Leeward Comm. College<br>Oahu Veteran's Center<br>Maui Cmty School Adults<br>Waimea/Waikaloa Cmty Centers<br>Kauai Cmty College | \$140,000 (spp) facilities funding-remote sites                  | August 2015 and ongoing SY 15-16 as need and can be afforded |
| Monitor fidelity of interventions (e.g. student engagement, teacher providing targeted instruction).  | Dir of Ped Practice/Executive Director | Coaching logs                | Instructional Coach K-8<br>Instructional Coach 9-12<br>TBD Universal screener, intervention, progress monitoring tools  | \$130,000 sup req)<br><br>\$11,000 (sup req.)                    | Bi-weekly SY 15-16   |
| Continue to contact parents   | Advisor/Attendanc                      |                              | Attendance Clerk  | \$35,000 (SPP)   | Daily SY 15-16   |

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| and students regarding absences or lack of engagement.  | e Clerk  | ILP notes<br>Email log  | HonuHub  | \$50,000 (spp)                                       |  |
| Continue to conduct F2F meetings with faculty and parents for students with academic, attendance, or behavior issues.   | Counselors x4  | ILP Notes<br>Calendar appointments  | Counselors   | \$280,000 (spp)                                      | As needed SY 15-16   |
| Continue to provide math tutors on neighbor islands/eHTA  | Division Coordinators                                  | Math tutorials scheduled on NI calendars<br><br>Math tutorials scheduled on eHTA calendar | Math tutors  | \$2,000 (spp)  | Hire: 10/14<br><br>Weekly tutoring                           |
| Continue to offer Math workshops for HS credit  | NI HS Coordinator<br>HS Support Spec.<br>Math Teachers | math workshop rosters<br><br>math workshop curriculum                                     | 4 math teachers (1 line each)<br><br>NI HS Coordinator<br>HS Support Spec. | \$40,000 (spp)<br><br>\$1,200 (spp)<br>\$3,500 (spp) | Classes meet 1x/week<br>January 2015-<br>May 2015            |
| Assign community coach to provide F2F support for students who require the presence of an adult to increase student engagement and on-task behavior, particularly for students who do not have support at home. | Instructional Coach(s)                                 | Student Roster<br>Student Attendance<br>Student Support Log                               | Instructional Coach K-8<br>Instructional Coach 9-12                        | \$130,000 (sup. Foc. request)                        | Weekly SY 14-15<br>October 2014<br>December 2014<br>May 2015 |
| Increase opportunities and revise attendance requirements for one on one  | Teachers   | Student Roster<br>Student Attendance<br>Student Support Log                               | NA   | NA   | Weekly SY 14-15<br>October 2014                              |

|   |   |   |   |   |                           |
|---|---|---|---|---|---------------------------|
| or small group tutoring for students falling well below or on "bubble" of HSA passing math score.                         |   |   |   |   | December 2014<br>May 2015 |
| Alter state-wide learning center schedules to allow for more targeted interventions                                       | Executive Director                              | State-wide learning center schedules<br>Student Roster<br>Student Support Log | Remote Facilities: Oahu, Maui, Big Island, Kauai<br><br>TBD Universal screener, intervention, progress monitoring tools | \$30,000/month (spp) remote facilities budget<br>\$11,000 (sup req) | August SY 2014-15         |
| Evaluate the effectiveness of in year promotions/curriculum jumps   | Executive Director<br>Director of Ped Practices | Data Logs<br>Grade Reports  | N/A   | N/A   | June 2015<br>August 2015  |
| Increase Neighbor Island core course faculty to ensure more frequent face-to-face meetings and more personalized learning | Executive Director                              | Job Postings<br>Faculty Roster for SY 15-16                                   | Board approved funding for increased faculty #  | \$170,000 for 3 positions (spp)                                     | June 2015                 |

