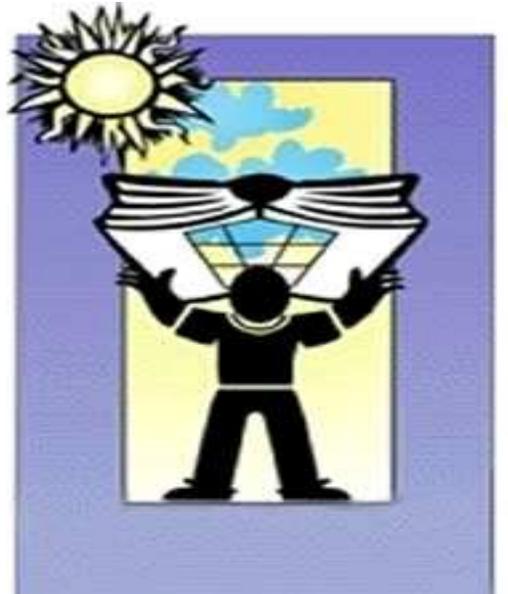




# Ha'aheo Elementary

## Grade 5



# Introduction, Vision & Goals

Hawaii Department of Education



from pamphlet RS-03-0940  
**Hawaii's Public School**  
Creating the Future

## ***Vision***

Our vision of a Hawaii high school graduate is that all public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers without need for remediation.

We view the new *No Child Left Behind* federal law as an opportunity to further support our vision and goals. We have revisited all initiatives aimed at improving student achievement to ensure compliance with the *No Child Left Behind* requirements.

## ***Goals***

Hawaii's citizens and community leaders place a high priority on quality K-12 education. The Board of Education and Superintendent of the Department of Education advance this commitment toward excellence by fostering student achievement, school improvement, and community involvement in education based on higher expectations and challenging standards.

The vision guiding public schools

1. Holds high expectations of what students should know, be able to do and care about doing;
2. Focuses attention, effort and resources on promoting student learning; and
3. Holds each school accountable for meeting high levels of performance.



### *School Vision: United for Success – Ha'aheo*

In the late 1700's, King Kamehameha commanded the people near Hilo to plant taro to feed his warriors upon their arrival. The residents planted a large field in one day. To honor their hard work and dedication, Kamehameha named the area Ha'aheo (proud). From taro to sugar cane, to agriculture and future residences; the land of Ha'aheo continues to support a proud and hardworking community.

Located on the former taro fields overlooking Hilo Bay, Ha'aheo Elementary was founded in 1888 to educate the children of sugar plantation workers. Today, Ha'aheo has an enrollment of 165 students in grades K – 6. The school is organized into 3 developmentally appropriate multi-aged groups. It is within this setting that each student at Ha'aheo Elementary receives a balanced education designed to:

1. Promote high academic achievement of Standards;
2. Establish positive and productive habits of minds (6 General Learner Outcomes)
3. Instill a sense of responsibility to self, the classroom, the school, and society (Civic Responsibility).

This balanced education combines the elements and benefits of skill development activities and programs with innovative projects that provide multiple opportunities for the meaningful application of learned skills. By focusing on the quality of its curriculum and instructional delivery, Ha'aheo Elementary will address all of the measures provided by the State of Hawaii Department of Education in the school's Strategic Plan at a minimal cost.

In 2005, Ha'aheo Elementary School was the only neighbor island school in Hawaii to be recognized as a distinguished School.

In 2006, we were again recognized as one of only three Big Island Distinguished schools. As a member of the Hilo, Laupahoehoe, Waiakea Complex, of the Department of Education of Hawai'i, Ha'aheo Elementary School emphatically supports State Superintendent Patricia Hamamoto's "1-6-3" philosophy

"1" Vision of a high school graduate

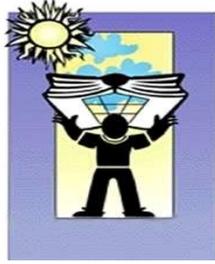
"6" General Learner Outcomes

"3" Educational priorities

Our vision of a Hawaii high school graduate states that all public school graduates will;

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society,
- Exercise the rights and responsibilities of citizenship
- Pursue post-secondary education and/or career without need for remediation.

