

2024

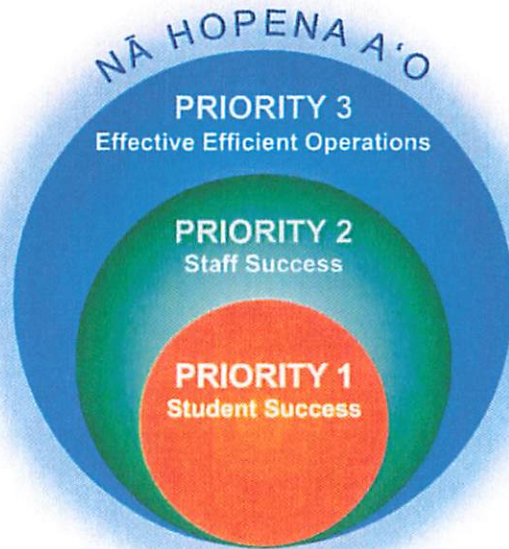


One-Year Academic Plan SY 2024-2025

Honaunau Elementary Academic Plan SY 2024-2025

83-5360 Mamalahoa Hwy
(808) 328-2727

<https://sites.google.com/k12.hi.us/honaunauelschool>



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

Submitted by Principal: Noreen Kunitomo	
<i>Noreen Kunitomo</i>	4.1.24

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i> <small>Janette Snelling (Apr 16, 2024 08:11 HST)</small>	Apr 16, 2024



Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)

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	Science	Social Studies
Preschool EOEL	Teacher Created	Teacher Created		
Preschool SPED/MEP	Success for All: Curiosity Corner	Teacher Created		
Kindergarten to Grade 5	Success for All: Kinder Corner Reading Roots Reading Wings Reading Edge	Eureka Math Squared		



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
K-5	iReady ▾	iReady ▾
K-5	DIBELS ▾	DIBELS ▾
K-1	Other: ▾ Quarterly Roots Assessment	Select One ▾
PreK	Other: ▾ TS Gold	Other: ▾ TS Gold
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾



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: [Insert year], Next Full Self-Study: [Insert year] (Can check this box only if WASC completed SY 2022-2023)

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	<p><u>Student Need:</u> Every student reaches proficiency in reading by third grade and in mathematics by eighth grade through a structured system that helps identify and address each person's learning needs.</p> <p><u>Root/Contributing cause(s):</u> RC: Lack of consistency in the implementation of school-wide practices and relating to academics: lack of instructional coherence, RC: Varying levels of implementation of ELA/Math standards-based curriculum, instruction, assessment and grading practices /CC: Lack of personnel - multiple staff vacancies, unable to hire support staff (EA, PPT, PPE, PTT) or those hired are not being used effectively. Also, existing staff are overwhelmed covering multiple roles/jobs. Recently, a shift in the culture of the school.</p>
2	<p><u>Student Need:</u> A comprehensive MTSS - Multi Tiered System of Support that is integrated, preventative, and uses a problem-solving approach to address the academic and behavioral needs of all students.</p> <p><u>Root/Contributing cause(s):</u> RC: Limited human resources/long term-consistent staff pose a barrier to the development and sustainment of an integrated and preventative MTSS, impacting the overall support for students. CC: Variability in the application of MTSS practices across different tiers undermine the uniformity needed for an integrated and comprehensive approach.</p>
3	<p><u>Student Need:</u> An educational environment that embraces the Nā Hopena A'o framework for learning, where students are equipped with essential skills, diverse perspectives, and strong values, enabling them to excel in a dynamic world.</p> <p><u>Root/Contributing cause(s):</u> RC: Prioritizing academics and social-emotional learning, specifically ELA & math to minimize the impact of the COVID pandemic set-back. / CC: Competing priorities, and a lack of awareness/understanding about the Na Hopena A'o as well as the need to provide opportunities. Limited training for staff to integrate the concepts of Na Hopena A'o.</p>