**Strategy 2c. Take steps to reduce the high school course failure rates which negatively impact grade level matriculation and school graduation rate.**

| <b>Actions</b>  | <b>Person Responsible</b> | <b>Evidence of Implementation</b>                           | <b>Resources Needed</b>   | <b>Estimated Cost</b>                                       | <b>Timeline/ Due Date</b>           |
|---|---------------------------|---|---|---|-------------------------------------|
| Continue to provide support through High School Data Driven Practice Leader to implement systems and processes to collect and | Executive Director        | Data Driven Practice Leader appears on Organizational Chart | Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8 | \$58,000 – State per Pupil (SPP)<br>\$54,000 – (Supp Funds) | hired in July 2014<br><br>June 2015 |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| analyze data   |   | *need to hire K-8 Data Driven Practice Leader   |   |   |   |
| Continue to provide High School Student Support Specialist   | Executive Director  | HSSS appears on Organizational chart  | HS Student Support Specialist<br>Board allocation of funds for teacher leader position  | \$3,500 (spp)   | hired in July 2014  |
| Expand the role of the Neighbor Island High School Division Leader to full Teacher Leader Position   | Executive Director  | NI HS Lead appears on organizational chart  | Board allocation of funds for teacher leader position   | \$3,500 (spp)   | July 2015   |
| Utilize data to identify "at risk" students on a quarterly basis. Expand data points used to determine "at risk" to include SPED, Low-SES, and results from common assessments and universal screener. | Student Support Specialists/ Data Driven Practice Leaders | creation of targeted tutoring groups- one on one and small group<br><br>10% decrease in number of students failing 1 or more courses at end of first quarter<br><br>10% Increase in Friday work day attendance and voluntary tutoring | Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8<br>Measured Progress<br>TBD Universal screener, intervention, progress monitoring tools<br><br>- faculty meeting time<br>- shift in state-wide high school schedule<br>- teacher training in RTI<br>- location to store and | \$58,000 – Per Pupil<br>\$54,000 – (sup req)<br>\$9,000 (sup req)<br>\$11,000 (sup req)<br><br>\$3500 Student Support | each quarter<br><br>August 2015, October 2015, January 2016, March 2016 and throughout SY 15-16 |



|  |  |  |   |  |                       |
|--|--|--|---|--|-----------------------|
|  |  | attendance.  | analyze data  |  |                       |
| Establish response to intervention cycle   | Dir of Pedagogical Practice/Data Driven Instruction Leader<br><br>Director of Technology | Student Support Logs<br>Student Rosters<br>RTI process and alerts built in HonuHub<br><br>RTI reports available in HonuHub | Director of Pedagogical Practice<br>Data Driven Practice Leader 9-12<br>Data Driven Practice Leader K-8<br>Director of Technology<br>TBD Univ screener, intervention, prog monitoring tools | \$98,000 (SPP)<br><br>\$58,000 (spp)<br><br>\$54,000 (supp foc. Req)<br>\$80,000 (spp)<br>\$11,000 (sup req) | July/August 2015      |
| Continue to conduct quarterly face to face meetings with students                                      | teachers   | schedule of F2F meetings   | NA  | NA   | Quarterly SY15-16     |
| Continue to clarify HTA's educational program and philosophy   | Executive Director   | Website Documents<br>HTA Mission/Vision Handbook   | N/A   | N/A  | June 2015-August 2015 |
| Continue to assign all high school faculty as advisors and reduce total number of advisees per advisor | Executive Director   | Advisory Rosters   | NA  | NA   | July 2015             |
| Continue to assign all retained students to the  | Data Driven Practice Leader  | Student Roster   | Data Driven Practice Leader HS  | \$55,000 (SPP)   | July 2015             |

