

APR 12 2024

LEEWARD DISTRICT OFFICE

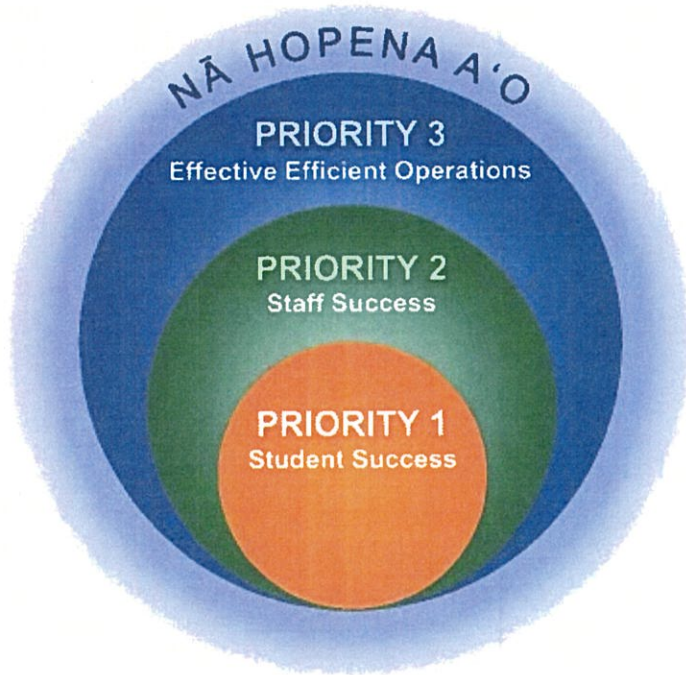
One-Year Academic Plan SY 2024 - 2025



2023


Ho'okele Elementary School Academic Plan SY 2024 - 2025

511 Kunehi Street, Kapolei, HI 96707
808-305-8500
<https://Hookele.hidoe.us/>



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Bryan Rankie	
	4.12.24

Approved by Complex Area Superintendent Sean Tajima	
	APR 12 2024



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten - Wonders Grade 5		Ready Mathematics

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten - Grade 5	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2019 , Next Full Self-Study: 2025
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

- 1 **Need:** Administration, Leadership Team and Teachers need to extend and deepen the work of the Data Teams by engaging in collegial conversations into a deeper analysis of student achievement data / evidence, identifying best practices and adjusting instruction to meet the needs of all students.

Root/Contributing cause(s): 1A - WASC Schoolwide Growth Areas for Continuous Improvement
 Data analysis and collaboration can be enhanced to ensure ongoing student improvement

- 2 **Need:** Teachers through vertical team meetings (Tribes) will build grade-to-grade alignment in Pacing Guides, Curriculum Maps and other instructional and curricular initiatives including, but not limited to, CCSS and the GLOs to ensure expectations and rigor are consistent for each grade level and across grade levels. Building from year-to-year.

Root/Contributing cause(s): 2A - WASC Schoolwide Growth Areas for Continuous Improvement
 Transitions for students can be enhanced for smoother learning progressions

- 3 **Need:** The Academic Review Team, program leaders and staff will use multiple data sources to monitor and measure the effectiveness of school programs, initiatives and curricula across and within grade levels to ensure they are effective and leading to student success.

Root/Contributing cause(s): 3A - WASC Schoolwide Growth Areas for Continuous Improvement
 Build clarity on the effectiveness of school initiatives



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1 Targeted Subgroup: Disadvantaged Students

Identified Student Need(s):

- The percentage of chronically absent students who are disadvantaged is 34.4% compared to all students which is 22.5%
- The percentage of language arts proficiency of HES disadvantaged students is 48.6% compared to all students which is 64.5%
- The percentage of math proficiency of HES disadvantaged students is 48.6% compared to all students which is 66.8%
- The percentage of science proficiency of HES disadvantaged students is 47.3% compared to all students which is 56.5%

2 Targeted Subgroup: Native Hawaiian Students

Identified Student Need(s):

- The percentage of chronically absent students who are Native Hawaiian is 32.9% compared to all students which is 22.5%
- The percentage of language arts proficiency of HES Native Hawaiian students is 58.4% compared to all students which is 64.5%
- The percentage of math proficiency of HES Native Hawaiian students is 54.4% compared to all students which is 66.8%
- The percentage of science proficiency of HES Native Hawaiian students is 28.2% compared to all students which is 56.5%

3 Targeted Subgroup: Special Education Students

Identified Student Need(s):

