



# Noelani Elementary School Academic Plan SY 2024-2025

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Submitted by Principal Bryan A. Gusman		Approved by Complex Area Superintendent Linell Dilwith	
<i>Bryan A. Gusman</i>	3/25/2024	<i>L. Dilwith</i>	<i>4/9/24</i>



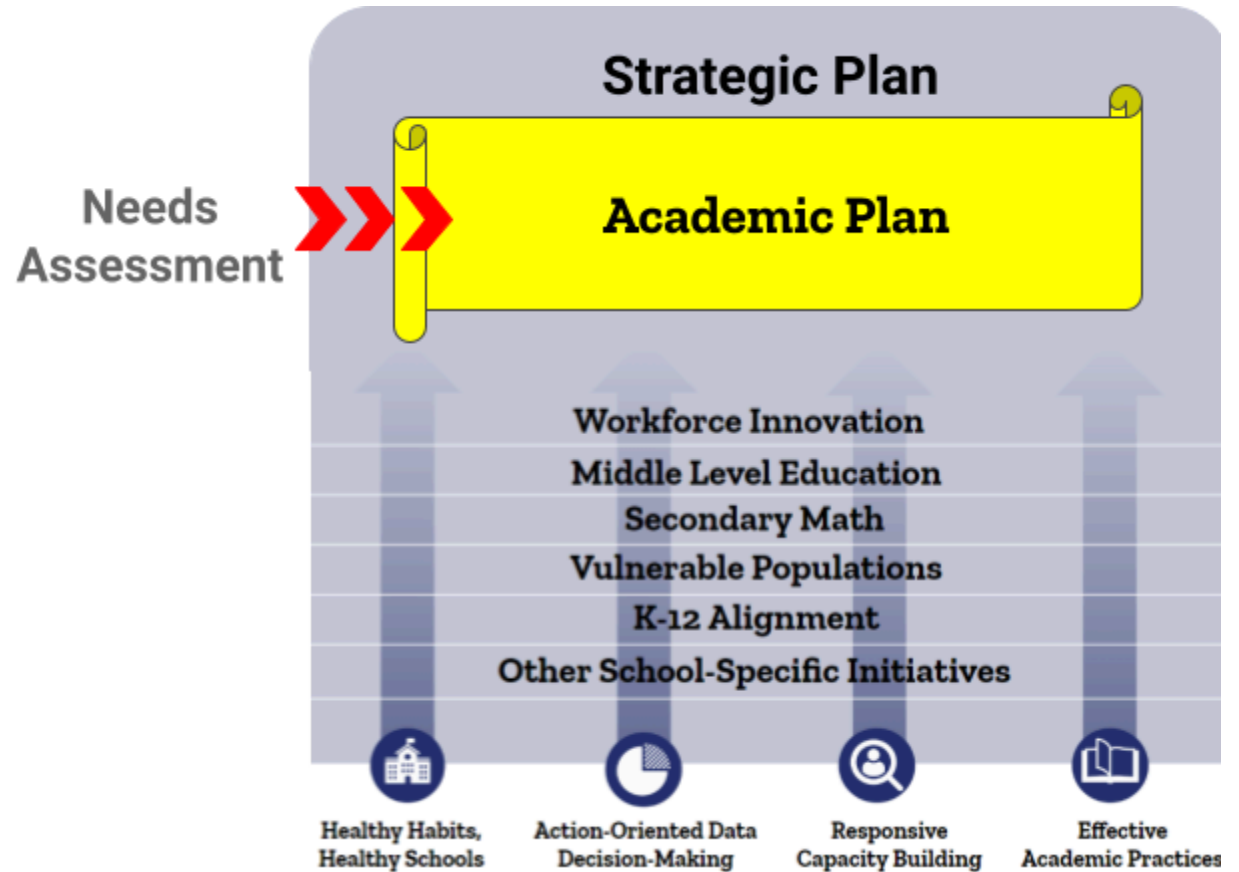
## PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.





One-Year Academic Plan SY 2024-2025

**VIABLE QUALITY CURRICULUM**

This section highlights the school’s comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

**Please identify the comprehensive standards-based instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**

*To add additional information, please insert a new row as needed.*

Grade Level / Course Name	English Language Arts	Mathematics	Science <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>	Social Studies <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>
Grade K	Wonders	Stepping Stones	Mystery Science	tbd
Grade 1	Wonders	Stepping Stones	Mystery Science	tbd
Grade 2	Wonders	Stepping Stones	STEMscopes	tbd
Grade 3	Wonders	Stepping Stones	Mystery Science	Our Communities
Grade 4	Wonders	Stepping Stones	Mystery Science	Hawaiians of Old
Grade 5	Wonders	Stepping Stones	STEMscopes	The United States: Making a New Nation



## SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

**Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable. Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.**

English Language Arts	Mathematics
Grade Level: K - iReady	Grade Level: K - iReady
Grade Level: 1 - iReady	Grade Level: 1 - iReady
Grade Level: 2 - iReady	Grade Level: 2 - iReady
Grade Level: 3 - iReady	Grade Level: 3 - iReady
Grade Level: 4 - iReady	Grade Level: 4 - iReady
Grade Level: 5 - iReady	Grade Level: 5 - iReady



# One-Year Academic Plan SY 2024-2025

## IDENTIFIED SCHOOL NEEDS (You will reference specific school needs throughout the plan)

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Critical Areas: Last Full Self-Study: 2023; Next Full Self-Study: 2029
- Other

**Identify critical student learning needs and provide a rationale/root cause(s) why these needs have been prioritized.**

