
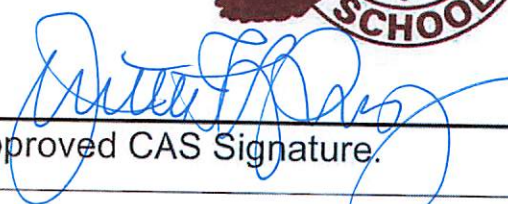


# One-Year Academic Plan 2021-2022

Version Protocol:

- V. 1 – black
- V.2 – changes in RED/ omitting – strikethrough instead of delete
- V.3- changes in BLUE/ omitting – strikethrough instead of delete
- V.4- changes in GREEN/ omitting – strikethrough instead of delete.
- V.5- changes in ORANGE/ omitting – strikethrough instead of delete.

School:	Holualoa Elementary	
Address:	76-5957 Mamalahoa Hwy. Holualoa HI, 96725	
Phone:	808-313-3800	
Website:	<a href="https://www.holualoa.school">https://www.holualoa.school</a>	
		 Approved CAS Signature.
		MAY 18 2021 Date.

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
- WASC Mid-Term Visiting Committee Report

1. **Need:** Continue to focus on Core subject areas (Math, ELA, Science, Social Studies) to ensure students are able to meet CCSS, NGSS, C3 standards. Also need to communicate the system clearly to all stakeholders.
2. **Need:** Continue to focus on developing a consistent SEL & Whole Child program across all grade levels and in all settings (classroom, field, cafeteria, etc.) to create the appropriate school climate for all stakeholders to thrive in.
3. **Need:** Continue to focus on the MTSS/RTI system – by developing and implementing a cohesive system to address academic and behavioral needs, with emphasis on closing the achievement gap.
4. **Need:** Continue to improve communication, clarity and coordination in addressing with all stakeholders around systems, goals, data and outcomes for students.
5. **Need:** Close the Achievement Gap between high and non-high need learners in all areas.
6. **Need:** Continue to work with stakeholders (SCC, PTO, Parents, Complex) towards addressing facility issues of ADA compliance, adequate facilities, safe pickup/dropoff and student safety.

### Addressing Equity: SubGroup Identification

In order to address equity, list the targeted sub group(s) and their identified needs.  
 \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

EL Students: Sub Group Identified Need(s) Enabling Activity(ies) SPED  
 Increase in SGP, Proficiency as assessed by SBA, HSA, and ELL  
 universal screener  
 Migrant  
 Students with Tier 2/3 Academic  
 and/or Behavior Needs

### Holualoa Elementary Academic Plan Page | GG Version #1 Date 4.12.2021

ORGANIZE: Identify your Accountable Leads.

Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Glenn Gray, Principal	1. Collaborative development, implementation and monitoring of Systems towards implementation of all <i>Enabling Activities</i>
2. Michael McCloskey, Vice Principal	Collaborative development, implementation and monitoring of all Enabling Activities addressing successful systems of student support:  SPED: Compliance & Student Achievement  Staff support/Professional Development, EES  Systems of support for SEL, MTSS-SEL

3. Anna Barnes, Instructional Specialist	5. Implementation of Core Academic, MTSS – Academics (ELA, Math, Social Studies, Science) <i>Enabling Activities</i>
4. Matthew Rossman: ELL Coordinator / Migrant Coordinator	6. ELL and Migrant related <i>Enabling Activities</i>
5. Lisa Vail, SSC	7. Monitoring and support of SPED and MTSS related <i>Enabling Activities</i>
6. Kealoha Curnan-Medina, Counselor, SEL Team, IS Team	8. Monitoring and support of MTSS – SEL, GAT <i>Enabling Activities</i>
7. Carrie Miller: Tech Teacher/Instructional Specialist	7. Monitoring and support of Science and Tech related <i>Enabling Activities</i>

Holualoa Elementary Academic Plan Page | GG Version #1 Date 4.12.2021

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

Outcome: By the end of sy21-22	Rationale:
<p>Students will be at or above grade level standards, or supported towards that goal via MTSS (RTI).</p> <p>Students will have SEL support in classroom and non-classroom settings, including MTSS as needed.</p>	<p>Future student success is predicated on being on grade level or moving towards that target by the end of 5th grade.</p> <p>We believe in whole child education (academic, social, emotional) and the long-term success this brings to our students.</p>

Tools for Measuring: 1. Student learning data (iready, SFA, SBA, CFA's)  
 2. Student behavior data (Infinite campus, referrals)  
 3. SQS Survey data

**Goal 2:** Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of sy21-22	Rationale:
Clear communication within the school will provide staff with identified support for the various enabling activities.	Communication has been a challenge at our school. It is crucial to focus on the clarity of communication to successfully support the staff.