The six (6) General Learner Outcomes are essential overarching goals for all grade levels, from elementary through middle to high school, and all of the academic disciplines. Every content standard, benchmark, and grade level performance indicator should support the student's progress toward these outcomes. General Learner Outcomes or (GLO's) do not exist in isolation, but they are an integral part of Ha'aheo Elementary School's culture as demonstrated in daily classroom instruction and assessment.



### ***Grade 5 Students of Ha'aheo***

Our goal for at Grade 5 is to continue to develop the educational goals of students AND provide students the tools they need to be academically prepared for their future education in intermediate and high school.

When a student completes the 6<sup>th</sup> grade, our goal is for students to leave Ha'aheo School as a student who:

- Is a self directed learner
- Is a community contributor
- Is a critical thinker
- Is a quality producer
- Is an effective communicator
- Is an effective user of Technology

Also, when a student leaves Ha'aheo school, our goal is that they will possess the following qualities:

#### ***Qualities of Aloha by Pilahi Pahi, 1978***

- ***Akahai*** – someone who is kind towards self and others
- ***Lokahi*** – someone who is in harmony with others through their sharing and caring
- ***'Olu'olu*** – someone who is pleasant towards others treating others in nice and positive ways
- ***Ha'aha'a*** – someone who shows humbleness, never thinking that he or she is a better person than someone else
- ***Ahonui*** – someone who is patient, persevering, never giving up

## **Curriculum, Assessment and Instruction are based on Standards**

**Standards-Based Curriculum** consists of lessons and activities.

- **Curriculum** includes resources (time, funds, instructional materials, educational programs and services) and strategies that match learning targets and increases student learning.

**Standards-Based Assessments and Rubrics** describe how well students are learning.

- **Assessments** give evidence of learning through student work.
- **Rubrics** describe the quality of the student work.

**Standards-Based Instruction** provides many varied opportunities for students to learn and demonstrate learning.

- **Instruction** involves students as critical partners in their learning.
- **Teachers** believe that all students can learn to meet challenging expectations.

**Performance Standards**

- **Examples of good work** are posted.
- **Comments** explain why the work is good.

**General Learner Outcomes** are the essential goals of standards-based learning for students in all grade levels.

- **Self-Directed Learner:** Ability to be responsible for one's own learning.
- **Community Contributor:** Ability to work together.
- **Complex Thinker:** Ability to demonstrate critical thinking and problem-solving strategies.
- **Quality Producer:** Ability to recognize and produce quality performance and quality products.
- **Effective Communicator:** Ability to communicate effectively.
- **Effective and Ethical User of Technology:** Ability to use a variety of technologies effectively and ethically.

**Standards** are statements about learning expectations for students.

Content Standards define what students need to know and be able to do in nine content areas:

- Language Arts
- Mathematics
- Science
- Social Studies
- Career & Technical Education
- Fine Arts
- Health
- Physical Education
- World Languages

**Benchmarks** give specific grade level and course targets.

## **Grade 5 and 6 Curriculum Tools and Necessities**

### **Progressfolio**

The progressfolio is a collection of all student work. The progressfolio also has a collection of student's assessment scores as well as student reflection. The progressfolio serves several purposes:

- To provide evidence on how the student is achieving the standard benchmarks
- To provide students evidence in order to reflect on their own progress in school
- To provide parents evidences on how well their child is progressing in school

-The progressfolio is readily available in the classroom for any parent that wishes to see the progress of their child.

-The progressfolio will be utilized should a parent request a conference with the teacher.

-The 2 inch binder is what students use for their running progressfolio used throughout each quarter. The 3 inch binder is what students use to archive the work from all 4 quarters. The 1 inch binder is for students at the end of the year to put their best work from throughout the year into a student portfolio.

### **Homework Planner**

The homework planner is for students to write what was learned in school as well as what needs to be done for homework.

