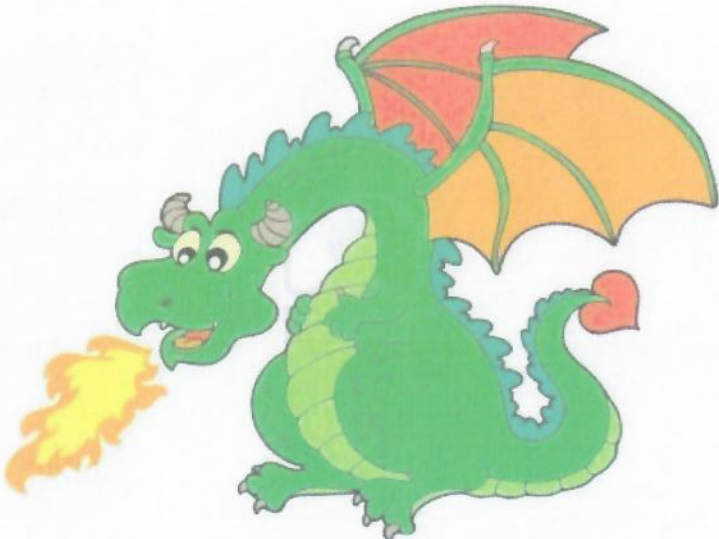


One-Year Academic Plan 2020-2021

School:	Honoka'a Elementary	
Address:	45-534 Pakalana Street Honoka'a Hawaii, 96727	
Phone:	808-775-8820	
Website:	http://www.honokaael.k12.hi.us/	

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> • WASC Category B: Standards Based Student Learning: Curriculum, instruction • WASC Category C: Standards Based Student Learning: Instruction • WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<p>School Year 2020-21 Needs</p> <ol style="list-style-type: none"> 1. Need: Provide Professional Development for Tier 1 RTI strategies and Differentiation for Teachers and Para-Professionals. Continue on going PD in Reading Wonders, Stepping Stones, GLOs, writing, and others to strengthen <ul style="list-style-type: none"> Tier 1 RtI strategies.(Comprehensive Needs Assessment) Differentiate instruction to meet the learning needs of all students (PTT/PPE/PPT support). 2. Need: Reduce Chronic Absenteeism (Strive Data 19% -21% consistently): <ul style="list-style-type: none"> ○ School will strengthen system for monitoring and addressing absenteeism ○ 3. Need: Engage all stakeholders in the process of developing a positive School Climate Increase the student dimension of SQS Safety from 68% to 80% by 2021 <ul style="list-style-type: none"> i. *note Parent and Teacher range in 80-90 percentile Student dimension consistently has 15-20% of student responses in the neutral category. ○ Further develop procedures, protocols and guidelines to promote communication <ul style="list-style-type: none"> i. Use of google calendar and other features ○ PBIS/SEL/MTSS <ul style="list-style-type: none"> i. Continue to implement and further develop Dragon STARRS program and Second Step Program 4. Need: Increase the frequency, consistency and quality of RtI and Inclusive Practices to support all students in all settings (Comprehensive Needs Assessment) 5. Strengthen Tier 1 core instruction in both reading and math (offer PD and resources). (Comprehensive Needs Assessment) <ol style="list-style-type: none"> 1. Systematize Tier 2 and 3 Interventions and Data Collection 2. Professional Development to consider a wide range of modalities when designing instruction 3. Behavior supports