- The percentage of chronically absent students who are Special Education is 31.5% compared to all students which is 22.5%
- The percentage of language arts proficiency of HES Special Education students is 4.3% compared to all students which is 64.5%
- The percentage of math proficiency of HES Special Education students is 17.3% compared to all students which is 66.8%
- The percentage of science proficiency of HES Special Education students is 0% compared to all students which is 56.5%



Priority 1

High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p>	<p>1A</p>	<p>EA 1.1.1. (1) All incoming Kindergarten students will be administered the Kindergarten Entry Assessment (KEA) within their first 30 days of school.</p> <p>EA.1.1.1 (2) All incoming Kindergarten students with minimal preschool experience are given the opportunity to attend a 15 day Kindergarten Kick-Start Program.</p> <p>EA 1.1.1. (3) All incoming Kindergarten students will be given a Kindergarten Skills Assessment in addition to informal assessments for social emotional needs.</p> <p>[Regina Yamamoto, Elizabeth Okamoto, Robin Vanderstappen]</p>	<ul style="list-style-type: none"> • KEA • Kindergarten Skills Assessment • i-Ready Data 	<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"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024 - 2025

Reading Proficiency

1A

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

EA 1.1.2. (1) School based teams will engage in collegial conversations into a deeper analysis of student achievement data / evidence, where they will identify best practices and adjust instruction to meet the needs of all students.

EA. 1.1.2 (2) All teachers have been OG trained and use instruction in Multi-Sensory Language to promote Phonological Awareness and Phonics.

EA. 1.1.2 (3) All students will receive Response to Intervention (RTI) support in reading.

[Regina Yamamoto, Ashley Shinn, Gina Sourelos]

- Classroom Profiles WSF, \$
- SBA Data Title I, \$
- SY 28 - 29 ELA goal of 72.33% Title II, \$
- i-Ready Data Title III, \$
- PLC Agendas and Minutes Title IV-A, \$
- Data Team Agendas and Minutes Title IV-B, \$
- Student Work Samples IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



One-Year Academic Plan SY 2024 - 2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

1A, 3A

EA 1.1.4. (1) All grade levels will revise curriculum maps and pacing guides which are aligned to the CCSS, NGSS, and HCSSS. Through this process, grade levels will:

- Review / revise clear learning targets and success criteria for priority standards
- Adjust instructional strategies and / or materials based upon data and student needs
- Incorporate interdisciplinary curriculum such as inquiry and PBL units of study based upon CCSS, NGSS, and HCSSS
- Utilize resources for instruction and learning beyond the manual/textbook/workbook such as the use of technology, library/media resources and programming, collaborative activities, and community resources
- Align common grade level Assessments
- Use vertical alignment to ensure expectations and rigor are consistent for each grade level

[Ashley Contreras, Marie Calma, Angie Ramey]

A 1.1.4. (2) All grade levels will review math data to determine appropriate next steps and mechanisms needed to support targeted subgroups

EA 1.1.4. (3) School based teams will use multiple data sources to monitor and measure the effectiveness of school programs, initiatives and curricula to ensure they are leading to student success

[Regina Yamamoto, Ashley Shinn]

100% of the classroom teachers will implement and revise (as needed) quarterly Curriculum Maps for all core subjects, as evidenced by grade level Curriculum Maps

- ELA SBA Data
 - SY 28 - 29 ELA goal of 72.33%
- Math SBA Data
 - SY 28 - 29 Math goal of 76.85%
- Science SBA Data
 - SY 28 - 29 science goal of 60.73%
- Classroom Profiles
- i-Ready Data
- Data Team Agendas and Minutes
- Student Work Samples

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: Pohaku, \$
- Other: __, \$



1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

2A

EA 1.1.5 (1) Collaborate with Kapolei Middle School and Kapolei High School to make a more seamless transition for students.

EA 1.1.5 (2) Partner with Kapolei Middle School to expose current HES fifth grade students to the expected curriculum and electives available

[Lyndsey Tonaki, Tammi Umeno]

- Agendas and Minutes

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Improving student attendance will improve student achievement	EA 1.2.1 All teachers will plan and implement engaging curricular and extracurricular activities that encourage student attendance. [Robin Vanderstappen, Noelani Hansen, Natalie Wong, Rondel Baraoidan, Janae Cole, Lyndsey Tonaki, Deanna Gomez]	<ul style="list-style-type: none"> • Attendance Data • Panorama Survey 	<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"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Grant:__, \$



1.2.2. All students demonstrate positive behaviors at school.

3A

EA 1.2.2. (1) Teachers through Content Area Teams (CAT) will build vertical grade - to - grade alignment in Social Emotional Learning programs to ensure expectations and rigor are consistent for each grade level and across grade levels.

