



One-Year AcPlan 2023-2024

Version Protocol:


V.1 – original in BLACK

V.2 - changes in RED/ omitting - strikethrough instead of delete

V.3- changes in BLUE/ omitting - strikethrough instead of delete

V.4- changes in GREEN/ omitting - strikethrough instead of delete

V.5- changes in ORANGE/ omitting - strikethrough instead of delete

School:	Honoka'a Elementary School	
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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
- Panorama Survey

1. Need: Literacy Data

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

SBA Longitudinal Proficiency Rates

	16-17 % Proficient	17-18% Proficient	18-19 % Proficient	20-21 % Proficient	21-22% Proficient
ELA	42	50	43	40	44
Math	45	42	45	25	42
Science	28	41.31	57.14	17	38

2. Need: Continue on going PD in:

Reading Wonders

Stepping Stones

[GLOs](#)

Writing

and other area to:

- Strengthen Tier 1 RtI strategies, build deeper understanding in tiers 2 & 3. (Comprehensive Needs Assessment) [Universal Screening Data Fall 22 to Winter 22](#)

3. Need: Differentiate instruction to meet the learning needs of all students (PTT/PPE/ppt support). (Comprehensive Needs Assessment)

Due to the pandemic after effects, grade level “cut offs” are “blurred” and nonexistent in some areas:

- Understand and implement the strategy of “We take them where we get them” (Not a blame game)
- Work with the goal of giving every student the best chance at ONE YEAR’S GROWTH (Typical

	<p>Growth in iReady)</p> <p>iii. Develop a system for Goal Setting using iReady Diagnostic Scores (Fall / Winter / Spring)</p> <p>4. Need: Strengthen Core Instruction by rebuilding grade level agreements in what will be covered in math. (Strive HI Data need area)</p> <p>ie: By the end of grade 4 students are able to...</p> <p>i. Skip count by 2s and 3s</p> <p>ii. Know Math Multiplication Facts</p> <p>iii. Building Exit Skill Criteria Sheet</p>
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ORGANIZE: Identify your priorities and leads

Team Member	Essential School Areas
Rory Souza (Principal)	<p>EES</p> <p>PLC / Data Teams</p> <p>Sped / 504</p> <p>Campus Operations</p>
Nathan Atkins (Vice Principal)	<p>EES</p> <p>Sped / 504</p>

	Student Discipline Campus Operations
Lisa Abarcar	Student Support Specialist PBIS Title I Data Specialist
Judy Hinokawa	Student Services Coordinator Comprehensive Student Support Student Activities ELL
Brenda McDonald	Curriculum Coordinator RtI (grades 1-3) Formative Instruction WASC Coordinator Common Core State Standards
Robin Matsumura	Counselor Social Emotional Curriculum - Second Step Student Mental Health / Well-being

	MTSS

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

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

Outcome: By the end of SY23-24	Rationale:
<p>All students will be empowered through relevant, rigorous learning opportunities, and quality standards-based education that incorporates student voices to the greatest extent possible.</p> <p>They will apply their learning through life experiences, practice problem solving, and see themselves as individuals as well as part of a whole.</p> <p>We will work to provide a learning environment that is the safest possible that is caring and supportive of high quality learning. We will work to continue and enhance our programs and partnerships with family and community stakeholders.</p> <p>Moreover, we will work to support a culture that prides itself on keeping students first and foremost and base our needs from the eyes of our students.</p>	<p>Students become motivated and engaged when learning is relevant and builds on their strengths. Student voice and curiosity requires nurturing to prepare them to make positive choices in their learning, future goals, and contributions to their school and family.</p> <p>We will work to prepare students for the future by creating opportunities to have the skills and knowledge necessary to navigate our “new world” and the unknown.</p> <p>Finally, we will work to support our students social emotional learning needs in an environment that will allow them to reach their potential.</p>

Student Centered - ACTION-ORIENTED DATA DECISION MAKING, EFFECTIVE ACADEMIC PRACTICES: Building a Multi-Tiered System of Supports to address Literacy, SEL, Real World Application, and Family/Community Connection