	<p>2020-2021 Needs (One Year Interim)</p> <p>1. Continue to find ways to involve parent and community stakeholders in the Academic Plan in a manner that actively solicits their feedback, ensures their understanding of the major issues, and ensures fluid communication.</p> <p>Potential Pathways: Google Surveys, Parent Night Share Outs, etc</p> <p>April 9, 2019 New Partnership with Public Librarian (New Person)</p> <p>Library Cards, Class Libraries, Class Readings, Student Voice in reorganizing the genre</p> <p>Spaces in the Public Library. Slipper drive with Hapuna Prince Hotel.</p> <p>Safety: Work with County Service agencies to help make areas surrounding our campus safer.</p> <p>2. Formalize a professional development process that helps to clarify: a) how a need for professional development is determined, b) who can attend, c) what attendees will be accountable for, d) how impact is measured, and e) what follow-up support is needed (e.g. coaching and mentoring).</p> <p>PD will continue to be sought out based on how the data speaks to our school and complex area. We will use the ILT process to data dive, look for a complimentary strategy and focus support around this premise. School has created a google doc to have teachers record request for attending PD, what they will be accountable for, how we will measure impact and lastly what if any additional support may be needed. All PD attendees will then come back and share highlights and promising practices from their PD experience.</p> <p>3. Develop consistent grade level and vertical articulation to focus on data and instruction.</p> <p>Potential Pathways: Schedule based, pre planning by leadership</p> <p>Differentiate between Data Teams (Led by Curriculum Coordinator)</p> <p>Articulation (Teacher Led Use of some of the 21 hours & Flextime along with some of the Faculty Meeting time)</p>
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	Addressing Equity: Sub Group Identification		
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.		
	Sub Group	Identified Need(s)	Enabling Activit(ies)
	All students	Academic Achievement (Math/Reading)	All students will receive reading instruction at their level starting with systematic phonics, decoding, and comprehension strategies. All students will receive math instruction which embeds student scaffolded needs and grade level standards to assist with understanding and retention.
	Special Needs (12%)	Academic Achievement (Math/Reading)	All IDEA students will receive reading instruction at their level starting with systematic phonics, decoding, and comprehension strategies. All IDEA students will receive math instruction which embeds student scaffolded needs and grade level standards to assist with understanding and retention.

	Economically Disadvantaged (66%)	Academic Achievement (Math/Reading)	All disadvantaged students will receive reading instruction at their level starting with systematic phonics, decoding, and comprehension strategies. All disadvantaged students will receive math instruction which embeds student scaffolded needs and grade level standards to assist with understanding and retention.
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Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:

1. Principal (Rory Souza)	1. ILT / EES / Data Teams / Rtl
2. Vice Principal (Lisa Abarcar)	2. Data Teams / PBIS / Data Technician
3. Student Services Coordinator (Judy Hinokawa)	3. Comprehensive Student Support
4. Curriculum Coordinator (Brenda McDonald)	4. Data Teams - Formative Instruction / Rtl Coordination / Common Core State Standards
5. Counselor (Robin Matsumura) SBBH (Josie Acob-Laurance)	5. Student Mental Health / Wellbeing / MTS

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome: By the end of 2021	Rationale:
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<ol style="list-style-type: none"> 1. All students will be empowered through relevant, rigorous learning opportunities, and a quality standards-based education that incorporates student voices. They will apply their learning through life experiences, practice creative problem solving, and see themselves as part of a community effort to solve complex questions and challenges that impact our islands and the world. 2. When transitioning to the seventh grade all students will demonstrate growth General Learner Outcomes and have the knowledge to set and achieve their goals. 3. We will provide a learning environment that is safe, caring, and supportive of high quality learning. We will have programs and partnerships with families, community organizations, and government agencies that support students' well-being, and a culture where school attendance is valued. 	<ol style="list-style-type: none"> 1. Students become motivated and engaged when learning is relevant and builds on their strengths. Students' voice and curiosity are nurtured, which prepares them to exercise positive choices for their learning, their future, and their contributions to family and community. 2. We will prepare students for the future by ensuring they have the skills and knowledge necessary to navigate in an unknown and complex world. 3. Students need social emotional learning supports to access curriculum and programs in physically and emotionally safe environments.
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Goal 2: Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of 2021	Rationale:
<p>1. We will use professional development resources to support student success: relevant lessons, social-emotional learning, language development, instructional strategies to address all learners, and quality classroom assessments. This is especially true for students that need diverse instructional methods, including special education students and English Language Learners Professional development will be aimed at developing caring educators who provide a consistent learning experience of quality instruction that will enable students to progress toward becoming ready for career, college, and community in our global society We will provide support for new employees through effective mentoring and guidance programs.</p>	<p>1. Teachers and administrators are the heart of our instructional system. However, 50% of educators leave the profession before completing five years of teaching. We are also facing a crisis in teacher shortages across the nation. Issues in “compensation, working conditions, the loss of autonomy are all contributing to the acceleration of this dramatic attrition rate. We must address this crisis through systemic and visionary policy shifts that will elevate the profession of teaching and create a pipeline of experienced and pedagogically grounded educators to deliver engaging and effective instruction in the classroom.”</p>

Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote

sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of 2021	Rationale:
<ol style="list-style-type: none">1. Established systems will be in place for HMTSS: In fostering a culture of innovation, the school will partner with families and community to engage relationships, resources, and expertise to support student success and promoting understanding and engagement of stakeholders through improved communication.2. Systems will be in place to ensure instructional quality through ILT, Data Team Structures The school will continue to focus on strengthening a culture of continuous school improvement.,	<ol style="list-style-type: none">1. We will have a high regard for, and trust in the professionalism of our administrators, teachers, staff, and community members. We can also “see the need to redefine success and develop a broader definition of student and school success”.2. We need to create an exemplary learning environment, and be dedicated to collaborative decision-making, financial transparency and authentic learning and assessment.

5 Promises

HAWAI'I	<p>Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution.</p> <p>MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being</p> <p><i>State Proposed Indicators:</i></p> <ul style="list-style-type: none"> - 2A. Increase School-Community partnerships for 'āina-based stewardship in alignment with the Hawai'i Green Initiative indicator. BOE 6710 - 4D. Increase access to HĀ assessment of the learning environment <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> - Developing Community Partnerships/H - Hōkūpa'a
EQUITY	<p>Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p>MARKERS: Access; personalization; community; closing achievement gaps; quality</p> <p><i>State Proposed Indicators: (to increase)</i></p> <ul style="list-style-type: none"> - 1A. honors diploma - 1B. attainment of Seal of Biliteracy - 1C. equitable access to education - 1D/1E. access to postsecondary credits and qualifying marks on assessments - 2B. staff engagement - 2C. after school programming - 2D. reduce student health risks - 2E. internships and teacher externships - 3A. enrollment in Pre-K <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> - SPED - ELL - Induction & Mentoring - Literacy - Math - Instructional Leadership Teams
SCHOOL DESIGN	<p>Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners</p> <p><i>State Proposed Indicators: (to increase)</i></p> <ul style="list-style-type: none"> - 4A. Implement 10-year Facilities plan - 4B. Implement School Safety and Culture Plan - 4C. 80% clean energy use by 2030 <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> - MTSS/Whole Child - Project or Place Based Learning
EMPOWERMENT	<p>Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.</p> <p>MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice</p> <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> - Student leadership/voice initiatives/Student Government/Enrichment - Robotics/STEM - Staff Engagement
INNOVATION	<p>Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p> <p>MARKERS: Applied learning; design thinking; project-based learning; creativity</p> <ul style="list-style-type: none"> - 3B. Increase Career Pathway access - 3C. Grow student internships for diploma credit - 3D. Grow externships to scale real world relevance in curriculum <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> - Technology for learning/ Computer Science - CTE/Internships/Academies - Digital Citizenship

Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
In fostering a culture of innovation, the school will develop a distance learning structure to partner with families and school community to engage relationships, resources, and expertise to support student success.	x	Hawai'i	1. School will develop a school wide common format for Distance Learning during school closure and other opportunities to enrich teaching and learning <ul style="list-style-type: none"> Active Student Data Sheet with current student and family data Family Engagement / Teaching nights for Distance Learning Platforms 	Whole School	x	WSF	Knowing which students: <ul style="list-style-type: none"> Have a device at home Need a school device Need a Choice Board or Packet Having up to date email, phone and address
	x	Equity				Title I	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
	x	Hawai'i	2. School Staff will become "fluid" in the use of Technology to deliver instruction. <ul style="list-style-type: none"> Collegial support and PD in Google Classroom, Google Hangouts and WebEx Other Teacher specific programs (Class Dojo, etc.) 	Whole School		x WSF	Grade Level Team Meeting Notes Faculty Meeting Notes
	x	Equity				Title I	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
	x	Hawai'i	3. Administration will develop a systematized approach to the distribution of devices when deemed necessary and facilitate Distance Learning Platforms with Staff such as Google Hangouts and WebEx	Admin		x WSF	Survey Data Disbursement Inventory Sheet Distance Learning Leadership and Faculty
	x	Equity				Title I	

