



# One-Year Academic Plan 2023-2024

Draft due March 31, 2023

<b>School:</b>	<b>HO'OKENA ELEMENTARY SCHOOL</b>	The logo for Ho'okena Elementary School is yellow. It features a stylized rainbow arching over a building with a flag on top. The word "HO'OKENA" is written in a curved banner above the rainbow. Below the building, there is a large letter "A" and 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>● NWEA MAP</li> <li>● Other</li> </ul>	<p>Need #1: Continue as a Success for All (SFA) school and implements the program within all grade levels to continue the progress at all grade levels. (WASC)</p> <p>Need #2: Continue to develop a method for reviewing all student data to determine mastery of academic standards, vertical alignment and the impact of best teaching practices at all grade levels. (WASC)</p> <p>Need #3: Provide additional professional development in using Eureka Math and the Power Teaching Math framework within the SFA program. (WASC)</p> <p>Need #4: Investigate implementing a more systematic approach to teaching standards based science and social sciences classes that align to the Next Generation Science Standards (NGSS) and Hawaii's Social Studies standards. (WASC)</p> <p>Need 5: Continue the work to develop consistent rubrics across all grades and all subject areas. (WASC)</p> <p>Need #6: Continue to identify strategies, refine current plans and monitor existing efforts to reduce chronic student absenteeism. (ESSER)</p> <p>Need #7: Continue to improve student literacy across all content areas, especially in ELA &amp; Mathematics. (Strive HI &amp; CNA)</p>

**Addressing Equity: Subgroup 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 Activity(ies)</b>
EL Students	<p>Equity of access, opportunity &amp; effective instructional program</p> <p>English Language Learners (2% of school population): We need to provide appropriately leveled 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>	<ul style="list-style-type: none"> <li>Continued SFA professional development for all staff towards meeting the need of acquiring the English language for our EL students.</li> <li>Monitor student support plans for EL students via weekly Intervention meetings.</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>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 SFA GAT SEL system</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 provide them rich learning experience	<ul style="list-style-type: none"> <li>• Increase opportunities for students to engage in</li> </ul>

			<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>

**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 Manager, School Culture Leader
2. Shane Bigelow - SSC	2. Special Education/504/Testing Coordinator/EL Coordinator/Tech Support
3. Erin Conrardy - Academic Coach	3. PLT Facilitator, SFA Coordinator, Instructional Coach, Intervention Team Member, Data Manager, WASC Coordinator
4. Noelle Hale - Kindergarten Teacher	4. PLT Member, Parent/Family Component Team Member
5. Catherine Fryer - Grade 1 Teacher	5. PLT Member, Roots Solution Team Member, ? Component Team Member
6. Engela Edwards - Grade 2 Teacher	6. PLT Member, Roots Solution Team Member, Cooperative Culture Component Team Member, Health & Wellness Committee Member

7. Wendy (Leimamo) Lind - Grade 3 Teacher	7. PLT Member, Wings Solution Team Member, Community Component Team Member, Health & Wellness Committee Facilitator
8. Malie Koehler - Grade 4/5 Teacher	8. PLT Member, Wings Solution Team Member, Cooperative Culture Component Team Member
9. Clara Gomez - Special Education Teacher	9. PLT Member, Roots Solution Team Member
10. Tammy Kauhaihao - Educational Assistant (EA)	10. PLT Member, Wings Solution Team Member
11. Shirley Medeiros - PTT	11.
12. Kayla Van Wyngarden - .5 EA/PPE	12.
13. Ku'uipolani Gouveia Martines - .5 EA/PCNC	13.
14. Tracylyn Lopez - EA	14.

