



# One-Year Academic Plan 2020-2021

Draft May 4, 2020: Final Draft due May 15, 2020

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Approved by HKKK CAS

5/12/2020  
Date

<b>School:</b>	<b>HO'OKENA ELEMENTARY SCHOOL</b>	The logo for Hookena Elementary School is yellow. It features a stylized rainbow arching over the word "HO'OKENA" in a curved font. Below the rainbow is the word "Aii" in a large, stylized font, with an arrow pointing to the right.
<b>Address:</b>	<b>86-4355 Mamalahoa Hwy. Captain Cook, HI 96704</b>	
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<b>Where are we now?</b>		
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p>Need #1: Continue to refine, finalize and implement the school's collective vision of Ho'okena Elementary School in order to create a cohesive system for student success. (WASC)</p> <p>Need #2: Continue to implement strategies schoolwide that effectively diagnose and prescribe instruction that leads to reading mastery for all students. (WASC)</p> <p>Need #3: Continue to maximize student engagement and rigor across all grade levels. (WASC)</p> <p>Need #4: Continue to identify strategies, refine current plans and monitor existing efforts to reduce student absenteeism. (WASC)</p> <p>Need #5: Continue to improve student literacy across all content areas, especially in ELA &amp; Mathematics. (Strive Hi &amp; CNA)</p> <p>Need #6: Continue to provide comprehensive, sustained professional development for staff to ensure the collective efficacy in terms of skill sets and school culture to meet the needs of all students.</p>	
	<b>Addressing Equity: Sub-Group Identification</b>	
	<p><b>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></p>	
	<b>Sub Group</b>	<b>Identified Need(s)</b>
EL Students	Equity of access, opportunity &	● Continued SFA professional

		<p>effective instructional program</p> <p>English Language Learners (2% of school population): We need to provide differentiated instruction to address ELL students' literacy, oral communication, and numeracy skills. According to iReady, SFA and SBA reading assessment data, all of our ELL students are reading below grade level.</p>	<p>development for all staff towards meeting the need of acquiring the English language for our EL students.</p> <ul style="list-style-type: none"> <li>● Monitor student support plans for EL students via weekly Intervention meetings.</li> <li>●</li> </ul>
	Special Education Students	<p>SPED: Ensuring that every student is appropriately placed in the Least Restrictive Environment based on their IEP, all of our Special Education Students (10% of school population) are in inclusion classes.</p>	<ul style="list-style-type: none"> <li>● Professional development for teachers focused on different models of co-teaching and effective co-teaching strategies for the inclusion setting.</li> <li>● Provide a structured time for planning between co-teachers to implement strategies learned in professional development.</li> <li>● Ensure that Special Education staff are provided professional development towards effectively implementing "specialized instruction" for each special needs student.</li> </ul>
	Disadvantaged Students	<p>As a CEP school, 100% of our students receive free meals and transportation.</p>	<ul style="list-style-type: none"> <li>● Continue to provide staff with SFA professional development, PLC time and coaching focused upon research proven strategies for improving learning outcomes for disadvantaged</li> </ul>

			<p>students.</p> <ul style="list-style-type: none"> <li>• Ensure disadvantaged students have regular access to learning tools (technology) at school and home.</li> <li>• Build school wide SEL &amp; Co-curricular systems to build “assets” for each student.</li> </ul>
	Migrant Education	Migrant: 32% of our population are Migrant students. The challenge is the lack of personnel.	<ul style="list-style-type: none"> <li>• Recruit personnel to coordinate MEP.</li> <li>• Coordinate/provide parent involvement and networking through workshops and meetings to help parents learn ways to support their children’s learning and education.</li> <li>• Improve systems for early identification of qualified students, monitoring their progress and providing support for their success.</li> </ul>
	Homeless	Need: Students and families living in multifamily settings or on the street without adequate basic resources.	<ul style="list-style-type: none"> <li>• Monitor and provide support for students identified as “Homeless”; to improve the system of proactively identifying homeless students and providing support for them.</li> <li>• Provide resources and learning tools.</li> </ul>
	Gifted and Talented	Need: GT students need experiences that maximize their capabilities and	<ul style="list-style-type: none"> <li>• Increase opportunities for students to engage in</li> </ul>

		provide them rich learning experience	<p>courses and activities providing rigor and relevance to enhance their interests and potential “giftedness”.</p> <ul style="list-style-type: none"> <li>● Provide flexible and open ended learning opportunities.</li> </ul>

