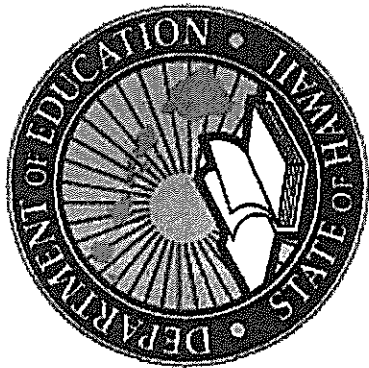


MAY - 7 2021



Academic Plan 2021-2022

Holomua Elementary School

91-1561 Keaunui Drive
Ewa Beach, Hawaii 96706
(808) 685-9100

<http://holomuael.blogspot.com/>

	Date
Submitted by Mr. Gary Yasui <i>Gary Yasui</i>	April 19, 2021

	Date
Approved by Complex Area Superintendent <i>Sen. S. T. ...</i>	MAY - 7 2021

Academic Plan SY 2021-2022

<p>Where are we now?</p> <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 	<p>1. Need: Achievement Gap Through differentiation and Response to Intervention, Holomua is working on decreasing the Achievement Gap between the high need and non-high need students from 21% to 11% in ELA by SY 2021-22. This is based upon the Strategic Plan School-Level Target Setting Guidance.</p> <p>2. Need: Student Proficiency Holomua will continue to work on increasing our student proficiency in our ELA, Math and Science. By SY 2021 - 2022:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">• ELA Proficiency</td> <td style="width: 50%; text-align: right;">80%</td> </tr> <tr> <td>• Math Proficiency</td> <td style="text-align: right;">78%</td> </tr> <tr> <td>• Science Proficiency</td> <td style="text-align: right;">85%</td> </tr> </table> <p>Addressing Equity: Sub-Group Identification</p> <p>In order to address equity, list the targeted sub-group(s) and their identified needs. Specific enabling activities listed in the academic plan will address identified sub-group(s) areas of need.</p> <ul style="list-style-type: none"> • <u>SpEd</u>: Increasing proficiency in ELA, Math and Science • <u>Disadvantaged</u>: Increasing proficiency in ELA, Math and Science • <u>ELL</u>: Increasing proficiency in ELA, Math and Science 	• ELA Proficiency	80%	• Math Proficiency	78%	• Science Proficiency	85%
• ELA Proficiency	80%						
• Math Proficiency	78%						
• Science Proficiency	85%						

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of AR Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Sheryl Hara	1. Common Core State Standards
2. Julie Bonilla/Dana Kawamura	2. Comprehensive Student Supports/RTI
3. Sheryl Hara	3. Formative Instruction/Data Teams
4. Administration	4. Educator Effectiveness
5. Sheryl Hara	5. Induction & Mentoring
6. Sheryl Hara	6. Academic Review Team
7. Justin Furuta/Ryan Kanetani	7. Tech GAPE, iReady, Technology Programs

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8. Kanoe Kaneaiakala

8. Attendance

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are engaged in rigorous, well rounded education so they are prepared to be successful in post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome:

80% of students in gr 3-6 will meet proficiency in ELA based on SBA by 2021 - 22 and 78% of our students will meet proficiency in math based on the SBA by 2021 - 22. 100% of teachers will address the Common Core State Standards (CCSS) in Language Arts and Math.

70% of students in grades K-6 will score in the green tier on the iReady reading post assessment for SY 2021 - 22. 100% students will be provided support through our Comprehensive Student Support System.

- The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2021-22.
- The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2021-22.

100% of grade levels will reflect on practices and instructional strategies to increase student achievement from pre assessment to post assessment using the Data Team Process for SY 2021 - 2022

89% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2021 - 2022.

85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2021 - 2022.

75% of students in each grade level from grades 3-6 will meet AVID grade level criteria by SY 2021 - 2022.