|  |  |  |   |   |  |
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| same advisory  |  |  |   |   |  |
| Continue in-house enrollment process so that HTA controls messaging on school mission, vision, policies and procedures. Monitor and evaluate.              | Governing Board/Executive Director                 | Honu Hub enrollment system<br>School Website<br>Announcements            | Director of Records<br>Enrollment Assistants<br>Enrollment Process on HonuHub<br>Enrollment advertising | \$200,000 (SPP)<br>- salaries<br>\$50,000 (spp)<br>honuhub<br>- marketing materials | Weekly Meetings<br>March to October 2015 |
| Review withdrawal exit surveys on a monthly basis to look at trends for high school withdrawal   | Director of Records<br>Executive Director          | Withdrawal Reports   | HonuHub<br>Director of Records  | \$65,000 (spp)<br>director of records<br><br>\$50,000 (spp) honu hub                | Monthly August 2015-May 2016             |
| Conduct weekly enrollment/re-enrollment sessions to ensure that families understand school attendance expectations. Hold parents and students accountable. | Enrollment Team/Executive Director /Division Leads | Honu Hub enrollment<br>School Website<br>Announcements<br>Sign-in sheets | Director of Records<br>Enrollment Assistants  | \$200,000 (SPP)<br>- salaries<br>- marketing materials                              | March-June 2015                          |
| Change daily/weekly High School schedule to ensure increased face-to-face time with educators, moving HTA from a 20%:80% blend to a 50%:50% blend          | Executive Director                                 | Daily/Weekly Learning Center and OnSync Schedules                        | Facilities<br>Block schedule training   | \$500,000 (spp)<br>\$7,000 (sup req)  | July 2015                                |
| Transition High School to a block schedule to increase student learning outcomes   | Executive Director                                 | Daily/Weekly Student Schedule  | Facilities<br>Block schedule training<br>Summer stipends 9-12   | \$500,000 (spp)<br>\$7,000 (sup req)<br>\$30,000 (sup req)                          | July 2015                                |

|   |                        |   |   |  |   |
|---|------------------------|---|---|--|---|
| based on findings from High School Steering Committee   |                        |   |   |  |   |
| Continue to conduct faculty meeting to discuss school's approach to attendance process/policies                           | Executive Director     | Meeting minutes   | NA  | NA                                     | August 2015   |
| Further develop and implement HonuHub HTA-owned attendance system   | Director of Technology | HonuHub Student Informatin System<br><br>Attendance Logs and Alerts | Dir of Technology<br><br>PLC for teams to review system<br><br>HonuHub system | \$80,000 (SPP)<br><br><br>\$50,000 spp | Summer 2015<br>Launch date<br>August 2015                       |
| Create and define clear attendance plan and procedure   | Executive Director     | Attendance Management system in HonuHub                             | System in HonuHub<br>Director of Technology                                   | \$50,000 (SPP)<br>\$80,000 (SPP)       | August 2015   |
| Continue to communicate and provide training for parents on attendance system and policies                                | Advisors               | Agenda for Orientation  | Orientation Events<br>Advisors  | N/A                                    | August 2015   |
| Continue to communicate and provide training for faculty on attendance system and policies/expectations- hold accountable | Executive Director     | Agenda and meeting minutes  | System in honuhub<br>Director of Technology                                   | \$50,000 spp<br>\$80,000 (SPP)         | December 2014<br>August 2015<br><br>January 2016<br>August 2016 |

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School: Hawaii Technology Academy

SY 2015-16

|  |  |                |  |  |                             |
|--|--|----------------|--|--|-----------------------------|
| Provide students with the semester to complete assignments to ensure mastery | Teachers/Division Leads  | Report Cards   | NA   | NA   | August 2015<br>October 2015 |
| Deploy parent survey at face-to-face conference or orientation               | Director of Advancement  | Survey Results | Director of Advancement<br>HonuHub<br>Survey System<br>Teachers  | Director of Advancement<br>\$92,000 (per pupil)  | October 2015<br>May 2015    |
| Deploy student survey during advisory or homeroom                            | Executive Director   | Survey Draft   | HonuHub<br>Survey System<br>Teachers<br>Instructional Support Team (Data Driven Leaders, Inst. Coaches, Dir. Of Ped. Practice)             | Data Driven Practice Leader HS \$58,000 (per pupil)<br>Data Driven Practice Leader ES/MS \$54,000 (sup req)<br>HS Inst. Coach \$65,000 (sup req)<br>ES/MS Inst. Coach \$65,000 (sup req)<br>Director of Ped. Practice \$95,000 (per pupil) | August 2015                 |
| Analyze student/parent/staff perception survey results                       | Instructional Support Team (Data Driven Leaders, Inst. Coaches, Dir. Of Ped. Practice) | Survey Results | HonuHub<br>Survey System<br>Teachers<br>Instructional Support Team (Data Driven Leaders, Inst. Coaches, Dir. Of Ped. Practice)<br>PLC time | Data Driven Practice Leader HS \$58,000 (per pupil)<br>Data Driven Practice Leader ES/MS \$54,000 (sup req)<br>HS Inst. Coach \$65,000 (sup req)<br>ES/MS Inst. Coach  | October 2015<br>May 2015    |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | \$65,000 (sup req)<br>Director of Ped.<br>Practice \$95,000<br>(per pupil) |  |
|--|--|--|--|--|--|