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	<p>Targeted Subgroup: English Learners - Newcomers</p> <p>Identified Student Need(s): · Limited ESL resources - personnel, integrated technology, language instruction and individualized plans.</p> <ul style="list-style-type: none"> ● Provide access to ESL (English as a Second Language) resources, such as language apps, online courses, and bilingual dictionaries. ● Establish a dedicated language lab for additional language practice. ● Incorporate educational technology tools that support language learning. ● Use multimedia resources to engage learners and reinforce language skills.
2	<p>Targeted Subgroup: Special Education Students</p> <p>Identified Student Need(s): Professional Development, differentiation, targeted intervention, resources and supports</p> <ul style="list-style-type: none"> ● Provide ongoing training for teachers to enhance their skills in adapting instruction and utilizing diverse teaching strategies. ● Provide instruction tailored to the student's learning style, pace, and interests. ● Adapt the curriculum to suit the individual needs of each student, focusing on their strengths and providing alternative learning materials if necessary. ● Ensure support for compliance with IEP
3	<p>Targeted Subgroup: High Achievers</p> <p>Identified Student Need(s): An inclusive and enriching educational environment that supports the development - growth and engagement of high-achieving students.</p> <ul style="list-style-type: none"> ● Differentiated/Tailored instruction to accommodate varying learning styles and paces, allowing these students to work at their own speed. ● Enrichment Activities: Provide extracurricular activities, projects, or competitions that cater to their intellectual curiosity and interests. ● Real-World Applications: Connect classroom learning to real-world applications, demonstrating the practical relevance of their studies. ● Critical Thinking Challenges: Incorporate activities that promote critical thinking, problem-solving, and analytical skills to challenge their intellectual abilities.



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 <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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	Lack of diverse early experiences, limited access to quality pre-kindergarten programs, and insufficient literacy support at home.	<p>In-coming Kindergarten students will be offered the following opportunities:</p> <ul style="list-style-type: none"> • Orientation sessions for both students and parents to familiarize them with the school environment, routines, and expectations. • Activities that promote early literacy, numeracy, and fine motor skills to build a strong academic foundation the summer prior to Kindergarten <p>Kindergarten students will be assessed using KEA- Kindergarten Entry Assessment.</p> <p>Summer Learning Teacher for Kindergarten and Grade Level Kindergarten teacher</p>	<p>-KEA Data, -Teacher created Assessment,</p> <p>100% of the Kindergarten students will be assessed using the KEA assessment</p>	<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, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: \$2200 <input checked="" type="checkbox"/> MEP \$4300