	x	School Design		<ul style="list-style-type: none">Surveys on devices from TeachersWork with Tech Department to have devices availableDevelop disbursement scheduleConduct meetings as needed via Hangout and WebEx			Title II	Meeting Agenda
CNA Crosswalk page 53	x	Empowerment					IDEA	
FRF Line #	x	Innovation					Other	
WASC Critical Area for Follow up # N/A								
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
All students will be empowered through relevant, rigorous learning opportunities, and a quality standards-based education that incorporates student voices. They will apply their learning through life experiences, practice creative problem solving, and see themselves as part of a community effort to solve complex questions and challenges that impact our islands and the world.	x	Hawai'i		4. Improving Core Instruction: <ul style="list-style-type: none">Implement high impact literacy strategies to improve reading and writingVisible Learning Strategies with high effect sizesImproving Core InstructionSmall Group instruction	ILT / Leadership Data Teams	x	WSF	Achievement Improvement <ul style="list-style-type: none">SBA LongitudinallyRtl / iReady Universal ScreeningFaculty Sharing in Data Teams, Articulation, and Faculty Meetings
		Equity					Title I	
		School Design					Title II	
	x	Empowerment				x	IDEA	
	x	Innovation					Other	
	x	Hawai'i		5. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies <ul style="list-style-type: none">professional development<ul style="list-style-type: none">If awarded, participate in the Kahelaela Literacy grant participationtraining on curriculumIntentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT)Data Team 6 Step Process<ul style="list-style-type: none">Generate standards-based Learning TargetsDetermine Success CriteriaDevelop Formative Assessments to measure student progressSet student and grade level goals	ILT / Leadership Curriculum Coordinator Data Teams		WSF	Measures <ul style="list-style-type: none">PD participationData TeamsLiteracy Grant SupportILT pre and post dataSchool Schedule
		Equity					Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	

				<ul style="list-style-type: none"> and monitor / adjust ○ Monitor student progress towards Learning Target/s and provide differentiated support where needed ○ Support teachers new to the team 				
	x	Hawai'i		6. Utilize systems to support schoolwide Literacy Instruction: <ul style="list-style-type: none"> ● Apply a complex K-12 literacy framework ● Use Data Team time to focus on priority standards by grade level ● Develop literacy "landing spots" or expectations for end of year goals based on grade level standards. ● Use of PPEs and ppts for classroom support for struggling learners ● Use ILT process to support implementation of specific literacy strategies 	Whole School Data Teams		WSF	Measures <ul style="list-style-type: none"> ● Data Team Minutes ● Literacy Scope and Sequence ● SBA Longitudinally ● Rtl / iReady Universal Screening
		Equity					Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
CNA Crosswalk page 54 FRF Line # WASC Critical Area for Follow up # N/A	x	Innovation				x	Other	
Planning							Funding Source(s)	How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity			Lead(s)		
All students will be empowered through relevant, rigorous learning opportunities, and a quality standards-based	x	Hawai'i		7. Improve Mathematics: <ul style="list-style-type: none"> ● Implement high impact Mathematics strategiesImplementation of Visible Learning Strategies with high effect sizes ● 	ILT / Leadership Data Teams	x	WSF	Achievement Improvement <ul style="list-style-type: none"> ● SBA Longitudinally ● Rtl / iReady Universal Screening ● Faculty Sharing in Data Teams, Articulation, and Faculty Meetings
		Equity					Title I	
		School Design					Title II	
	x	Empowerment				x	IDEA	