Tools for Measuring: 1. SQS Survey  
 2. School Surveys  
 3. PTO/SCC Surveys

**Goal 3:** Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of sy21-22	Rationale:
The school will have developed systems around Academics, MTSS, SEL, and Communication that clarifies roles, expectations, and progress monitoring.  Personnel to implement the schools systems will receive appropriate and timely training and support to build capacity and skill in given positions.	With the variety of changes of expectations from the state and complex area, we continually improve systems to effectively support the school.  Employees need continuous training and support to allow for successful implementation of their responsibilities.

Tools for Measuring: 1. Student learning data  
 2. SQS Survey  
 3. Minutes of GLC/Grade Level Meetings

Holualoa Elementary Academic Plan Page | GG Version #1 Date 4/12/2021

Planning				Funding Source(s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity	Lead(s)				
<p>All students are grade level proficient in reading and writing according to common core state standards.</p> <p>3 year Target: All 3rd graders reading at grade level by end of 3rd grade</p>		Hawai'i	<p>Success for All (SFA) to instruct reading and writing with:</p> <ul style="list-style-type: none"> <li>● Wonders Basil and</li> <li>● 21st Century &amp;</li> <li>● HM trade books</li> </ul> <p>Students are placed in leveled groups that shift quarterly based on assessments.</p> <p>Goalbook to be used as supplemental by the SPED Dept.</p>	<p>All certified teachers and certified part-time teachers (SFA teacher).</p>	x	WSF	<p>Through SFA assessments, data management in Member Center and progress monitoring which includes the universal screeners:</p> <ul style="list-style-type: none"> <li>● i-Ready Scores,                             <ul style="list-style-type: none"> <li>● Accelerated Reader Scores as used.</li> <li>● DIBELS Fluency Data</li> </ul> </li> <li>● SFA Member Center Data</li> <li>● Kinder Assessment/Mastery</li> <li>● Roots Formal Assessments/ Mastery Wings (Grades 2-5) -</li> <li>● Comprehension/Word Power -</li> <li>● Foundational Reading Challenge Scores: data inputted by SFA teachers in Member Center</li> <li>● Roots Scores (Grades K-1) SFA</li> <li>● SBA scores (Grades 3-5)</li> </ul>
	x	Equity			x	Title 1 \$12000	
		School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	
		Hawaii					
	x	Equity		x	Title I : 18,000	Amount of teachers using SFA curriculum with high confidence and understanding.	
		Hawaii	SFA coordination, instructional coaching & technical support	Instructional Specialist	x	WSF	Amount of teachers using SFA curriculum with high confidence and understanding.
	x	Equity	Responsibilities to include: <ul style="list-style-type: none"> <li>● Elicit feedback from teachers and</li> </ul>		x	Title I : 18,000	

		School Design		respond to teacher needs. <ul style="list-style-type: none"> <li>• Observe classes and provide feedback to staff</li> <li>• Collaborate with other staff for interventions.</li> <li>• Order, inventory, and organize SFA materials</li> <li>• Coaching of new teachers</li> <li>• Build networks to support change, including</li> <li>• Coordinate academic volunteers</li> </ul>	(IS)		Title II	Amount of teachers using learning targets and formative assessments with high confidence and understanding  Staff feedback  SFA reports  Consulting and feedback from SFA Consultant
	X	Empowerment					IDEA	
		Innovation					Other	