Rationale:

Academic Review Teams (ART)

Holomua will continue to integrate the ART process during Academic Review Committee meetings during SY 2021 - 2022. The committee will analyze data to assess student progress and program effectiveness. Linking Walks will be a tool used to address student voice to help address how students in grades K-6 feel about their learning experiences and to address the Levels of Questioning in classroom discussions between teachers and students.

Common Core State Standards (CCSS)

Teachers will address the CCSS in reading and math through their instructional practices and assessments. They will be given time to articulate to review and modify which standards will be addressed throughout the year. The students in grades kindergarten through six grade will utilize the iReady language arts and math program to support their academic growth in language arts and mathematics.

Comprehensive Student Support System (CSSS)

Students will be provided support through our school's CSSS. Our school will continue to implement the iReady Universal Screener in grades K-6. The screener will be used to track student progress in the areas of language arts and math. The language arts data will be used to place students in our RTI program where our teachers will use the iReady prescriptive lessons to address each student's area of need.

Formative Instruction/Data Teams

All teachers will continue the data team process and focus on CCSS W.1, Reading Comprehension and a Math strand selected by the grade levels. They will analyze data to develop smart goals which will provide a common focus on the student's area of need. Instructional strategies will be implemented to address the student's area of need in writing and reading comprehension. Teachers will continue to implement Art Costa's Levels of Questioning that will guide students to apply higher level thinking skills to prepare them to be college and career ready.

Campbell Complex Initiatives

Science, Technology, Engineering, and Math (STEM)

Teachers in Grades K - 5 will implement at least 2 PLTW modules for SY 2021 - 2022. Grade 6 will continue the Challenger Center Unit. Discovery Education will also be used as a supplement to address NGSS.

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100% teachers in Grades 3 – 6, who are trained in AVID, will continue to implement AVID Strategies for SY 2021 - 2022.

Advancement Via Individual Determination (AVID)
 Teachers in Grades K - 1 will continue to implement the Organization component of AVID. Teachers in Grades 2-6 will continue to implement the Planner/Binder. Grades K - 6 are implementing Note Taking, and Art Costa's Levels of Questioning within their curriculum.

Planning				Measures of Progress	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check boxes to indicate source of funds)</i>	Define relevant data used to assess and monitor progress

Academic Plan SY 2021-2022

<p>80% of students in gr 3-6 will meet proficiency in ELA SBA by 2019-20 (Students did not take the SBA due to DL)</p>	<p><u>Language Arts (CCSS)</u> 1. Grade 6 teachers continue to implement the Springboard program to address the language arts CCSS. 2. All teachers will analyze the reading pre, mid and post assessment data to address student areas of need and adjust instruction through the data team process. 3. Teachers will differentiate their instruction to support all students to achieve grade level standards.</p> <p style="text-align: center;"><u>3 YEAR ENABLING ACTIVITIES</u></p> <p><u>SY 2019-20</u> Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies</p>	<p>2019-20 2020-21 2021-22</p>	<p>Sheryl Hara</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> 70% of students in grades K-6 will score in the green tier by SY 2021-22 I-Ready reading post assessment. Smarter Balanced Assessment (SBA) - Reading Assessment 70% of students in Grade K-6 will meet ME/MP in 3rd quarter report cards
<p>80% of students in gr 3-6 will meet proficiency in ELA SBA by 2020-21</p> <ul style="list-style-type: none"> 50% of students in gr K-6 will meet ME/MP in 1st quarter report cards. 60% of students in gr K-6 will meet ME/MP in 2nd quarter report cards. 70% of students in gr K-6 will meet ME/MP in 3rd quarter report cards. 	<p><u>SY 2020-21</u> Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals • Data Driven Instructional strategies</p>				
<p>80% of students in gr 3-6 will meet proficiency in ELA SBA by 2021-22</p> <ul style="list-style-type: none"> 50% of students in 	<p><u>SY 2021-22</u> Grade levels will determine the following through Reading and Writing Data Teams: • Smart Goals</p>				

