
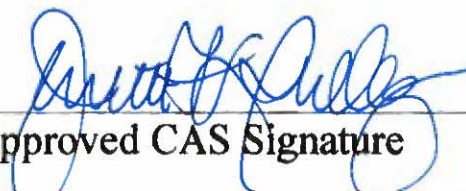




# One-Year Academic Plan 2021-2022

<b>School:</b>		   <b>Approved CAS Signature</b>  <b>MAY 18 2021</b> <b>Date.</b>
<b>Address:</b>	<b>Honoka'a Elementary</b>	
<b>Phone:</b>	<b>45-534 Pakalana Street Honoka'a Hawaii, 96727</b>	
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**Website:**

<http://www.honokaael.k12.hi.us/>



## 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
- International Baccalaureate (IB) Authorization
- Other

### 2020-2021 Needs

1. Need: Continue on going PD in Reading Wonders, Stepping Stones, GLOs, writing, and others to strengthen Tier 1 RtI strategies.(Comprehensive Needs Assessment)  
Differentiate instruction to meet the learning needs of all students (PTT/PPE/PPT support).
2. Need: Chronic Absenteeism (Strive Data 19% -21% consistently)
  - School will implement a system for monitoring and addressing absenteeism
    1. Implement a system that aligns School Vision/Mission and supports a culture where attendance is valued, encouraged, and supported. All stakeholders will promote attendance as an important life skill that is necessary for students to achieve and grow academically as well as socially.
3. Need: Engage all stakeholders in the process of developing a positive School Climate (Safety Dimension of SQS of grade 4 and 5 students.)
  1. Increase the student dimension of SQS Safety from 68% to 80% by 2022
    - i. \*note Parent and Teacher range in 80-90 percentile
  1. Student dimension consistently has 15-20% of student responses in the neutral category.
  2. Further develop procedures, protocols and guidelines to promote communication
    - i. Use of google calendar and other features
  3. PBIS/SEL/MTSS
    - i. Continue to implement and further develop Dragon STARRS program and Second Step Program
4. Need: Increase the frequency, consistency and quality of RtI and Inclusive Practices to support all students in all settings (Comprehensive Needs Assessment)
5. Strengthen Tier 1 core instruction in both reading and math (offer PD and resources). (Comprehensive Needs Assessment)
  1. Systematize Tier 2 and 3 Interventions and Data Collection
  2. Professional Development to consider a wide range of modalities when designing instruction
  3. Behavior supports

### 2020-2021 Needs (One Year Interim)



1. Continue to find ways to involve parent and community stakeholders in the Academic Plan in a manner that actively solicits their feedback, ensures their understanding of the major issues, and ensures fluid communication.

Potential Pathways: Google Surveys, Parent Night Share Outs, etc

April 9, 2019 New Partnership with Public Librarian (New Person)

Library Cards, Class Libraries, Class Readings, Student Voice in reorganizing the genre  
Spaces in the Public Library. Slipper drive with Hapuna Prince Hotel.

Safety: Work with County Service agencies to help make areas surrounding our campus safer.

Develop new community partners.

2. Formalize a professional development process that helps to clarify: a) how a need for professional development is determined, b) who can attend, c) what attendees will be accountable for, d) how impact is measured, and e) what follow-up support is needed (e.g. coaching and mentoring).

PD will continue to be sought out based on how the data speaks to our school and complex area. We will use the ILT process to data dive, look for a complimentary strategy and focus support around this premise. School has created a google doc to have teachers record request for attending PD, what they will be accountable for, how we will measure impact and lastly what if any additional support may be needed. All PD attendees will then come back and share highlights and promising practices from their PD experience.

3. Develop consistent grade level and vertical articulation to focus on data and instruction. Potential Pathways: Schedule based, pre planning by leadership

Differentiate between Data Teams (Led by Curriculum Coordinator)

Articulation (Teacher Led .... Use of some of the 21 hours & Flextime along with some of the Faculty Meeting time)

**Addressing Equity: Sub Group 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.**

<b>Sub Group</b>	<b>Identified Need(s)</b>	<b>Enabling Activit(ies)</b>
All students	Academic Achievement (Math/Reading)	All students will receive reading instruction at their level starting with systematic phonics, decoding, and comprehension strategies. All students will receive math instruction which embeds student scaffolded needs and grade level standards to assist with understanding and retention.
Special Needs (12%)	Academic Achievement (Math/Reading)	All IDEA students will receive reading instruction at their level starting with systematic phonics, decoding, and comprehension strategies. All IDEA students will receive math instruction which embeds student scaffolded needs and grade level standards to assist with understanding and retention.