**Goal 3: To establish a collaborative and communicative partnership with parents, learning coaches, educators, and students.**

**Baseline Data and Targets:**

|                  | SY 12-13             | SY 13-14             |  | Targets Sy14-15                   | Targets Sy15-16   |
|------------------|----------------------|----------------------|--|-----------------------------------|---|
| HSA Math         | 65.7%                | 60.4%                |  | 70%<br>Returning: 80%<br>New: 60% | 78%<br>Returning: 85%<br>New: 70%   |
| HSA Reading      | 82.7%                | 83%                  |  | 88%<br>Returning: 91%<br>New: 84% | 92%<br>Returning:95%<br>New:87%   |
| HSA Science      | 47.4%                | 51.6%                |  | 63%<br>Returning: 66%<br>New:60%  | 70%<br>Returning:75%<br>New:65%   |
| Grad rate        | 42%                  | 45%                  |  | 50%                               | 55%<br>*HTA transitions approximately 20% of HS class to GED, 20% freshman class enters as 9R, will not graduate in 4 years |
| College          | 55% 4 yr<br>10% 2 yr | 31% 4 yr<br>22% 2 yr |  | 50%                               | 50%   |
| Career/Military/ | No data              | 9% Voc.              |  | 50%                               | 50%   |

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School: Hawaii Technology Academy

SY 2015-16

|                     |    |            |  |    |    |
|---------------------|----|------------|--|----|----|
| Vocational training |    | 20% Career |  |    |    |
| ACT                 | NA | 21         |  | 21 | 21 |

**SHORT-TERM TARGETS**

| Grades                 | Baseline<br>1st Quarter SY14-15            | Quarterly  |
|------------------------|--|--|
| ES (K-5)               | 111 (7%) WB                                | Decrease by 15% the number of Well Below           |
|                        | 1061 (64%) ME<br>356 (21%) MP<br>Total 85% | Increase by 10% the number of Proficient           |
| MS (6-8)               | 117 (9%) F<br>76 (6%) D<br>Total 15%       | Decrease by 15% the number of D's and F's          |
|                        | 493 (38%) A<br>383 (29%) B<br>Total 67%    | Increase by 10% the number A's and B's             |
| HS                     | 487 (19%) F<br>215 (9%) D<br>Total 28%     | Decrease by 9% the number of D's and F's           |
|                        | 898 (36%) A<br>551 (22%) B<br>Total 58%    | Increase by 7% the number A's and B's              |
| TBD Universal Screener | TBD  | TBD (to be administered 2x in 14-15 and 3 times in |

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School: Hawaii Technology Academy

SY 2015-16

|  |  |                   |
|--|--|-------------------|
|  |  | subsequent years) |
|--|--|-------------------|

|                        | SY 12-13      | SY 13-14 | SY 14-15<br>(1 <sup>st</sup> Qtr) | SY 14-15<br>(2nd Qtr) | Targets SY<br>14-15 | Targets SY<br>15-16 |
|------------------------|---------------|----------|-----------------------------------|-----------------------|---------------------|---------------------|
| <b>Attendance Rate</b> | Not Available | 79%      | 82%                               | 85%                   | 87%                 | 92%                 |
| Elementary             | Not Available | 80%      | 86%                               | 88%                   | 90%                 | 95%                 |
| Middle School          | Not Available | 84%      | 89%                               | 89%                   | 90%                 | 93%                 |
| High School            | Not Available | 76%      | 80%                               | 79%                   | 83%                 | 89%                 |
| <b>Discipline</b>      | 6 Suspensions | 0        | 0                                 | 4 Suspensions         | 0                   | 0                   |

