



One-Year Academic Plan 2021-2022

School:	HO'OKENA ELEMENTARY SCHOOL	  Approved CAS Signature
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		MAY 18 2021 Date.

Where are we now?								
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ 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 	<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 & Mathematics. (Strive Hi & 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>							
	Addressing Equity: Sub-Group Identification							
	<p>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.</p>							
	<table border="1"> <thead> <tr> <th>Sub Group</th> <th>Identified Need(s)</th> <th>Enabling Activity(ies)</th> </tr> </thead> <tbody> <tr> <td>EL Students</td> <td>Equity of access, opportunity & effective instructional program</td> <td> <ul style="list-style-type: none"> ● Continued SFA professional development for all staff towards meeting the need of </td> </tr> </tbody> </table>	Sub Group	Identified Need(s)	Enabling Activity(ies)	EL Students	Equity of access, opportunity & effective instructional program	<ul style="list-style-type: none"> ● Continued SFA professional development for all staff towards meeting the need of 	
Sub Group	Identified Need(s)	Enabling Activity(ies)						
EL Students	Equity of access, opportunity & effective instructional program	<ul style="list-style-type: none"> ● Continued SFA professional development for all staff towards meeting the need of 						

		<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>acquiring the English language for our EL students.</p> <ul style="list-style-type: none"> ● Monitor student support plans for EL students via weekly Intervention meetings.
	<p>Special Education Students</p>	<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"> ● Provide a structured time for planning between co-teachers to implement strategies learned in professional development. ● Ensure that Special Education staff are provided professional development towards effectively implementing "specialized instruction" for each special needs student.
	<p>Disadvantaged Students</p>	<p>As a CEP school, 100% of our students receive free meals and transportation.</p>	<ul style="list-style-type: none"> ● Continue to provide staff with SFA professional development, PLC time and coaching focused upon research proven strategies for improving learning outcomes for disadvantaged students. ● Ensure disadvantaged students have regular access to learning tools (technology) at school and home. ● Build school wide SFA GAT SEL system

	Migrant Education	Migrant: 32% of our population are Migrant students. The challenge is the lack of personnel.	<ul style="list-style-type: none"> ● Recruit personnel to coordinate MEP. ● Coordinate/provide parent involvement and networking through workshops and meetings to help parents learn ways to support their children's learning and education. ● Improve systems for early identification of qualified students, monitoring their progress and providing support for their success.
	Homeless	Need: Students and families living in multifamily settings or on the street without adequate basic resources.	<ul style="list-style-type: none"> ● Monitor and provide support for students identified as "Homeless"; to improve the system of proactively identifying homeless students and providing support for them. ● Provide resources and learning tools.
	Gifted and Talented	Need: GT students need experiences that maximize their capabilities and provide them rich learning experience	<ul style="list-style-type: none"> ● Increase opportunities for students to engage in courses and activities providing rigor and relevance to enhance their interests and potential "giftedness". ● Provide flexible and open ended learning opportunities.

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
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
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. TBD – 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)

Outcome: By the end of the 21-22 school year	Rationale:
<p>Curriculum</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>Instruction</p> <ul style="list-style-type: none"> ● 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"> ○ Literacy focus of ILT ○ SFA Implementation ○ Intensive RTI in reading K-3 ● Continue to implement strategies schoolwide that effectively diagnose and prescribe instruction that leads to reading mastery for all students. (WASC) ● Reduce student absenteeism. (WASC) ● 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. ● Continue to strive for maximum measurable growth for each student in each subject in terms of skills, knowledge and ability to apply learnings. ● Identify and implement ways to integrate GLO’s into daily instruction. 	<ul style="list-style-type: none"> ● SBA scores are currently 22% proficient in math and 27% proficient in ELA ● 92% daily attendance rates ● 19% chronic absentee rate ● 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.

Assessment

- Improve Reading, Math, Science performance on State assessments through the use of targeted and effective classroom instruction & RTI processes.
- Develop common measurements for measuring student GLO attainment in all classes.
- Adopt additional measurement tools beyond traditional assessments such as SBA & WIDA.
- 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.

