# Academic Plan

2023-2024

Holomua Elementary School

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

Holomua.hidoe.us

<table>
<thead>
<tr>
<th>Submitted by Christopher D. Bonilla, Principal</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>04/12/2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved by Complex Area Superintendent Sean Tajima</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>APR 21 2023</td>
</tr>
</tbody>
</table>
Where are we now?

Prioritize school’s needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - 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

Through the accreditation visitation process, the Visiting Committee concurred with the Holomua’s identified critical areas for follow-up as outlined in the submitted 2022-2023 Academic Plan. The Visiting Committee has identified additional strengths that they feel will help move HES forward. These identified strengths and recommendations have been spotlighted within our 2023-2024 Academic Plan to help Holomua continue to progress.

1. The Administration and staff need to expand the school’s identity within the community by expanding the membership within their School Community Council Committee to include a formal member of the military community, a possible member from the public safety community, and more of the pertinent businesses that would enhance the school’s vision of providing pathways to a career. With the future addition HES will expand the success and future of all students.

2. The Administration and staff need to formally create some sort of formal organization, which will provide both the school, teachers, and parents a dedicated forum to share information, review the school’s mission and vision and be an integral part of Holomua’s decision making process. This new organization needs to have in person meetings held at times that are conducive to “all” parents and teachers.

3. The Administration and staff continue to refine their vertical articulation with a focus on elements such as common language across grade levels, anchor charts, graphic organizers, and when needed, common formative and summative assessments. This refinement should begin with mathematics and expand to all curricular areas where vertical articulation is incomplete. This will provide students with a clear and coordinated school wide curricular program, more precise instruction, and more appropriate assessments which will improve student academic success and transition between grades.

4. The Administration and staff will collaborate with Ilima Intermediate School and Ewa Makai Middle School to allow Holomua teachers to do Linking Walks to give them insight into how they can better prepare their 6th grade students for success at the next educational level. Holomua could also invite teachers from those two schools to do some type of Linking Walks at Holomua. This would expand vertical articulation beyond the walls of HES, which will enhance instruction and elevate students’ academic success.

5. The Administration and staff work with their established committees to generate grade level and in some cases school wide rubrics attached to learning targets. This will heighten the effectiveness of closing the learning gaps in ELA, Math, and Science through curriculum adjustments, scaffolding, differentiated instructional delivery, including inclusion, and the transitioning of students to RTI support. All of these adjustments will enhance student performance and success.

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 will address identified sub-group(s) areas of need.
**Academic Plan SY 2023-2024**

- **SpEd**: Increasing proficiency in ELA, Math and Science
- **Disadvantaged**: Increasing proficiency in ELA, Math and Science
- **ELL**: Increasing proficiency in ELA, Math and Science

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 2023-24**. This is based upon the Strategic Plan School-Level Target Setting Guidance.

2. **Need: Student Proficiency**
   Holomua will continue to work on increasing our student proficiency in our ELA, Math and Science. By SY 2023 - 2024:
   - ELA Proficiency: 80%
   - Math Proficiency: 78%
   - Science Proficiency: 75%

---

**ORGANIZE: Identify your Academic Review Team Accountable Leads.**

<table>
<thead>
<tr>
<th>Name and Title of AR Team Accountable Lead</th>
<th>Responsible for implementation of the school's strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sheryl Hara</td>
<td>1. Common Core State Standards</td>
</tr>
<tr>
<td>2. Jacie Kanetani/Dana Kawamura</td>
<td>2. Comprehensive Student Supports/RTI</td>
</tr>
<tr>
<td>3. Sheryl Hara</td>
<td>3. Formative Instruction/Data Teams</td>
</tr>
<tr>
<td>4. Administration</td>
<td>4. Educator Effectiveness</td>
</tr>
<tr>
<td>5. Sheryl Hara</td>
<td>5. Induction &amp; Mentoring</td>
</tr>
<tr>
<td>7. Justin Furuta/Ryan Kanetani</td>
<td>7. Tech GAFE, iReady, Technology Programs</td>
</tr>
<tr>
<td>8. Counselors</td>
<td>8. RTI Behavioral</td>
</tr>
</tbody>
</table>