Holualoa Elementary Academic Plan Page | 6 Version #1 Date 5/15/20

				<ul style="list-style-type: none"> <li>• Coordinate student groups/teaching SFA Levels,</li> <li>• Coordinate PPEs for the following:             <ul style="list-style-type: none"> <li>○ Tier 2 interventions</li> <li>○ Tutoring Groups</li> <li>○ Data Collection (Dibels, formative assessments, etc.)</li> </ul> </li> </ul> <p>Communicate and coordinate with SFA Consultant for support and training. This includes:</p> <ul style="list-style-type: none"> <li>• Quarterly roll-ups</li> <li>• Progress monitoring</li> <li>• Prep for SBA/meeting benchmarks.</li> <li>• Training directly from SFA (conferences, PD, etc.)</li> </ul>				
		Hawaii	.....	Non-Classroom Staff to collaboratively provide feedback and support for ELA instruction.	Admin IS	X	WSF	Non-Classroom Teacher meeting agenda and notes  Feedback from staff SQS  PD agendas
		Equity		Infrastructure for staff support including: <ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Resources</li> </ul>			Title I	Feedback from staff SQS
		School Design		Professional Development and networking opportunities for staff (including school, complex area, and state).			Title II	Feedback from staff SQS
CNA pg # 2, 11, 12, 22, 24, 28		Empowerment		Access to instructional materials including: <ul style="list-style-type: none"> <li>• Centralized location for ELA/SFA</li> </ul>			IDEA	

FRF Line # 13, 17		Innovation		instructional materials <ul style="list-style-type: none"> <li>• System for checking out and returning materials</li> <li>• Ordering and inventorying</li> <li>• Preparing materials/resources and trainings</li> </ul>			Other	
WASC Critical Area for Follow up# Close the Achivement Gap between High and Non-High in ELA & Math								
SW#								

Holualoa Elementary Academic Plan Page | 7 Version #1 Date 5/15/20

Planning				Funding Source(s)	How will you measure this enabling activity?			
Desired Outcome	Promise	Enabling Activity	Lead(s)					
All students are grade level proficient in reading and writing according to common core state standards.		Hawaii	Writing program - Writing from the Beginning to Beyond & Achieve 3000  To include typing and penmanship	Q1,Q2- Grade Level Chairs (GLC),  Q3,Q4- IS	x	WSF	School wide implementation of writing program at least 3 days per week  School wide PIP (Powerful Instructional Practice: Continuation of RACE strategy has supported clear short answer responses.	
	X	Equity				Title I		
	X	School Design				Title II		
	X	Empowerment				IDEA		
		Innovation				Other		
		Hawaii	Writing program coordination & teacher support to include training by instructional coaches and programs selected.  Professional Development for SFA, writing programs, etc.	IS	x	WSF	Feedback on progress at Q1, Q2, Q3, Q4  PD Agendas Staff Feedback	
		Equity				x		Title I \$10,000
		School Design						Title II
		Empowerment						IDEA



		Innovation				Other	
		Hawaii	Non-Classroom Staff to collaboratively provide feedback and support for ELA instruction.	Admin IS	x	WSF	Non-Classroom Teacher meeting agenda and notes
		Equity				Infrastructure for staff support including: <ul style="list-style-type: none"> <li>Scheduling</li> </ul>	Title I

Holualoa Elementary Academic Plan Page | 8 Version #1 Date 5/15/20

		School Design	<ul style="list-style-type: none"> <li>Resources</li> <li>Coordination of SBA</li> </ul> Professional Development and networking opportunities for staff (including school, complex area, and state).			Title II	Feedback from staff SQS	
CNA pg# 2, 11, 12, 22, 24, 28		Empowerment		Access to instructional materials including: <ul style="list-style-type: none"> <li>Centralized location for ELA/SFA, Writing curriculums &amp; instructional materials</li> <li>System for checking out and returning materials</li> <li>Ordering and inventorying</li> <li>Preparing materials/resources and trainings</li> </ul>			IDE A	
FRF Line # 30		Innovation					Other	
WASC Critical Area for Follow up #Minimize the achievement gap between high and non high need students in ELA/Math								
SW#								
Planning						Funding Source (s)	How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity		Lead(s)			Progress Monitoring Data	
Math: All students are grade level proficient in math according to common core state standards.		Hawaii	Ready Math K-5 Supplemental programs including: <ul style="list-style-type: none"> <li>Reflex (1-5)</li> <li>Zearn (2, 4, 5)</li> <li>Gizmo's Imagine Learning (5)</li> <li>DreamBox (K)</li> </ul>	Teachers	x	WSF	Implementation of program with fidelity K-5	
	x	Equity				Title I	Exit tickets, Module Check Ups, Quarterly Assessments	
		School Design				Title II	Online reports (individual, class, grade level)	
	x	Empowerment				IDE A	Increase in the number of	