Student Support

- Continue to identify strategies, refine current plans and monitor existing efforts to reduce chronic student absenteeism (WASC)
- Continue to use online software tools to increase and assess student learning:
 - iReady
 - Achieve 3000
 - Imagine Learning
 - SFA Lightning Squad
 - Google Tools

Goal 2: Staff Success

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

Outcome: By the end of school year 21-22	Rationale:
<ul style="list-style-type: none">● 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. (WASC) ● ILT<ul style="list-style-type: none">○ Identify instructional goals to engage students in meaningful content.○ Instructional curriculum coach to support every teacher and support staff○ Classroom visits/walkthroughs● The school will continue to provide targeted professional development for teachers of EL, SPED, and disadvantaged students.● Continue to strive for consistency of PLCs utilizing data to directly inform instruction and other assessments.●	<ul style="list-style-type: none">● Effective instructional coaching to improve daily instruction in terms of engagement, clarity and rigor.● 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.

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 school year 21-22	Rationale:
<p>Vision, Mission, Organization & School Systems</p> <ul style="list-style-type: none"> ● Continue to refine, finalize and implement the vision of Ho’okena in order to create a cohesive system for student success. (WASC) ● Continue to improve communication among/between stakeholders ● Continue to monitor and assess the effectiveness of all assessments, programs, and systems as part of the CNA/WASC process each month. ● Need to increase connections to a variety of community partnerships. ● Develop a school-wide RTI system with all staff involved to ensure that all of our students are receiving timely and appropriate support. ● Develop school wide implementation plans for HA` and GLOs for the next 5 years. ● Continue to improve PBS System to increase daily attendance and reduce chronic absenteeism. ● Continue to work with all Konawaena complex schools towards K-12 literacy framework: <ul style="list-style-type: none"> ○ priority standards by grade level ○ coherence in curricular program ○ common learning targets and assessments ● 	<ul style="list-style-type: none"> ● Many students lack supports in terms of academic, SEL and guidance ● Recognition program to promote attendance, increased grades, and build culture ● Many students are performing below grade level expectations ● Increase success rate for students transitioning to middle and high school

Planning		
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Desired Outcome	Promise		1. Enabling Activity	Lead(s)	How will you measure this enabling activity?		
Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.		Hawaii	Implement high impact literacy strategies to improve reading, writing, speaking and listening as mathematical literacy <ul style="list-style-type: none"> ● Implementation of SFA for ELA & math ● Implementing SFA’s Power Teaching Math ● Curriculum Coach to support teachers in effective literacy and math instruction. ● Paraprofessionals to provide instructional support in the classroom and in virtual classes. 	CC Admin Staff	x	WSF	SFA Member Center Data SBA Data will increase by 10% WIDA Data will increase by 10% iReady Data will increase by 10%
	x	Equity			x	Title I \$33,577	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
		Hawaii	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"> ● Regular professional development & training on curriculum, instruction, and assessment that are research-based to meet the needs of all students. ● Intentional scheduling for teacher collaboration (Data teams, grade level, & ILT) to allow staff to work collaboratively on SFA reading and math to meet the needs of our 	ILT Staff CC Admin	x	WSF	ILT Minutes PLC Minutes Walk Through Feedback
	x	Equity			x	Title I \$33,577	
		School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	

			diverse student population.				
	Hawaii	S	Implement systems of support to improve instructional quality: <ul style="list-style-type: none"> ● ILT Literacy Strategies ● SFA Professional Development ● SFA Component Teams ● SFA Solution Teams 		x	WSF	ILT Minutes PLC Minutes Walk Through Feedback SFA Feedback
	Equity				x	Title I \$33,577	
	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	

Planning					How will you measure this enabling activity?		
Desired Outcome	Promise	2. Enabling Activity		Lead(s)			
School Design: Students will be immersed in excellent learning	Hawaii	S	1:1 Technology access for all students at home and at school <ul style="list-style-type: none"> ● Continue purchase and provide devices for all students ● Implement platforms to increase accessibility, accountability and 	SSC CC Admin	x	WSF	5% of students without online capabilities (Aug 2020 & June 2021)
	x				Equity	x	
	x				School Design		Title II