<b>ORGANIZE: Identify your Accountable Leads.</b>	
<b>Name and Title of Accountable Lead</b>	<b>Enabling activities this lead is responsible for:</b>
1. Tammy Yoshimura-Furrer - Principal	1. Academic/Instructional Leader, Personnel Manager, Facilities Management, School Culture Leader
2. Shane Bigelow - SSC	2. Special Education/504/Testing Coordinator/EL Coordinator/Tech Support
3. Erin Conrardy - Academic Coach	3. ILT Facilitator, SFA Coordinator, Instructional Coach, Intervention Team Member, Data Manager, WASC Coordinator
4. Noelle Hale - Kindergarten Teacher	4. ILT Member, Parent/Family Component Team Member

5. Catherine Fryer - Grade 1 Teacher	5. ILT Member, Roots Solution Team Member, _____ Component Team Member
6. Engela Edwards - Grade 2 Teacher	6. ILT Member, Roots Solution Team Member, Cooperative Culture Component Team Member, Health & Wellness Committee Member, SCC Chairperson
7. Wendy (Leimamo) Lind - Grade 3 Teacher	7. ILT Member, Wings Solution Team Member, Community Component Team Member, Health & Wellness Committee Facilitator
8. Malie Koehler - Grade 4 Teacher	8. ILT Member, Wings Solution Team Member, Cooperative Culture Component Team Member
9. Darren Reismeier - Grade 5 Teacher	9. ILT Member, Wings Solution Team Member, Community Component Team Member

**Goal 1: Student Success.**

Continue to implement strategies schoolwide that effectively diagnose and prescribe instruction that leads to reading mastery for all students. (WASC)

Reduce student absenteeism. (WASC)

<b>Outcome:</b> By the end of the 20-21 school year	<b>Rationale:</b>
<p><b>Curriculum</b></p> <p><i>Ho'okena School adopted Success for All (SFA) as our schoolwide reading system. The three-year contract began in SY 2019-2020. SFA professional development will improve reading instruction which will increase student achievement.</i></p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Strive to ensure 90% of students are reading at grade level by the end of 3rd grade by 2021-22 school year. <ul style="list-style-type: none"> <li>○ Literacy focus of ILT</li> <li>○ SFA Implementation</li> <li>○ Intensive RTI in reading K-3</li> </ul> </li> <li>● Continue to implement strategies schoolwide that effectively diagnose and prescribe instruction that leads to reading mastery for all students. (WASC)</li> <li>● Reduce student absenteeism. (WASC)</li> <li>● Improved Tier I in all classrooms through differentiation, clear learning targets and expected success criteria through meaningful, engaging and collaborative learning experiences in all classes.</li> <li>● Continue to strive for maximum measurable growth for each student in each subject in terms of skills, knowledge and ability to apply learnings.</li> <li>● Identify and implement ways to integrate GLO's into daily instruction.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Improve Reading, Math, Science performance on State assessments through the use of targeted and effective classroom instruction &amp; RTI processes.</li> </ul>	<ul style="list-style-type: none"> <li>● SBA scores are currently 22% proficient in math and 27% proficient in ELA</li> <li>● 92 % daily attendance rates</li> <li>● 19 % chronic absentee rate</li> <li>● In order to meet the needs of all students, teachers will continue working together towards collective efficacy which is the common belief that together we have what is needed to meet the needs of all students.</li> </ul>

<ul style="list-style-type: none"><li>● Develop common measurements for measuring student GLO attainment in all classes.</li><li>● Adopt additional measurement tools beyond traditional assessments such as SBA &amp; WIDA.</li><li>● Develop an electronic or web-based platform for all students to share their work and for staff to provide feedback/assessment on mastery of standards.</li></ul> <p><b>Student Support</b></p> <ul style="list-style-type: none"><li>● Improve average daily attendance and chronic absenteeism through engaging classroom and co-curricular opportunities, as well as continuing current measures such as court and parent contact.</li><li>● Continue to use online software tools to increase and assess student learning:<ul style="list-style-type: none"><li>● iReady</li><li>● Achieve 3000</li><li>● Imagine Learning</li><li>● SFA Lightning Squad</li><li>● Google Tools</li></ul></li></ul>	



## **Goal 2: Staff Success**

Continue to maximize student engagement and rigor across all grade levels. (WASC)

