

Princess Nahi'ena'ena School Academic Plan

Student Profile

Princess Nahi'ena'ena services students with limited English skills and diverse cultural backgrounds. Many students come from households where languages other than English are spoken. The student profile data indicates that out of the student population of 671, approximately 35% require special needs services. Among the K-5 population, 10% of the students require special education services and 25% receive services as English for Second Language Learners (ESLL).

Needs Assessment

Princess Nahi'ena'ena has a large percentage of students who are not reading at grade level and more often reading two grade levels below the testing level. Our large ESLL population and struggling readers lack the background knowledge to fully comprehend and read formal written language and require intensive intervention to achieve reading success.

In order to improve student achievement, the staff reviews data from the Hawaii State Assessment (HSA) for grades 3, 4 & 5, DIBELS (K-5), Gates MacGinite Reading Assessment (K-5) and Harcourt Math & Reading Assessments (K-5). The summaries of findings have also been shared with the School Community Council and parents.

In analyzing the Hawaii State Assessment (HSA) and the school-wide assessments, it is clear that the staff and students need training in high quality reading and math instruction to understand the complexities of the reading and math processes. Students need practice in higher level thinking tasks so they can demonstrate what they know on performance assessments. The Hawaii State Assessment (HSA) results show that approximately 90% of students at Princess Nahi'ena'ena are not meeting proficiency levels in math and 64% of students are not meeting proficiency levels in reading.

Standard Based Instruction/Student Support

Princess Nahi'ena'ena will continue to strengthen the alignment of the school's instructional programs and organizational practices. Based on the priority needs identified in the needs assessment, our goal is to improve

student achievement in math and reading through standards-based education and to provide comprehensive support for all students. The school's targeted effort is to provide the time for training, and articulation to work towards meeting NCLB benchmarks (28% proficiency in math and 44% proficiency in reading) and to implement strategies in differentiated instruction in order to improve student achievement.

Princess Nahi'ena'ena has a two hour reading block when all teachers and students are focused on reading. The core reading program, Harcourt Collections Reading Series, is implemented in all grade levels. The reading program has been aligned with HCPS II and teachers will continue to work on alignment with HCPS III. In addition to the reading instruction students receive in their general education classrooms, the K-2 reading teacher provides supplemental daily small group instruction.

Princess Nahi'ena'ena has adopted a new core math program, Harcourt Math, which provide school-wide continuity in math instruction. Monthly K-5 teacher articulation sessions focus on aligning the core program with the standards.

The school will increase the math instructional block for grades K-5 to a minimum of one hour, five days a week. The Harcourt Math Intervention Program will be implemented in all classrooms to reinforce and extend instruction in math. An ESLL component will provide concept vocabulary and guided instruction, integrating language activities and math.

Targeted interventions at Princess Nahi'ena'ena include grade 1 and grade 2 Reading Intensive classes that provide additional support in curriculum for students who are at risk of failing or in need of additional time for school success. The smaller class size (14 - 16 students) is designed to support students struggling in reading and math.

Princess Nahi'ena'ena has a grade 2 to 3 looping class. Students in the looping class know the expectations of their teacher and are able to continue instruction within the first week of school. Looping gives the teacher a greater opportunity to observe students and to better match the curriculum to those needs. The teacher can use the 2 year span to help students reach grade level benchmarks.

In addition to the emphasis on reading and math, Princess Nahi'ena'ena continues to use the Positive Behavior Support (PBS), a school-wide discipline program. The goal of PBS is to develop and maintain a safe learning environment so teacher can teach and students can learn. The school has implemented the GOTCHA program which focuses on rewarding students for displaying positive behaviors. PBS has improved the school climate by providing consistency in the school-wide discipline plan and providing an effective procedure for rewarding positive behavior.

In order to ensure student safety on campus during recess and lunch hour, PBS continues to implement the Conflict Manager Program and the Student Safety Patrol. The Conflict Managers are students who have been trained to stop conflicts during morning and lunch recess. This program has proven to be successful in monitoring student behavior on the playground. The Student Safety Patrol is a select group of 5th graders who have been trained to monitor the hallways during the lunch-to-recess transition. The students also give out GOTCHAs for students who are caught being kind, being safe, and being responsible. Due to these two programs, we have seen a significant decrease in discipline referrals.

We have provided many opportunities for students to engage in civic responsibility. We highly encourage student involvement in the community through can food drives, Toys for Tots collections, and various fundraisers to help the community. Students have also participated in the Kids Vote program via the internet.

