



One-Year AcPlan 2023-2024

Version Protocol:

V.1 – original in **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:	Honaunau Elementary School	 <p><i>La. omohala 'Ike. Kūlia i Kūpono</i> DEVELOPING KNOWLEDGE AND STRIVING FOR EXCELLENCE</p> <p><i>Jenette Shilling</i> Approved CAS Signature.</p> <p>Date. 4/14/23</p>
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CAS 's Signature:		

Where are we now? & How did we get to where we are? - The CNA Where do we want to be? - The Vision

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
- Panorama Survey

[See WASC Areas for Follow up on pg3]

Literacy Data Longitudinal data from the Smarter Balanced Assessments indicate a need for a strong foundation of literacy skills in order for students to fully access and engage in learning across all content areas. Research asserts that students who are not able to read at grade level by grade three will most likely struggle throughout their educational experience and are at a higher risk for dropping out of school. A focus on literacy will significantly impact the acquisition of requisite skills that students need and enhance the opportunities for students to apply them in authentic and innovative ways.

SBA Longitudinal Proficiency Rates

	17-18% Proficient	18-19 % Proficient	19-20 No Testing	20-21 % Proficient	21-22 % Proficient	2022 Statewide
ELA	50%	50%		13%	32%	52%
Math	42%	28%		6%	21%	46%
Science	61%	58%		15%	45%	45%

1. **Academic Priorities:** Align school wide expectations and instructional practices to improve student achievement.

Needs:

 - Interventions/strategies to support student learning needs for all students - esp Tier 1 & Foundational skills
 - Curriculum/Backwards mapping of instructional practices for implementation of CCSS - focus on Priority/Essential Standards
 - PD on curriculum, instruction, best practices and assessments etc.
 - Schedule that embeds time & support for data analysis, vertical articulation, and addressing student needs.
2. **Connectedness:** Improve collaboration within school wide systems to maximize and support student success.

Needs:

 - Vertical articulation system for the collaboration of strategies and practices.
 - Enhance the existing Rtl system for student supports by employing best practices within the HMTSS
 - Improve Data Team (PLT) process to maximize support for student behavior and academic concerns
 - Incentive or system to increase attendance percentages.
 - Increase parent engagement in academic events while continuing with social events.
3. **Engagement:** Implement a positive student support system to increase student achievement and engagement.

Needs:

 - Implement a GAT practices to provide students with strategies to make good academic and behavior choices.
 - Positive behavior support system to foster and monitor student motivation/engagement.
 - Universal Screener for Behavior/Social Emotional Learning.

	<ul style="list-style-type: none"> Implement creative strategies to increase parent engagement in academic, SEL and Health/Well being sessions.
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Addressing Equity: Sub Group Identification

Sub Group	Identified Need(s)	Enabling Activiti(es)
English Learners - Newcomers	Students need to have access to explicit intentional instruction and learning experiences that will increase their language acquisition and close the gap in their achievement levels.	Continue with before and afterschool opportunities, create specialized schedules to meet the needs of the newcomer, identify a mentor/buddy and offer praise as appropriate.
High Achievers	Accelerated independent programs/projects	Provide ELA unit culminating activities, Leadership Activities, Project/Problem Based independent study
Special Education Students	SDI: Specially Designed Instruction, and assistance with small group instruction and assessments.	SPED staff provide Gen Ed Teachers with support - SDI, Small Group Instruction and assistance with assessments.

How are we going to get to where we want to be? - The Academic Plan

ORGANIZE: Identify your priorities and leads

Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Shanti Fryar, Instructional Coach: PLT/PD, Literacy & Data	1. Schoolwide Priorities, PLT - Data Teams, PD support, Teacher mentorship and Data system
2. Lisa Harris, Counselor	2. Social Emotional Learning, Social Skills Program, GAT, PBIS, Attendance, MTSS Support
3. _____, SSC	3. CSSS/MTSS, Student Review Team Lead, Transition, Behavior Support Plan, and 504
4. Justin Udovch, Tech/Resource	4. State Assessments, Technology, Computer Science & Health and Wellness Committee,
5. Jan Kaneko, Instructional Support/Literacy/EL	5. CSLD Literacy Grant, EL Coordinator and RtI Support
6. Marcel Williams	6. Inclusive Practices, SPED Mentor
7. Paula Alu	7. Schoolwide Solutions Lead, Family/Community Engagement, HICHC Partnership, SAC
8. Noreen Kunitomo, Principal	8. Educator System Effectiveness, PD Opportunities, MEP/Title 1 Coordinator, Academic Review Team
8. Harmony Grace, PCNC and Trish Papalimu	8. Parent Community Outreach, RSCF (Resilient School, Community, Family) Project,