<b>Outcome:</b> By the end of school year 20-21	<b>Rationale:</b>
<ul style="list-style-type: none"><li>● By the end of the 20-21 school year, the PLC format will be assessed for areas of improvement and growth. Newly dedicated time for PLCs has been allocated this year.</li><li>● Continue to improve communication and follow up on academic and behavioral interventions by administration, support staff and teachers.</li><li>●</li><li>● Put in place a school professional development plan around:<ul style="list-style-type: none"><li>○ Technology</li><li>○ Utilization of SSPs</li><li>○ Co-teaching</li></ul></li><li>● PLC Time<ul style="list-style-type: none"><li>○ Co-teaching</li><li>○ Subject Area<ul style="list-style-type: none"><li>■ Analyze Student Data to inform curriculum and instruction</li></ul></li><li>○ Cross curricular</li></ul></li><li>● ILT<ul style="list-style-type: none"><li>○ Identify instructional goals to engage students in meaningful content.</li><li>○ Instructional curriculum coach to support each department (if funds are available)</li><li>○ Classroom visits/walkthroughs</li></ul></li><li>● The school will continue to provide targeted professional development for teachers of EL, SPED, and disadvantaged</li></ul>	<ul style="list-style-type: none"><li>● As demonstrated recently, there is a need for expanded training in distance, digital, and online learning tools to support adaptive, flexible and meaningful learning experiences beyond the school building.</li><li>● Data driven, collaborative reflection of curriculum and instruction in every course level PLC/Data Team.</li><li>● Provide opportunities for &amp; training around integrated learning experiences.</li><li>● Effective instructional coaching to improve daily instruction in terms of engagement and clarity.</li><li>● Building of a “collective efficacy” for staff that they are capable of meeting the needs of all students through training/professional development, especially important with the number of new staff members at the school.</li><li>● Continue with Hattie’s Learning by Design model around Strong Starts, Learning Targets, Success Criteria, Feedback, Peer to Peer Observations through ILT Learning cycles to promote effective instruction school wide.</li></ul>

<p>students.</p> <ul style="list-style-type: none"> <li>● Continue to strive for consistency of PLCs utilizing data to directly inform instruction and other assessments.</li> <li>● Provide additional professional development in student engagement, co-teaching, use of technology in the classroom, etc....</li> <li>● Continue to provide support for co-teachers in inclusion classes: more planning time, more professional development, clarify roles and duties of each teacher.</li> </ul>	
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**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).

<b>Outcome:</b> By the end of school year 20-21	<b>Rationale:</b>
<p><b>Vision, Mission, Organization &amp; School Systems</b></p> <ul style="list-style-type: none"> <li>● Continue to refine, finalize and implement the vision of Ho’okena in order to create a cohesive system for student success. (WASC)</li> <li>● Continue to improve communication among/between stakeholders</li> <li>● Continue to monitor and assess the effectiveness of all assessments, programs, and systems as part of the CNA/WASC process each month.</li> <li>● Need to increase connections to a variety of community partnerships.</li> <li>● Create systems and processes to ensure the fidelity and accountability of online coursework.</li> <li>● Develop a school-wide RTI system with all staff involved to ensure that all of our students are receiving timely and appropriate support.</li> <li>● Develop school wide implementation plans for HA` and GLO’s for the next 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>● Many students lack supports in terms of academic, SEL and guidance</li> <li>● Give at-risk students aina based/cultural learning experiences to increase self-esteem, engagement, and success</li> <li>● Recognition program to promote attendance, increased grades, and build culture</li> <li>● Many students are performing below grade level expectations</li> <li>● Ensure LRE for every special needs student</li> <li>● Increase success rate for students transitioning to middle and high school</li> </ul>

<ul style="list-style-type: none"> <li>● Continue to improve PBS System to increase daily attendance and reduce chronic absenteeism.</li> <li>● Continue to work with elementary schools across the West Hawaii complex towards K-5 literacy framework for all schools: <ul style="list-style-type: none"> <li>○ priority standards by grade level</li> <li>○ coherence in curricular program</li> <li>○ common learning targets and assessments</li> </ul> </li> <li>●</li> </ul>	
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<b>Planning</b>				<b>Funding Source(s)</b>	<b>How will you measure this enabling activity?</b>
<b>Desired Outcome</b>	<b>Promise</b>	<b>1. Enabling Activity</b>	<b>Lead(s)</b>		