<p>Reading Proficiency</p> <p>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.</p>	<ul style="list-style-type: none"> Lack of consistency in the implementation of school-wide practices and instructional coherence, Varying levels of implementation of standards-based curriculum, instruction, assessment and grading practices 	<p>Students will be exposed to / receive...</p> <p>Reading Instruction:</p> <ul style="list-style-type: none"> intentional, explicit instruction, fostering a targeted approach, to ensure consistent implementation of school-wide instructional practices and coherence. <p>Alignment with Standards:</p> <ul style="list-style-type: none"> instructional materials, assessments, and grading practices are aligned with the priority standards, fostering a cohesive and standards-based learning environment. <p>Cross-disciplinary Literacy Integration:</p> <ul style="list-style-type: none"> literacy across various subjects, integrating reading activities into science, math, and social studies lessons to reinforce skills in different contexts. <p>Regular Progress Monitoring:</p> <ul style="list-style-type: none"> regular progress monitoring to track students' reading development and adjust support strategies as needed. <p>Early Literacy & Timely Interventions:</p> <ul style="list-style-type: none"> evidence-based early literacy interventions for students identified as at risk, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension. individualized learning plans as needed and provide additional resources or interventions, such as tutoring or specialized literacy programs. <p>Literacy Games:</p> <ul style="list-style-type: none"> literacy games and activities that make learning enjoyable and reinforce reading skills through play. <p>Book Clubs:</p> <ul style="list-style-type: none"> book clubs where students can choose and discuss books together, fostering a sense of community and promoting a love for reading. <p>Shanti Fryar, Instructional Coach, and GC- Guiding Coalition Members and SRT - Student Review Team</p>	<p>-Formative assessments -Individual progress reports -DIBELS -iReady reading diagnostic -SFA Quarterly Assessments</p> <p>Reading: 75% of third grade students will be at, near, or above grade level as measured by Third Grade Literacy on Strive Hi.</p> <p>Reading: 70% of the students Gr1-5 will be OGL by the EOY based on the SFA assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$15,000 <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: \$5000 <input checked="" type="checkbox"/> Other: \$17,000 <input checked="" type="checkbox"/> MEP \$ 5000
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> Lack of consistency in the implementation of school-wide practices and instructional coherence, Varying levels of implementation of standards-based curriculum, instruction, assessment and grading practices 	<p>Students will be exposed to / receive...</p> <p>Math Instruction:</p> <ul style="list-style-type: none"> intentional, explicit instruction, fostering a targeted approach, to ensure consistent implementation of school-wide instructional practices and coherence. <p>Quality Curriculum and Instruction</p> <ul style="list-style-type: none"> rigorous and standards-aligned mathematics curriculum. innovative and engaging teaching methods to make mathematics more accessible. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> differentiated instruction to cater to various learning styles and abilities. <p>Early/Timely Intervention Programs:</p> <ul style="list-style-type: none"> early identification systems to identify struggling students in earlier grades. targeted interventions for students showing signs of difficulty in mathematics. <p>Small Group Instruction:</p> <ul style="list-style-type: none"> small group instruction for targeted support and personalized learning. <p>Extended Learning Opportunities:</p> <ul style="list-style-type: none"> learning station/center activities focused on mathematics after-school opportunities focused on mathematics/enrichment. <p>Shanti Fryar, Instructional Coach, GC- Guiding Coalition Members and SRT - Student Review Team</p>	<p>-iReady math diagnostic</p> <p>-TACA forms</p> <p>-Priority standards focus</p> <p>iReady Math: By EOY, growth in Tier 1 by 30% and growth in Tier 3 by decrease of 12%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$15,000 <input checked="" type="checkbox"/> Title I, \$18,000 <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 checked="" type="checkbox"/> Other:\$ [17,000] <input checked="" type="checkbox"/> MEP \$35,000
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Limited/inadequate resources for targeted intervention/support.</p>	<p>Students will be exposed to / receive...</p> <ul style="list-style-type: none"> an inclusive and empowering educational environment where all students have access to updated textbooks, technology, learning materials and supports for diverse learning needs. targeted resources for students with learning disabilities, language barriers and for advanced learners. 	<p>Data disaggregated by student group .</p> <p>65% of students learning English will be on track to English Learning Proficiency</p> <p>75% of the Students will make progress in grade level PLT focus areas</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 35,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$20,000 <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:__, \$ <input checked="" type="checkbox"/> MEP [\$35,000]
<p><i>Required for all schools.</i></p>		<p>Shanti Fryar, Instructional Coach, SRT - Student Leadership Team</p>		
<p>1.1.5. Transition meeting with teachers, counselors, administrators from both HES & KMS, parents and students to identify and address the individual needs of transitioning students</p>	<p>Non Comprehensive monitoring/support system to identify and address emerging issues.</p>	<p>Students will participate in transition opportunities with Konawaena Middle School</p> <ul style="list-style-type: none"> transition meeting with teachers, counselors, administrators from both HES & KMS, parents and students to identify and address the individual needs of transitioning students visits and orientation sessions for students to become familiar with the layout, facilities, and key personnel before the official transition. mentorship opportunities where older students guide and support incoming students in collaboration with KMS. work with a counselor to complete a transition plan identifying emerging issues that will be communicated to KMS staff. 	<p>100% of the students to participate in a transition activity</p> <p>75% of the students to complete a transition survey - by Sept 2024</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1000 <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:__, \$ <input checked="" type="checkbox"/> MEP: \$4300
<p><i>Required for all schools.</i></p>		<p>Lisa Harris, counselor, SSC and Tammy Leslie, Gr5 Teacher/Brooke Kinsler, SPED Teacher</p>		