*“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”*

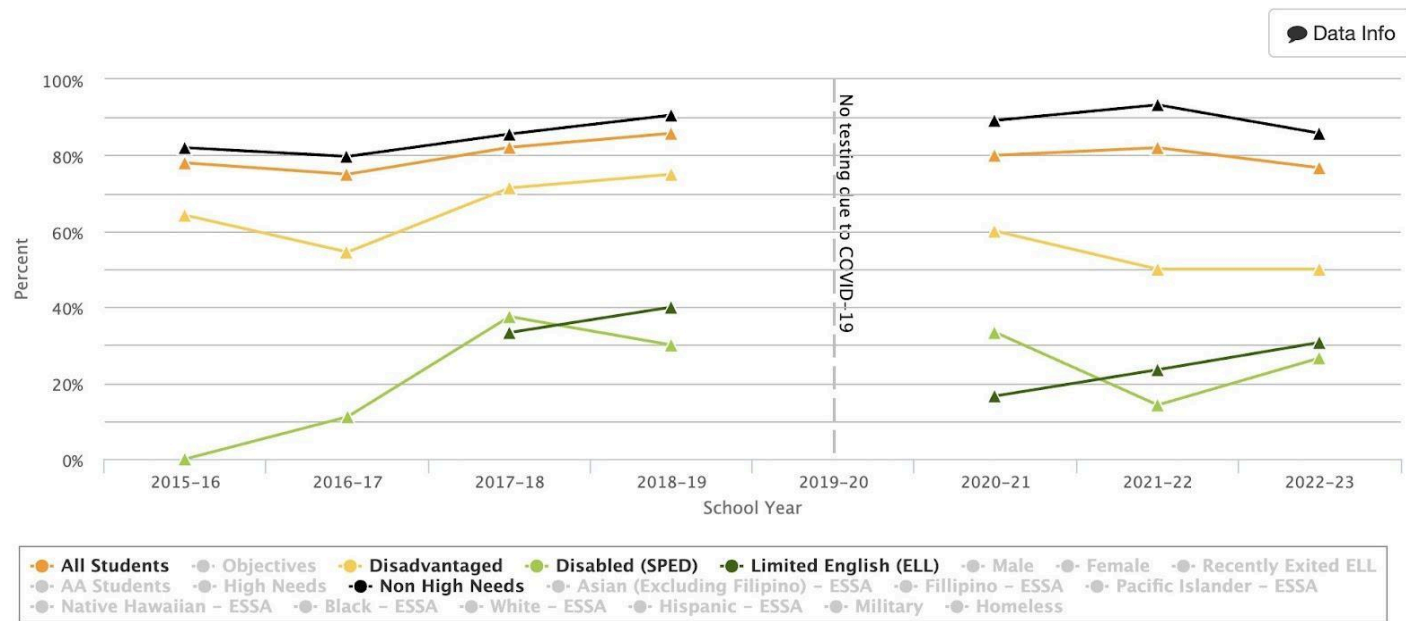
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**Student Need:** Increase student achievement in ELA, Math, and Science. (See data below)

### ELA Meeting Standard

By Subgroup & Year for FSY

Noelani EI





**Rationale/Root cause(s):**

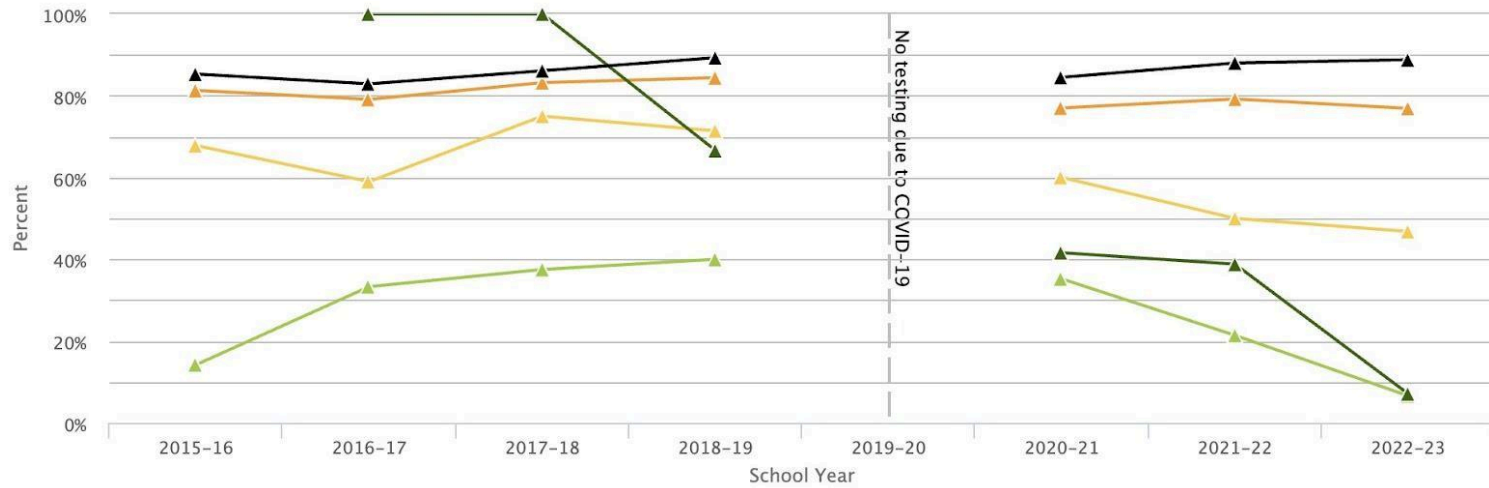
# Math Meeting Standard

By Subgroup & Year for FSY

Noelani EI

Table

Data Info



- All Students
- Objectives
- Disadvantaged
- Disabled (SPED)
- Limited English (ELL)
- Male
- Female
- Recently Exited ELL
- AA Students
- High Needs
- Non High Needs
- Asian (Excluding Filipino) - ESSA
- Filipino - ESSA
- Pacific Islander - ESSA
- Native Hawaiian - ESSA
- Black - ESSA
- White - ESSA
- Hispanic - ESSA
- Military
- Homeless