<b>Equity:</b>  <b>Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</b>		Hawaii	<small>Instructional</small> <small>Coaches</small>	Implement high impact literacy strategies to improve reading, writing, speaking and listening as mathematical literacy <ul style="list-style-type: none"> <li>● Implementation of SFA for ELA &amp; math</li> <li>● Partnering of SFA with Engage NY for math</li> <li>● Curriculum Coach to support teachers in effective literacy instruction.</li> </ul>	CC Admin Staff	x	WSF	SFA Member Center Data SBA Data WIDA Data iReady Data  (Title I funding tbd)	
	x	Equity					x		Title I
	x	School Design							Title II
	x	Empowerment							IDEA
	x	Innovation							Other
		Hawaii	<small>Instructional</small> <small>Coaches</small>	Provide supports to ensure teacher confidence and ability to apply effective instructional strategies to meet the needs of a diverse student population (Disadvantaged, SPED, EL and Migrant) <ul style="list-style-type: none"> <li>● Regular professional development &amp; training on curriculum, instruction, and assessment that are research based to meet the needs of all students.</li> <li>● Intentional scheduling for teacher collaboration (Data teams, , grade level, &amp; ILT) to allow staff to work collaboratively in designing differentiated instruction to meet the needs of our diverse student population.</li> </ul>	ILT Staff CC Admin		WSF	ILT Minutes PLC Minutes Walk Through Feedback  (Title I funding tbd)	
	x	Equity							Title I
		School Design							Title II
	x	Empowerment							IDEA
		Innovation							Other
	Hawaii					WSF	ILT Minutes		

		Equity	C	instructional quality: <ul style="list-style-type: none"> <li>• ILT</li> <li>• Data Teams</li> <li>• SFA school wide systems</li> </ul>			Title I	PLC Minutes Walk Through Feedback SFA Feedback		
		School Design							Title II	
CNA Crosswalk Pg. 15, 16		Empowerment							IDEA	
FRF Line #  WASC Critical Area for Follow up #2, 3  Addendum SW#6, 7		Innovation							Other	
<b>Planning</b>							<b>Funding Source(s)</b>	<b>How will you measure this enabling activity?</b>		
<b>Desired Outcome</b>		<b>Promise</b>		<b>2. Enabling Activity</b>		<b>Lead(s)</b>				
<b>School Design:</b>		Hawaii	C	1:1 Technology access for all students at home and at school <ul style="list-style-type: none"> <li>• Continue purchase and provide devices for all students</li> <li>• Implement platforms to increase accessibility, accountability and effectiveness of online learning components</li> </ul>	SSC CC Admin		x	WSF	% of students without online capabilities (Aug 2020 & June 2021) (Title I funding tbd)  % of staff able to utilize digital online learning tools (Aug 2020 & June 2021)	
Students will be immersed in excellent learning environments that are	x	Equity						x		Title I
	x	School Design								Title II
	x	Empowerment								IDEA

<p><b>thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</b></p> <p><b>Innovation:</b></p> <p><b>Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</b></p>	x	Innovation	<ul style="list-style-type: none"> <li>● Utilize research proven software</li> <li>● Develop connectivity capabilities &amp; components such as MiFi, WebEx, Google Classroom for all stakeholders</li> <li>● Instruct, monitor &amp; assess student progress in becoming "Effective and Ethical Users of Technology".</li> </ul> <p>Blended approach that combines 21st century tools and best practices with laser focus on core curriculum.</p> <ul style="list-style-type: none"> <li>● 1:1 Technology for all</li> <li>● Utilization of research driven (John Hopkins University) curriculum from Success for All for ELA/math and Engage New York for math that is driven by student data</li> <li>● Meeting the students where they are: <ul style="list-style-type: none"> <li>○ Cultural/place based context to learning experiences that students can relate to</li> <li>○ Collective/collaborative groups for learning that mirror mindsets of their families and community in solving problems and achieving goals</li> <li>○ Incorporating "resilience" and "grit" into every lesson, every classroom as one of the main outcomes for SEL</li> </ul> </li> </ul>		Other	<p>ILT Minutes  PLC Minutes  Walk Through Feedback</p>
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		Hawaii	System: Develop a Technology Sustainability Plan to ensure 1:1 Technology access for all students at home and at school <ul style="list-style-type: none"> <li>Continue purchase and provide devices for all students</li> <li>Implement platforms to increase accessibility, accountability and effectiveness of online learning components</li> <li>Utilize research proven software</li> <li>Develop connectivity capabilities &amp; components such as MiFi, WebEx, Google Classroom for all stakeholders</li> <li>Instruct, monitor &amp; assess student progress in becoming “Effective and Ethical Users of Technology”.</li> </ul>		WSF	ILT Minutes PLC Minutes Walk Through Feedback	
		Equity		Title I			
		School Design		Title II			
CNA Crosswalk Pg. 20		Empowerment		IDEA			
FRF Line #		Innovation		Other			
WASC Critical Area for Follow up #2, 3							
Addendum SW#3, 6							
<b>Planning</b>					<b>Funding Source(s)</b>	<b>How will you measure this enabling activity?</b>	
<b>Desired Outcome</b>	<b>Promise</b>		<b>3. Enabling Activity</b>	<b>Lead(s)</b>			
<b>Empowerment:</b>	x	Hawaii	Adoption of Na Hopena A’o & daily incorporation of the GLO’s into daily lessons <ul style="list-style-type: none"> <li>PBIS Student Recognition and Behavioral Support Program</li> </ul>	ILT PCNC		WSF	ILT Minutes PLC Minutes Walk Through Feedback Lesson Plans Attendance Tracking System
<b>Students will develop their authentic voice</b>	x	Equity			Title I		
	x	School Design			Title II		