**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.

Holomua Elementary School Academic Plan Page 3  Rev. 04/03/2023
<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students in gr 3-6 will meet proficiency in ELA based on SBA by 2023 - 24 and 78% of our students will meet proficiency in math based on the SBA by 2023 - 24. 100% of teachers will address the Common Core State Standards (CCSS) in Language Arts and Math.</td>
<td><strong>Academic Review Teams (ART)</strong> Holomua will continue to integrate the ART process during Academic Review Committee meetings during SY 2023 - 2024. 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.</td>
</tr>
<tr>
<td>70% of students in grades K-6 will score in the green tier on the iReady reading post assessment for SY 2023 - 24. 100% students will be provided support through our Comprehensive Student Support System.</td>
<td><strong>Common Core State Standards (CCSS)</strong> 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.</td>
</tr>
<tr>
<td>- The percentage of students in green tier will increase by 15% from the pre to post iReady reading assessment for SY 2023-24.</td>
<td><strong>Comprehensive Student Support System (CSSS)</strong> 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.</td>
</tr>
<tr>
<td>- The percentage of students in red tier will decrease by 5% from the pre to post iReady reading assessment for SY 2023-24.</td>
<td><strong>Formative Instruction/Data Teams</strong> All teachers will continue the data team process and focus on CCSS Informational 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 math 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.</td>
</tr>
<tr>
<td>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 2023 - 2024.</td>
<td><strong>Campbell Complex Initiatives</strong> <strong>Science, Technology, Engineering, and Math (STEM)</strong> Teachers in Grades K - 5 will implement PLTW modules for SY 2023 - 2024. Grade 6 will continue the Challenger Center Unit. Discovery Education will also be used as a supplement to address NGSS.</td>
</tr>
<tr>
<td>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 2023 - 2024.</td>
<td><strong>Advancement Via Individual Determination (AVID)</strong> 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.</td>
</tr>
<tr>
<td>75% of our 5th grade students will be proficient on the Science HSA assessment for SY 2023 - 2024.</td>
<td></td>
</tr>
<tr>
<td>78% of students in each grade level from grades 3-6 will meet AVID grade level criteria by SY 2023 - 2024.</td>
<td></td>
</tr>
<tr>
<td>100% teachers in Grades 3 – 6, who are trained in AVID, will continue to implement AVID Strategies for SY 2023 - 2024.</td>
<td></td>
</tr>
</tbody>
</table>
# Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>Planning</th>
<th>Measures of Progress</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome</td>
<td>Enabling Activities <em>(Indicate year(s) of implementation in next column)</em></td>
<td>School Year(s) of Activity</td>
</tr>
</tbody>
</table>

---

*Holomua Elementary School Academic Plan*  
*Page 5*  
*Rev. 04/03/2023*
# Academic Plan SY 2023-2024

## Language Arts (CCSS)

(PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL)

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.

### ENABLING ACTIVITIES

**SY 2023-24**

Grade levels will determine the following through Reading Data Teams:

- Smart Goals
- Data Driven Instructional strategies

Utilize personnel to support identified instructional strategies.

- Our focus in Reading Data Teams this year is Comprehension: Informational Text. Using the pre/mid/post data, teachers will analyze their iReady data, set smart goals and decide on instructional strategies they will implement.
- After each diagnostic assessment, the teachers will review their goals and adjust as necessary.

---

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Sheryl Hara</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ WSF</td>
<td>☐ Title I</td>
</tr>
<tr>
<td>☐ Title II</td>
<td>☐ Title III</td>
</tr>
<tr>
<td>☐ IDEA</td>
<td>☐ Homeless</td>
</tr>
<tr>
<td>☐ CTE</td>
<td>☒ SPPA</td>
</tr>
<tr>
<td>☐ ESSER</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ N/A</td>
<td></td>
</tr>
</tbody>
</table>

- 70% of students in grades K-6 will score in the green tier by SY 2023-24 i-Ready reading post assessment.
- Smarter Balanced Assessment (SBA) - Reading Assessment
- 70% of students in Grade K-6 will meet ME/MP in report cards at the end of the school year.

---

80% of students in gr 3-6 will meet proficiency in ELA SBA by 2023-24

- 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.