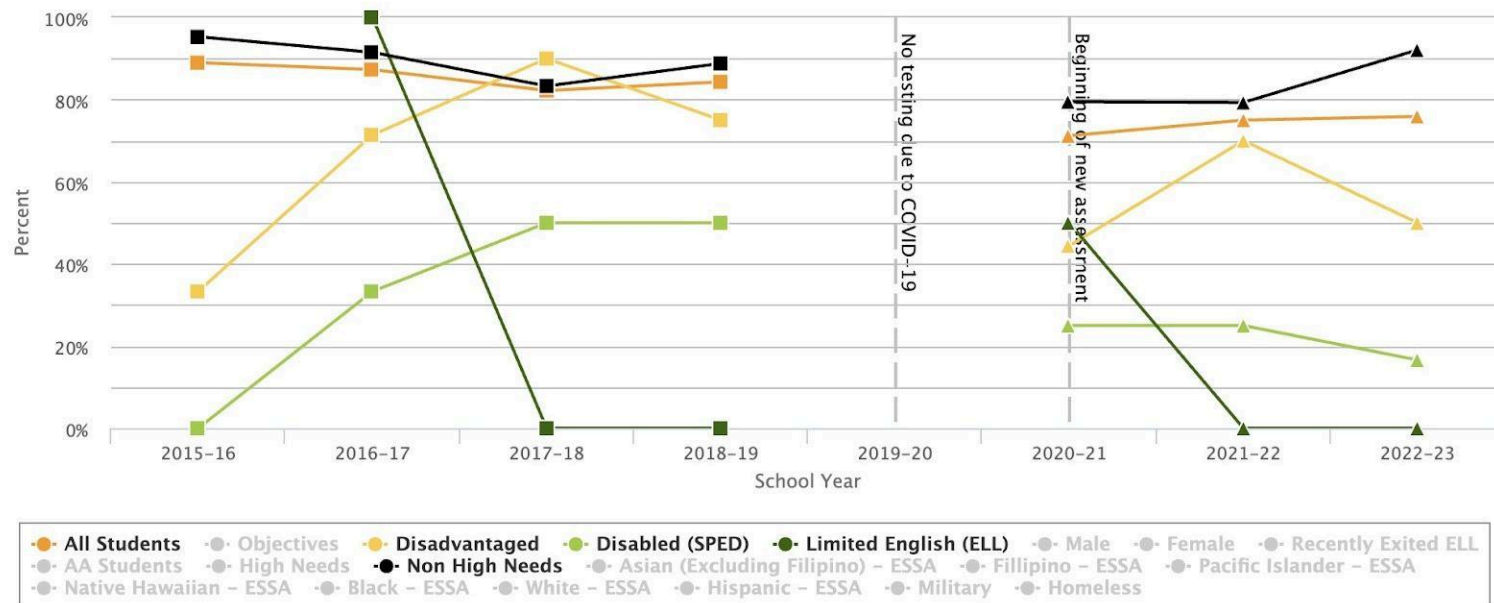
# Science Proficiency

By Subgroup & Year for FSY

Noelani EI

Table

Data Info



### 1A: Target differentials by 2029

- Language Arts: 86.8% (1.67% increase/year)
- Math: 84.28% (1.23% increase/year)
- Science: 83.73% (1.30% increase/year)





## One-Year Academic Plan SY 2024-2025

**2** **Student Need:** Close the achievement gap between high needs and non-high needs students

**Rationale/Root cause(s):**

**2A:** Math data indicates non-high needs students continue to make proficiency gains post-COVID, while high needs students continue to struggle. The net result is an increasing gap rate between the two groups (45 points in 22-23).

**2B:** Language Arts data indicate a decrease in proficiency for non-high needs students and an increase in proficiency for high-needs students. For the past three years Noelani teachers have focused on ELA through the Impact Teams process. The system is intended for teachers to unpack standards, develop common understanding, co-create lessons and assessments, examine results, and make adjustments to instruction as necessary. We believe this is a major reason why students have made progress in ELA. This combination of factors has contributed to a decrease (45 points to 35 points) in the gap rate, however the gap rate of 35 points in 22-23 remains an area of concern.

**2C:** Science Data reflects an increase in non-high needs students proficiency rates, yet a significant decrease in proficiency of the high needs group. The achievement gap jumped from 23 points in 21-22 to 54 points in 22-23. Students need strong reading comprehension skills to be successful in the Hawaii State Science Assessment. Students who are part of the IDEA and EL subsets historically struggle with reading comprehension skills. These students need more exposure to informational science reading and discussion, frontloading of science vocabulary and strategies that are differentiated to these students (non-linguistic notes, more science drawing, ...)

**2D:** Low self-efficacy and low grit ratings may be a contributing factor to the achievement of our most struggling learners and their ability to persevere and accelerate their learning to close the gap. Students will work in small groups to have conversations to build confidence in math knowledge and skills by confirming strategies to solve problems and discussing reasonable answers.

