




# One-Year Academic Plan 2022-2023

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>	
CAS Signature & Date	 4-14-22	

Where are we now?

Identified in one or more of the following needs assessments:

**CNA:**

Comprehensive Needs Assessment

**WASC Self Study**

**WASC Mid-Term Visiting Committee Report 2/21**

**KEY FINDINGS:**

Fully developed/implemented MTSS

Reduce the Achievement Gap

Effective communication with all stakeholders

Emphasis on SEL for all students

ADA access

Complex Area Plan

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, recessfield, 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 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.

7. Need: Continue to develop, implement, and refine Data Team/Grade Level PLC's that utilize student learning data to modify and improve instruction, as well as increase student growth in all areas.

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

Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Glenn Gray, Principal	Collaborative development, implementation and monitoring of Systems towards implementation of all <i>Enabling Activities</i>
2. Anna Barnes, TA 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. Julie Ybarra, Instructional Coach	Implementation of Core Academic, MTSS – Academics (ELA, Math, Social Studies, Science) <i>Enabling Activities</i>
4. Matthew Rossman: ELL Coordinator / Migrant Coordinator	ELL and Migrant related <i>Enabling Activities</i>
5. Lisa Vail, SSC	Monitoring and support of SPED and MTSS related <i>Enabling Activities</i>
6. Kealoha Curnan-Medina, Counselor, SEL Team, IS Team	Monitoring and support of MTSS – SEL, GAT <i>Enabling Activities</i>
7. Carrie Miller: Tech Teacher/Instructional Specialist	Monitoring and support of Science and Tech related <i>Enabling Activities</i>

School Wide Goals:

**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 sy22-23	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, Ekahi forms, 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 sy22-23	Rationale:
<p>Clear communication within the school will provide staff with identified support for the various enabling activities.</p>	<p>Communication has been a challenge at our school. It is crucial to focus on the clarity of communication to successfully support the staff.</p>

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 sy22-23	Rationale:
<p>The school will have developed systems around Academics, MTSS, SEL, and Communication that clarifies roles, expectations, and progress monitoring.</p> <p>Personnel to implement the schools systems will receive appropriate and timely training and support to build capacity and skill in given positions.</p>	<p>With the variety of changes of expectations from the state and complex area, we continually improve systems to effectively support the school.</p> <p>Employees need continuous training and support to allow for successful implementation of their responsibilities.</p>

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

**Goal 4:** Successful Systems of Collaboration: The school will develop, implement and refine Data Teams across the school, grade levels and teams. Data Teams will be empowered to analyze data, modify practice and monitor effectiveness both in academic and non-academic areas towards improving student outcomes (achievement, safety, SEL, whole child)

Outcome: By the end of sy22-23	Rationale:
<p>The school will have developed systems for school Data teams to meet to analyze data towards monitoring and implementation of the wide array of school initiatives.</p> <p>Emphasis will be on Grade Level Data teams utilizing research proven strategies to improve student learning outcomes through analysis of student learning data on a regular basis to identify student needs, modify instruction, assess learning and plan forward.</p>	<p>With the limited time in the school year, school teams need to participate in efficient and targeted meetings to address the variety of challenges in terms of student learning, support, and safety.</p> <p>Employees need continuous training and support to move from mechanical implementation of data teams to highly effective teams that change student outcomes.</p>

Tools for Measuring:  
1. Student learning data  
2. SQS Survey  
3. Minutes of meetings: Grade Level, GLC, Support Staff, Coach, Faculty, and School Safety Committee

Student Success				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.		Hawai'i	Success for All (SFA) to instruct reading and writing with: <ul style="list-style-type: none"> <li>• Wonders Basal and</li> <li>• 21st Century &amp;</li> <li>• HM trade books</li> </ul> Students are placed in leveled groups that shift quarterly based on assessments.	All certified teachers	x	WSF	Through SFA assessments, data management in Member Center and progress monitoring which includes the universal screeners: <ul style="list-style-type: none"> <li>• i-Ready Scores, Ready Math and SFA Member Center Data</li> <li>• Kinder Assessment/Mastery</li> <li>• Roots Formal Assessments/Mastery</li> <li>• Wings Formal Assessm</li> </ul>
	x	Equity			x	Title 1 \$5000	
		School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	





		School Design		<ul style="list-style-type: none"> <li>Scheduling</li> <li>Resources</li> </ul>		Title II	PD agendas
CNA pg # 2, 11, 12, 22, 24, 28		Empowerment		Professional Development and networking opportunities for staff (including school, complex area, and state). Access to instructional materials including: <ul style="list-style-type: none"> <li>Centralized location for ELA/SFA 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>		IDEA	Feedback from staff SQS
FRF Line # 13, 17		Innovation				Other	
WASC Critical Area for Follow up# Close the Achievement Gap between High and Non-High in ELA & Math							
SW#1,6							

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Planning				Lead(s)	Funding Source(s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity						
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	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 \$10,000
	x	School Design						Title II
	x	Empowerment						IDEA
		Innovation						Other
		Hawaii	Writing program (Thinking Maps: Writing from the Beginning to Beyond) coordination & teacher support to	IS	x	WSF	Feedback on progress at Q1, Q2, Q3, Q4	
		Equity						Title I