<p>as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.</p> <p><b>Hawaii:</b></p> <p>Student will be educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai'i's local and global contribution</p>	x	Empowerment	Cultural	<ul style="list-style-type: none"> <li>○ Attendance Awards (Daily, class, individual, quarterly)</li> <li>○ Trunk or Treat Event</li> <li>○ Homework rewards</li> <li>○ End of School Year Celebration</li> </ul> <ul style="list-style-type: none"> <li>● The school is partnering with the Opelu Project and Kupa in Aina and Host Culture hands-on learning experiences throughout the school year.</li> <li>● Cooperative learning, collaborative, similar to culture</li> <li>● May Day Program: Students learn cultural dances and perform for school community</li> </ul> <p>Learning Hawaiian language, history and cultural values</p>			IDEA	<ul style="list-style-type: none"> <li>● Student reflection pieces</li> <li>● Student science assessment data</li> </ul>
	x	Innovation					IDEA	
<p>Student will be educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai'i's local and global contribution</p>		Hawaii	Cultural	<p>Professional development for PBIS and HA</p> <ul style="list-style-type: none"> <li>● Na Hopena A`o: <ul style="list-style-type: none"> <li>○ Training of staff on key components</li> <li>○ Developing collaborative lesson design for implementation</li> <li>○ Using HA framework to engage staff and students in</li> </ul> </li> </ul>	Student council Staff Admin		WSF	<p>ILT Minutes PLC Minutes Walk Through Feedback Lesson Plans</p> <ul style="list-style-type: none"> <li>● # of Behavioral Incidents</li> <li>● Attendance</li> <li>● Stakeholder Surveys</li> <li>● Sample Lesson</li> </ul>
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other Local	

				<p>reflection around instruction and social and emotional learning</p> <ul style="list-style-type: none"> <li>Community forums: What does HA look like in Ho'okena?</li> </ul>			School Accts.	
		Hawaii	<p>Design and implement a comprehensive MTSS plan to address attendance, achievement, socio-emotional learning, and student behavior.</p> <ul style="list-style-type: none"> <li>Weekly intervention meetings</li> <li>SBBH, Admin, SSC and Academic Coach comprise MTSS Team <ul style="list-style-type: none"> <li>Begin planning</li> <li>Survey stakeholders</li> <li>Attend trainings</li> </ul> </li> </ul> <p>May Day Program/Showcase:</p> <ul style="list-style-type: none"> <li>Students learn cultural dances and perform for school community</li> <li>Learning Hawaiian language, history and cultural values</li> </ul>	<p>SBBH Admin SSC CC</p>		WSF	<p>ILT Minutes PLC Minutes Walk Through Feedback Attendance Tracking System</p> <p>(Title I funding tbd)</p>	
		Equity				Title I		
	x	School Design				Title II		
CNA Crosswalk Pg.8, 15	x	Empowerment				IDEA		
FRF Line #	x	Innovation				Other		
WASC Critical Area for Follow up #4				Shirley Medeiros Staff				
Addendum SW#3, 5, 6, 7								