2D:

**3** **Student Need:** Develop a comprehensive SEL program that endures outside of the classroom. Specifically, students need to learn how to interact with peers in a positive way.

**Rationale/Root cause(s):**

**3A:** In the teacher survey for grades K-2, the predominant areas of need are self-management, self-efficacy, and grit.

**3B:** In the student survey the area of concern points to school safety with drops in all category questions. Of note are significant drops in the questions "How often are people disrespectful to others at your school (-8%), How likely is it that someone from your school will bully you online (-7%), and How often do you worry about violence at your school (-9%).





### One-Year Academic Plan SY 2024-2025

**3C:** For GLO #3: Complex Thinker and GLO #5 Effective Communicator- Less than 40% of students have been rated as consistently. There may be a correlation with GLO scores and the decrease in proficiency scores of high needs students in ELA, math, and science when looking at complex thinking and effective communication



## One-Year Academic Plan SY 2024-2025

In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** English Learners

**Identified Student Need(s):**

1. A higher number of EL students means that we need to have more personnel and resources to service each student. EL Coordinator should continue to participate in grade level Impact/data teams' EAA process at the beginning of each semester focusing on writing.
2. There is an urgency in that all teachers need to have sheltered instruction certification and are able to utilize strategies learned through training. Classroom teachers are to continue small group instruction to further support EL students.
3. EL students scoring PL4 or higher took a slight step back in 2022-2023 as compared to 2021-2022 in the areas of overall score, comprehension, literacy, and reading. Writing, while on a positive trend, continues to be the most stubborn area of growth.

2 **Targeted Subgroup:** Low SES

**Identified Student Need(s):**

1. Decreasing the gap rate (Math, Reading, Science). COVID-19 has negatively impacted our high need student group (EL, SES, IDEA). Comparatively, non-high needs groups have remained consistent. [WASC 2023]
2. The gap rate in math increased from 25 to 47 points since 20-21.
3. The gap rate in ELA increased from 29 to 36 points since 20-21.
4. The gap rate in Science increased from 36 to 42 points since 20-21.
5. Enrollment of low SES students has increased from 44 in 20-21 to 85 in 23-24. These students continue to lag their non-high needs peers since COVID.
6. Attendance of low SES students have remained steady at 91% as compared to 95% for their non-high needs peers.

3 **Targeted Subgroup:** SPED

**Identified Student Need(s):**

1. Decreasing the gap rate (Math, Reading, Science). COVID-19 has negatively impacted our high need student group (EL, SES, IDEA). Comparatively, non-high needs groups have remained consistent. [WASC 2023]
2. The number of SPED students taking SBA and HSA State tests remains low.
3. To increase opportunities for our special education students to learn and interact with their peers in the general education setting.



# Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i> Use current school data and set target</p>	<p><b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Kindergarten Readiness</b> <b>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</b></p>	<p>In SY 23-24, 100% of incoming Kindergarteners participated in the KEA.  51% of students demonstrated readiness. 49% identified as needing additional support (37.8% approaching readiness and 10.8% emerging readiness).</p>	<p>Early literacy instruction through consistent implementation of OG will be provided for all students.  Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.</p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Targeted instruction</li> <li>● Differentiated materials</li> <li>●</li> </ul> <p>To provide timely support to develop foundational skills (social, emotional, and academic readiness) teachers will :</p> <ul style="list-style-type: none"> <li>● implement weekly SEL lessons</li> <li>● Utilize OG strategies to support phonetic awareness</li> </ul>	<p>-Percent of kindergarteners who are assessed for kindergarten readiness. -Kindergarten students assessed as not ready will be identified and receive additional personalized support. -iReady Diagnostic will reflect improvement in reading and math during the 2nd and 3rd assessments</p>	<ul style="list-style-type: none"> <li>● EOEL: \$8,000</li> <li>● KEA: tbd</li> <li>●</li> </ul>



### One-Year Academic Plan SY 2024-2025

Noelani has entered a partnership with EOEL to establish a preK class on campus to address the needs of in-district students with the highest needs.

It is our goal to have 100% of students who participate in the Noelani EOEL preK program demonstrate readiness as determined by the KEA.

100% of students outside of the Noelani EOEL program and lack Kindergarten readiness will participate in enabling activities to support readiness.

- Embed counting and cardinality practice in morning routines
- Engage family support in literacy and sight word activities

Accountable Lead: Kindergarten GLC

*-Percentage of students meeting proficiency as determined by Grade level common quarterly assessment used to monitor*



One-Year Academic Plan SY 2024-2025

<p><b>Reading Proficiency</b>  <b>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</b></p>	<p>1A  The average 3rd grade literacy rate the past three years has been 90%, with a high of 92% in 22-23. The percentage of third graders will increase to 93% in 24-25.</p> <p>1B  76.8% of students in grades 3 - 5 are proficient in ELA. SBA proficiency rates will increase by 1.7% to 78.5% in 24-25.</p> <p>1C  10% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p>	<ol style="list-style-type: none"> <li>Grade levels will use common grade level assessments as the basis for the EAA data team process. This process includes yearly recalibration of ELA strands that clarify grade level expectations based on real time data.</li> <li>Continue process of unpacking ELA strands vertically between grade levels with the goal of alignment and calibration</li> <li>Grade levels continued use of the inquiry blueprint process (this is similar to the SSP process in EES).</li> <li>Progress monitoring analysis of iReady reading data as it compares to classroom progress.</li> </ol> <p>Accountable Leads: Level I - ELA Team</p>	<ul style="list-style-type: none"> <li>Percent of third-graders demonstrating grade-level proficiency in reading.</li> <li>Percent of students who are not proficient in reading by the end of third grade who receive additional personalized support.</li> <li>EAA data team will establish the baseline data groups (EP, MP, AP, WB). Analysis occurs regularly as lessons and assessments are completed.</li> </ul>	<ul style="list-style-type: none"> <li>WSF: \$13,500</li> </ul>
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**One-Year Academic Plan SY 2024-2025**