		School Design	include training by instructional coaches and programs selected.			Title II	PD Agendas Staff Feedback
		Empowerment	Professional Development for SFA, writing programs, etc.			IDEA	
		Innovation					
		Hawaii	Non-Classroom Staff to collaboratively provide feedback and support for ELA instruction.  Infrastructure for staff support including: ● Scheduling	Admin IS	x	WSF	Non-Classroom Teacher meeting agenda and notes
		Equity				Title I	PD agendas

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		School Design	<ul style="list-style-type: none"> <li>Resources</li> <li>Coordination of SBA</li> </ul>			Title II	Feedback from staff SQS
CNA pg# 2, 11, 12, 22, 24, 28  FRF Line # 30  WASC Critical Area for Follow up #Minimize the achievement gap between high and non high need students in ELA/Math  SW#6		Empowerment	Professional Development and networking opportunities for staff (including school, complex area, and state).  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 inventory</li> <li>Preparing materials/resources and trainings</li> </ul>			IDEA	
		Innovation					



								<ul style="list-style-type: none"> <li>Quarterly check in at PL</li> </ul>
	Hawaii	<small>           I            n            s            t            r            u            c            t            i            o            n            a            l            S            t            r            a            t            e            g            y         </small>	Non-Classroom Staff to collaboratively provide feedback and support for MATH instruction.  Infrastructure for staff support including: <ul style="list-style-type: none"> <li>Scheduling</li> <li>Resources</li> <li>Coordination of SBA</li> </ul>	Admin IS	x	WS F	Non-Classroom Teacher meeting agenda and notes	
	Equity					Title I	PD agendas	
	School Design					Title II	Feedback from staff SQS	
CNA pg# 2, 24, 28	Empowerment					IDE A		
FRF Line # 30	Innovation		Professional Development and networking opportunities for staff (including school, complex area, and state).			Other		
WASC Critical Area for Follow up # Minimize the achievement gap in ELA/Math between high and non high need students			Access to instructional materials including:					

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			<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						Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity		Lead(s)	Progress Monitoring Data			
Science and Social Studies	Hawaii	<small>           I            n            s            t            r            u            c            t            i            o            n            a            l            S            t            r            a            t            e            g            y         </small>	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> </ul>	Teachers, Tech Teacher	x	WS F	Student work	
All students are grade level proficient in science	Equity						Title I \$12 224	Student engagement
	School Design						Title II	Student assessment HSA Science (5th grade)

<p>according to Next 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>	Empowerment	<ul style="list-style-type: none"> <li>• Donkey Mill Art Center program</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>	IDE A	
	Innovation		Other	

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			<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</li> </ul>					
	Hawaii	Professional development on the new social studies standards	Professional development on the change in science standards and addition of tech standards	Admin IS Tech Teacher	x	WS F	Implementation  Agenda from PD sessions	
	Equity	Professional development on the change in science standards and addition of tech standards			Title I			
x	School Design				Title II			
	Empowerment				IDE A			
	Innovation				Other			
	Hawaii	Non-Classroom Staff to collaboratively provide feedback and support for Science and Social Studies instruction.	Admin, IS Tech Teacher	x	WS F	Non-Classroom Teacher meeting agenda and notes		
	Equity x						Title I	PD agendas
	School Design	Infrastructure for staff support					Title	Feedback from staff SQS

						II
CNA pg# 2, 11, 12, 16, 21, 22, 23, 25, 28		Empowerment		including: <ul style="list-style-type: none"> <li>Scheduling</li> <li>Resources</li> <li>Coordination of HSA science</li> </ul>		IDE A
FRF Line # 13, 17		Innovation		Professional Development and networking opportunities for staff (including school, complex area, and state).		Other
WASC Critical Area for Follow up # Minimize gap between high and non high need students in ELA/math as well as core				Access to instructional materials including: <ul style="list-style-type: none"> <li>Centralized location for social studies, SFA, Ready Math, WFBB 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#6						

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				Providing resources for a variety of learning settings (including distance learning, at-school, or blended)					
Planning					Lead(s)	Funding Source(s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity		Progress Monitoring Data					
<u>SEL- Classroom</u>  All students build a socially and emotionally healthy relationship with their teachers and their peers.  Beyond the		Hawaii	<ul style="list-style-type: none"> <li>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> </li> <li>SEL themes including: <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> </li> </ul> School wide SEL program (Second Step program K-5 is an option)	Teachers  SEL Team  Counselor  Tech Teacher	x	WSF	Reduction in amount of office referrals		
		Equity					Title I \$1,601	Reduction in the severity and duration of behavioral concerns.	
	x	School Design						Title II	Increase in student engagement and achievement
	x	Empowerment						IDEA	Panorama survey  Increase in identifying and supporting student SEL needs  Reduction of incidents of