100% teachers will address the Common Core State Standards (CCSS) in Language
### Math (CCSS)
**PRIORITY i: HIGH-QUALITY LEARNING FOR ALL**

1. Teachers will continue to implement the Stepping Stones (K-5) and Into Math (6) programs to address the math CCSS.
2. All teachers will administer a pre, mid and post iReady diagnostic screener.
3. Teachers will differentiate their instruction to support all students to achieve grade level standards.

### ENABLING ACTIVITIES

**SY 2023-24**

Grade Levels will continue to analyze i-Ready Math data to determine data driven instructional strategies through Math Data Teams:

- Smart Goals
- Data Driven Instructional strategies

Utilize personnel to support identified instructional strategies.

- Our focus in Math Data Teams this year is decided by the grade levels. Using the iReady pre/mid/post data, teachers will analyze their data, set smart goals and decide on instructional strategies they will implement.
- After each diagnostic assessment, the teachers will review their goals and adjust as necessary.

Provide After School Math tutoring for Red Tier students in Kindergarten through Grade 6. Students will be engaged in lessons that focus on their areas of need.

### AVID
**PRIORITY i: HIGH-QUALITY LEARNING FOR ALL**

All AVID elementary trained teachers in Grades 3-6

### 2023-24

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheryl Hara</td>
<td>2023-24</td>
</tr>
<tr>
<td>Shannon Shimabukuro</td>
<td>2023-24</td>
</tr>
</tbody>
</table>

- 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.

---

**Holomua Elementary School Academic Plan**

Page 7  
Rev. 04/03/2023
### Academic Plan SY 2023-2024

#### ENABLING ACTIVITIES

**SY 2023-24**
Grades K – 6 will continue to integrate all components of AVID.

- Students will continue to utilize AVID strategies to enhance their learnings.
- Teachers will assess their students in implementing the AVID strategies throughout the curriculum. They will analyze the data and adjust as necessary to meet their goals.

**RTI Reading Intervention Groups**
*(PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL)*

RTI intervention blocks, with the focus on reading, will be implemented in Grades K-6.

**ENABLING ACTIVITIES**

**2023-24**
Grades K – 6 will continue implementing the RTI Intervention Blocks in reading and addressing students' needs.

Utilize personnel to support identified instructional strategies.

(Added from the WASC Report)

- Grades K – 2 implementation of organization and Levels of Thinking

---

**Holomua Elementary School Academic Plan Page 8**

Rev. 04/03/2023
### Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>100% students will be provided support through our Comprehensive Student Support System</th>
</tr>
</thead>
</table>

Create and implement an accountability system to record and measure if teachers are implementing strategies to address the needs of the students during RTI.

<table>
<thead>
<tr>
<th>iReady Program</th>
</tr>
</thead>
</table>

(PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL)

1. Teachers will administer the iReady Universal Screener in reading 3 times a year to identify students for tiers 1, 2 and 3.

2. All students will utilize the i-Ready reading program 45 minutes a week.

#### ENABLING ACTIVITIES

<table>
<thead>
<tr>
<th>2023-24</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>2022-23</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dana Kawamura</th>
</tr>
</thead>
</table>

- WSF
- Title I
- Title II
- Title III
- IDEA
- Homeless
- CTE
- SPPA
- ESSER
- Other
- N/A

- iReady Reading Assessment Data.
| Comprehensive Student Support System |   |   |   |
**RTI Behavioral**  
*(PRIORITY i: HIGH-QUALITY LEARNING FOR ALL)*  
All students will follow the school wide behavioral expectations. With the SEL program, all students will learn 4 character values. Schoolwide attendance practices and policies will promote daily attendance for all students. Identified students will receive target support via counseling services.

**ENABLING ACTIVITIES**

**SY 2023-24**  
Students will continue to follow the School-Wide Behavior Expectations Chart.  
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  
- 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.  
- A school recognition program will continue.