**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 23-24 school year	<b>Rationale:</b>
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## Curriculum

*Ho'okena School adopted Success for All (SFA) as our schoolwide reading system. The three-year contract began in SY 2019-2020 and continues to be the schoolwide reading system. SFA professional development will improve reading instruction which will increase student achievement. In addition to SFA reading, Eureka Math and SFA Power Teaching Math was implemented schoolwide in SY 2021-2022.*

## Instruction

- Strive to ensure 90% of students are reading at grade level by the end of 3rd grade by 2023-2024 school year.
  - Literacy and math focus of PLTs
  - SFA Implementation
  - Intensive RTI in reading for grades 1-3
- Continue as a Success for All (SFA) school and implement the program within all grade levels to continue the progress at all grade levels. (WASC)
- Provide additional professional development in using Eureka Math and the Power Teaching Math framework within the SFA system. (WASC)
- Improved Tier I in all classrooms through leveled instruction, differentiation, clear learning targets and expected success criteria through meaningful, engaging and collaborative learning experiences in all classes.
- Implement a more systematic approach to teaching standards based science and social sciences classes that align to the NGSS and the Hawaii Social Studies standards. (WASC)
- Continue to improve student literacy across all content areas, especially in ELA & Math. (STRIVE HI & CNA)
- Identify and implement ways to integrate GLO's into daily instruction.

## Assessment

- SY 2021-2022 SBA scores are:
  - 25% proficient in math
  - 46% proficient in ELA
  - 23% of 3rd graders read at or above grade level
- 92% daily attendance rates
- 57% chronic absentee rate
- In order to meet the needs of all students, teachers and staff will continue working together as Learning Leaders towards collective efficacy which is the common belief that together we have what is needed to meet the needs of all students.

- Improve Reading, Math, Science performance on State assessments through the use of targeted and effective classroom instruction & RTI processes.
- Continue NWEA MAP and Roots quarterly assessments.
- Continue to develop a method for reviewing all student data to determine mastery of academic standards, vertical alignment and the impact of best teaching practices at all grade levels. (WASC)
- Develop common measurements for measuring student GLO attainment in all classes.

To monitor student achievement in reading and math. To determine quarterly reading and math placements. As well as identifying students who would benefit from SFA reading intervention tutoring.

### **Student Support**

- Continue to collaborate with students and families in regards to a positive behavioral support system to decrease chronic absenteeism.
- Decrease chronic absenteeism by 3%.
- Continue to engage students with SFA's Getting Along Together (GAT) SEL components in all content areas.
- Assess, plan with student input, implement, reassess, adjust for student goal setting in reading and math with 100% student participation.
- Continue to use online software tools to increase and assess student learning:
  - iReady
  - Achieve 3000
  - Imagine Learning
  - SFA Lightning Squad
  - Google Tools

Continue to identify strategies, refine current plans and monitor existing efforts to reduce chronic student absenteeism (WASC)



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**Goal 2: Staff Success**

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

<b>Outcome: By the end of school year 23-24</b>	<b>Rationale:</b>
<ul style="list-style-type: none"> <li>● Continue as an SFA school and implements the program within all grade levels to continue the progress at all grade levels. (WASC)</li> <li>● Continue to use our electronic K-5 Mastery Data Wall, NWEA Map growth reports, and SFA’s Member Center to determine leveled SFA reading and math placements, Intervention team decisions, and during PLT meetings to guide/improve instruction.</li> <li>● PLT <ul style="list-style-type: none"> <li>○ Identify instructional goals to engage students in meaningful content.</li> <li>○ Instructional curriculum coach to support every teacher and support staff</li> <li>○ Classroom visits/walkthroughs with feedback</li> </ul> </li> <li>● Continue to work to develop consistent rubrics across all grade levels and all subject areas. (WASC)</li> <li>● Continue providing additional professional development in using Eureka Math and the Power Teaching Math framework within the SFA system. (WASC)</li> <li>● Continue professional development with PhD Science curriculum for 100% of teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Effective instructional coaching to improve daily instruction in terms of engagement, clarity and rigor.</li> <li>● Continues to develop a method for reviewing all student data to determine mastery of academic standards, vertical alignment and the impact of best teaching practices at all grade levels. (WASC)</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>● Investigate implementing a more systematic approach to teaching standards based science and social sciences classes that align to the NGSS and Hawaii’s Social Studies standards. (WASC)</li> <li>● Identify what we want students to learn, identify how we know they learned, know what to do if students did not learn and know what to do to continue/extend their learning.</li> </ul>