**ORGANIZE:** Identify your Accountable Leads.

Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Principal (Rory Souza)	1. ILT / EES / Data Teams / Rtl
2. Vice Principal (Lisa Abarcar)	2. Data Teams / PBIS / Data Technician
3. Student Services Coordinator (Judy Hinokawa)	3. Comprehensive Student Support
4. Curriculum Coordinator (Brenda McDonald)	4. Data Teams - Formative Instruction / Rtl Coordination / Common Core State Standards
5. Counselor (Robin Matsumura) SBBH (Josie Acob-Laurance)	5. Student Mental Health / Wellbeing / MTSS
6.	6.
7.	7.
8.	8.





**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	Rationale:
<p>All students will be empowered through relevant, rigorous learning opportunities, and a quality standards-based education that incorporates student voices. They will apply their learning through life experiences, practice creative problem solving, and see themselves as part of a community effort to solve complex questions and challenges that impact our islands and the world.</p> <p>When transitioning to the seventh grade all students will demonstrate growth in General Learner Outcomes and have the knowledge to set and achieve their goals.</p> <p>We will provide a learning environment that is safe, caring, and supportive of high quality learning. We will have programs and partnerships with families, community organizations, and government agencies that support students' well-being, and a culture where school attendance is valued.</p>	<p>Students become motivated and engaged when learning is relevant and builds on their strengths. Students' voices and curiosity are nurtured, which prepares them to exercise positive choices for their learning, their future, and their contributions to family and community.</p> <p>We will prepare students for the future by ensuring they have the skills and knowledge necessary to navigate in an unknown and complex world.</p> <p>Students need social emotional learning supports to access curriculum and programs in physically and emotionally safe environments.</p>

**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	Rationale:
<p>We will use professional development resources to support student success: relevant lessons, social-emotional learning, language development, instructional strategies to address all learners, and quality classroom assessments. This is especially true for students that need diverse instructional methods, including special education students and English Language Learners.</p> <p>Professional development will be aimed at developing caring educators who provide a consistent learning experience of quality instruction that will enable students to progress toward becoming ready for career, college, and community in our global society.</p> <p>We will provide support for new employees through effective mentoring and guidance programs.</p>	<p>Teachers and administrators are the heart of our instructional system. However, 50% of educators leave the profession before completing five years of teaching. We are also facing a crisis in teacher shortages across the nation. Issues in “compensation, working conditions, the loss of autonomy are all contributing to the acceleration of this dramatic attrition rate. We must address this crisis through systemic and visionary policy shifts that will elevate the profession of teaching and create a pipeline of experienced and pedagogically grounded educators to deliver engaging and effective instruction in the classroom.”</p>

**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	Rationale:
<p>In fostering a culture of innovation, the school will partner with families and community to engage relationships, resources, and expertise to support student success.</p> <p>The school will continue to focus on strengthening a culture of continuous school improvement, and promoting understanding and engagement of stakeholders through improved communication.</p>	<p>In our continuing efforts to create an exemplary learning environment, we are dedicated to collaborative decision-making, financial transparency and authentic learning and assessment.</p> <p>We will also continue to have a high regard for, and trust in the professionalism of our administrators, teachers, staff, and community members.</p> <p>We can also “see the need to redefine success and develop a broader definition of student and school success”.</p>



Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
In fostering a culture of innovation, the school will develop a distance learning structure to partner with families and school community to engage relationships, resources, and expertise to support student success.	x	Hawai'i -	Student Success	1. School will develop a school wide common format for a Distance Learning option to enrich teaching and learning as well as in the event of an extended school closure <ul style="list-style-type: none"><li>Active Student Data Sheet with current student and family data</li><li>Family Engagement / Teaching Opportunities for Distance Learning Platforms</li><li>Establish Safe Return to Learn Protocols</li></ul>	Whole School	x	WSF	Knowing which students: <ul style="list-style-type: none"><li>Have a device at home</li><li>Need a school device</li><li>Need a Choice Board or Packet</li><li>Having up to date email, phone and address</li><li># of students with completed data sheets</li><li>sign in sheets or participant lists for parent trainings</li></ul>
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
	x	Hawai'i	Staff Success	2. School Staff will become "fluid" in the use of Technology to deliver instruction. <ul style="list-style-type: none"><li>Collegial support and PD in Google Classroom, Google Hangouts and WebEx</li><li>Other Teacher specific programs (Class Dojo, etc.)</li><li>Use Class Dojo as a common communication tool school wide</li><li>Establish and implement Safe Return to Learn Protocols</li></ul>	Whole School		WSF	<ul style="list-style-type: none"><li>Grade Level Team</li><li>Sign in sheets, Agenda, and/or Meeting Notes</li><li>Faculty Meeting Notes</li><li>#of teachers using class dojo</li></ul>
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
x	Hawai'i	Systems of Support	3. Administration will develop a systematized approach to the distribution of devices when deemed necessary and facilitate Distance Learning Platforms with Staff such as Google Hangouts and WebEx <ul style="list-style-type: none"><li>Surveys on devices from Teachers</li><li>Work with Tech Department to have devices available</li><li>Develop disbursement schedule</li><li>Conduct meetings as needed via Hangout and WebEx</li><li>Establish and implement Safe Return to</li></ul>	Admin		WSF	<ul style="list-style-type: none"><li>Survey Data</li><li>Disbursement Inventory Sheet</li><li>Distance Learning Leadership and Faculty Meeting Agenda</li></ul>	
x	Equity					Title I		
x	School Design					Title II		
x	Empowerment					IDEA		
x	Innovation					Other		
CNA Crosswalk page 53	x							
FRF Line #13,20	x							
WASC Critical Area								



for Follow up # N/A SW # 5/6				Learn Protocols			
Planning						Funding Source(s)	How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)		
All students will be empowered through relevant, rigorous learning opportunities, and a quality standards-based education that incorporates student voices. They will apply their learning through life experiences, practice creative problem solving, and see themselves as part of a community effort to solve complex questions and challenges that impact our islands and the world.	x	Hawai'i	4. Implement high impact literacy strategies to improve reading and writing <ul style="list-style-type: none"><li>Participate in PD offered through the CLSD Literacy Grant</li><li>Implementation of Visible Learning Strategies with high effect sizes</li><li>Improving Core Instruction</li></ul>	ILT / Leadership  Data Teams	x	WSF	Achievement Improvement <ul style="list-style-type: none"><li>SBA Longitudinally</li><li>Rtl / iReady Universal Screening</li><li>Faculty Sharing and analysis of data in Data Teams, Articulation, and Faculty Meetings</li></ul>
		Equity				Title I	
		School Design				Title II	
	x	Empowerment			x	IDEA	
	x	Innovation				Other	
	x	Hawai'i	5. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies <ul style="list-style-type: none"><li>professional development</li><li>training on curriculum</li><li>Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT)</li><li>Data Team 6 Step Process<ul style="list-style-type: none"><li>Generate standards-based Learning Targets</li><li>Determine Success Criteria</li><li>Develop Formative Assessments to measure student progress</li><li>Set student and grade level goals and monitor / adjust</li><li>Monitor student progress towards Learning Target/s and provide differentiated support where needed</li><li>Support teachers new to the team</li></ul></li></ul>	ILT / Leadership  Curriculum Coordinator  Data Teams		WSF	Measures <ul style="list-style-type: none"><li>PD participation and evidence of implementation of strategies in the classroom</li><li>Data Teams Minutes showing evidence of consistent use of the 6 step process</li><li>Literacy Grant Support</li><li>ILT pre and post data</li><li>School Schedule</li><li># of teachers posting and referencing LTs and Success Criteria</li></ul>
		Equity				Title I	
		School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
		Staff Success					



	x		Systems of Support	6. Apply a complex K-12 literacy framework <ul style="list-style-type: none"><li>• Use Data Team time to focus on priority standards by grade level</li><li>• Develop literacy "landing spots" or expectations for end of year goals based on grade level standards.</li><li>• Use of PPEs and ppts for classroom support for struggling learners</li></ul>	Whole School		Measures <ul style="list-style-type: none"><li>• Data Team Minutes</li><li>• Literacy Scope and Sequence</li><li>• SBA Longitudinally</li><li>• Rtl / iReady Universal Screening</li></ul>	
		Equity						Title I
		School Design						Title II
	x	Empowerment						IDEA
	x	Innovation						Other
CNA Crosswalk page 54								
FRF Line # 13								
WASC Critical Area for Follow up # N/A								
SW # 6								
Planning						Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity			Lead(s)			