All students will receive guidance lessons during articulation.  
Identified students will receive targeted counseling support.  
- Individual counseling  
- Group counseling  
- Referral to Hazel Health services

Identified staff members will monitor student attendance periodically and follow procedures to include: distributing attendance letters, related interventions, consultations/meetings, and home visits as outlined in the student attendance policy.
### Academic Plan SY 2023-2024

**100% of staff will consistently implement the Student Attendance Policy.**

**100% of teachers and students will complete the SEL Panorama.**

<table>
<thead>
<tr>
<th>K-2 Teachers will complete the Fall 2023, Winter 2024, and Spring 2024 Panorama SEL Teacher Perception Survey for all students. Students in Grades 3-5 will complete the Fall 2023, Winter 2024, and Spring 2024 Panorama SEL Student Perception Survey.</th>
</tr>
</thead>
</table>

#### Data Team Focus: Reading/Math

*(PRIORITY: HIGH-QUALITY LEARNING FOR ALL)*

All teachers will review their grading practices and instructional strategies in the area of reading and math within a domain or standard.

**ENABLING ACTIVITIES**

**2023-24**

All teachers will review their grading practices and instructional strategies in the area of math and reading within a domain or standard.

- Teachers will continue to adjust their lessons and strategies to increase student achievement.

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Sheryl Hara</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ WSF</td>
<td>☐ Title I</td>
</tr>
<tr>
<td>☐ Title II</td>
<td>☐ Title III</td>
</tr>
<tr>
<td>☐ IDEA</td>
<td>☐ Homeless</td>
</tr>
<tr>
<td>☐ CTE</td>
<td>☒ SPPA</td>
</tr>
<tr>
<td>☐ ESSER</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ N/A</td>
<td></td>
</tr>
</tbody>
</table>

- Pre/Mid/Post Assessment Reading Data (i-Ready/Grade Level Assessment)
- Pre/Mid/Post Assessment Math Data (i-Ready/Grade Level Assessment)

---

**Holomua Elementary School Academic Plan**

Page 12

Rev. 04/03/2023
### Enrichment Program

**(PRIORITY: HIGH-QUALITY LEARNING FOR ALL)**

Provide project-based curriculum to promote higher level thinking by having enrichment students apply their knowledge to solve problems across various settings.

#### ENABLING ACTIVITIES

**2023 - 24**

- A team of students in the Enrichment program will participate in the First Lego League (FLL) Competition. They apply their coding skills through a robotic competition, learn basic research skills and citation formatting, in preparation for their presentation.
- Students will work on public service announcements, applying their higher level thinking skills and knowledge to solve problems across various settings.

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Justin Furuta/ Ryan Kanetani</th>
<th>☒ WSF</th>
<th>☐ Title I</th>
<th>☐ Title II</th>
<th>☐ Title III</th>
<th>☐ IDEA</th>
<th>☐ Homeless</th>
<th>☐ CTE</th>
<th>☐ SPPA</th>
<th>☐ ESSER</th>
<th>☐ Other</th>
<th>☐ N/A</th>
</tr>
</thead>
</table>

- Enrichment Student Evaluation

---

### English Learner (EL) Program

**(PRIORITY: HIGH-QUALITY LEARNING FOR ALL)**

EL Teacher and PPEs 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.

#### ENABLING ACTIVITIES

**2023 - 24**

- Students will be engaged in learning using the

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Michele Murakami</th>
<th>☒ WSF</th>
<th>☐ Title I</th>
<th>☐ Title II</th>
<th>☐ Title III</th>
<th>☐ IDEA</th>
<th>☐ Homeless</th>
<th>☐ CTE</th>
<th>☐ SPPA</th>
<th>☐ ESSER</th>
<th>☐ Other</th>
<th>☐ N/A</th>
</tr>
</thead>
</table>

- WIDA ACCESS Assessment

---

96% of students will receive a usually or consistent rating in Enrichment Evaluation on all GLOs for SY 2023-24

69.45% of continuing EL students will be "on track" on the WIDA ACCESS Assessment for SY 2023 - 24.
Imagine Learning Program.
- Teachers and PPEs will be working with the EL students in Guided Reading using leveled books, providing reading strategies for the students.
- Teachers and PPEs will work with students on their grade level content vocabulary and math proficiency.

**Science Programs**  
(*PRIORITY is: HIGH-QUALITY LEARNING FOR ALL*)

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 implement 2 PLTW Modules. Grade 6 will implement the Challenger Center Unit and other STEM lessons.