<ul style="list-style-type: none"> <li>● Continue having regularly scheduled data team meetings</li> <li>● Continue to use the digital data wall and incorporate NWEA reports to identify targeted areas of need for each student.</li> <li>● 100% of teachers will create individual goals for students using the digital data wall and NWEA reports.</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 23-24	<b>Rationale:</b>
<p><b>Vision, Mission, Organization &amp; School Systems</b></p> <ul style="list-style-type: none"> <li>● Continue to improve the effectiveness of SFA Component and Solution teams.</li> <li>● Continue to monitor and assess the effectiveness of all assessments, programs, and systems as part of the CNA/Academic Plan/WASC process each month.</li> <li>● Our plan is to decrease the achievement gap in order to have a bell curved population, which will allow us to have a manageable RTI system with the resources that we have. <ul style="list-style-type: none"> <li>○ Continue to modify and adjust our school wide RTI system for reading to better ensure students receive timely and appropriate supports.</li> <li>○ Utilizing NWEA math reports to establish a school wide RTI system for math.</li> </ul> </li> <li>● Develop consistent rubrics across the grade levels to assess the GLOs.</li> <li>● Continue to improve PBS System to increase daily attendance and reduce chronic absenteeism.</li> <li>● Continue to work with all Konawaena complex schools towards K-12 literacy framework: <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> </ul>	<ul style="list-style-type: none"> <li>● Many students lack supports in terms of academic, SEL and guidance</li> <li>● Continue to improve communication among/between all stakeholders</li> <li>● Recognition program to promote attendance, increased grades, and build culture</li> <li>● Many students are performing below grade level standards</li> <li>● Increase success rate for students transitioning to middle and high school</li> </ul>

Planning					How will you measure this enabling activity?		
Desired Outcome	Promise	1. Enabling Activity		Lead(s)			
<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	<b>Student Success</b>  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; Eureka Math</li> <li>• Implementing SFA's Power Teaching Math Framework</li> <li>• Curriculum Coach to support teachers in effective literacy and math instruction.</li> <li>• Paraprofessionals to provide instructional support in the classrooms.</li> </ul>	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 \$62,060	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
		Hawaii	<b>Staff Success</b>  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</li> </ul>	ILT Staff CC Admin	x	WSF	PLC Minutes Walk Through Feedback SFA PD Reports
	x	Equity			x	Title I \$62,060	
		School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	

			<p>needs of all students.</p> <ul style="list-style-type: none"> <li>Intentional scheduling for PLTs to collaborate on SFA reading and math instruction to meet the needs of our diverse student population.</li> </ul>				
	Hawaii	Systems of Support	<p>Implement systems of support to improve instructional quality:</p> <ul style="list-style-type: none"> <li>SFA Professional Development</li> <li>SFA Component Teams</li> <li>SFA Solution Teams</li> <li>NWEA MAP</li> </ul>		x	WSF	<p>PLC Minutes Walk Through Feedback SFA Feedback</p>
	Equity				x	Title I \$33,577	
	School Design					Title II	
CNA Crosswalk Pg. 15, 16	Empowerment					IDEA	
FRF Line #	Innovation					Other	
WASC Critical Area for Follow up #2, 3							
Addendum SW#6, 7							
<b>Planning</b>							
<b>Desired Outcome</b>	<b>Promise</b>	<b>2. Enabling Activity</b>		<b>Lead(s)</b>		<b>How will you measure this enabling activity?</b>	