The purpose of the homework planner is:

- To provide a tool for students to be self-directed by setting goals and keeping track of assignments and homework that needs to be completed.
- To provide a means of communication between parent and child of what was learned in school as well as assignments and homework that needs to be done by the child.

Parents will need to sign the child's planner daily as a way of indicating to the teacher that they are aware of what the child is doing in school.

### **Homework**

Homework in Grade 5 serves the following purpose:

- To develop skills learned during school
- To reinforce or to enrich a new concept learned
- Applying the concepts learned in school into a culminating activity project.

Grade 5 students homework consists of:

- 20 minutes of reading – this assignment is required daily
- 10 – 15 minutes of math – this is assigned almost daily except on the weekends unless needed
- 10 minutes of project work – students are encouraged to work on long term projects on a daily basis in order to avoid procrastination but achieve quality producing work. Projects are usually assigned no less than 2 months in advance.

-It is suggestible that Grade 5 and 6 students spend no less than 30 minutes or no more than 1 hour and 30 minutes of homework daily.

-In standards based education, missing, late, or incomplete homework does not affect a students "proficiency" mark in a particular subject; but missing or late homework will affect the GLO #1 marking under Self-Directed Learner or GLO #4 under Quality Producer if incomplete.

## Daily Procedures:

### When you come to school:

1. Go in the class. Sit down and open your homework planner and homework ready. Be sure you have your portfolio binder, journal tablet, homework folder, reading book, and pencil box ready for the day.
2. Also, check if your pencil box has 3 pencils, 2 pens, pencil sharpener, and highlighter. You should have everything ready before school starts. **NO USING THE CLASSROOM PENCIL SHARPENERS DURING SCHOOL.**
3. Go outside to the hula mound after the first bell and flag music. Stand outside straight and quiet. Chant loud and clear.
4. Come in after morning pledge and chant. Sit quietly and active listen. Keep your homework planner open.
5. Morning monitor will: 1) call for home lunch 2) if anyone is absent 3) read lunch menu 4) read the daily schedule 5) read lunch monitors 6) read any birthdays 7) take the classroom envelope to the office.
6. Teacher will look at planners and collect all homework.
7. Active listen to teacher announcement and activities.
8. When excused for SFA, close your planner and take all your materials (binder, planner, tablet, homework folder, pencil box, and reading book).

### FOR SFA / MATH / WRITING / SS / SCIENCE CLASSES:

1. Be sure to have your: **1) homework folder 2) pencil box 3) homework planner 4) binder 5) reading book**
2. Stand in line QUIETLY outside if waiting.
3. Come in the classroom. Turn in your homework.
4. Sit down quietly and take note of the Standards and goals for the class. Also, note the rubrics that will be used.
5. **During class practice your GLO's.**

AT THE END OF THE DAY:

1. Grab your book bag from outside.
2. Check your mailbox. If papers need to pass out, mail monitor will pass out papers.
3. Organize your book bag by placing your planner and homework folder inside.
4. **Keep your desktop clean. Keep your cubby clean. Keep your floor area clean.** And if need to, help straighten shelves.
5. When time to leave after 2<sup>nd</sup> bell, put your chair up. Exit the classroom. Enjoy the rest of the day and be ready to come back the next day.

## **Grade 5 Curriculum**

### ***Reading – Success for All***

Most students of Grade 5 are part of the “Success For All” Wings Level. Students at this level learn comprehension strategies through reading, group discussions, and treasure hunt questions; conventions and skills through partner reading, vocabulary practice, and meaningful sentences, and responding to what was read through adventures in writing activities and book shares.

20 minutes to successful reading!

Education and clinical studies have proven over the years that a child will develop high levels of both fluency and comprehension in reading by being read to for 20 minutes at a younger age and reading 20 minutes to themselves when they’re at an older age.

Therefore, students are required to read 20 minutes everyday for homework.

### ***Math - Grade 5- Investigations in Number, Data, and Space***

Grade 5 math curriculum is an inquiry based type of learning. Grade 5 students work on investigating and exploring activities that help them discover the concepts of math.

Students learn algorithms but through investigating activities, the algorithms become concrete for them. Through a deeper understanding of math concepts, students learn to apply them in problem solving situations.