3. The Leadership Committee will analyze Science data and determine what’s working, what needs to be changed to ensure student success.
   (ADDED FROM WASC REPORT)

**ENABLING ACTIVITIES**

**SY 2023 – 2024**

1. K-6 teachers will continue to integrate their science programs and supplemental resources (Discovery Ed and Mystery Science) to support student achievement.

2. The teachers in grades kindergarten through grade 5 will continue to implement at least 1 PLTW Modules. Grade 6 will implement Challenger Center Program and STEM lessons.

- Science Report Card Grades for Grades K – 6
- Hawaii State Assessment – 5th Grade Science Assessment

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Shannon Shimabukuro</th>
<th>WSF</th>
<th>Title I</th>
<th>Title II</th>
<th>Title III</th>
<th>IDEA</th>
<th>Homeless</th>
<th>CTE</th>
<th>SPPA</th>
<th>ESSER</th>
<th>Other</th>
<th>N/A</th>
</tr>
</thead>
</table>
### Social Studies  
**(PRIORITY i: HIGH-QUALITY LEARNING FOR ALL)**

**SY 2023 - 24**

1. K-6 teachers will continue to review the Hawaii Content Social Studies Standards and implement for 2022. Administration will provide Grade Level work days for teachers to work on HCSSS and resources for lessons, assessments, and units.

2. The teachers in grades kindergarten through grade 6 will plan lessons, assessments, and units to address the HCSSS with full implementation.

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Dana Kawamura</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Thematic Units addressing HCSSS

### Computer Science  
**(PRIORITY i: HIGH-QUALITY LEARNING FOR ALL)**

**SY 2023-24**

1. K-6 teachers will review the Computer Science Standards and plan for implementation for 2024-25. Administration will provide Grade Level work days for teachers to work on CS and resources for lessons.

2. The teachers in grades kindergarten through grade 6 will plan lessons to address the CS standards with full implementation.
   - Students will work on lessons addressing CSTA Standards using Code.org, PLTW (K-5), Swift (6th Gr), and Microbits (6th Gr)

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Justin Furuta/Ryan Kanetani</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Pacing Guide and Lessons addressing CSTA Standards

### 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.

### Outcome: By the end of three years,

- 100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP).

### Rationale:

- **Educator Effectiveness System (EES)**
  - Our administrative team will continue to implement all components of the
100% of Enhanced teachers will receive an Effective rating on their year-end EES rating.

100% of new teachers will be supported by their Grade Level Chair and Grade Level Support staff.
100% of new teachers will receive an Effective rating on their EES rating.

Educator Effectiveness System (Danielson Observation, Student Learning Objectives, Core Professionalism, Panorama Student Perception Survey Reflection). Teachers participated in training and professional development.

**Induction & Mentoring**
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.

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>School Year(s)</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Define relevant data used to assess and monitor progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of Streamlined teachers will complete their Individualized Professional Development Plan (IPDP). 100% of Enhanced teachers will receive an Effective rating on their year-end EES rating.</td>
<td><strong>Danielson Framework</strong> <em>(PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS)</em> Administrators will provide support for all teachers by following the Charlotte Danielson framework to enhance instruction for SY 2023-24.</td>
<td>2023-24</td>
<td>Administration Team</td>
<td>☑WSF</td>
<td>Individualized Professional Development Plan (IPDP)</td>
</tr>
<tr>
<td>100% of new teachers will be supported by their Mentor, Grade Level Chair, and Grade Level Support staff. 100% of new teachers will receive an Effective rating on their EES rating.</td>
<td><strong>Highly Qualified and Highly Effective Teachers</strong> <em>(PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS)</em> 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 2023-24.</td>
<td>2023-24</td>
<td>Administration Team</td>
<td>☑WSF</td>
<td>New Teacher Center (NTC) Learning Zone</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Development</strong> <em>(PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Holomua Elementary School Academic Plan Page 16 Rev. 04/03/2023
100% of the teachers in grades K-6 will attend training sessions during staff development days.

Teachers will participate in Professional Development by school personnel for SY 2023-24.