<p><b>School Design:</b></p> <p>Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p><b>Innovation:</b></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>		Hawaii	<p>Student Success</p> <p>1:1 Technology access for all students at home and at school</p> <ul style="list-style-type: none"> <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> <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</li> </ul> </li> </ul>	<p>SSC CC Admin</p>	x	WSF	<p>5% of students without online capabilities (Aug 2020 &amp; June 2021)</p> <p>100% of staff able to utilize digital online learning tools (Aug 2021 &amp; June 2022)</p> <p>PLC Minutes Walk Through Feedback</p> <p>Quarterly Title I Family Events to increase family involvement with the focus on improving student academic achievement</p>	
	x	Equity				x		Title I
	x	School Design						\$33,577
	x	Empowerment						Title II
	x	Innovation						IDEA
						Other		

			<p>solving problems and achieving goals</p> <ul style="list-style-type: none"> <li>○ Incorporating “resilience” and “grit” into every lesson, every classroom as one of the main outcomes for SEL</li> </ul>				
	Hawaii	Staff Success	<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"> <li>● Build collective efficacy of teaching staff in utilizing digital and hands-on platforms to provide relevant/accessible learning for students</li> </ul>	Staff Admin	x	WSF	<p>PLC Minutes Walk Through Feedback  (Title I funding tbd)</p>
x	Equity				x	Title I \$33,577	
x	School Design					Title II	
x	Empowerment					IDEA	
x	Innovation					Other	
	Hawaii	Systems of Support	<p>System: Develop a Technology Sustainability Plan to ensure 1:1 Technology access for all students at home and at school</p> <ul style="list-style-type: none"> <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,</li> </ul>		x	WSF	<p>PLC Minutes Walk Through Feedback</p>
	Equity			x	Title I \$33,577		
	School Design				Title II		
	Empowerment				IDEA		
CNA Crosswalk Pg. 20  FRF Line #18							

WASC Critical Area for Follow up #2, 3  Addendum SW#3, 6	Innovation	<p>Google Classroom for all stakeholders</p> <ul style="list-style-type: none"> <li>Instruct, monitor &amp; assess student progress in becoming “Effective and Ethical Users of Technology”.</li> </ul>	Other
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Planning				How will you measure this enabling activity?		
Desired Outcome	Promise	3. Enabling Activity	Lead(s)			
<b>Empowerment:</b>  Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.  <b>Hawaii:</b>	x Hawaii	<b>Student Success</b>  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               <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> </li> <li>Cooperative learning, collaborative, similar to culture</li> <li>May Day Program: Students learn cultural dances and perform for school community</li> </ul>	ILT PCNC	x	WSF	PLC Minutes Walk Through Feedback Lesson Plans Attendance Tracking System  <ul style="list-style-type: none"> <li>Student reflection pieces</li> <li>Student science assessment data</li> </ul>
	x Equity			Title I		
	x School Design			Title II		
	x Empowerment			IDEA		
	x Innovation			Other		

<b>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</b>			Learning Hawaiian language, history and cultural values				
		Hawaii	<b>Staff Success</b> Professional development for PBIS and HA <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 reflection around instruction and social and emotional learning</li> <li>○ Community forums: What does HA look like in Ho'okena?</li> </ul> </li> </ul>	Student council Staff Admin	x	WSF	PLC Minutes Walk Through Feedback Lesson Plans <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 School Accts.					
	Hawaii	<b>Systems of Support</b> Design and implement a comprehensive MTSS plan to address attendance, achievement, socio-emotional learning, and student behavior. <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>	SBBH Admin SSC CC	x	WSF	PLC Minutes Walk Through Feedback Attendance Tracking System	
	Equity			Title I			
x	School Design			Title II			
x	Empowerment			IDEA			
x	Innovation			Other			
CNA Crosswalk Pg.8, 15							
FRF Line #							
WASC Critical							



Area for Follow up #4 Addendum SW#3, 5, 6, 7					Shirley Medeiros Staff			
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