This math investigation program also strongly emphasis the importance of reasoning and effectively communicating math through writing or oral communication as well.

### ***Science – Harcourt, AIMS collaboration with the Hilo Math Science Partnership***

The science curriculum in Grade 5 is also inquiry based. The scientific inquiry process (question, hypothesis, observe, conclusion) will be the major emphasis in learning science throughout the year. Students will be required to work on a scientific inquiry project during the first half of the year. The second half of the year students will be working on different types of solar projects. Also basic physics, life sciences, and earth space sciences will be learned.

### ***Social Studies – Grade 5 – TIC - United States***

Students learn concepts of history, anthropology, political science/civics, geography, and economics in order to reason, wonder, and think about the vastness and richness of the human condition. The learning of Social Studies in Grade 5 will involve comparing and contrasting, and cause and effect.

***Other Curriculum:***

- Ho'olokahi (Getting Along)
- Hana 'Imi Na'auao (Study Skills)
- Writing- Writing Traits
- Physical Education
- Health – presentations that will be made in class
- Fine Arts – art and music
- World Language – will be integrated with music
- Technology
- Hawaiian Studies

***Assessment Programs:***

The following are computer generated and interactive assessments that snapshots where the students are at with the standard benchmarks particularly in the areas of reading and math. These assessments are not the only tools used to measure student progress. Other assessments include weekly problem of the day or extended response, unit end culminating summative assessments, as well as class observed formative assessments.

- ***IXL Math***
- ***Achieve 3000***
- ***DSI***
- ***SMARTBOARD Senteo***

***Projects Grade 5 students will participate in:***

- I Wonder Series
- Science Inquiry project
- Solar Boat
- Math Applications
- School Service Programs
- End of Year Portfolio

## **Ha'aheo Elementary School Student Discipline Handbook**

Education is the fundamental function of the state and is the foundation of good citizenship. Discipline is an integral part of instruction and learning. The purpose of Ha'aheo's Student Conduct & Discipline Plan is to:

1. Guarantee that every student's rights and privileges are protected.
2. Encourage student behaviors that enhance a positive learning environment.
3. Minimize student behaviors that inhibit teaching and learning interactions.
4. Ensure that all students can receive their education in a safe and secure environment.
5. Uphold the values of respecting the dignity and rights of every individual so that an atmosphere of mutual respect and trust can be established and maintained.

Ha'aheo Elementary school is committed to developing an atmosphere which promotes optimal instruction and learning for all. This can only be accomplished in an environment fortified with respect, responsibility; and accountability throughout the entire school community. In order to facilitate this type of environment successfully, MASK students must understand the importance of complying with all school rules and also state and federal Laws.

### **Student Conduct & Discipline**

All rules listed in this handbook are aligned with the State of Hawaii Department of Education's Chapter 19 regulations which cover student misconduct, discipline, school searches and seizures, reporting offenses, police interviews and arrests, and restitution for vandalism and negligence. An official copy of the Chapter 19 handbook can be obtained from the school office.

### **Dress Standard Philosophy**

The purpose of a structured dress standard is to enhance a school climate, which promotes optimal instruction and learning and minimizes the potential for campus and classroom disruption. Also, in the spirit of the General Learner Outcomes, the intent of the dress standard is to promote an environment, which is conducive to a positive, high achieving learning environment.

### **Dress Standard:**

Students shall dress appropriately for school. Clothing shall not have expressions that depict controlled substances (including illegal drugs, alcohol, or cigarettes), anti-social behavior, or that state or imply profanity. (This also includes jewelry, such as earrings necklaces, etc.) Overly revealing clothing shall not be worn. This includes but is not limited to:

- Halter tops, tube tops/dresses
- Shirt or blouse that exposes the midriff or abdomen
- Shirt or blouse that is cut too low at the neckline
- Blouse or dress with spaghetti straps except when worn over an acceptable top
- Tight or form-fitting clothing that is too revealing

- See-through clothing that is too revealing
- Loose-fitted clothes with large openings that reveal underwear or torso
- Shorts/skirts which are too short.
- Clothing or personal items (portfolio, binders, backpacks) with graphic/text that promote alcohol, drugs, tobacco products, sex, violence, or vulgarity
- Undershirts
- Clothing that reveal their underwear is not acceptable.
- Bandannas of all colors are not permitted.