WASC Areas of Follow-up - Mid Year Report 2021:[1) Continue developing HES's formal PBIS program. 2) Continue Professional Development of Visible Learning in order to break down math standards and vertically align critical content. 3) Resume professional development in Success Criteria, Learning Intentions and ELA. 4) Pursue creating a School-Home Connection Committee to include counselor, principal, PCNC, SSC, and translator, as needed. 5) Continue to improve staff communication through school-wide consistency in utilizing School Matrix, and Google calendar, 6) Create a written Technology Plan, 7) Create and maintain curriculum maps for core subjects at each grade level to ensure alignment with academic standards. 8) Increase parent participation on HES's School Quality Survey 9) Continue to pursue translation services for HES's non-English speaking HES parents and community members.

Student Centered. (ACTION-ORIENTED DATA DECISION MAKING, EFFECTIVE ACADEMIC PRACTICES)

All students will be empowered and engaged in learning through a multi-tiered system of support to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community). To achieve this, the focus will be on literacy, social-emotional learning, strong family and community connections, and real-world connections.

Outcome: By the end of SY23-24	Rationale:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> Students will show improvement based on summative, formative school-wide and classroom assessments. Students will take ownership of their learning by demonstrating progress on meeting a personal goal(s). <p>Connectedness Outcomes:</p> <ul style="list-style-type: none"> Assessment data will be analyzed to provide differentiated instruction to meet student's needs. <p>Engagement Outcomes:</p>	<ul style="list-style-type: none"> Students who monitor and take responsibility for their learning will improve and gain confidence. Assessment data will help to differentiate curriculum/instructional practices to assist in improving student achievement. If students feel good about school, their attendance will improve and they will feel successful in school.

<ul style="list-style-type: none"> SEL practices will be established/implemented to provide students with strategies to make good academic and behavior choices. 	
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Student Centered - ACTION-ORIENTED DATA DECISION MAKING, EFFECTIVE ACADEMIC PRACTICES: Building a Multi-Tiered System of Supports to address Literacy, SEL, Real World Application, and Family/Community Connection

Enabling Activities	Formative Measure - how will we monitor progress?	Summative Measure - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
<p>1. Continue to promote safe, healthy and supportive practices:</p> <ul style="list-style-type: none"> Health/hygiene education Fresh, Fruits and Vegetables program Field days After School Snacks (ASP), Cultural activities/ festivals, extra-curricular Project/Place Based Learning (PBL) Student Leadership Team opportunities SEL eg. Lunch Bunch, GAT: Getting Along Together 	<p>Documentation of activities, sign-in sheets, survey data, staff feedback</p>		<p>Yearlong</p>	<p>NK Admin, LH Counselor, Committee Chairs,</p>	<p>WSF, SAF, CSLD, Misc Grants, SAF</p>