<p><b>Mathematics Proficiency</b>  <b>1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.</b></p>	<p>76.92% of our students in grades 3 - 5 are proficient in Mathematics. SBA proficiency rates will increase by 1.23%.</p>	<ol style="list-style-type: none"> <li>1. Utilize the Stepping Stones curriculum for concept building, including fact fluency, and supplement with small group instruction.</li> <li>2. Grade levels use common grade level assessments from Stepping Stones Unit resources.</li> <li>3. Grade levels analyze student work, common assessments and discuss strengths, things to work on, and next steps for overall student success</li> <li>4. Grade levels utilize Stepping Stones “Mathematical modeling task” and “Convince a friend” to build academic language.</li> <li>5. Each grade level will implement the Core Collaborative Impact Team process. Continuation of standards unpacking using the Impact Teams methodology in ELA and Math. This will enable teachers to develop targeted instruction which in turn will provide accurate data for analysis of student growth and learning.</li> <li>6. Teachers analyze iReady scores 3x a year.</li> </ol> <p>Accountable leads: Level I Mathematics Team</p>	<ul style="list-style-type: none"> <li>● <i>Percentage of students who demonstrate proficiency on iReady math scores 3x a year</i></li> <li>● <i>Percentage of students demonstrating proficiency on Stepping stones assessments</i></li> <li>● <i>Percentage of students who are proficient in mathematics as determined by SBA</i></li> <li>● <i>Percent of students who are not proficient in mathematics by the end of fifth grade who receive additional personalized support.</i></li> </ul>	<ul style="list-style-type: none"> <li>● WSF, \$23,500</li> </ul>
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**One-Year Academic Plan SY 2024-2025**

<p><b>Science Proficiency</b>  <b>All students are proficient in NGSS by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.</b></p>	<p>Knowing, and understanding, science concepts is important for students' success in life. In addition, the scientific process establishes a concrete way for students to exhibit the soft skills necessary to succeed academically and professionally (grit, curiosity, communication, etc.) The proficiency rate, while taken in 5th grade, represents a score representative of six years of science education.</p> <p>5th grade students have a proficiency rate of 75.93%</p> <p>Our target proficiency will be a gain of 1.30% as determined by the HSA Science assessment.</p>	<ol style="list-style-type: none"> <li>1. Provide time for vertical alignment (K-5) to allow for retaining high proficiency rate through targeted focus instruction (unit focus)             <ol style="list-style-type: none"> <li>a. Create NGSS common language and K-5 Scope and Sequence</li> </ol> </li> <li>2. Provide extra support by front-loading vocabulary and experiences to build background knowledge of students, with special emphasis on EL students.</li> <li>3. Research and select a single viable NGSS curriculum across K-5 that provides additional literacy support for small group instruction             <ol style="list-style-type: none"> <li>a. Build background knowledge on science concepts                 <ol style="list-style-type: none"> <li>i. Supplement with local phenomena to engage students and make meaningful connections to students' lives and environment</li> </ol> </li> <li>b. Provide interventions to students to minimize the gap</li> <li>c. Provide hands-on learning that allows students to participate in science and engineering practices.</li> </ol> </li> <li>4. 100% of teachers will provide literacy instruction within their science lessons to increase understanding of science concepts in high-needs and EL students</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Quarterly Report Card Science Grades.</i></li> <li>• <i>Percentage of students who are proficient in Science as determined by HSA</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$4,000</li> </ul>
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**One-Year Academic Plan SY 2024-2025**

<p><b>Gap Rate</b>  <b>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</b></p>	<p><b>English Language</b>          Arts data indicate a decrease in proficiency for non-high needs students and an increase in proficiency for high-needs students. Although we have observed a decrease (45 points to 35 points) in the gap rate, the gap rate of 35 points in 22-23 remains an area of concern.  <b>The targeted decrease in the gap rate for language arts is 5 points.</b>   <b>Math</b> data indicates non-high needs students continue to make proficiency gains post-COVID, while high needs students continue to struggle. The net result is an increasing gap rate between the two groups (45 points in 22-23).</p>	<p><b>The gap rate - General</b>          1. EAA Data Team Process as a means to identify and monitor students in high needs categories (low SES, SPED, EL).          2. Progress monitoring iReady scores.          3. Identify students in need of higher levels of support.          4. Utilizing small group instruction, EL push in/pull out services, Special Education, and other supports.          5. Monitor regular attendance and follow up.          6. Utilize strategies specific for EL students as detailed in the Comprehensive EL Plan.          7. Teachers not yet certified in Shelter Instruction to continue working toward certification.</p> <p><b>The gap rate - ELA</b>          1. Communicate with parents at home reading strategies that can be utilized.</p> <p><b>The gap rate - Math</b>          1. Grade levels utilize Stepping Stones “Mathematical modeling task” and “Convince a friend” to build academic language.</p> <p><b>The gap rate - Science</b>          1. Front-loading of vocabulary instruction.          2. Utilize PBL/Scientific Method for science concepts.</p> <p>Accountable leads: Level I Science Team</p>	<ul style="list-style-type: none"> <li>● <i>Percent of high needs students who are not proficient in English Language Arts, Mathematics, and/or Science who receive additional personalized support.</i></li> <li>● <i>Percent of non-high needs students who are not proficient in English Language Arts, Mathematics, and/or Science who receive additional personalized support.</i></li> <li>● <i>Percentage of students who do not have Regular attendance to receive personalized support.</i></li> <li>● <i>Percent of English Learners who are meeting or on track to meet English language proficiency.</i></li> </ul>	<ul style="list-style-type: none"> <li>● WSF, \$43,000</li> </ul>
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## One-Year Academic Plan SY 2024-2025