★ **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>
<p>1.2.1. All students desire to, and attend school regularly.</p> <p><i>Required for all schools</i></p>	<p>Unclear and inconsistent information about school policies, and expectations.</p> <p>Limited resources allowing for a variety of interesting, relevant curriculum/materials</p>	<p>Students will be provided/participate in Attendance Incentive/Regular Attendance Campaigns:</p> <ul style="list-style-type: none"> a positive reinforcement system with incentives for regular attendance where students are recognized & earn incentives awareness campaigns highlighting the importance of regular attendance which may consist of students creating and promoting messages that emphasize the benefits of attending school consistently. <p>Early Intervention Programs:.</p> <ul style="list-style-type: none"> Provide support services, such as counseling, tutoring, awareness for students facing challenges. <p>Community Partnerships:</p> <ul style="list-style-type: none"> additional resources and support for students and families with the support of community organizations. <p>Engaging Curriculum:</p> <ul style="list-style-type: none"> a curriculum that is relevant, interesting, and engaging to capture students' interest. hands-on and experiential learning activities to make lessons more appealing which may include field trips. <p>Lisa Harris, counselor, GC Members/GAT Schoolwide Solutions Team</p>	<p>Year to Date Attendance will improve from 90% to 92%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 1000 <input checked="" type="checkbox"/> Title I, \$2500 <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 checked="" type="checkbox"/> Other: \$ 40,000 <input checked="" type="checkbox"/> MEP: \$ 1000



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1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

Lack of consistency in the implementation of school-wide practices relating to behavior

Students will be provided/participate in...

- PBIS-4Bs for positive behavior to foster a culture of positivity and inclusion
- GAT program for encouraging positive behavior.
- Peer Mediation for negotiating conflict and promoting positive peer relationships.
- counseling services and support for students facing challenges that may contribute to negative behaviors.
- student-led leadership focused on promoting and maintaining a positive school culture.

Lisa Harris, counselor, SRT/GAT Schoolwide Solutions Team

Growth in TFI Data Tier 1 from 53% to 75%

- WSF, \$ 35,000
- Title I, \$4000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: \$5000
- Other: \$



<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Lack of clarity/understanding Policy E-3: Na Hopena A’o and how it applies to the learning environment</p>	<p>Students will participate in / be provided</p> <p>‘Ike (Knowledge)/(Aloha):</p> <ul style="list-style-type: none"> inquiry-based learning activities that encourage students to explore and apply knowledge. a classroom environment that values diverse perspectives and experiences. <p>Kuleana (Responsibility):</p> <ul style="list-style-type: none"> service-learning projects that address community needs. opportunities within the classroom to promote responsibility. Time to set personal and academic goals and track their progress. group projects that require collaboration and teamwork <p>Mālama (Respect)(Hawaii):</p> <ul style="list-style-type: none"> clear expectations for respectful behavior in the classroom. literature and activities that highlight cultural diversity and respect for all perspectives. opportunities to learn Hawaiian values, protocols, traditional greetings, etiquette and key vocabulary.. opportunities to learn Hawaiian Legends/stories that emphasize respect for nature and cultural heritage - May Day Program. <p>Pono (Excellence):</p> <ul style="list-style-type: none"> opportunities to set high expectations for academic achievement and personal growth. opportunities for students to showcase their talents and achievements. opportunities for students to explore and solve real-world problems. <p>Kūpono (Equity)/Belonging:</p> <ul style="list-style-type: none"> an inclusive classroom environment where every student feels valued and supported. <p>‘Ike Pono (Well-being):</p> <ul style="list-style-type: none"> mindfulness and stress-reduction activities via GAT program a supportive classroom community where students feel safe to express their emotions. <p>Staff to be provided professional development on Na Hopena A’o (ie: how to integrate concepts in daily practices)</p> <p>GC Members, Trish Papalimu, Community Schools Coordinator, & Hawaiian Studies Kumu</p>	<p>100% will have the opportunity to engage in Hawaiian culture based activities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$15,000 <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: \$ 5000 <input checked="" type="checkbox"/> Other: \$3000
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<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>Limited emphasis on student development beyond academic achievements.</p>	<p>Students will participate in/be provided opportunities</p> <p>Career Opportunities:</p> <ul style="list-style-type: none"> career exploration/guest speaker: where students are introduced to different careers and professionals from various fields Career Fairs where students can interact with representatives from diverse industries. <p>Community Opportunities:</p> <ul style="list-style-type: none"> Community Service Projects: where students can volunteer within the school/community to instill a sense of civic responsibility. Community Clean-Up: where students participate in or organize events to clean and beautify local public spaces. Service Learning Projects: where community service is incorporated into the curriculum, connecting academic learning with real-world needs. School Action Club: where students can collaborate with local businesses and organizations to create community engagement initiatives. Community Gardens: to establish and maintain gardens where students can learn about sustainable practices and provide fresh produce to the community. <p>Lisa Harris, counselor, GLC, SLT Teacher, PCNC, and School Community Coordinator Trish Papalimu,</p>	<p>100% of the 5th graders will participate in a career activity</p> <p>School to participate in at least 2 service projects by the EOY</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$3500 <input checked="" type="checkbox"/> Title I, [\$15,000] <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: \$ 3000 <input checked="" type="checkbox"/> Other: \$ 2000 <input checked="" type="checkbox"/> MEP: [\$35,000]