		Innovation				Other	teachers offering Tier I differentiation in whole class and small group instruction
--	--	------------	--	--	--	-------	---

Holualoa Elementary Academic Plan Page | 9 Version #1 Date 5/15/20

		Hawaii	<p>Ready Math coordination &amp; technical support Reflex Explore Learning technical support</p> <p>Professional Development for math including: ● Training on use of Tracker and student learning data in math</p> <ul style="list-style-type: none"> <li>● Small group targeted instruction.</li> </ul>	IS	x	WSF	<p>Amount of teachers using the following with high confidence and understanding:</p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Learning targets and formative assessments</li> <li>● Standards for Mathematical Practices posters and visual vocab cards in each classroom</li> </ul> <p>● Student learning data to guide planning and instruction</p> <p>Reflex:</p> <ul style="list-style-type: none"> <li>● Updating student information</li> <li>● Reports on usage and student success rate</li> <li>● Quarterly check in at PL</li> </ul>
		Equity				Title I	
		School Design				Title II	
		Empowerment				IDE A	
		Innovation				Other	
<p>CNA pg# 2, 24, 28</p> <p>FRF Line # 30</p> <p>WASC Critical Area for Follow</p>		Hawaii	<p>Non-Classroom Staff to collaboratively provide feedback and support for MATH instruction.</p> <p>Infrastructure for staff support including:</p> <ul style="list-style-type: none"> <li>● Scheduling</li> <li>● Resources</li> <li>● Coordination of SBA</li> </ul> <p>Professional Development and networking opportunities for staff (including school, complex area, and state).</p> <p>Access to instructional materials including:</p>	Admin IS	x	WSF	<p>Non-Classroom Teacher meeting agenda and notes</p> <p>PD agendas</p> <p>Feedback from staff SQS</p>
		Equity				Title I	
		School Design				Title II	
		Empowerment				IDE A	
		Innovation				Other	

up # Minimize the achievemen t gap in ELA/Math between high and non high need students							
SW#							

Holualoa Elementary Academic Plan Page | 10 Version #1 Date 5/15/20

			<ul style="list-style-type: none"> <li>• Centralized location for Math instructional materials</li> <li>• System for checking out and returning materials</li> <li>• Ordering and inventorying</li> <li>• Preparing materials/resources and trainings</li> </ul>															
Planning					Fundin g Source (s)	How will you measure this enabling activity?												
Desired Outcome	Promise	Enabling Activity		Lead(s)		Progress Monitoring Data												
Science and Social Studies  All students are grade level proficient in science according to Next	<table border="1"> <tr><td>Hawaii</td></tr> <tr><td>Equity</td></tr> <tr><td>School Design</td></tr> <tr><td>Empowerment</td></tr> </table>	Hawaii	Equity	School Design	Empowerment	Supplementary programs including: <ul style="list-style-type: none"> <li>• Time for Kids (Grades?)</li> <li>• Scholastic (Grades?)</li> <li>• Kid Biz</li> <li>• Mystery Science</li> <li>• Achieve 3000</li> <li>• Accelerated Reader</li> <li>• SFA in Kinder - Thematic</li> <li>• Brain Pop extension</li> <li>• Donkey Mill Art Center program</li> </ul>		Teachers, Tech Teacher	<table border="1"> <tr><td>x</td><td>WSF</td></tr> <tr><td></td><td>Title I</td></tr> <tr><td></td><td>Title II</td></tr> <tr><td></td><td>IDE A</td></tr> </table>	x	WSF		Title I		Title II		IDE A	Student work Student engagement Student assessment HSA Science (5th grade)
Hawaii																		
Equity																		
School Design																		
Empowerment																		
x	WSF																	
	Title I																	
	Title II																	
	IDE A																	