	<p>The proficiency of our EL (7%), Low SES (47%), and IDEA (7%) students are lower than all students (77%) in Math SBA. <b>The targeted decrease in the gap rate for math is 5 points.</b></p> <p><b>Science</b> data reflects an increase in non-high needs students proficiency rates, yet a significant decrease in proficiency of the high needs group. The achievement gap jumped from 23 points in 21-22 to 54 points in 22-23. <b>The targeted decrease in the gap rate for science is 5 points.</b></p>			
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**One-Year Academic Plan SY 2024-2025**

<p><b>Transition</b>  <b>1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school.</b></p>	<p>It is generally accepted in education that some students struggle when transitioning between levels. One of the primary factors contributing to this decline is the discontinuity in the curriculum and teaching styles between different school levels. When students move from level to level they often encounter new subject matter, teaching methods, and assessment techniques. This abrupt shift can be challenging for some students, especially if they are unprepared for the change.</p> <p>Our goal is for 100% of students transitioning between preK to Kindergarten and 5th grade to Middle School to participate in activities designed to minimize the anxiety and stress in their new environment.</p>	<p style="text-align: center;"><b>PreK to Elementary</b></p> <p><u>Enabling Activities :</u></p> <ul style="list-style-type: none"> <li>● Kindergarteners are placed in small groups to learn classroom routines and familiarize students with school campus/support staff</li> <li>● Modified schedule during the first week to ease students' transition into elementary school</li> <li>● Individual meeting time with teacher (30 min) to get acquainted and assess</li> <li>● Quarter 1 rest-time period provided to allow transition from pre-K nap-time.</li> </ul> <p style="text-align: center;"><b>5th Grade to Middle School</b></p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> <li>● Review Stevenson Middle School information packet with students.</li> <li>● SEL activities that focus on the topic of successfully transitioning to middle school.</li> <li>● Campus tour of Stevenson Middle School.</li> </ul> <p>Accountable Leads: GLCs - Kindergarten &amp; 5th Grade</p>	<ul style="list-style-type: none"> <li>● <i>Percent of Kindergarten students who participate in transition activities</i></li> <li>● <i>Percentage of students struggling academically, socially-emotionally, or demonstrating negative behaviors receiving higher levels of support (ex. counseling)</i></li> <li>● <i>Percentage of 5th grade students participating in middle school exploratory activities.</i></li> </ul>	<p>n/a</p>
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**One-Year Academic Plan SY 2024-2025**

<p><b>HMTSS</b>  <b>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</b></p>	<p>The Hawaii Multi-Tiered Systems of Support is a blueprint to guide stakeholders in the process, criteria, and philosophy when students are in need of higher levels of support.</p> <p>We aim to complete the HMTSS blueprint for Noelani by the end of the school year.</p>	<ol style="list-style-type: none"> <li>1. Establish regular meetings with HMTSS committee (Principal, SSC, Counselor, EL Coordinator, and Curriculum Coordinator):             <ol style="list-style-type: none"> <li>a. to review, and revise, HMTSS</li> <li>b. to monitor iReady data</li> <li>c. to monitor attendance data</li> <li>d. to monitor Panorama data</li> </ol> </li> <li>2. Review with faculty in general, or in grade level meetings:             <ol style="list-style-type: none"> <li>a. HMTSS</li> <li>b. iReady data</li> <li>c. Attendance data</li> <li>d. Panorama data</li> </ol> </li> </ol> <p>Accountable Leads: Principal, SSC, Counselor, EL Coordinator, and Curriculum Coordinator</p>	<ul style="list-style-type: none"> <li>• <i>Completion of school blueprint that defines the schools system of support</i></li> <li>• <i>Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</i></li> <li>• <i>Percentage of students participating in iReady Reading and Math assessments 3x/year and Panorama Survey</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$20,000</li> </ul>
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One-Year Academic Plan SY 2024-2025

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p><b>Desired Outcomes</b> <i>“What do we plan to accomplish?”</i></p>	<p><b>Rationale/ Root Cause</b> <i>“Why are we doing this?”</i> Use current school data and set target</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>“How will we know progress is being made?”</i></p>	<p><b>Anticipated Source of Funds</b> <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p><b>Attendance</b> <b>1.2.1. All students desire to and attend school regularly.</b></p>	<p>Chronic absenteeism continues to be an issue at Noelani Elementary. While there is no hard evidence anecdotal evidence collect through the Noelani online attendance system would indicate an increased willingness to keep students home for any type of illness/injury and a change in mindset of parents to take advantage of life opportunities (travel, visiting relatives, celebrating special occasions) that minimize the importance of school.</p> <p>The chronic absenteeism rate has increased year after year from 5% in 20-21 to 15% in 22-23.</p> <p>Chronic absenteeism rate</p>	<ol style="list-style-type: none"> <li>1. Inform parents of attendance at intervals of 5 (letter to parents), 10 (call from counselor), 15 (call/meeting with principal).</li> <li>2. Periodic reminders about the importance of school and attendance policy, limiting family trips during school days through newsletters/emails, Open House, New Parent Orientation, etc.</li> <li>3. If needed, home visits for excessive absences</li> <li>4. Encourage students to sign up for on campus after school classes</li> </ol> <p>Accountable Leads: Counselor, Principal</p>	<ul style="list-style-type: none"> <li>• Percent of students attending 90% or more days of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$500</li> <li>•</li> </ul>