Caps, hats, visors and dark glasses are to be removed when the wearer enters any building/classroom.

### **Student Acts Requiring Disciplinary Consequences**

School infractions are categorized as either minor, serious, or illegal offenses. Within each category, a progressive procedure ranging from counseling to long-term suspension and/or dismissal will be implemented. It is critically important that all students understand that they are ultimately responsible for and will be held accountable for inappropriate behavior.

#### **Minor Problem Behaviors**

Usually addressed with classroom teacher/staff intervention, minor problem behaviors are defined as a refusal to respond appropriately to a request by a teacher or staff member or behavior that detracts from the learning environment of self or other students.

#### ***Abusive language/inappropriate language/profanity***

Verbal messages that include swearing, name calling or use of words in an inappropriate way

#### ***Defiance / disrespect / insubordination / non-compliance***

Refusal to follow directions, talking back and/or socially rude interactions

#### ***Disruption***

Behavior causing an interruption in a class or activity. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

#### ***Dress standard violation***

Student wears clothing that does not fit within the dress standard guidelines practiced by the school/district.

#### ***Tease/taunt***

Student delivers disrespectful messages (verbal or gestured) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.

Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

***Lying/cheating***

Student delivers message that is untrue and/or deliberately violates rules.

***Tardy***

Student is late to class or the start up of the school day.

***Others:***

Display/use of prohibited items published as banned by school/teacher

\*(e.g., Play items that are not needed for learning such as game boys, cellular phones, cd players, toys, sport or trading cards, certain snacks, chewing gum, seeds, etc.)

\*Though some of the items listed above may be allowed on campus, parents are encouraged to have children keep these objects at home. **Ha'aheo teachers/staff are not responsible if any of these items are misplaced or stolen.** Should a parent need to send their child a message, that parent can call the office at 974-4111 and that message will be immediately sent to that child's classroom. No student is allowed to use a cell phone while on campus.

**Major or Serious School Violations**

Usually results in a discipline referral to School Administrator. Major or serious problem behaviors are defined as behaviors that are not law infractions, but represent severe breaches of school rules and seriously disrupt school functioning. These behaviors would also include sustained and repeated Minor Problem Behaviors. These behaviors would warrant a referral and are managed by the school administration (or designee).

***Fighting/physical aggression***

Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc)

***Harassment***

Student delivers disrespectful messages (verbal or gestured) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.

Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

***Property Damage***

Student deliberately impairs the usefulness of property.

***Skip class/truancy***

Student leaves class/school without permission or stays out of class / school without permission.

***Consequences of Major or Serious School Violations***

When students are referred to the Administrator as part of the discipline referral process, one or more of the following consequences may occur depending on the nature and severity of the unacceptable behavior.

- Counseling and/or mediation session
- Parent contact or parent conference
- Detention - Loss of privileges
- School Service/Campus Beautification - Picking up trash, pulling weeds, raking, etc.
- Out of school suspension
- Police Involvement

***Illegal behaviors***

Always result in a disciplinary referral to School Administrator and parental notification. Illegal behaviors are defined as behaviors that are actual violations of the law. These behaviors always result in a discipline referral and are managed by the school administration (or designee).

***Alcohol***

Student is in possession of or is using alcohol.

***Arson***

Student plans and/or participates in malicious burning of property.

***Bomb threat/False alarm (bomb)***

Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

***Combustibles***

Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).

***Drugs***

Student is in possession of or is using illegal drugs/substances or imitations.

***Forgery/Theft***

Student is in possession of, having passed on, being responsible for removing someone's property or has signed a person's name without the person's permission.

***Tobacco***

Student is in possession of or is using tobacco.

***Vandalism/Property Damage***

Student participates in an activity that results in substantial destruction or disfigurement of property.