Enabling Activities	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA)
<p>1. Implement high impact literacy strategies to improve reading, writing, and mathematics.</p> <ul style="list-style-type: none"> Implementation of Visible Learning Strategies with high effect sizes Improving Core Instruction by supplementing Stepping Stones - Go Math and Wonders as needed iReady Deepen the understanding of Tier 2 & 3 RtI <p>CNA pg. # 23 WASC Critical Follow Up Area #: NA SW #: 1,2,3,4,5,6,7</p>	<p>Growth Improvement</p> <ul style="list-style-type: none"> RtI / iReady Universal Screening Faculty Sharing in Data Teams, and Faculty Meetings Pre/Post assessments Constructed Responses Common Formative Assessments Quick Checks 	<p>Achievement Improvement</p> <ul style="list-style-type: none"> SBA Longitudinally RtI / iReady Universal Screening Data Teams/PLC Unit Tests Teacher made Assessments 	SY 23-24	<p>Leadership</p> <p>Data Teams</p>	<p>WSF</p> <p>IDEA</p> <p>FRF Line #: 13 Approx \$106,000 (if Title 1 is funding source)</p>
<p>2. All students will receive Tier 1 academic instruction in research based practices.</p>	<p>Data Team Process</p> <ul style="list-style-type: none"> iReady progress monitoring iReady growth monitoring iReady Goal 	<p>Data Team Process</p> <p>Universal Screening Data</p> <ul style="list-style-type: none"> Growth and Diagnostic Data 	SY 23-24	<p>Leadership</p>	<p>WSF</p> <p>IDEA</p>

CNA pg. # 23 WASC Critical Follow Up Area #: NA SW #: 1,2,3,4,5,6,7	Setting	<ul style="list-style-type: none"> Projected Proficiency Metric 		PLC / Data Teams	FRF Line #: 13 Approx \$106,000 (if Title 1 is funding source)
3. All students will receive Tier 1 behavioral and social-emotional learning. CNA pg. # 23 WASC Critical Follow Up Area #: NA SW #: 1,2,3,4,5,6,7	Data Team Process Second Step Curriculum <ul style="list-style-type: none"> Lesson Reflections DARE Education	Data Team Process Universal Screening Data Panorama SEL Data Participation in DARE Day should it be reinstated	SY 23-24	Leadership PLC / Data Teams	WSF IDEA FRF Line #: 13 Approx \$106,000 (if Title 1 is funding source)
4. Students at risk (attendance, academic, behavior, SEL) will have received classroom interventions then be provided with Tier 2 interventions and assessments to monitor progress. CNA pg. # 23 WASC Critical Follow Up Area #: NA SW #: 1,2,3,4,5,6,7	Peer Review Notes	Peer Review Notes Second Step Lessons	SY 23-24	Leadership Data Teams Leadership	WSF IDEA
5. Students identified as IDEA, EL, or Migrant will be provided with LRE aligned to student's needs and provided with specially designed instruction as needed to support them. CNA pg. # 23 WASC Critical Follow Up Area #: NA SW #: 1,2,3,4,5,6,7	IEP Process	IEP Process Student Progress Reports	SY 23-24	Data Teams	WSF IDEA FRF Line #: 13 Approx \$106,000 (if Title 1 is funding source)

Staff Centered

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

Outcome: By the end of SY23-24	Rationale:
<p>We will use professional development resources to support students through relevant lessons, social emotional learning, and instructional strategies to support all learners. This is especially true for students that need diverse instructional methods to be inclusive of special needs and english language learners.</p> <p>Professional development will be aimed at creating caring educators who provide a consistent learning experience for all students.</p> <p>As students progress, this instruction will enable students to be college and or career ready based on student and family goals.</p>	<p>We will provide support for new employees through effective formal and informal mentoring programs. Every person in a school plays a vital role to students, however, 50% of teachers leave the profession before completing five years of teaching. The pandemic has also seen the departure of many veteran administrators due to burn out. We are facing a crisis on this front.</p> <p>We must address this through systemic and visionary shifts in mindsets and policy. We must create a pipeline to fill voids as well as work on retention of those we invest much time and money into within their first five years.</p> <p>Through these consistent efforts, we will stabilize and grow our schools to best support students.</p>