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<p>gr K-6 will meet ME/MP in 1st quarter report cards.</p> <ul style="list-style-type: none"> 60% of students in gr K-6 will meet ME/MP in 2nd quarter report cards. 70% of students in gr K-6 will meet ME/MP in 3rd quarter report cards. <p>100% teachers will address the Common Core State Standards (CCSS) in Language</p>	<ul style="list-style-type: none"> Data Driven Instructional strategies 		Sheryl Hara	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> 70% of students in grades K-6 will score in the green tier on the iReady math post assessment. Smarter Balanced Assessment (SBA) – Math Assessment 70% of students in gr K-6 will meet ME/MP in 3rd quarter report cards.
<p>78% of our students will meet proficiency in math based on the SBA by 2019-20 (Students did not take the HSA Science due to DL)</p> <p>78% of our students will meet proficiency in math based on the SBA by 2020-21.</p> <ul style="list-style-type: none"> 50% of students in gr K-6 will meet 	<p style="text-align: center;"><u>Math (CCSS)</u></p> <ol style="list-style-type: none"> Teachers will continue to implement the Stepping Stones (K-5) and Go Math (6) programs to address the math CCSS. All teachers will administer a pre, mid and post iReady diagnostic screener. Teachers will differentiate their instruction to support all students to achieve grade level standards. <p style="text-align: center;"><u>3 YEAR ENABLING ACTIVITIES</u></p> <p>SY 2019-20 Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies.</p> <p>SY 2020-21 Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies through Math Data Teams:</p> <ul style="list-style-type: none"> Smart Goals 	2019-20 2020-21 2021-22			

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<p>ME/MP in 1st quarter report cards.</p> <ul style="list-style-type: none"> 60% of students in gr K-6 will meet ME/MP in 2nd quarter report cards. 70% of students in gr K-6 will meet ME/MP in 3rd quarter report cards. <p>78% of our students will meet proficiency in math based on the SBA by 2021-22.</p> <ul style="list-style-type: none"> 50% of students in gr 3-6 will meet ME/MP in 1st quarter report cards. 60% of students in gr 3-6 will meet ME/MP in 2nd quarter report cards. 70% of students in gr 3-6 will meet ME/MP in 3rd quarter report cards. <p>100% teachers will address the Common Core State Standards (CCSS) in Math</p>	<ul style="list-style-type: none"> Data Driven Instructional strategies <p>SY 2021-22 Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies through Math Data Teams:</p> <ul style="list-style-type: none"> Smart Goals Data Driven Instructional strategies 			
<p>75% of students meeting</p>	<p>AVID</p> <p>All AVID elementary trained teachers in Grades 3-6 will integrate AVID strategies and utilize a pre/mid/post assessment to assess student proficiency.</p> <p>3YEAR ENABLING ACTIVITIES</p> <p>SY 2019-20 Grades K – 2 will refine implementation of</p>	<p>2019-20 2020-21 2021-22</p>	<p>Shannon Shimabukuro</p>	<ul style="list-style-type: none"> Grades 3-6 AVID grade level AVID criteria. Grades K – 2 implementation of organization and Levels of Thinking