<p>All students will be empowered through relevant, rigorous learning opportunities, and a quality standards-based education that incorporates student voices. They will apply their learning through life experiences, practice creative problem solving, and see themselves as part of a community effort to solve complex questions and challenges that impact our islands and the world.</p>	x	Hawai'i	Student Success	<p>7. Implement high impact Mathematics strategies to improve Mathematics</p> <ul style="list-style-type: none"> <li>• Complex Math Cadre participation</li> <li>• Implementation of Visible Learning Strategies with high effect sizes</li> <li>• Improving Core Instruction</li> </ul>	ILT / Leadership  Data Teams	x	WSF	Achievement Improvement <ul style="list-style-type: none"> <li>• SBA Longitudinally</li> <li>• Rtl / iReady Universal Screening</li> <li>• Faculty Sharing and analysis of data in Data Teams, Articulation, and Faculty Meetings</li> </ul>
		Equity				x	Title I	
		School Design					Title II	
	x	Empowerment				x	IDEA	
	x	Innovation					Other	
	x	Hawai'i	Staff Success	<p>8. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies</p> <ul style="list-style-type: none"> <li>• professional development</li> <li>• training on curriculum</li> <li>• Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT)</li> <li>• Data Team 6 Step Process               <ul style="list-style-type: none"> <li>◦ Generate standards-based Learning Targets</li> <li>◦ Determine Success Criteria</li> <li>◦ Develop Formative Assessments to measure student progress</li> <li>◦ Set student and grade level goals and monitor / adjust</li> <li>◦ Monitor student progress towards Learning Target/s and provide differentiated support where needed</li> <li>◦ Support teachers new to the team</li> </ul> </li> </ul>	ILT / Leadership  Curriculum Coordinator  Data Teams		WSF	Measures <ul style="list-style-type: none"> <li>• PD participation</li> <li>• Data Teams</li> <li>• Literacy Grant Support</li> <li>• ILT pre and post data</li> <li>• School Schedule</li> </ul>
		Equity					Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
								Measures <ul style="list-style-type: none"> <li>• PD participation and evidence of implementation of strategies in the classroom and use of PD learning</li> <li>• Data Teams Minutes showing evidence of consistent use of the 6 step process</li> <li>• Literacy Grant Support</li> <li>• ILT pre and post data</li> <li>• School Schedule</li> <li>• # of teachers posting and referencing LTs and Success Criteria</li> </ul>



	x	Hawai'i	Systems of Support	9. Apply complex Math Cadre framework <ul style="list-style-type: none"> <li>• Use Data Team time to focus on priority standards by grade level</li> <li>• Develop EOY "landing spots" or expectations for end of year goals based on grade level standards.</li> <li>• Use of PPEs and ppts for classroom support for struggling learners</li> </ul>	Whole School  Data Teams		WSF	Measures <ul style="list-style-type: none"> <li>• Data Team Minutes</li> <li>• Literacy Scope and Sequence</li> <li>• SBA Longitudinally</li> <li>• RtI / iReady Universal Screening</li> </ul>
		Equity					Title I	
		School Design					Title II	
	x	Empowerment				x	IDEA	
CNA Crosswalk page 54  FRF Line #13  WASC Critical Area for Follow up # N/A	x	Innovation					Other	
Planning							Funding Source(s)	How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
We will provide a learning environment that is safe, caring, and supportive of high quality learning.	x	Hawai'i		10. All students will receive Tier 1 academic instruction in research based practices.  11. All students will receive Tier 1 behavioral and social-emotional learning.	Data Teams	x	WSF	<ul style="list-style-type: none"> <li>• Student progress shown by:               <ul style="list-style-type: none"> <li>◦ Data Team Minutes</li> <li>◦ Quarterly progress reports</li> <li>◦ Universal screener data</li> <li>◦ School Team Notes</li> </ul> </li> </ul>
	x	Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	

We will have programs and partnerships with families, community organizations, and government agencies that support students' well-being, and a culture where school attendance is valued.		Innovation	<p><b>Student Success</b></p> <p>12. Students at risk (attendance, academic, behavior, SEL) will have received classroom interventions then be provided with Tier 2 interventions and assessments to monitor progress.</p> <p>13. Students identified IDEA will be provided with LRE aligned to student's needs and provided with specially designed instruction.</p>	SSC Counselor SBBH		Other	<ul style="list-style-type: none"> <li>• Peer Review Meeting Notes</li> <li>• Counselor and SBBH documentation</li> <li>• IEP Process</li> </ul>
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