Staff Development

In order to show improvement in math and reading, Professional Development will focus on improving student achievement using standards-based instruction. Teachers will continue training in how to relate the standards (learning goals) to the grading process. There is a need for continuous training for new and returning teachers in the core reading and math programs, along with professional development to meet federal mandates for No Child Left Behind (NCLB) and state requirements. The following are planned for school year 2006-2007:

1. Harcourt Math & Harcourt Reading Training

- To ensure a consistent, well articulated program and to provide differentiated instruction to meet the needs of all students
2. Standards Based Grading and Reporting
 - Teachers will learn how to gather evidence of student learning that best represents student achievement/progress of the Hawaii Content & Performance Standards (Standards Based Report Cards)
 3. Curriculum Mapping
 - To align, improve, and integrate curriculum and assessment by learning how to revise and pace curriculum according to student need and HCPS III
 4. Differentiated Instruction
 - To enable teacher to effectively teach to a variety of learning styles while meeting achievement standards using best practices and practical strategies
 5. Math Process Standards/HSA Constructed Response
 - Teachers will learn how to design lessons that will engage students in quality tasks in order to help students develop higher order thinking skills
 6. Grade Level Articulation & Curriculum Planning
 - Teachers will examine student work in order to improve student performance.
 - Teachers will observe each other's classroom through the cognitive coaching team model with opportunities for feedback and debriefing

Parent/Community Involvement

Parents and community members will be given opportunities to be involved in the education and support of their children by keeping them informed of their child's progress in school and providing on-going training and informational sessions. The SCC and school leadership were involved in the development of the Academic and Financial plan. To increase parent/community involvement we will:

1. Communicate with parents through notes sent home in homework folders, periodic progress reports, and monthly newsletters.

2. Hold Parent/Teacher Conferences to discuss quarterly report cards, assessment results, recommendations on how to help their child in school.
3. Include parents, students and staff in creating a Parent Compact outlining the parent/guardian, school and student agreement of responsibilities and the school's mission and vision statements.
4. Schedule monthly PSAP Coffee Hour for home/school communication.
5. Plan Family Night for ESLL students
6. Schedule quarterly parent nights to share information on: school improvement status, standards-based report card, standards-based instruction, assessment results, school-wide reading and math programs.
7. Conduct Reading Rockets Workshop for parents to learn about the importance of reading to their child, resources available at school/public libraries, techniques for questioning, reading aloud, and how to recognize early signs of reading difficulties.
8. Conduct math workshop for parents to learn how to assist their child in the learning process and to participate in their child's math education.
9. Inform parents of Harcourt's web site for parents to go on-line to take part in lessons tied to reading and math.
10. Encourage families to participate in Dolly Parton's Imagination Library to promote literacy in the home for children from birth to age five.

The PCNC coordinates and monitors all parent, school, and community activities through sign-in sheets and evaluation forms. The results of the feedback will be summarized and discussed with the staff so adjustments can be made for a successful partnership between the school, parent and community.

There will be on-going meetings to assess student progress in the school-wide reading and math programs. The proposed meeting dates will go as follows:

1. Grade level monthly meetings to assess student progress in the reading and math programs and plan standards based instruction.

2. Reading Resource and Curriculum Coordinator monthly meetings to evaluate student progress based on intervention program's assessment and/or DIBELS.
3. Principal and Steering Committee (leadership team) monthly meetings to plan professional development for staff in best practices, standards based education; monitor progress of intervention programs, identify kinds of resources needed to support students.
4. Quarterly review to collaborate with the staff, School Community Council and PTA to review and plan for continuous school improvement and monitor the progress of the academic plan.

SEE SCHOOL ACADEMIC PLAN ATTACHMENT

**Princess Nahi'ena'ena Elementary School
Financial Plan Summary for SY 2006-2007**

Academic Goal:

- Reading Proficiency 44% school wide and for all subgroups or 10% reduction in the number of students not proficient in subgroups.
- Build students' skill in reading comprehension, constructed response, & self-assessment. Align the written, taught, and assessed curricula.
- Mathematics Proficiency 28% school wide and for all sub groups or 10% reduction in the number of students not proficient in subgroups.

Plans for financial resources to meet the goals:

Princess Nahi'ena'ena School's total projected school budget is \$3.15 M. Most of the funds, WSF and Categorical, will be used to provide student to teacher ratios as low as possible, an array of comprehensive student supports (i.e. interventions in reading and math), and basic operations to support the learning environment. A portion of the funds will be made available to support the Targeted Interventions based on data analysis that are designed to address the root causes of low student performance.

Goal #1-Standards Based Learning: Funds to be used build students' skills in reading comprehension, aligning the language arts curriculum, math curriculum and assessments to the HCPS III to ensure positive student outcomes. Teachers will also participate in professional development in the use of standards based report cards. Students in grades K-5 will participate in a 90-120 minute language arts block. Students in the grades K-5 will be assessed by the Gates-MacGinite reading assessment and DIBELS. Staff will meet monthly to align the reading and math curriculum to HCPS III. Each grade level will complete curriculum mapping for math by spring of 2007 and review it annually.

Goal #2-Provide comprehensive support for all students: Funds to be used to provide the opportunity for all students to meet proficiency. The school staff will be trained to implement the Comprehension Student Support Service (CSSS) system. Staff will establish extra help programs. These programs will include positive reinforcement programs, and tutoring programs for math. Staff will support PBS.

Goal #3-Continuously Improve Performance and Quality: Funds will be used to provide staff development and instructional supports for teachers and to implement a school wide interactive communication system that includes parents and students. Staff will participate in workshops that focus on instruction and assessment strategies. School will implement activities to improve communication between the home, school, and community. For example, Open House, monthly newsletters, monthly coffee hour with PSAP and the school counselor, monthly PTA and board meetings.

SEE FINANCIAL PLAN WORKSHEETS ATTACHMENT