<p>Generation Science Standards.</p> <p>All students are grade level proficient in social studies according to the C3 Social Studies Standards</p> <p>All students are grade level proficient in computer science according to the CSTA standard</p>		<p>Innovation</p>	<ul style="list-style-type: none"> <li>Gizmo's Imagine Learning (grade 5)</li> <li>Field Trips</li> <li>Guest Speakers/Reflections</li> <li>Cross-curricular writing extension</li> </ul> <p>Computer Class including the following:</p> <ul style="list-style-type: none"> <li>Engineering through lego</li> <li>Basics of computer, hardware, software, vocabulary</li> <li>Coding- dash and dot</li> <li>In-school robotics</li> <li>Google suite - 3rd, 4th, 5th</li> </ul>			<p>Other</p>	
--	--	-------------------	---	--	--	--------------	--

Holualoa Elementary Academic Plan Page | 11 Version #1 Date 5/15/20

			<ul style="list-style-type: none"> <li>Computer literacy- ethical practices (plagiarism, cyber bullying)</li> <li>Computer literacy</li> <li>Typing Club for schoolwide use-- 20 day Typing Challenge</li> <li>Coordination of Hour of Code program rollout <ul style="list-style-type: none"> <li>Gizmo program for Math supplementary</li> </ul> </li> </ul>				
		<p>Hawaii</p> <p>Equity</p> <p><input checked="" type="checkbox"/> School Design</p> <p>Empowerment</p> <p>Innovation</p>	<p>Professional development on the new social studies standards</p> <p>Professional development on the change in science standards and addition of tech standards</p>	<p>Admin IS Tech Teacher</p>	<p>x</p>	<p>WSF</p> <p>Title I</p> <p>Title II</p> <p>IDEA</p> <p>Other</p>	<p>Implementation</p> <p>Agenda from PD sessions</p>
		<p>Hawaii</p> <p>Equity <input checked="" type="checkbox"/></p> <p>School Design</p>	<p>Non-Classroom Staff to collaboratively provide feedback and support for Science and Social Studies instruction.</p> <p>Infrastructure for staff support including:</p> <ul style="list-style-type: none"> <li>Scheduling</li> <li>Resources</li> <li>Coordination of HSA science</li> </ul>	<p>Admin, IS Tech Teacher</p>	<p>x</p>	<p>WSF</p> <p>Title I</p> <p>Title II</p> <p>IDEA</p>	<p>Non-Classroom Teacher meeting agenda and notes</p> <p>PD agendas</p> <p>Feedback from staff SQS</p>
<p>CNA pg# 2, 11, 12, 16, 21, 22,</p>		<p>Empowerment</p>				<p>IDEA</p>	

23, 25, 28		Innovation		Professional Development and networking opportunities for staff (including school, complex area, and state).			Other	
FRF Line # 13, 17								
WASC Critical Area for Follow up #				Access to instructional materials including:				
Minimize gap between high and non high need students in ELA/math as well as core				<ul style="list-style-type: none"> <li>Centralized location for social studies and science instructional materials</li> <li>System for checking out and returning materials</li> <li>Ordering and inventorying</li> <li>Preparing materials/resources and trainings</li> </ul>				
SW#								

Holualoa Elementary Academic Plan Page | 12 Version #1 Date 5/15/20

				Providing resources for a variety of learning settings (including distance learning, at-school, or blended)				
Planning					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity			Lead(s)	Progress Monitoring Data		
<u>SEL – Classroom</u>  All students build a socially and emotionally healthy relationship with		Hawaii	.....	School wide expectations including: <ul style="list-style-type: none"> <li>Daily check-in with classroom teacher</li> <li>Welcoming students at door</li> <li>Safe calm down space within class</li> <li>Using 30 minutes of the first day of the week for GAT and/or SEL focus</li> </ul> SEL themes including:	Teachers	x	WSF	Reduction in amount of office referrals
		Equity			SEL Team		Title I	Reduction in the severity and duration of behavioral concerns.
	x	School Design			Counselor		Title II	Increase in student engagement and achievement
	x	Empowerment			Tech		IDEA	