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 <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>
<p>All staff will engage in the PLC process to ensure high quality instruction using the four critical questions as the road map for student success.</p> <p><i>Complex Required for all schools.</i></p>	<p>Highly effective Teachers collaborate around student learning,</p>	<p>Academic: All teacher teams will develop:</p> <ul style="list-style-type: none"> ● Quarterly Unit plans, ● Identifying and agreements of priority standards ● proficiency scales ● Pacing of Priority Standards ● success criteria ● learning targets <p>Teachers will participate in PLTs and collaborate using the 4 questions</p>	<p>100% of the teachers will post/share Success Criteria/Learning Targets for ELA/Math & Writing</p> <p>100% of core & SPED teachers will participate in the PLT process - complete a Unit Plan, and the (TACA) form</p>	<p> <input checked="" type="checkbox"/> WSF, \$ 75,000 <input checked="" type="checkbox"/> Title I, \$ 8000 <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: \$ </p>



One-Year Academic Plan SY 2024-2025

<p>All teachers will engage in creating a positive, safe, and supportive school environment that fosters the social and emotional development of students.</p>	<p>Lack of consistency in the implementation of school-wide practices relating to behavior</p>	<p>Behavior: All teachers will implement Tier 1 behavioral practices:</p> <ul style="list-style-type: none"> • develop /implement classroom Management Plan • HES Behavior Expectations - 4Bs • GAT program 	<p>100% of the teachers will create a classroom mgt plan, & teach the 4Bs.</p> <p>80% of the grade level teachers will teach GAT lessons and acknowledge students who exhibited expected behaviors on 4bs</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>All staff will engage in staff professional development to enhance their knowledge, skills, and effectiveness in providing a high-quality education/environment for students.</p>	<p>Limited supportive measures to accommodate professional growth within the existing work structure</p> <p>Limited provision of resources, such as time, materials, and external trainers, to support staff learning.</p>	<p>Teachers will purchase & participate in PD opportunities:</p> <ul style="list-style-type: none"> • LiteracyInstruction (SFA) • GAT-Getting Along Together (Social Emotional Program) • Eureka Math Squared • iReady • Thinking Maps • Explicit Instruction • VisibleLearning -Learning • Mystery Science • PBL/Inquiry Practices • Computer Science • Differentiation • Small Group Instruction • InclusivePractices • GVC:Guaranteed and Viable Curriculum • Priority Standards/Achieve the core.org • Curriculum Mapping • Rtl - Academic & Behavior • Infinite Campus/eCSSS • QBS Training • PBIS Framework/MTSS • Reflex Math • PLC @ Work - Solution Tree • Schoolwide Systems/Protocols (ie:SNM,Google Calendar, Email) <p>Shanti Fryar, Instructional coach, and GLC</p>	<p>-Meeting Notes</p> <p>-Universal Screener Data</p> <p>-Peer Observation Notes</p> <p>All PD, and observations will be documented and notes posted on the teacher internal website</p>	<p><input checked="" type="checkbox"/> WSF, \$ 15,000</p> <p><input checked="" type="checkbox"/> Title I, \$ [35,000]</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:\$ 10,000</p> <p><input type="checkbox"/> Other: \$</p> <p><input type="checkbox"/> MEP</p>