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<p>AVID criteria in SY 2019-20</p> <p>75% of students meeting AVID criteria in SY 2020-21</p> <p>75% of students meeting AVID criteria in SY 2021-22</p> <p>100% teachers in Grades 3 – 6, who are trained in AVID, will continue to implement AVID Strategies for SY 2021-22</p>	<p>organization strategies in AVID. Grades 3 – 6 will continue to integrate all components of AVID.</p> <p><u>SY 2020-21</u> Grades K – 6 will continue to integrate all components of AVID.</p> <p><u>SY 2021-22</u> Grades K – 6 will continue to integrate all components of AVID.</p>			
<p>70% of students in grades K-6 in green tier on their i-Ready Reading Post Assessment for SY 2019-20</p> <p>70% of students in grades K-6 in green tier on their i-Ready Reading Post Assessment for SY 2020-21</p> <p>70% of students in grades K-6 in green tier on their</p>	<p><u>RTI Reading Intervention Groups</u> RTI intervention blocks with the focus on reading will be implemented in Grades K-6.</p> <p><u>3 YEAR ENABLING ACTIVITIES</u></p> <p><u>2019-20</u> Grades K – 6 will continue implementing the RTI Intervention Blocks in reading and addressing students' needs.</p> <p><u>2020-21</u> Grades K – 6 small group tutoring sessions were scheduled to address students' needs.</p> <p><u>2021-22</u> Grades K – 6 will continue implementing the RTI</p>	<p>2019-20 2020-21 2021-22</p>	<p>Dana Kawamura</p>	<ul style="list-style-type: none"> • iReady Reading Assessment Data. <p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>

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<p>i-Ready Reading Post Assessment for SY 2021-22</p> <p>100% students will be provided support through our Comprehensive Student Support System</p>	<p>Intervention Blocks in reading and addressing students' needs.</p>			
<p>The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2019-20.</p>	<p>iReady Program</p> <p>1. Teachers will administer the iReady Universal Screener in reading 3 times a year to identify students for tiers 1, 2 and 3.</p> <p>2. All students will utilize the i-Ready reading program 45 minutes a week.</p> <p style="text-align: center;"><u>3YEAR ENABLING ACTIVITIES</u></p> <p><u>2019-20</u> Teachers will administer the i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3.</p>	<p>2019-20 2020-21 2021-22</p>	<p>Dana Kawamura</p>	<ul style="list-style-type: none"> • iReady Reading Assessment Data.
<p>The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2019-20.</p>	<p><u>2020-21</u> Teachers will administer the i-Ready Universal Screener in reading 2 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3.</p>			<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>
<p>The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2020-21</p>				

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<p>students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2020-21</p> <p>The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2021-22</p> <p>The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2021-22</p> <p>All students will be provided support through our Comprehensive Student Support System</p>	<p><u>2021-22</u> Teachers will administer the i-Ready Universal Screener in reading 3 times a year. Data from assessment will be used to identify students in tiers 1, 2 and 3.</p>				
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<p>5% decrease of student referrals (behavioral) for SY 2019 - 20</p>	<p>RTI Behavioral</p> <p>All students will follow the school wide behavioral expectations. With the SEL program, students will learn 4 character values.</p> <p style="text-align: center;"><u>3 YEAR ENABLING ACTIVITIES</u></p> <p>SY 2019-20 Students will continue to follow the School-Wide Behavior Expectations Chart.</p>	<p>2019-20 2020-21 2021-22</p>	<p>Kaneohe Kaneoheakala</p>	<p>WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Student referrals (behavioral)
<p>5% decrease of student referrals (behavioral) for SY 2020 - 21</p>	<p>SY 2020-21 Students will continue to follow the School-Wide Behavior Expectations Chart.</p> <ul style="list-style-type: none"> • The Universal Screener for Behavior will be implemented. (Did not implement due to DL) <p>Teachers will be trained in Choose Love, an SEL Program, and will implement the program in the 2nd semester of SY 2020-21.</p> <ul style="list-style-type: none"> • Students will learn the importance of the 4 character values and practice what they learn in school and at home. • Students will feel connected in a positive environment that is conducive to learning. 				
<p>100% of staff will consistently implement the Student Attendance Policy.</p>	<p>Appropriate staff members will consistently implement distribution of absence letters to students and parents outlined in the student attendance policy.</p>				
<p>SY18-19 - 95.06% students attending school. In SY 20-21, 1% decrease of chronic absenteeism</p>	<p>SY 2021-22 Students will continue to follow the School-Wide Behavior Expectations Chart.</p>				
<p>5% decrease of student referrals (behavioral) for SY 2021 - 22</p>					