**Strategy 3a: Involve parents as learning coaches and partners in their child’s education.**

| Actions  | Person Responsible     | Evidence of Implementation | Resources Needed                                    | Estimated Cost      | Timeline/<br>Due Date                        |
|--|------------------------|----------------------------|---|---------------------|--|
| Provide support and training for parents to serve as learning coaches including parent workshops on curriculum and instructional practices | Instructional Coach(s) | Agenda<br>Sign-in sheets   | Instructional Coach K-8<br>Instructional Coach 9-12 | \$130,000 (sup req) | August 2015<br>Monthly Nov.<br>2015-May 2016 |

|  |                                      |   |   |   |   |
|--|--------------------------------------|---|---|---|---|
| Continue to provide orientations on schoolwide processes and expectations for parent and student orientations for new and returning students.          | Executive Director, Division Leaders | Agenda Sign-in sheets                       | Time for planning   | \$33,000 (spp) Div Leaders  | August -October 2015                      |
| Continue to provide orientation/training for parents on using online curriculum and monitoring student progress. Provide additional support as needed. | Instructional Coach(s)               | Sign-in Sheets Calendar events              | Instructional Coach K-8<br>Instructional Coach 9-12<br>Ed Tech    | \$130,000 (supp fund)<br><br>\$5,000 (sup req)                                    | Monthly trainings September 2015-May 2016 |
| Contact parents by phone to report/discuss concerns with student academic, attendance, or behavior   | Advisors                             | Call Logs Notes in HonuHub                  | HonuHub Attendance Alerts<br>HonuHub Academic Alerts              | \$33,000 (spp)<br>\$50,000 (spp) HonuHub  | As needed SY 15-16                        |
| Schedule F2F meetings with parents of students with academic, behavior, or attendance issues.  | Counselors/ Advisors                 | Call Logs Notes in HonuHub Student ILP      | NA  | NA  | As needed SY 15-16                        |
| Continue to clarify HTA's educational program and philosophy   | Executive Director                   | Mission/Vision Student Guidebook HonuMinute | N/A   | N/A   | July-October 2015                         |
| Continue to improve communication of HTA's version of blended learning at new enrollment meetings and orientation                                      | Executive Director Advisors          | Mission/Vision Student Guidebook HonuMinute | N/A   | N/A   | July 2015 Ongoing SY 15-16                |
| Improve communication with stakeholders as to integration of common core and SBAC skills/content   | Director of Pedagogical Practice     | SBAC Coffees Newsletters HonuMinute         | Inst. Coaches<br>Data Driven Practice Leaders<br>Division Leaders | \$130,000 (sup funds)<br>\$58,000 (spp)<br>\$54,000 (sup funds)<br>\$33,000 (spp) | Monthly August 2015-May 2016              |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| including training, use of website, and a parent newsletter. |  |  |  |  |  |
|--|--|--|--|--|--|

**Strategy 3b: Define, track and enforce a customized attendance system for each student.**

| <b>Actions</b>   | <b>Person Responsible</b>                    | <b>Evidence of Implementation</b>  | <b>Resources Needed</b>                | <b>Estimated Cost</b>            | <b>Timeline/ Due Date</b> |
|--|--|--|--|----------------------------------|---------------------------|
| Continue to increase expectations of what physical attendance means at HTA. Continue to implement, monitor, and evaluate K-8 and Neighbor Island -Low progress policy- clearly identify interventions for low progress   | Homeroom teacher, Division Lead              | Student Support Logs<br>Student Rosters  | Facility-space<br>Division Leaders     | \$300,000 (SPP)<br>\$33,000(SPP) | July/August 2015          |
| Continue to improve systems to track <i>actual</i> attendance for Oahu and Neighbor Island students in grades 9-12, including any assigned activities: online user activity, weekly learning center, mandatory on-syncs, required tutoring, SPED service hours, face to face conferences, assigned testing and any other assigned tasks. | Advisors<br>Course teachers<br>SPED teachers | Period Attendance Reports<br><br>Classroom attendance logs<br><br>Weekly attendance logs | Honu Hub system<br>Advisors            | \$50,000 (spp)                   | Daily SY 15-16            |
| Determine staffing to track and provide school intervention for absences   | Executive Director                           | Organizational Chart<br>Position   | Additional line on teacher course load | \$10,000 (spp)                   | July 2015                 |

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