<p>their teachers and their peers.</p> <p><b>Beyond the classroom learning opportunities:</b></p> <p>a. Continue to provide students classes in Gardening, STEM, library, Physical Education, and Hawaiian Studies as possible.</p>	Innovation		<ul style="list-style-type: none"> <li>● Mana’o Mondays, Setting a focus or tone for the week</li> <li>● Student of the month themes (GLOs, HA, etc.)</li> <li>● Integration of Hawaiian studies and PE themes</li> </ul> <p>School wide SEL program (Second Step program K-5 is an option)</p> <ul style="list-style-type: none"> <li>● Technology teacher to include online etiquette in curriculum for 2-5 grades. Distance learning 1-5 grades. To include chat areas, video games, texting, social media, etc.</li> <li>● Continue to foster and <b>engage in parent, community and grant partnerships</b> such as:</li> </ul> <p>Donkey Mill, Artist in the School, School events such as robotics, America Foodcorp, 1st Fridays, STEM, Winter and Springfest, Movie Nights, Literacy Nights, Title I and ELL nights, Meet and Greet, PTO, Foodcorp, VISTA, and 21<sup>st</sup> Century to increase supplemental learning opportunities for all students as well as sense of belonging to the Holualoa community.</p>	Teacher		Other	<p>Panorama survey</p> <p>Increase in identifying and supporting student SEL needs</p> <p>Reduction of incidents of unethical use of technology</p>
	Hawaii	.....	<p>SEL transition meetings including</p> <p>classroom teachers</p>	Counselor	x	WSF	<p>Increase in awareness of student SEL needs by all staff.</p>
	Equity					Title I	
	School Design					Title II	

**Holualoa Elementary Academic Plan Page | 13 Version #1 Date 5/15/20**

	X	Empowerment		<p>Professional Development around trauma-informed care and brain-based research that is culturally relevant</p> <p>Non-Classroom teachers attend SEL team meetings once a month to discuss strategies and share data.</p> <p>Professional Development for SEL program (GAT, Second Step) for all staff (including EAs, PPEs).</p>	SBBH		IDEA	<p>Increase in SEL support for students and staff in various school settings.</p> <p>Common strategies used across all school settings (for example - peace path)</p> <p>Staff Survey</p>
		Innovation					Other	

		Hawaii	Develop a system to collect data and measure outcomes to support SEL growth. Possibly SWIS or eduClimber	Admin SSC SEL Team	x	WSF	Non-Classroom Teacher meeting agenda and notes		
	x	Equity				Non-Classroom Staff to collaboratively provide feedback and support for SEL.		Title I	PD agendas
	x	School Design				Infrastructure for staff support including: <ul style="list-style-type: none"> <li>Scheduling</li> <li>Resources</li> </ul>		Title II	Feedback from staff SQS
CNA pg# 2, 10, 11, 12, 17, 20, 21,22, 23, 24, 28	x	Empowerment				Professional Development and networking opportunities for staff (including school, complex area, and state).		IDE A	
Crosswalk FRF Line # 13, 17		Innovation	Access to instructional materials including: <ul style="list-style-type: none"> <li>Centralized location for SEL instructional materials</li> <li>System for checking out and returning materials</li> <li>Ordering and inventorying</li> <li>Preparing materials/resources and trainings</li> </ul>		Other				
WASC Critical Area for Follow up #Minimize the achievement gap and provide equity of opportunity to all students									
SW#									

Planning	Funding	
----------	---------	--

Holualoa Elementary Academic Plan Page | 14 Version #1 Date 5/15/20

Desired Outcome	Promise	Enabling Activity	Lead(s)	Source(s)	How will you measure this enabling activity?	
SEL – Non Classroom All students will have Tier 1 SEL support during non-classroom time (before school, recess, lunch, lunch recess, after school).		Hawaii	VP Counsel or EAs (SEL) SEL team	x	WSF	Amount of student participation Reduction in non-classroom time behavioral incidents SQS
	x	Equity			Title I	
	x	School Design			Title II	
		Alaka'i (Student counsel) Kia'i Na Keiki (Junior Police Officers) Kids Helping Kids (Morning leadership) Quiet area before school (board games, ball by cafeteria), separated by grade. PPE led. Conference room avail, kipuka in cafeteria Alternate morning/lunch recess (board				