EA 1.2.2 (2) All students will participate in community building, SEL (Second Step), and Nā Hopena A'o lessons to help students feel safe and nurtured in a culturally responsive environment to promote positive behaviors.

[Elizabeth Okamoto, Carisse Mau, Katie Yamamoto]

- Panorama
- Second Step

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$

Required for all schools.

1.2.3. All students experience a Nā Hopena A'o environment for learning.

To be culturally responsive to our population and location

EA 1.2.3 (1) Teachers will be trained and have school wide professional development on Nā Hopena A'o to enhance and promote culturally responsive learning environments.

[Bryan Rankie]

- PD Agenda and meeting minutes

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$

Required for all schools.



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>1A</p>	<p>EA 1.3.1 (1) Collaborate as a staff with consultants to prepare, refine, and implement Project Based Learning (PBL) units for students.</p> <ul style="list-style-type: none"> Utilize resources for instruction and learning beyond the manual/textbook/workbook such as the use of technology, library/media resources and programming, collaborative activities, and community resources to support PBL and inquiry learning. <p>[Ashley Contreras, Marie Calma, Angie Ramey]</p> <p>EA 1.3.1 (2) All students will participate in activities to explore different career, community, and civic opportunities based on their learning.</p> <p>[Elizabeth Okamoto, Carisse Mau, Katie Yamamoto]</p>	<ul style="list-style-type: none"> CAT Agenda and meeting minutes Career Day Agendas ClimbHI Data 	<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"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Ho'okele Elementary School Staff will participate in professional development, articulation, and training to enhance instructional practices for student success.	2A	EA (1) Teachers through Content Area Teams (CAT) will build vertical grade - to - grade alignment in Pacing Guides, Curriculum Maps and other instructional and curricular initiatives to ensure expectations and rigor are consistent for each grade level and across grade levels. [Laura Brown] EA (2) Staff will participate in differentiated and targeted professional development based on individual progress of implementation. [Laura Brown]	<ul style="list-style-type: none"> • Professional Development Agendas and Minutes • Home Group Agendas and Minutes • CAT Agendas and Minutes • Curriculum Maps • Pacing Guides 	<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"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$



EA (3) Engage beginning teachers in a system of support that includes working with highly skilled, trained instructional mentors to accelerate teacher effectiveness and student learning.
[Regina Yamamoto, Ashley Shinn]

- PLC Agendas and Minutes
- Student Work Samples
- Kiano Logs



Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Improve communication and collaboration from school stakeholders	EA 3.3.1 (1) Regularly elect appropriate stakeholders by their peers to advise the principal on matters that affect student achievement and school improvement. Routinely exchanging ideas on how to improve student achievement among the school's stakeholders: principals, teachers, school staff, parents, students, and community members. [Candice Yamamoto]	<ul style="list-style-type: none"> ● SCC Meeting Minutes 	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Ho'okele Elementary parents / guardians will be active partners in their child(ren)'s education.	Sharing HES's curriculum, instruction, and assessment with families will improve family engagement and educational partnership	EA (1) 100% of classroom teachers will conduct at least one class / grade level activity that engages parents in a hands-on learning opportunity and provides information about standards-based learning, as evidenced by the school record sheet. [Laura Brown, Jill Higa]	<ul style="list-style-type: none"> Activity sign-in sheets Planning materials Family and staff feedback / surveys School Quality Survey <ul style="list-style-type: none"> Involvement / Engagement Responses 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ Other Systems of Support

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>Promote continuous improvement and ongoing student success through the monitoring of school data.</p>	<p>3A</p>	<p>EA (1) The Academic Review Team, program leaders and staff will use multiple data sources to monitor and measure the effectiveness of school programs, initiatives and curricula across and within grade levels to ensure they are effective and leading to student success.</p> <p>[Laura Brown]</p>	<ul style="list-style-type: none"> ● Home Group Agendas and Minutes ● CAT Agendas and Minutes ● Academic Reflection Team Agendas and Minutes ● Grade Level / Teacher AAG Data ● Vertical Articulation Minutes 	<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"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Ho’okele Elementary School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*

1,050 instructional hours

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, multiple Waiver Days were requested to enhance Ho’okele Elementary School’s professional development, articulation, and community engagement.

Bell Schedule:
<http://bit.ly/3U5ZuTB>