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<p>100% of staff will consistently implement the Student Attendance Policy.</p> <p>All students will be provided support through our Comprehensive Student Support System</p>	<ul style="list-style-type: none"> The Universal Screener for Behavior will be implemented. <p>Teachers will implement the 4 character values of Choose Love, an SEL Program, 1st Quarter - Courage, 2nd Quarter - Gratitude, 3rd Quarter - Forgiveness, 4th Quarter - Compassion in Action</p> <ul style="list-style-type: none"> Students will learn the importance of the 4 character values and practice what they learn in school and at home. Students will feel connected in a positive environment that is conducive to learning. <p>Appropriate staff members will monitor student attendance periodically and follow procedures to include: distributing attendance letters, consultation/meetings, and home visits as outlined in the student attendance policy.</p>	<p>2019-20 2020-21 2021-22</p>	<p>Sheryl Hara</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Pre/Mid/Post Assessment Reading Data (i-Ready/Grade Level Assessment)
<p>100% of grade levels will reflect on practices and instructional strategies to increase student achievement from pre</p>	<p>Data Team Focus: Reading/Math</p> <p>All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard</p> <p>3 YEAR ENABLING ACTIVITIES</p> <p><u>2019-20</u> All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2018-2019</p> <p><u>2020-21</u> All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2019-20.</p>				

ACADEMIC PLAN SY 2021-2022

<p>assessment to post assessment using the Data Team Process for SY 2020-21</p> <p>100% of grade levels will reflect on practices and instructional strategies to increase student achievement from pre assessment to post assessment using the Data Team Process for SY 2021-22</p>	<p><u>2021-22</u> All teachers will review their grading practices and instructional strategies in the area of reading within a domain or standard from school year 2020-21.</p>			
<p>96% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2019 - 20.</p> <p>96% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2020-21</p> <p>96% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY</p>	<p><u>Enrichment Program</u> Provide project-based curriculum to promote higher level thinking by having enrichment students apply their knowledge to solve problems across various settings.</p> <p><u>3 YEAR ENABLING ACTIVITIES</u> <u>2019 – 2020</u> Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings.</p> <p><u>2020 - 21</u> Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings.</p> <p><u>2021 - 22</u> Enrichment students will work on project-based curriculum to promote higher level thinking by applying their knowledge to solve problems across various settings.</p>	<p>2019-20 2020-21 2021-22</p>	<p>Justin Furuta/ Ryan Kanetani</p>	<ul style="list-style-type: none"> • Enrichment Student Evaluation
			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	

ACADEMIC PLAN SY 2021-2022

2021-22	<p>49% of continuing EL students will make a .5 or more gain in levels on the WIDA ACCESS Assessment for SY 2019 - 20.</p> <p>55% of continuing EL students will be "on track" on the WIDA ACCESS Assessment for SY 2020 - 21.</p> <p>55% of continuing EL students will be "on track" on the WIDA ACCESS Assessment for SY 2021 - 22.</p>	<p>English Learner (EL) Program EL PTTs will provide curriculum instruction and assessments to all K-6 EL students in all 4 language domains (listening, speaking, reading, writing) to reach language proficiency.</p> <p>3 YEAR ENABLING ACTIVITIES <u>2019 - 20</u> EL PTTs will provide direct instruction in Language Arts to K-6 students.</p> <p><u>2020 - 21</u> EL Coordinator and PPEs will provide direct instruction to all K-6 EL students that incorporate all 4 language domains to work towards language proficiency and GTT (Growth to Target) goals.</p> <p><u>2021 - 22</u> EL Coordinator and PPEs will provide direct instruction to all K-6 EL students that incorporate all 4 language domains to work towards language proficiency and GTT (Growth to Target) goals.</p>	2019-20 2020-21 2021-22	Michele Murakami	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> WIDA ACCESS Assessment
	<p>Science Programs 1. 1.K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement</p> <p>2. The teachers in grades kindergarten through grade 5 will implement 2 PLTW Modules. Grade 6 will implement the STEM Units (Challenger Center and Sustainability Unit).</p> <p>3 YEAR ENABLING ACTIVITIES</p>	2019-20 2020-21 2021-22	Shannon Shimabukuro	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Science Report Card Grades for Grades K - 6 Hawaii State Assessment - 4th Grade Science Assessment 	