***Weapons***

Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

***Consequences of illegal behaviors***

When students are referred to the Administrator as part of the discipline referral process, one or more of the following consequences may occur depending on the nature and severity of the unacceptable behavior.

- Counseling and/or mediation session
- Parent contact or parent conference
- Detention - Loss of recess privileges
- School service - Picking up trash, scrubbing walls, cutting paper, etc.
- Out of school suspension
- Police Involvement
- Expulsion

***Field Trips***

**The Ha'aheo School Student Discipline guidelines also apply to all school related field trips or camping trips that are outside of the school campus.**



### Comprehensive Student Support System (CSS)

The goals of this school's support system is to:

- Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so they can achieve in school, be confident and caring, and become contributing citizens in their communities (Vision of the High School Graduate).
- Involve families and the community as integral partners in the implementation of the CSSS.
- Integrate the human and financial resources of appropriate public and private agencies to create caring communities at each of our schools.

#### Step 1 – Teacher and Student

When a teacher finds that a student is having difficulty with classwork, homework, inattentive, or behavioral / social problems, the teacher in the Grade 5 & 6 Level will conduct a consultation with the student and work with the student on a plan that might help the student. The teacher may have to differentiate the instruction, provide another suitable area, or provide intervention strategies.

#### Step 2 – Teacher and Parent

Should difficulties still exist; the teacher will contact the parents. If the difficulties become severe or absences or tardies begin to occur, the teacher will also contact the school counselor as well. The teacher will then conference with the parent at school or over the phone. It would be suggestible at the MASK level that if a parent conferences with the teacher, the child is present at the conference so that together everyone can come up with a plan.

#### Step 3 – Teacher and School Support team.

Should difficulties still exist after Step 1 and 2, the teacher will then notify the parent that the difficulties still exist and that the teacher will now seek the help of the school community. A referral will be sent to the school's support comprised of supporting teachers, the counselor, and the school administrator. The school support team will meet in a core meeting to discuss the difficulties of the student with the teacher. The school support team will either provide suggestions to the teacher on differentiation or intervention strategies or look into providing resources or assistance to the teacher. Anyone in the support team may come in to the classroom to further observe the student. Teacher will notify parent the result of this meeting.

#### Step 4 - Teacher, School Support team, and Parent

After the suggested differentiation / intervention strategies or resources provided by the school support team have been implemented. The entire team with the parent will meet to discuss the progress of the child. The support team will discuss if further services should be provided. The school support team may have to look into such services as SPED, PSAP, ESL, or medical health services or counseling.

## **MASK Computer Lab Guidelines**

1. First let a MASK adult teacher know that you will be on the computer. NOTE: Only the adult teachers will power up the computer.
2. Then you must sign in on the sheet right next to this before using the computer. Please put your name, date, time, and the computer number that is on the bottom left corner of the screen. Sign in pen only, no pencils or markers.
3. Your username will be “student” when logging on. If you have difficulty logging on, call for an adult teacher right away to assist you.
4. You must then click on the Happy Face icon to access your student server.
5. Then click the grade you are in first, and then find your name. Students are required to login to their student server before conducting work on the computer.
6. **IMPORTANT: ANY USE OF THE COMPUTER PROGRAMS AND INTERNET MUST BE FOR SCHOOL RELATED ACTIVITIES ONLY. ALL PERSONAL USE OF INTERNET OR E-MAIL IS NOT ALLOWED.**
7. If there is a message that pops up on the computer that you are not familiar with. Do not click on anything such as “OK”, “RUN”, “NEXT” etc. Just let an adult teacher know right away. Doing this will avoid any potential harm to the computer that you may be liable for.
8. Should a computer not work properly. You must be responsible in telling an adult teacher what you have done or clicked on last before the problem started. Should you **INTENTIONALLY** break the computer, you will be **RESPONSIBLE** (this was on the contract you signed with your parents at the beginning of the school year)
9. When done, log off properly and then let the adult teacher know when you are done.
10. Finally, please treat the computers with **TENDER LOVING CARE**. We are very fortunate to have such valuable tools like these in our classroom. Please treat these computers with care so that they can last a long time with us.