<p>2. Continue to implement Core Content Standards: ELA/Math CCSS, NGSS, HCSSS and CS and align curriculum, instruction and assessments.</p> <p>a) Use ELA instructional materials (Success for All and supplemental resources) with the support of PTT/PPE/PPTs and SPED staff.</p> <p>b) Use Math instructional materials (Eureka, and supplemental resources) with the use of PTT/PPEs/PPTs and SPED staff for small group instruction</p> <p>c) Use Science instructional materials (Mystery Science/Amplify Science) and implement NGSS standards in Science with the support of PTT/PPE/PPTs and SPED staff..</p> <p>d)Use Social Studies materials (Hawaiians of Old, and supplemental resources) and implement the HCSSS as well as global/cultural literacy with the support of PTT/PPE/PPTs and SPED staff.</p> <p>e) Expose students to Computer Science standards during resource rotations to ensure students have experience with Computer Science with the support of PTT/PPE/PPTs and SPED staff.</p> <p>Note: Inclusive supports & services are in place for students with disabilities. SPED staff provides Push-in, Co-teaching and Pull-outs as needed.</p> <p>CNA pg. #15, 27 FRF Line: #13 SW #: 1</p>	<p>SFA Reading Olympic, Eureka Exit Tickets Peer Observations</p>	<p>iReady/DIBELS Data, SFA Unit Assessments, Eureka Math Unit Assessments, Mystery Science Unit Assessments, SBA Achievement Data,</p>	<p>Year Long</p>	<p>SF Coach GLC, NK Admin</p>	<p>WSF Title I: MEP: PPE/PPT CSLD: PTT/PPE</p>
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<p>3. Establish and implement a Multi Tiered System of Support for students who need academic and behavioral support.</p> <p>a) Implement Universal Academic Screening: iReady & DIBELS for Reading and Math - 3 times per school year for ALL students. Sub/PTT to provide coverage as needed/assist with testing.</p> <p>b) Provide RtI instruction (iReady, SFA-Lightning Squad, Reading Recovery, BFRs, Math Navigator/Bridges) to students two or more grade levels below grade level on the universal screener.</p> <p>c) Utilize WIDA assessment to inform instruction and determine support for ELs.</p> <p>d) Provide additional support for ELs before and after school tutorial in reading and math - Lexia.</p> <p>e) Continue to monitor student progress with interventions, adjust instruction, meet with students and participate in the peer review to support students in need. Student Review Team (SRT) to meet and assist teachers as needed.</p> <p>f) Seek venues to provide support during intersessions/summer - offer transition support.</p> <p>Note: Supports & Services are in place for students with disabilities. Supports such as: extended time, small group instruction, resource room/learning centers are provided as needed.</p> <p>CNA pg. # 14,15, FRF Line #13, 16 SW #: 1</p>	<p>iReady/DIBELS Data SFA Data Sheets SRT Notes, RtI Data, EL Monitoring Notes</p>	<p>SBA Achievement Data WIDA Annual Data</p>		<p>NK Admin, LH Counselor, SF Coach, SSC & SRT</p> <p>JK EL Coord & Tech</p> <p>JK EL Coord & Admin</p> <p>Coach, PLC SRT</p> <p>JK EL Coord, NK Admin</p>	<p>WSF, Title 1 MEP Title III (ELO) CSLD</p>
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<p>4. Student Support/Opportunities:</p> <p>a) School will purchase/teachers to implement:</p> <ul style="list-style-type: none"> ● Success for All (K-5) ● Eureka Math (K-5) ● iReady ELA/Math (K-5) ● DIBELS ● RtI ELA/Math programs ● Thinking Maps - TMLC ● Smarter Balanced Assessment ● Small Group Instruction ● Differentiated Workstations ● Explicit Instruction ● Technology to support programs/systems ● Mystery Science (K-5) ● Visible Learning-Learning Intentions/Success Criteria ● BFRS / Phonics for Reading ● Read Naturally Live ● Book Trust (K-2) ● PBL Inquiry ● Financial Literacy ● Computer Science Materials /Resources ● Up-to-date computers/technology to enhance student learning <p>b) Teacher to provide captivating / engaging activities, incorporating student feedback appropriate to each grade level</p> <p>CNA pg. # 15, 27 FRF Line# 17-20 SW #: 6</p>	<p>iReady/DIBELS SRT Data PLT</p>	<p>iReady/DIBELS, SBA Achievement Data</p>	<p>Year Long</p>	<p>SRT, Coach, Admin</p>	<p>WSF, Title 1 CSLD</p>
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<p>5. All students are provided with enrichment opportunities including elements of Inquiry/Project/Placed Based Learning (PBL) to help students to make a positive difference in the world.</p> <p>a) General Learner Outcomes (GLOs) are taught and rubrics are used for report cards and for students to understand each of the GLO components.</p> <p>b) Teachers to help students become more responsible - ask questions, construct their own knowledge and gain a deeper understanding.</p> <p>c) Provide opportunities to participate in all content areas including resources: leadership, art, music, garden, drama, physical education, and computer science etc. PTT/PPEs & Sub for coverage.</p> <p>d) Teachers will provide opportunities to promote collaboration, communication, teamwork, critical thinking and student independence.</p> <p>e) Learning Trips/Excursions to expand worldview and provide real life experiences. (ie career day/fairs, college/career visitations, and Middle School transition/orientation)</p> <p>CNA pg. # 15, 27 FRF Line #13, 17 SW #:6</p>	<p>Peer Observations, Student/Staff Survey- Feedback</p>	<p>Report Cards. SBA Achievement Data</p>	<p>Year Long</p>	<p>SF Coach, GLC, LH Counselor, NK Admin</p>	<p>WSF, Title I</p>
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Staff Centered

Schools will have high-performing collaborative cultures where staff have the training, support, and professional development to contribute effectively to student success. To achieve this, we support the establishment of positive and safe school cultures, staff well being, targeted professional development, and building leadership excellence.