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<p>89% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2019 - 20.</p> <p>85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2019 – 20. (Students did not take the HSA Science due to DL)</p>	<p><u>SY 2019 – 2020</u></p> <ol style="list-style-type: none"> 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will continue to implement 3 PLTW Modules. Grade 6 will implement STEM lessons (Challenger Center) 			
<p>89% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2020-21.</p> <p>85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2020 - 21</p>	<p><u>SY 2020 – 2021</u></p> <ol style="list-style-type: none"> 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will continue to implement at least 2 PLTW Modules. Grade 6 will implement STEM lessons. 			
<p>89% of students in grades kindergarten through grade 6 will receive a MP or ME on their year end science report card grade (strands) for SY 2021-22.</p> <p>85% of our 5th grade students will be proficient on the Science HSA assessment for SY 2021 - 22</p>	<p><u>SY 2021 – 2022</u></p> <ol style="list-style-type: none"> 1. K-6 teachers will continue to integrate their science programs and supplemental resources to support student achievement. 2. The teachers in grades kindergarten through grade 5 will continue to implement at least 2 PLTW Modules. Grade 6 will implement STEM lessons. 			

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<p>100% of teachers in Kindergarten - Grade 6 will plan lessons to address the HCSSS with full implementation in 2022 - 23</p> <p>100% of teachers in Kindergarten - Grade 6 will plan lessons to address the HCSSS with full implementation in 2022 - 23</p>	<p style="text-align: center;"><u>Social Studies</u></p> <p><u>SY 2020 - 21</u></p> <ol style="list-style-type: none"> K-6 teachers will review the Hawaii Content Social Studies Standards and plan for implementation for 2022 - 23. Administration will provide Grade Level Workdays for teachers to work on HCSSS and resources for lessons/units. The teachers in grades kindergarten through grade 6 will plan lessons to address the HCSSS with full implementation in 2022 - 23. <p><u>SY 2021 - 22</u></p> <ol style="list-style-type: none"> K-6 teachers will review the Hawaii Content Social Studies Standards and plan for implementation for 2022 - 23. Administration will provide Grade Level Workdays for teachers to work on HCSSS and resources for lessons/units. The teachers in grades kindergarten through grade 6 will plan lessons to address the HCSSS with full implementation in 2022 - 23. 	<p>2020-21 2021-22</p>	<p>Dana Kawamura</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Thematic Units addressing HCSSS
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Goal 2: Staff Success. Holomua Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<p>Outcome: By the end of three years,</p> <p>100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP).</p> <p>100% of Enhanced teachers will receive an Effective rating on their year-end EES rating and complete their IPDP.</p> <p>100% of new teachers will be supported by their Grade Level Chair and Grade Level Support staff.</p> <p>100% of new teachers will receive an Effective rating on their EES rating.</p>	<p style="text-align: center;">Rationale:</p> <p><u>Educator Effectiveness System (EES)</u> Our administrative team will continue to implement all components of the Educator Effectiveness System (Danielson Observation, Student Learning Objectives, Core Professionalism, Tripod Survey). Teachers participated in training and professional development.</p> <p><u>Induction & Mentoring</u> New teachers are assigned to a mentor teacher in their grade level. The mentor provides observations and feedback to support the new teacher's professional development during the school year.</p>
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Academic Plan SY 2021-2022