<p>classroom learning opportunities:</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>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 engage in parent, community and grant partnerships such as: <ul style="list-style-type: none"> <li>Donkey Mill, Artist in the School, School events such as robotics, 1st Fridays, STEM, Winter and Springfest, , Title I and ELL nights, Meet and Greet, PTO,, and 21<sup>st</sup> Century to increase supplemental learning opportunities for all students as well as sense of belonging to the Holualoa community.</li> </ul> </li> </ul>			Other	unethical use of technology
		Hawaii	<ul style="list-style-type: none"> <li>SEL transition meetings including classroom teachers</li> </ul>	<p>Counselor</p> <p>SEL team leader</p>	x	WSF	<p>Increase in awareness of student SEL needs by all staff.</p>	
		Equity				Title I		
		School Design				Title II		

	X	Empowerment		<p>Professional Development around trauma-informed care and brain-based research that is culturally relevant</p> <p>PD for all staff around "de-escalation" of students in and outside of the classroom</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, MindUp) 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	<ul style="list-style-type: none"> <li>Develop a system to collect data and measure outcomes to support SEL growth. Possibly SWIS or eduClimber</li> <li>Non-Classroom Staff to collaboratively provide</li> </ul>	<p>Admin SSC SEL Team</p>	x	WSF	<p>Non-Classroom Teacher meeting agenda and notes</p> <p>PD agendas</p> <p>Feedback from staff SQS</p>	
	X	Equity				Title I		

	x	School Design	feedback and support for SEL.		Title II
CNA pg# 2, 10, 11, 12, 17, 20, 21,22, 23, 24, 28	x	Empowerment	Infrastructure for staff support including: <ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Resources</li> </ul>		IDE A
Crosswalk FRF Line # 13, 17		Innovation	Professional Development and networking opportunities for staff (including school, complex area, and state).		Other
WASC Critical Area for Follow up #Minimize the achievement gap and provide equity of opportunity to all students			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>		
SW#6					

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Planning	Funding	
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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).  Students will have the opportunity to		Hawaii	VP Counselor 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		
	x	Empowerment		IDEA		
	x	Innovation		Other		
		Alaka'i (Student council) 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 games with adult supervisor, basketball)  Movie nights for students and families  Lunch check-in, quiet Fridays during lunch				



participate in student center programs (Alaka'i, Kids Helping Kids, Kia'i, etc.)			Student assemblies (Aloha Fridays, Mana'o Mondays, Holualoa Red Wednesdays, SOM, Honor Roll, etc.)				
		Hawaii	<p>Refining and communicating the protocols for non classroom behavior incidents. This includes:</p> <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> <p>Professional development for non-classroom staff</p> <p>(including PPEs, adult supervisors, EAs, etc.) around SEL intervention strategies</p>	VP	x	WSF	Staff feedback
		Equity				Title I	SQS
	X	School Design				Title II	
		Empowerment				IDEA	Amount of staff who implement SEL interventions strategies with high confidence and understanding.
	X	Innovation				Other	Data collection of behavior incidents
	Hawaii		Admin	x	WSF		

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		Equity	<p>Communication between all stakeholders including students, parents, teachers, SEL team</p> <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			
CNA pg# 7,8,9		Empowerment		IDEA	SQS		
FRF Line # 22		Innovation		Other			
WASC Critical Area for Follow up # Improve communication between all school stakeholders SW#7							
Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise	Enabling Activity		Lead(s)			
MTSS – Academic Students	Hawaii	Equity	<p>ELA Tier 2 Supports</p> <p>Supplemental programs</p> <ul style="list-style-type: none"> <li>i-Ready</li> </ul>	<p>ELA – IS</p> <p>Math – IS</p> <p>ELL –</p>	x	WSF	
					x	Title I \$82,3	









Desired Outcome	Promise		Enabling Activity	Lead(s)	Source(s)		How will you measure this enabling activity?
<p>Students, parents, staff, and community voice will be heard and valued. Information will be shared with all stakeholders in a timely manner.</p>		Hawaii	<p>Student Voice – SEL activities as outlined above.</p>	SEL Team	x	WS F	Student feedback
		Equity				Title I	
		School Design				Title II	
		Empowerment				IDE A	
		Innovation				Other	
		Hawaii	<p>Use of staff support website as a centralized communication hub between all staff.</p> <p>Use of the school website to communicate with the community and parents. Explore use of Possip - a communication tool with parents.</p>	Admin NCT	x	WS F	<p>SQS</p> <p>Increase in communication within staff, community, and parents.</p> <p>Decrease in miscommunication or lack of communication within staff, community, and parents.</p>
		Equity				Title I	
		School Design				Title II	
		Empowerment				IDE A	
		Innovation				Other	
		Hawaii	<p>Support from Complex Area and community for parent and community engagement.</p>	Admin	x	WS F	Increase in PD, networking opportunities, etc.
		Equity				Title I	
		School Design				Title II	
<p>CNA pg#11, 12, 22, 24, 28</p> <p>FRF Line #13, 17</p> <p>WASC Critical Area for Follow up #WASC Critical Area for Follow up #Critical Area for Follow up # Minimize</p>		Empowerment				IDE A	
		Innovation				Other	

the achieveme nt gap between high and non high need students in ELA, Math and Core  SW#7							
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