Staff will participate in professional development in inclusive practices and differentiation. Staff will learn strategies to support students with IDEA services in the inclusion setting to address equitable learning opportunities. Staff will also revisit Tier One instruction to support struggling students below grade level.

Staff will have professional development on the use of technology to enhance and encourage student engagement and learning where the emphasis on using technology serves as a strategy to enhancing students' ability to utilize a variety of technology in order to communicate, problem-solve and develop creativity.

Staff will have professional development on self-care strategies to enhance the school climate and culture where emphasis on employee self-care serves as a priority strategy to improving productivity, student achievement and total well-being.

Grade levels will have workdays to meet and plan to work on differentiating/modifying curriculum for all students.

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.

Outcome: By the end of 2023 - 24,

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

Rationale:

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
| Desired Outcome | Enabling Activities  
(Indicate year(s) of implementation in next column) | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds  
(Check applicable boxes to indicate source of funds) | Measures of Progress  
(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  
(PRIORITY I: HIGH-QUALITY LEARNING FOR ALL) Provide 11+ articulation sessions for grades K-6 from 8:00-10:00 to allow collaborative planning with a school wide focus. | 2023-24 | Sheryl Hara | ☑WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☑ SPPA  
☐ ESSER  
☐ Other  
☐ 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. Focus areas include curriculum, instruction, and assessment (WASC Report Critical Areas) | | | | |
| 100% of 6th Grade Teachers will reflect on what is working and what their next steps will be. | Articulation with the Middle School  
6th Grade Teachers will continue to articulate with Illima Intermediate to enhance instruction and evaluate student academic success. | | | | |
### Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>Linking Walks</th>
<th>2023-24</th>
<th>Sheryl Hara</th>
<th>Holomua Elementary School will continue to improve community and parent involvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PRIORITY I: HIGH-QUALITY LEARNING FOR ALL) Teachers will participate in 2 Linking Walks (1 per semester) with the focus on Student Voice</td>
<td></td>
<td></td>
<td>Holomua Elementary School will continue to improve community and parent involvement and continues to work on increasing community and parent support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Will continue to provide and promote family engagement opportunities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Continue the practice of parent surveys to gain feedback on school related activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Seek and maintain partnerships in the community to promote engagement via the SCC and other community resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Continue current temporary partnership with the Coast Guard while awaiting a permanent partnership with the Navy.</td>
</tr>
<tr>
<td></td>
<td>2023-24</td>
<td>Christine Dash</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Holomua Elementary School continues to provide various activities for community and parent involvement and continues to work on increasing community and parent support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Will continue to provide and promote family engagement opportunities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Continue the practice of parent surveys to gain feedback on school related activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Seek and maintain partnerships in the community to promote engagement via the SCC and other community resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Continue current temporary partnership with the Coast Guard while awaiting a permanent partnership with the Navy.</td>
</tr>
</tbody>
</table>

### Community and Parent Involvement

(PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS)

<table>
<thead>
<tr>
<th>2023-24</th>
<th>Christine Dash</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSF</td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td>Title II</td>
</tr>
<tr>
<td></td>
<td>Title III</td>
</tr>
<tr>
<td></td>
<td>IDEA</td>
</tr>
<tr>
<td></td>
<td>Homeless</td>
</tr>
<tr>
<td></td>
<td>CTE</td>
</tr>
<tr>
<td></td>
<td>SPPA</td>
</tr>
<tr>
<td></td>
<td>ESSER</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Linking Walks Agendas
- Data Collected from Observations and Questions
- Various Parent Nights
- Curriculum Nights
- Extra Curricular/Social Engagement: Ohana Fair, Tech Fun Run, Spring Program
- Partnership with ClimbHi
- Partnership with Hawaii Prince Golf Grades 4-6 Career Day
- Foster Grandparents Program
- Partnering with various military branches.
- Student Community Council Meetings
- Kindergarten Orientation
<table>
<thead>
<tr>
<th>Clubs, Service Groups, and After School Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS)</td>
</tr>
</tbody>
</table>

Holomua Elementary School continues to provide various after school programs and clubs for our students.

- Student Council
- Junior Police Officers (JPO)
- Library Club
- Holomua Dance Program
- Polynesian Dance Program
- Computer Science
- Performing Arts