Students will have the opportunity to participate in student center programs (Alaka'i, Kids Helping Kids, Kia'i, etc.)	X	Empowerment	games with adult supervisor, basketball  Movie nights for students and families  Lunch check-in, quiet Fridays during lunch  Student assemblies (Aloha Fridays, Mana'o Mondays, Holualoa Red Wednesdays, SOM, Honor Roll, etc.)			IDEA	
	X	Innovation				Other	
		Hawaii	Refining and communicating the protocols for non classroom behavior incidents. This includes: <ul style="list-style-type: none"> <li>• Getting support when the incident occurs</li> <li>• Communicating with parents</li> <li>• Communicating with appropriate staff (teachers, admin, health room, etc.) for follow-up</li> </ul> Professional development for non-classroom staff  (including PPEs, adult supervisors, EAs, etc.) around SEL intervention strategies	VP	X	WSF	Staff feedback
		Equity				Title I	SQS
	X	School Design				Title II	Amount of staff who implement SEL interventions strategies with high confidence and understanding.
		Empowerment				IDEA	
	X	Innovation				Other	Data collection of behavior incidents
	Hawaii		Admin	X	WSF		

Holualoa Elementary Academic Plan Page | 15 Version #1 Date 5/15/20

		Equity	Communication between all stakeholders including students, parents, teachers, SEL team <ul style="list-style-type: none"> <li>• Email, text, Class Dojo, Website, Instagram, Facebook, Written docs, SMS messaging</li> </ul>			Title I	Reduction in reports of miscommunication or lack of communication for non classroom behavior incidents.
		School Design				Title II	SQS
CNA pg# 7,8,9  FRF Line # 22  WASC Critical Area for Follow up # Improve communication between all school stakeholders SW#		Empowerment				IDEA	
		Innovation				Other	



Planning				Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity	Lead(s)			
MTSS – Academic  Students receive Tier 2 and Tier 3 academic support as identified through the MTSS process.	Hawaii	ELA Tier 2 Supports  Supplemental programs <ul style="list-style-type: none"> <li>• i-Ready</li> <li>● Smarty Ants</li> <li>• KidBiz</li> </ul> Math Tier 2 Supports <ul style="list-style-type: none"> <li>• Math Whizz (2-5)</li> <li>• ImagineMath (K-5) (For ELL)</li> </ul> ELL student support <ul style="list-style-type: none"> <li>• Imagine Learning</li> <li>• Imagine Math</li> </ul> SPED student support  Migrant student support  In all activities – pull out or push in support as appropriate to meet individual student needs.	ELA – IS Math – IS ELL – ELL Coordinator  SPED – SSC  Migrant – Migrant Coordinator	x	WSF	I-ready scores Common Formative Assessment per Grades Roots & Kinder assessments
	Equity			x	Title I \$154,560	
	School Design				Title II	
	Empowerment				IDEA	
	Innovation				Other	
	Hawaii				IS	

Holualoa Elementary Academic Plan Page | 16 Version #1 Date 5/15/20

	x	Equity	Professional development for teachers on Tier 2 and Tier 2 Supports including: i-ready Math Whizz Imagine Math Report Sondag System Lightning Squad SFA Goalbook Slingerland Strategies SFA Lightning Squad  Professional development for Coaches and Coordinators around Tier 2 and Tier 3 intervention supports.	Admin	x	Title I \$154,560	Feedback from staff
		School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	
		Hawaii				Admin	

	x	Equity	MTSS team and Instructional coaches.		x	Title I \$154,560	academic interventions.
		School Design				Title II	
CNA pg# 2, 11, 12, 22, 24, 28		Empowerment				IDEA	
FRF Line # 17,21		Innovation			Other		
WASC Critical Area for Follow up # Minimize the achievement gap between high and non high need students in ELA, Math and Core							
SW#							

Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise	Enabling Activity		Lead(s)			
MTSS - Behavior	Hawaii	Students will receive tier 2 and 3 support from SEL team	Counselor	x	WSF	Number of Ekahi forms submitted	
Students receive Tier 2 and Tier 3 behavioral support as	Equity			x	Title I \$154,560		Duration of students needing Tier 2 and 3 interventions
	School Design				Title II		

Holualoa Elementary Academic Plan Page | 17 Version #1 Date 5/15/20

identified through the MTSS process.	Empowerment	Professional development for SEL team	VP	X	IDEA	PD Agendas
	Innovation				Other	
	Hawaii				WSF	