Outcome: By the end of SY23-24	Rationale:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> • Intervention/Differentiated strategies will be utilized in a small group setting by all teachers to support student learning needs. • Curriculum/Backwards mapping of core content to ensure alignment with content standards – including vertical alignment of critical content. <p>Connectedness Outcome:</p> <ul style="list-style-type: none"> • Professional development on curriculum, best instructional practices, etc. will be offered to faculty members - targeting staff new to the school. • Data Team process to support student behavior and academic concerns will be improved by maintaining structured protocols <p>Engagement Outcome:</p> <ul style="list-style-type: none"> • Active participation in PLC/ILT process • Leadership to monitor the implementation of GAT and other SEL practices and provide support as needed. 	<ul style="list-style-type: none"> • Differentiation strategies will help teachers meet the needs of all learners and improve the ELA, Math and Science gap. • Professional development opportunities will improve the array of support teachers provide in the classroom. • Data teams will provide time for teachers to analyze student work and monitor student progress to track growth and proficiency. • Active participation of all team members allows for a deeper discussion. • An investment in SEL and supporting staff to provide a supportive environment has a greater long-term impact on a child’s academics and success in life.

Staff Centered

Enabling Activities	Formative Measure - how will we monitor progress?	Summative Measure - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
<p>1. Purchase & provide PD opportunities for schoolwide alignment:</p> <ul style="list-style-type: none"> ● Literacy Instruction (SFA) ● GAT- Getting Along Together (Social Emotional Program) ● Eureka Math ● iReady ● Thinking Maps ● Explicit Instruction ● Visible Learning -Learning Target/Success Criteria ● Mystery Science ● PBL /Inquiry Practices ● Computer Science ● Differentiation ● Small Group Instruction ● Inclusive Practices ● GVC: Guaranteed and Viable Curriculum ● Priority Standards/Achievethe core.org ● Curriculum Mapping ● RtI Academic & Behavior ● Infinite Campus/eCSSS ● QBS Training ● PBIS Framework/MTSS ● Schoolwide Systems/Protocols (SNM, Google Calendar, Email) especially for new hires) <p>CNA pg. #15, 27 FRF Line: #15, 16, 18 WASC Critical Follow Up Area #: 2, 3, 7 SW #: 6</p>	<p>iReady/DIBELS Data SFA Data Agenda / Minutes Project/ Presentations,</p>	<p>Universal Screener Data Strive HI Data</p>	<p>Year Long</p>	<p>SF Coach, GLC NK Admin</p>	<p>WSF, Title 1 CSLD</p>
<p>2. Teachers will receive PD & continued support in the core content subjects & other</p>	<p>iReady/DIBELS Data SFA Data</p>	<p>Universal Screener Data</p>	<p>Year Long</p>	<p>SF Coach NK Admin</p>	<p>WSF, Title 1</p>

<p>priority practices.</p> <ul style="list-style-type: none"> ● ELA - CCSS ● Math - CCSS ● Science - NGSS ● Social Studies - HCSS ● Computer Science - CS <p>CNA pg. 15, 27 FRF Line # 16, 17 WASC Critical Follow Up Area #: 2-3 SW #: 6</p>	<p>Agenda / Minutes</p>	<p>Strive Hi Data</p>		<p>GLC Leadership</p>	<p>CSLD</p>
<p>3. In PLT/PLC continue to collaborate, plan and implement the Data Team process to improve instruction and increase student achievement by focusing on the 4 Questions</p> <p>CNA pg. 15, 27 FRF Line # 16 SW #: 6</p>	<p>PLT Meeting Agenda/ Minutes SRT Notes</p>	<p>Universal Screener Data Strive Hi Data</p>	<p>Year Long</p>	<p>SF Coach PLT Leads NK Admin</p>	<p>WSF, Title 1</p>
<p>4. Provide opportunities to build leadership capacity and support credentials</p> <ul style="list-style-type: none"> ● Professional Learning Team (PLT) ● Professional Learning Community (PLC) ● Mentor Leader (I&M) ● Certificate Institute for School Leaders (CISL) ● Coaches Academy ● HQT/TESOL ● Classified Trainings <p>CNA pg. FRF Line # 16 SW #: 6</p>	<p>Meeting Agenda/Minutes</p>	<p>NHQT Report, TESOL Certification of staff</p>	<p>Year Long</p>	<p>SF Coach Mentors NK Admin</p>	<p>WSF, Title 1</p>