Planning				Funding	Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s)	ART Accountable Lead(s)	Source of Funds <i>(Check boxes to indicate source of funds)</i>	Define relevant data used to assess and monitor progress
<p>100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP).</p> <p>100% of Enhanced teachers will receive an Effective rating on their year-end EES rating and complete their IPDP.</p>	<p>Danielson Framework</p> <p>Administrators will provide support for all teachers by following the Charlotte Danielson framework to enhance instruction for SY 2021-22.</p>	<p>2019-20</p> <p>2020-21</p> <p>2021-22</p>	<p>Administration Team</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Individualized Professional Development Plan (IPDP)</p> <p>EES</p>
<p>100% of new teachers will be supported by their Mentor, Grade Level Chair, and Grade Level Support staff</p> <p>100% of new teachers will receive an Effective rating on their EES rating.</p>	<p>Highly Qualified and Highly Effective Teachers</p> <p>Mentor teachers will support new teachers (tenured or non-tenured) to provide professional improvement and to ensure they are all Highly Qualified Teachers for SY 2021-22.</p>	<p>2019-20</p> <p>2020-21</p> <p>2021-22</p>	<p>Administration Team</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p>	<p>New Teacher Center (NTC) Learning Zone</p> <p>EES</p>
<p>100% of the teachers in grades K-6 will attend training sessions during staff development days.</p>	<p>Professional Development</p> <p>Teachers will participate in Professional Development by school personnel for SY 2021-22.</p>	<p>2019-20</p> <p>2020-21</p> <p>2021-22</p>	<p>Administration Team</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Staff Development Attendance/Reflections</p>

Goal 3: Successful Systems of Support. The system and culture of Holomua Elementary School works to effectively organize financial, human, and community resources in support of student success.

Academic Plan SY 2021-2022

Outcome: By the end of 2020 - 21,	Rationale:
100% of grade levels will reflect on their articulation sessions throughout the year with the focus on math, reading comprehension and writing. Teachers will evaluate on their own time used for planning collaboratively with the school-wide focus.	Articulation provides time for the teachers to analyze grade level data and reflect on instructional strategies to address the students' needs in reading comprehension and writing (school-wide focus). Art Costa's Levels of Questioning is to guide students to apply higher level thinking skills. The grade levels also reflect on formative instruction strategies and descriptive feedback.

Planning				Funding	Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define relevant data used to assess and monitor progress
100% of Grade level agendas will reflect - After every meeting on the Agenda ask " Did you have time to plan collaboratively with a school-wide focus"? Are there resources or support needed to meet the school-wide focus?	Grade Level Articulation Provide 11+ articulation sessions for grades K-6 from 8:00-10:00 to allow collaborative planning with a school wide focus.	2019-20 2020-21 2021-22	Sheryl Hara	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Grade Level Agendas
100% of Grade levels will reflect on what is working for their grade level and what their next steps will be.	Grade Level Vertical Articulation Provide 2 vertical articulation sessions for grades grade K-6 and SpEd at designated faculty meetings to allow collaborative planning with a school wide focus.				

Academic Plan SY 2021-2022

<p>100% of Grade Levels will participate in Linking Walks with focus on Student Voice</p>	<p>Linking Walks Teachers will participate in Linking Walks with the focus on Student Voice.</p>	<p>2020-21 2021-22</p>	<p>Sheryl Hara</p>	<p> <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>Linking Walks Agendas Data Collected from Observations/Questions.</p>
<p>Holomua Elementary School will continue to improve community and parent involvement.</p>	<p>Community and Parent Involvement Holomua Elementary School continues to provide various activities for community and parent involvement and continue to work on increasing community and parent involvement. We are also currently working on plans for a volunteer program at the school. *Will develop a parent survey to gain feedback on school related activities. *Will develop procedures to inform parents on implementing a "Volunteer Program".</p>		<p>Christine Dash</p>	<p> <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	