education that incorporates student voices. They will apply their learning through life experiences, practice creative problem solving, and see themselves as part of a community effort to solve complex questions and challenges that impact our islands and the world.	x	Innovation					Other	
	x	Hawai'i		8. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies <ul style="list-style-type: none"> professional development Complex Math Cadre participation Improving Core Instruction training on curriculum Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT) 	ILT / Leadership Curriculum Coordinator Data Teams		x WSF	Measures <ul style="list-style-type: none"> PD participation Data Teams Literacy Grant Support ILT pre and post data School Schedule
		Equity					Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
CNA Crosswalk page 54 FRF Line # WASC Critical Area for Follow up # N/A	x	Hawai'i		9. Utilize systems of support to support schoolwide Math instruction: <ul style="list-style-type: none"> Apply complex Math Cadre framework Use Data Team time to focus on priority standards by grade level <ul style="list-style-type: none"> Data Team 6 Step Process <ul style="list-style-type: none"> Generate standards-based Learning Targets Determine Success Criteria Develop Formative Assessments to measure student progress Set student and grade level goals and monitor / adjust Monitor student progress towards Learning Target/s and provide differentiated support where needed Support teachers new to the team Develop EOY "landing spots" or expectations for end of year goals based on grade level standards. Use of PPEs and ppts for classroom support for struggling learners 	Whole School Data Teams		WSF	Measures <ul style="list-style-type: none"> Data Team Minutes Literacy Scope and Sequence SBA Longitudinally Rtl / iReady Universal Screening
		Equity					Title I	
		School Design					Title II	
	x	Empowerment				x	IDEA	
	x	Innovation					Other	

Planning						Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity		Lead(s)			
We will provide a learning environment that is safe, caring, and supportive of high quality learning. We will have programs and partnerships with families, community organizations, and government agencies that support students' well-being, and a culture where school attendance is valued.	x	Hawai'i		<p>10. Students will receive a MTSS supports to access learning at all levels:</p> <ul style="list-style-type: none"> All students will receive Tier 1 academic instruction in research based practices. <p>All students will receive Tier 1 behavioral and social-emotional learning. Students at risk (attendance, academic, behavior, SEL) will have received classroom interventions then be provided with Tier 2 interventions and assessments to monitor progress.</p> <ul style="list-style-type: none"> Students identified IDEA will be provided with LRE aligned to student's needs and provided with specially designed instruction. 	Data Teams	x	WSF	Data Team Minutes
	x	Equity					Title I	
	x	School Design					Title II	
		Empowerment			SSC Counselor SBBH		IDEA	Peer Review Meeting Notes Counselor and SBBH documentation School Team Notes
		Innovation					Other	
								IEP Process
	x	Hawai'i		<p>14. All Teachers will receive Professional Development for Tier 1,2 and 3 supports:</p> <ul style="list-style-type: none"> Strategies for MTSS from SSC, Counselor and SBBH documentation and on the referral process for students in need of academic, behavioral, and/or social-emotional support. Teachers will be trained to use research based Tier 1 and 2 interventions to provide higher levels of support. 	Counselor SBBH		x WSF	Meeting notes Peer Review Meeting Notes Second Step Lessons
	x	Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	Student support plans for behavior integrated through pbisworld.com
		Innovation					x Other	

	x	Hawai'i		16. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior <ul style="list-style-type: none">Work with school level SBBH and SBBH DES to implement behavior screeners for students in needImplement school wide Social Emotional ThemesDevelop routine Peer Review meetings to track academic and behavior concerns	Counselor MTSS Team		WSF	With Counselor and SBBH as lead, implement MTSS System Review data for student/s identified as needing higher levels of support.
	x	Equity					Title I	
	x	School Design					Title II	
CNA Crosswalk page 51 FRF Line # WASC Critical Area for Follow up # N/A		Empowerment					IDEA	
		Innovation					Other	
Planning						Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity		Lead(s)			
		Hawai'i					WSF	
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawai'i					WSF	
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	

		Hawai'i					WSF	
		Equity					Title I	
		School Design					Title II	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #		Empowerment					IDEA	
		Innovation					Other	