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	<p>will decrease by 2% by the end of the 2024-25 school year.</p>			
<p><b>PBIS</b> <b>1.2.2. All students demonstrate positive behaviors at school.</b></p>	<p>Emotional regulation continues to lag behind other categories in the SEL survey. Students finished the 22-23 school year at 56% and only 55% of students in Fall 2023 indicated positive emotional regulation. This is an area of emphasis for SEL lessons moving forward.</p> <p>By the end of SY24-25, student perceptions for positive emotional regulation will increase to 60%.</p>	<ul style="list-style-type: none"> <li>• Teachers continue to teach one SEL lesson (Choose Love) per week.</li> <li>• All K-5 teachers utilize the Choose Love curriculum for SEL lessons.</li> <li>• Continue to award Kind Kid of the quarter</li> <li>• Teachers will continue to review the PBIS matrix (Be Safe, Be Responsible, Be Respectful) and post it in their classrooms.</li> </ul> <p>Accountable Leads: Level II CSSS - PBIS leads</p>	<ul style="list-style-type: none"> <li>• Percentage of students indicating positive results on the Panorama Survey</li> <li>• Percentage of Teacher schedules that contain dedicated time to SEL.</li> <li>• Quarterly Kind Kid award presentations by the Principal</li> <li>• Percentage of PBIS (Be Safe, Be Responsible, Be Respectful) matrix reviewed regularly and posted in each classroom</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$250</li> </ul>



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<p><b>Nā Hopena A’o</b> <b>1.2.3. All students experience a Nā Hopena A’o environment for learning.</b></p>	<p>For students to have a Hawaiian sense of belonging, responsibility, excellence, aloha, total well being it is critical to provide a learning environment that reflects the uniqueness of our culture.</p> <p>100% of students will participate in Hawaiiana classes</p>	<ol style="list-style-type: none"><li>1. Introduce and foster concepts of Nā Hopena A’o via Hawaiiana classes</li><li>2. Through Teachers will continue to foster a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii (“BREATH”) intentionally through daily interactions, Hawaiiana, Hawaiian studies, and various cultural opportunities.</li></ol> <p>Accountable Lead: Level II - CSSS - PBIS Committee</p>	<ul style="list-style-type: none"><li>● <i>Percentage of students that have completed HA orientation and/or training.</i></li><li>● <i>Percentage of classrooms that have embedded HA.</i></li></ul>	<ul style="list-style-type: none"><li>● Categorical - Hawaiian Studies: \$24,368</li></ul>
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/                      Root Cause</b>  <i>"Why are we doing this?"</i>                      Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities</b>  <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress                      (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>                      Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Beyond School</b>  <b>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</b></p>	<p>Currently, only 5th grade students participate in regular career, community, and civic opportunities.</p> <p>Our target is for 100% of classes to participate in career, community, and civic opportunities by the end of the 24-25 SY.</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through a variety of opportunities.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>● Career Days.</li> <li>● Field Trips (ex: UH CTAHR, UH College of Engineering, Manoa Heritage Center, Lyon Arboretum, Hanauma Bay)</li> <li>● Campus and community beautification</li> <li>● Partnerships with area community groups (ex: elder care homes, assist in university research projects)</li> <li>● Japan Education opportunities (live exchange, virtual exchange, campus visits)</li> <li>● Kids Voting</li> </ul> <p>Accountable Leads: Grade Level Chairs</p>	<ul style="list-style-type: none"> <li>● Percent of students participating in career exploration and development activities.</li> <li>● Percent of students participating in civic learning and active civic engagement.</li> </ul>	<ul style="list-style-type: none"> <li>● WSF: \$10,000</li> <li>● PTA: tbd</li> </ul>



## Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <i>BE SPECIFIC</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<b>HQT</b> <b>2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.</b>	60% of teachers have received SIQ hours and/or TESOL certification.  By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.	<ol style="list-style-type: none"> <li>1. Disseminate opportunities are available for teachers to attend EL PD that supports SIQ hours.                             <ol style="list-style-type: none"> <li>a. State/District EL course offerings</li> <li>b. University courses</li> <li>c. Other advertised opportunities - EL Coordinator to disseminate via email to teachers</li> </ol> </li> <li>2. Teachers who have not received SIQ will submit a plan for certification no later than August 31, 2024.</li> </ol> <p>Accountable Leads: Principal, EL Coordinator</p>	<ul style="list-style-type: none"> <li>• Percentage of teachers with all SIQ hours completed and/or TESOL certification.</li> <li>• Plan for teachers without SIQ hours/ TESOL certification.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>