Staff Centered					
Enabling Activities	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
<p>1. School Staff will become “fluid” in the use of Technology to deliver instruction.</p> <ul style="list-style-type: none"> • Collegial support and PD in Google Classroom, Google Hangouts and WebEx • Other Teacher specific programs (Class Dojo, etc.) <p>CNA pg. # 25 WASC Critical Follow Up Area #: 2 SW #: 1,2,3,4,5,6,7</p>	<p>Data Teams</p> <p>Faculty Meetings</p> <p>PC Days</p>	<p>Reduction in parent complaints for communication</p> <p>Students being able to participate in synchronous and asynchronous learning opportunities</p>	SY 23-24	Teachers	WSF
<p>2. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies</p> <ul style="list-style-type: none"> • professional development • training on curriculum • Intentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, PC Days) • Data Team 6 Step Process <ul style="list-style-type: none"> ◦ Generate Priority standards-based Learning Targets ◦ Determine Success Criteria ◦ Develop Formative 	<p>Data Teams</p> <p>Faculty Meetings</p> <p>PC Days</p>	<p>Reduction in parent complaints for communication</p> <p>Students being able to participate in synchronous and asynchronous learning opportunities</p>	SY 23-24	Teachers	WSF

<p>Assessments to measure student progress</p> <ul style="list-style-type: none"> ○ Set student and grade level goals and monitor / adjust ○ Monitor student progress towards Learning Target/s and provide differentiated support where needed ○ Support teachers new to the team <p>CNA pg. # 25 WASC Critical Follow Up Area #: 2 SW #: 1,2,3,4,5,6,7</p>					
<p>3. Teachers will receive training in MTSS from SSC, Counselor and SBBH support strategies, documentation and in the referral process for students in need of academic, behavioral, and/or social-emotional support.</p> <p>CNA pg. # 25 WASC Critical Follow Up Area #: 1 SW #: 1,2,3,4,5,6,7</p>	<p>Faculty Meetings</p> <p>PC Days</p>	<p>Reduction in behavioral referrals</p> <p>Seamless Rtl support system for students</p>	<p>SY 23-24</p>	<p>Teachers</p>	<p>WSF</p>

Systems. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of SY23-24	Rationale:
<p>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>

Systems					
Enabling Activities for Literacy	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
<p>1. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior</p> <ul style="list-style-type: none"> Work with school level SBBH and SBBH DES to implement behavior screeners for 	<p>Panorama Screening Data</p> <p>Forthcoming MTSS behavior screener data</p>	<p>Panorama Screening Data</p> <p>Forthcoming MTSS behavior screener data</p>	SY 23-24	<p>Leadership Team</p> <p>PLC Teams</p> <p>Counselor / SSC / SBBH</p>	WSF

<p>students in need</p> <ul style="list-style-type: none"> • Implement school wide Social Emotional Themes • Develop routine Peer Review meetings to track academic and behavior concerns • Utilize PCNC resources to conduct virtual and live events when possible. <p>CNA pg. # 25 WASC Critical Follow Up Area #: NA SW #: 1,2,3,4,5,6,7</p>	Second Step Curriculum	Second Step Curriculum			
<p>2. Continue to apply complex Math Priority Standards and ELA Literacy framework</p> <ul style="list-style-type: none"> • Use Data Team time to focus on priority standards by grade level • Develop EOY "landing spots" or expectations for end of year goals based on grade level standards. • Use of PPEs and ppts for classroom support for struggling learners <p>CNA pg. # 25</p>	<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Magama Math <p>iReady Progress Monitoring</p>	<p>PLC Cycle Data</p> <p>iReady Diagnostic Progress</p> <p>SBA Data</p>	SY 23-24	Teachers	WSF

WASC Critical Follow Up Area #: NA SW #:1,2,3,4,5,6,7					
<p>3. Implement Professional Learning Communities through Powerful Instructional Practices and work towards enhancing RtI through this process. Develop automaticity in Data Team / PLC Processes.</p> <ul style="list-style-type: none"> • Strategies • Rituals • Routines • Best Practices <p>CNA pg. # 25 WASC Critical Follow Up Area #: NA SW #: 1,2,3,4,5,6,7</p>	<p>Complex Area and Leadership Walkthroughs</p> <p>Data Teams</p>	Complex Area Walkthrough Data	SY 22-23	<p>Leadership</p> <p>Data Teams / PLC</p> <p>Teachers</p>	WSF