<p>environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>Innovation:</p> <p>Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p>	x	Empowerment	<p>effectiveness of online learning components</p> <ul style="list-style-type: none"> ● Utilize research proven software ● Develop connectivity capabilities & components such as MiFi, WebEx, Google Classroom for all stakeholders ● Instruct, monitor & assess student progress in becoming "Effective and Ethical Users of Technology". <p>Blended approach that combines 21st century tools and best practices with laser focus on core curriculum.</p> <ul style="list-style-type: none"> ● 1:1 Technology for all ● 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 ● Meeting the students where they are: <ul style="list-style-type: none"> ○ Cultural/place based context to learning experiences that students can relate to ○ Collective/collaborative groups for learning that mirror mindsets of their families and community in solving problems and achieving goals ○ Incorporating "resilience" and "grit" into every lesson, 		IDEA	digital online learning tools (Aug 2021 & June 2022)
	x	Innovation			Other	<p>ILT Minutes</p> <p>PLC Minutes</p> <p>Walk Through Feedback</p>

			every classroom as one of the main outcomes for SEL				
	Hawaii	5	<p>Research, purchase and utilize additional digital tools such as text, online platforms, and video production tools towards building school culture, communicating information to all stakeholders, and improving distance/online learning effectiveness.</p> <ul style="list-style-type: none"> ● Build collective efficacy of teaching staff in utilizing digital and hands-on platforms to provide relevant/accessible learning for students 	Staff Admin	x	WSF	ILT Minutes PLC Minutes Walk Through Feedback (Title I funding tbd)
x	Equity				x	Title I \$33,577	
x	School Design					Title II	
x	Empowerment					IDEA	
x	Innovation					Other	

		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"> ● Continue purchase and provide devices for all students ● Implement platforms to increase accessibility, accountability and effectiveness of online learning components ● Utilize research proven software ● Develop connectivity capabilities & components such as MiFi, WebEx, Google Classroom for all stakeholders ● Instruct, monitor & assess student progress in becoming “Effective and Ethical Users of Technology”. 		x	WSF	PLC Minutes Walk Through Feedback
		Equity			x	Title I \$33,577	
		School Design				Title II	
CNA Crosswalk Pg. 20		Empowerment				IDEA	
FRF Line #18		Innovation				Other	
WASC Critical Area for Follow up #2, 3							
Addendum SW#3, 6							

Planning							
Desired Outcome	Promise	3. Enabling Activity			Lead(s)	How will you measure this enabling activity?	
Empowerment:	x Hawaii	Adoption of Na Hopena A’o & daily incorporation of the GLO’s into daily lessons <ul style="list-style-type: none"> ● PBIS Student Recognition and Behavioral Support Program 	ILT PCNC	x	WSF	ILT Minutes- These enabling activities connect to the the ILT focus on literacy. PLC Minutes Walk Through Feedback	
Students will develop their authentic voice	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>Hawaii:</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		<ul style="list-style-type: none"> ○ Attendance Awards (Daily, class, individual, quarterly) ○ Trunk or Treat Event ○ Homework rewards ○ End of School Year Celebration <ul style="list-style-type: none"> ● The school is partnering with the Opelu Project and Kupa in Aina and Host Culture hands-on learning experiences throughout the school year. ● Cooperative learning, collaborative, similar to culture ● May Day Program: Students learn cultural dances and perform for school community <p>Learning Hawaiian language, history and cultural values</p>			IDEA	<p>Lesson Plans</p> <p>Attendance Tracking System</p> <ul style="list-style-type: none"> ● Student reflection pieces ● Student science assessment data
	x	Innovation					Other	
		Hawaii	<p>Professional development for PBIS and HA</p> <ul style="list-style-type: none"> ● Na Hopena A`o: <ul style="list-style-type: none"> ○ Training of staff on key components ○ Developing collaborative lesson design for implementation ○ Using HA framework to engage staff and students in 	Student council Staff Admin	x	WSF	<p>ILT Minutes</p> <p>PLC Minutes</p> <p>Walk Through Feedback</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> ● # of Behavioral Incidents ● Attendance ● Stakeholder Surveys ● Sample Lesson 	
	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"> ○ Community forums: What does HA look like in Ho'okena? 			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"> ● Weekly intervention meetings ● SBBH, Admin, SSC and Academic Coach comprise MTSS Team <ul style="list-style-type: none"> ○ Begin planning ○ Survey stakeholders ○ Attend trainings 	<p>SBBH Admin SSC CC</p> <p>Shirley Medeiros Staff</p>	x	WSF	<p>ILT Minutes PLC Minutes Walk Through Feedback Attendance Tracking System</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							
Addendum SW#3, 5, 6, 7							