	Equity		around Tier 2 and Tier 3 interventions		x	Title I \$154,560	Staff Feedback		
	School Design					Title II			
	Empowerment					IDEA			
	Innovation					Other			
	Hawaii		Develop a progress monitoring system for behavior interventions.	Admin	x	WSF	Availability of data that informs decision making to stop, continue, or increase academic interventions.  Staff Feedback		
	Equity							x	Title I \$154560
	School Design								Title II
CNA pg # 2, 11, 12, 22, 24, 28	Empowerment					IDEA			
FRF Line # 13,17	Innovation					Other			
WASC Critical Area for Follow up #Critical Area for Follow up # Minimize the achievement gap between high and non high need students in ELA, Math and Core									
SW#									
Planning					Funding Source(s)		How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity		Lead(s)					
Identified students in	Hawaii		New students will be added to the	Tech Teacher	x	WSF	Completion of students inputted into various		

specific programs (ELL, Migrant, SPED,		Equity		various student programs (IDs, passwords, etc.) and communicated to teachers, staff, and family.	IS		Title I	systems
--	--	--------	--	--	----	--	---------	---------

Holualoa Elementary Academic Plan Page | 18 Version #1 Date 5/15/20

SEL, will receive targeted support.		School Design					Title II	Staff Feedback
		Empowerment				x	IDEA	
		Innovation				x	Other ELL, Migrant	
		Hawaii		<p>Infrastructure for staff support including:</p> <ul style="list-style-type: none"> <li>• Faculty meeting schedule, attendance and description of topics (PD, Student Support, Operations)</li> <li>• Centralized location and templates for Faculty, ILT, PLC, meeting notes including roles/responsibilities</li> <li>• Regular use of meeting notes</li> </ul> <p>SBA/HSA Coordination</p>	Admin IS	x	WSF	<ul style="list-style-type: none"> <li>• Faculty meeting schedule, attendance and description of topics (PD, Student Support, Operations)</li> <li>• Centralized location and templates for Faculty, ILT, PLC, meeting notes including roles/responsibilities</li> <li>• Regular use of meeting notes</li> </ul>
		Equity				x	Title I \$154,560	
		School Design					Title II	
	Empowerment		x			IDEA		
	Innovation		x			Other - ELL, Migrant		
	Hawaii						X	
	Equity X		Collecting information to complete mandatory program reporting for Title 1, ELL, Migrant, AITS, and others.	Admin	x	Title I \$154,560		
	School Design					Title II		
	Empowerment				x	IDEA		
CNA pg#11, 12, 22, 24, 28		Innovation				x	Other - ELL, Migrant	
FRF Line # 13,17		Empowerment				x	IDEA	
WASC Critical Area for Follow up #Critical Area for Follow up # Minimize								

the achievement gap between high and non high need students in ELA, Math and Core							
SW#							
Planning					Funding		

Holualoa Elementary Academic Plan Page | 19 Version #1 Date 4/13/2021

Desired Outcome	Promise	Enabling Activity	Lead(s)	Source(s)	How will you measure this enabling activity?
Students, parents, staff, and community voice will be heard and valued. Information will be shared with all stakeholders in a timely manner.	Hawaii	Student Voice – SEL activities as outlined above.	SEL Team	x WS F	Student feedback
	Equity			Title I	
	School Design			Title II	
	Empowerment			IDE A	
	Innovation			Other	
	Hawaii	Use of staff support website as a centralized communication hub between all staff.  Use of the school website to communicate with the community and parents. Explore use of Possip - a communication tool with parents.	Admin NCT	x WS F	SQS  Increase in communication within staff, community, and parents.  Decrease in miscommunication or lack of communication within staff, community, and parents.
	Equity			Title I	
	School Design			Title II	
	Empowerment			IDE A	
	Innovation			Other	
	Hawaii	Support from Complex Area and community for parent and community engagement.	Admin	x WS F	Increase in PD, networking opportunities, etc.

		Equity				Title I
		School Design				Title II
CNA pg#11, 12, 22, 24, 28		Empowerment				IDE A
FRF Line #13, 17		Innovation				Other
WASC Critical Area for Follow up #WASC Critical Area for Follow up #Critical Area for Follow up # Minimize the achievement gap between high and non high need students in ELA, Math and Core						
SW#						