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. <i>Required for all schools.</i>	The SCCs' shared understanding of the vision and mission and goals, with those of the school are not in alignment	SCC - School Community Council members will meet regularly to: <ul style="list-style-type: none"> collaborate and advocate for the needs of the school to develop action plans to address specific issues or improvement areas identified by the council. to review and provide feedback on the academic plan SCC Chairperson, Principal	-SCC Survey -Monthly agenda 90% of the SCC Minutes will reflect 100% meeting participation from various role groups.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, [\$ 15000] <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 checked="" type="checkbox"/> Other: [\$ 40,000]



★ 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 <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>
<p>Families and the community work together to support children's education</p>	<p>Limited understanding among parents/communit about school's mission, and vision and how they can support a child's learning</p>	<p>The school will create a system that fosters collaboration, enhances student learning, and ensures accountability while aligning with its vision and mission. The school will...</p> <ul style="list-style-type: none"> plan activities to involve parents and children. coordinate SQS/Panorama Surveys, AcPlan, CNA, and WASC processes. organize events to bring families and the community together set up easy-to-use platforms for keeping families informed about school activities, policies, and opportunities for involvement. collaborate with community organizations for additional resources and support for students and families. use community resources to tackle socio-economic issues affecting attendance. engage parents through regular communication and involvement in school activities - use of Class Dojo, website conduct sessions educating parents on the importance of regular attendance. identify and address potential attendance barriers early on. Refine the MTSS team (formerly known as SRT) and strengthen Tier 1 practices <p>GLC, SCC, School Community Coordinator, PCNC & Counselor</p>	<p>-SCC Notes -GLC Notes -Community Partnership Notes -Family/Community Engagement Notes -Sign-in Sheets</p>	<p><input checked="" type="checkbox"/> WSF, [\$ 5000] <input checked="" type="checkbox"/> Title I, [\$15,000] <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: [\$5000] <input type="checkbox"/> Other: [\$40,000] <input type="checkbox"/> MEP:[\$ 10,000]</p>



★ Other Systems of Support

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>
All school practices support a positive learning environment	<p>Clear communication of the importance of positive practices for student success need to be revisited</p> <p>The absence of structured mentorship program or mentorship opportunities</p>	<p>The School will promote safe, health, and supportive practices:</p> <ul style="list-style-type: none"> • Fresh, Fruits and Vegetables program • Afterschool Snack Program - ASP • Cultural activities, festivals, extra-curricular • Project/Place Based Learning (PBL) • Student Leadership Team opportunities • Learning opportunities/Field Trips • Health/hygiene education • Health Expo/Dinner with a Doctor • Health and Wellness - Blue Zones • Community Partnerships • Art/Drama Education • GAT: Getting Along Together • PBIS/MTSS Student recognition - positive behavior to foster a culture of positivity <p>Trish Papalimu Community Schools Coordinator, PCNC, GLC, SLT Teacher</p> <p>Establish a structured mentorship program that fosters professional growth and well-being of new staff</p> <ul style="list-style-type: none"> • Host a comprehensive orientation session covering staff handbook, organizational structure, protocols, guidelines etc • Pair new staff members with experienced colleagues • Schedule regular check-in meetings between mentors and mentees <p>GLC/GC - Leadership Team</p>	-Documentation of activities -Sign-in Sheets -Survey Data/Feedback	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, [\$ 5000] <input checked="" type="checkbox"/> Title I, [\$15,000] <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:[\$5000] <input checked="" type="checkbox"/> Other: [\$40,000] <input type="checkbox"/> MEP: [\$10,000]



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 Honaunau Elementary School 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*) 1080

Did your school submit a SCC Waiver Request Form? Please explain.
Yes, two waivers were submitted for:
1. 2 instructional days for Parent Teacher Conferences
2. 2 days for Professional Development = staggered start for Preschool & Kindergarten

Bell Schedule: [Honaunau School Schedule](#)