Systems Centered. 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 SY23-24	Rationale:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> • The existing system of student support (Tier 1 interventions) will be implemented with fidelity. <p>Connectedness Outcomes:</p> <ul style="list-style-type: none"> • Vertical articulation systems will be in place for sharing of strategies and practices. • A Bell schedule that embeds time/support for data analysis, vertical level articulation and professional development will be in place. • System to increase attendance percentage will be implemented. • Positive behavior support system to foster and monitor student motivation established. • Establishment of a primary school-wide system of communication • Continue to build strong community partnerships that support all students • Identify a SEL program/practice to provide students with strategies to make good academic and behavior choices • Continue to foster Home-School Connection to help students and families in need especially with translation services. <p>Engagement Outcomes:</p> <ul style="list-style-type: none"> • Establish a committee and schedule quarterly meetings to review GAT – Getting Along Together, SEL data and monitor development of CNA/Academic Plan 	<ul style="list-style-type: none"> • A Rtl system will provide students with the support needed for academic and social/emotional success. • On-going vertical articulation will assist in aligning curriculum and sharing of best practice which will impact student achievement. • A bell schedule that allows time for teacher professional development and vertical articulation is needed to improve the effectiveness of the system. • An attendance system will reduce chronic absenteeism and potential employment challenges. • A positive behavior support system will assist in motivating students to make good choices. • If students are educated on healthier lifestyle choices, they will tend to make those choices as they become adults. • Having one main system of communication promotes efficiency and effectiveness. • Additional resources will allow for more opportunities for students to flourish, and become college and career ready.

Systems					
Enabling Activities	Formative Measure - how will we monitor progress?	Summative Measure- measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
<p>1.Continue to apply elements of RtI to meet individual student needs in academics</p> <ul style="list-style-type: none"> ● Continue to implement a Universal Screener 3x/year ● Continue to solidify the PLT data team process <p>CNA pg. # 15, 27 Line FRF #12, 15, 16, SW #: 6</p>	iReady/DIBELS Data PLC Agenda/Minutes SRT Notes +	SBA Achievement Data Strive HI Data	Year Long	SF Coach	WSF, Title I MEP
<p>2. Apply the elements of RtI to meet individual student needs relating to behavior</p> <ul style="list-style-type: none"> ● establish a Positive Behavior Intervention & Support system, ● continue to implement the GAT program, ● identify a behavior universal screener <p>CNA pg. #9, 15, 27 Line FRF #15, 17 SW #: 6 & 7</p>	Weekly Student Council PLC Agenda.Minutes SRT Notes	SBA Achievement Data Strive HI Data	Year Long	PA Counselor	WSF, Title I MEP
<p>3.Develop a system of practice that builds collaborative cultures - vertically & horizontally, deepens student learning and ensures accountability while keeping in alignment with</p>	Teacher Feedback, PLC/ILT Agenda /Minutes	SQS Survey	Year Long	SF Coach, GLC NK Admin	WSF, Title I Title III MEP

<p>the school's vision/mission.</p> <p>CNA pg. # 9, 15, 27 Line FRF # 15, WASC Critical Follow Up Area #: 1, 2, 5 SW #: 6 & 7</p>					CSLD
<p>4. Develop and implement the MTSS: Multi Tiered System of Support plan including Universal Screeners, Tiered System and Target Support Plan</p> <p>CNA pg. # 15, 27 Line FRF #15,16,18 SW #: 6 & 7</p>	SRT Notes		Year Long	LH Counselor, SRT/SSC NK Admin	WSF, Title I
<p>5.Pursue opportunities to improve instruction and school practices.</p> <ul style="list-style-type: none"> ● establish a School Home Connection Committee to review/coordinate /participate in the following... <ul style="list-style-type: none"> ○ PCNC Manual ○ Parent/Child Activities ○ SQS / Panorama Survey ○ AcPlan, CNA, WASC ● Continue to develop partnerships within the community ● Refine and implement the attendance system to increase attendance ● Purchase translation devices <p>CNA pg. #5, 9, 15 Line FRF #21-22 WASC Critical Follow Up Aea #: 4, 8, 9 SW #: 6 & 7</p>	RSCF Notes, SCC Agenda/Minutes CNA	IC Data	Year Long	PA Solutions Team NK Admin	WSF, Title I MEP CSLD

<p>6.Pursue opportunities to foster instructional and operational support.</p> <ul style="list-style-type: none"> ● Revisit and implement WASC recommendations. ● Use a variety of data: CNA, Survey, Screeners, WIDA to support learning ● Strengthen communication with all stakeholders ● Continue with 2 way communication: text, email, Class Dojo, phone ● Implement the written Technology Plan <p>CNA pg. # 9, 15 Line FRF #21-22 WASC Critical Follow Up Aea #: 5, 6, 8, 9 SW #: 6 & 7</p>	<p>Screener Data Class Dojo School Notes Matrix</p>	<p>WASC Report SQS Survey WIDA Access</p>	<p>Year Long</p>	<p>GLC, NK Admin</p>	<p>WSF, Title I MEP CSLD</p>
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