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<p><b>EES</b>  <b>2.1.2 All teachers are effective or receive the necessary support to become effective.</b></p>	<p>All teachers on cycle received an effective rating on EES. By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.</p>	<ol style="list-style-type: none"> <li>1. In order to be effective, all teachers will be provided supports including             <ol style="list-style-type: none"> <li>a. EL PD</li> <li>b. Impact Teams Training</li> <li>c. Feedback from regular walkthroughs</li> <li>d. Individual supports targeting individual needs</li> </ol> </li> </ol> <p>Accountable Lead: Principal</p>	<ul style="list-style-type: none"> <li>• <i>Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.</i></li> <li>• <i>Number of teachers participating in professional development beyond the 21 hours</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF: \$0</li> </ul>
<p><b>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</b></p>	<p>0% of PAS evaluations have been completed in SY 23-24. By the end of 24-25, 100% of support staff with PASs will meet with their direct supervisor to discuss goals for their PAS.</p>	<ol style="list-style-type: none"> <li>1. Complete all PAS with goals that are challenging.</li> <li>2. Provide support and guidance for all employees deemed less than “meets” with adequate time to improve.</li> <li>3. Encourage support staff to continuously learn via Department offered professional development.</li> </ol> <p>Accountable Leads: Principal, SASA, Head Custodian, SFSM, Special Education Chair/SSC</p>	<ul style="list-style-type: none"> <li>• <i>Number of professional development opportunities for classified school support staff.</i></li> <li>• <i>Number of designated entry-level classes of work with available career ladders for advancement.</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF: \$2,291,000</li> <li>• IDEA: \$95,100</li> <li>• PTA: \$25,000</li> </ul>



# Priority 3

## Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

<p><b>Desired Outcomes</b> <i>“What do we plan to accomplish?”</i></p>	<p><b>Rationale/ Root Cause</b> <i>“Why are we doing this?”</i></p>	<p><b>Enabling Activities</b> <i>“How will we achieve the desired outcome?”</i>   <b>and Name of Accountable Lead(s)</b> <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p><b>Monitoring of Progress</b> <i>“How will we know progress is being made?”</i></p>	<p><b>Anticipated Source of Funds</b></p>
<p><b>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</b></p>	<p>In order for a school to operate and respond to the needs of stakeholders a robust and well attended School Community Council is imperative. 75% of SCC positions are currently filled. The target for the 24-25 school year is 100% of positions filled. In addition, 75% of SCC members will be present at all meetings.</p>	<ol style="list-style-type: none"> <li>1. Message the importance of this advisory group to all stakeholders in October 2023 explaining roles/responsibilities.</li> <li>2. Principal will engage the SCC chairperson and ensure school level plans and issues are agendized.</li> <li>3. Publicizing all SCC meetings to stakeholders with an agenda and previous meeting minutes.</li> <li>4. Maintain information regarding the SCC (members, agendas, minutes) to the Noelani Website - nes.k12.hi.us</li> <li>5. Complete an evaluation at the conclusion of each meeting.</li> <li>6. Complete a review of the Comprehensive Need Assessment, Comprehensive Financial Plan, and Academic Plan and subsequent SCC Assurances.</li> <li>7. Complete a Principal survey and submit to the Honolulu District Complex Area Superintendent.</li> </ol> <p>Accountable Leads: SCC Chairperson and Vice Chairperson</p>	<ul style="list-style-type: none"> <li>• All required stakeholders represented in SCC membership.</li> <li>• Overall positive ratings on the SCC self-assessment survey.</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p><b>Desired Outcomes</b> <i>“What do we plan to accomplish?”</i></p>	<p><b>Rationale/ Root Cause</b> <i>“Why are we doing this?”</i></p>	<p><b>Enabling Activities</b> <i>“How will we achieve the desired outcome?”</i>   <b>and Name of Accountable Lead(s)</b> <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p><b>Monitoring of Progress</b> <i>“How will we know progress is being made?”</i></p>	<p><b>Anticipated Source of Funds</b> <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>3.3.2 All families are engaged in school events/activities and have regular two way communication.</b></p>	<p>When families are engaged in regular, two way communication, it eases parents’ anxiety and strengthens our school community as a whole.</p> <p>Our goal is to have 50% participation in the parent SQS survey.</p>	<ol style="list-style-type: none"> <li>1. Continue ongoing events and provide a variety of academic events once a semester.</li> <li>2. Once a quarter “talk story with the Principal” to ask/answer questions, share suggestions, and engage in casual small talk.</li> <li>3. Promote and encourage more parents to participate in SQS survey.</li> </ol> <p>Accountable Leads: GLCs and Principal</p>	<ul style="list-style-type: none"> <li>• SQS Survey return rate</li> <li>• Panorama survey results for students’ sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$2000</li> <li>• PTA: tbd</li> </ul>



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Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include one thousand eighty student hours for both elementary and secondary school grades.

**APPENDIX: SCHOOL BELL SCHEDULE**

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Noelani Elementary’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1086
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	N/A

**Bell Schedule:**

<b>Start of School/ Instruction</b>	8:00 AM - 9:45 AM	
<b>Morning Recess</b>	9:45 AM - 10:00 AM	
<b>Instruction</b>	10:00 AM - Lunch	
<b>Lunch 1</b>	Grades K - 2	11:00 AM - 11:30 AM
<b>Recess/Teacher Prep</b>		11:30 AM - 11:45 AM
<b>Lunch 2</b>	Grades 3 - 5	11:45 AM - 12:15 PM
<b>Recess/Teacher Prep</b>		12:15 PM - 12:30 PM
<b>Instruction</b>	End of Lunch Recess - End of School Day	
<b>End School - M,T,Th,F</b>	2:15 PM	
<b>End School - Wednesday</b>	1:30 PM	
<b>End of Teacher Work Day</b>	3:00 PM	