

APR 08 2024
LEEWARD DISTRICT OFFICE

One-Year Academic Plan SY 2024-2025

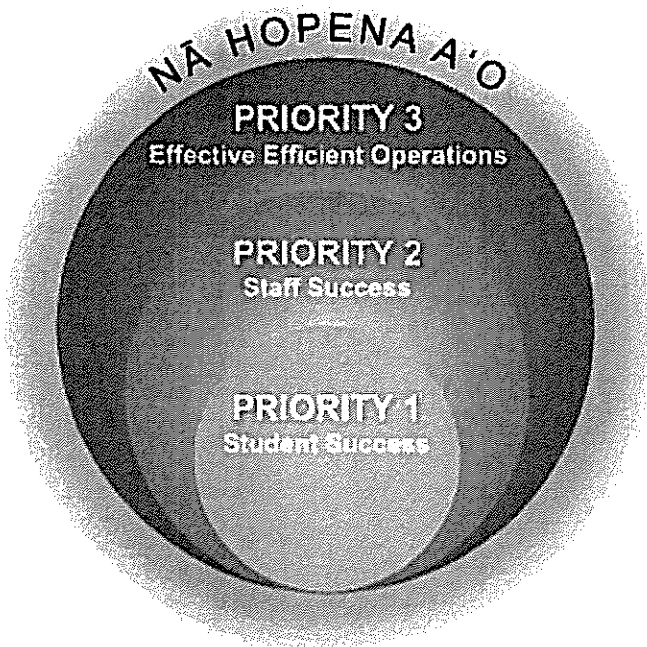


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Holomua Elementary School Academic Plan SY 2024-2025

91-1561 Keaunui Drive
Ewa Beach, HI 96706
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<https://sites.google.com/k12.hi.us/holomua/home>



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Christopher D. Bonilla	
	4/8/24

Approved by Complex Area Superintendent Sean S. Tajima	
	APR 08 2024



VIABLE QUALITY CURRICULUM

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

Please identify the comprehensive 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	Social Studies
K-5	Teacher-Created Curriculum (Pending Approval)	Stepping Stones	PLTW, Teacher-Created Curriculum	Teacher-Created Curriculum
6	Teacher-Created Curriculum (Pending Approval)	Into Math	Challenger Center, Teacher-Created Curriculum	Teacher-Created Curriculum

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6	iReady -	iReady -



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing 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) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: November 2022, Next Full Self-Study: 2027-28
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing 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?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1 Student Need: Increase Student Achievement in English Language Arts (ELA), Math, and Science.

2022-23 Proficient

Content Area	All Students	SpEd	EL	Disadvantaged
ELA	58%	5% 37 SpEd students 2 proficient	47% 38 EL students 18 proficient	48% 236 disadvantaged 113 proficient
Math	51%	6% 36 SpEd students 2 proficient	34% 38 EL students 9 proficient	39% 235 disadvantaged 93 proficient
Science	44%	13% 8 SpEd students 1 proficient	0% 9 EL students 0 proficient	19% 32 disadvantaged 6 proficient

Root/Contributing cause(s):



1) The Administration and staff continue to refine their vertical articulation with a focus on elements such as common language across grade levels, anchor charts, graphic organizers, and when needed, common formative and summative assessments. This refinement should begin with mathematics and expand to all curricular areas where vertical articulation is incomplete. This will provide students with a clear and coordinated school wide curricular program, more precise instruction, and more appropriate assessments which will improve student academic success and transition between grades. (WASC Schoolwide Critical Areas of Follow-Up - Critical Area #3)

2) The Administration and staff work with their established committees to generate grade level and in some cases school wide rubrics attached to learning targets. This will heighten the effectiveness of closing the learning gaps in ELA, Math, and Science through curriculum adjustments, scaffolding, differentiated instructional delivery, including inclusion, and the transitioning of students to RTI support. All of these adjustments will enhance student performance and success. (WASC Schoolwide Critical Areas of Follow-Up - Critical Area #5)

2 **Student Need:** Decrease the Achievement Gap in ELA, Math, and Science between the SpEd Students and non-SpEd students.

	2021-2022 SpEd	2022-2023 SpEd
ELA gap	56% gap	56% gap
Math gap	50% gap	51% gap
Science gap	42% gap	35% gap

Root/Contributing cause(s): WASC Schoolwide Critical Areas of Follow-Up - Critical Area #3 and #5

3 **Student Need:** Decrease the Achievement Gap in ELA, Math and Science between the EL and non-EL students.

	2021-2022 EL	2022-2023 EL
ELA gap	28% gap	13% gap
Math gap	27% gap	31% gap



Science gap	16%	47%
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Root/Contributing cause(s): WASC Schoolwide Critical Areas of Follow-Up - Critical Area #3 and #5

4 Student Need: Decrease the Achievement Gap in ELA, Math and Science between the disadvantaged and non-disadvantaged Students

	2021-2022 Disadvantaged	2022-2023 Disadvantaged
ELA gap	32%	17%
Math gap	18%	23%
Science gap	18%	34%

Root/Contributing cause(s): WASC Schoolwide Critical Areas of Follow-Up - Critical Area #5



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- 1 **Targeted Subgroup:** Special Education
 Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science
- 2 **Targeted Subgroup:** English Language Learners
 Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science
- 3 **Targeted Subgroup:** Disadvantaged
 Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science



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.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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.	The Kindergarten Readiness Assessment (KRA) helps to identify the student's strengths and challenges and inform instruction.	<p>The Kindergarten teachers will assess their incoming students using the KRA and their grade level assessments at the beginning of the school year. Teachers will use this data to address learning gaps and address students' needs with differentiated instruction, which is provided throughout the day.</p> <p>Differentiated/modified lessons targeting a specific skill will be provided during Dedicated Response to Intervention Block (DRIB) by the grade level teachers and grade level support.</p> <p>The teachers and the GLS will meet periodically to monitor and discuss the students' progress using classroom data, iReady data and anecdotal records.</p>	<p>Kindergarten Quarterly Assessments</p> <p>Kindergarten Formative and Summative Assessments</p> <p>iReady Pre/Mid/Post Reading Diagnostic Assessments</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



Accountable Lead: Sheryl Hara



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Reading Proficiency

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.

WASC Schoolwide Critical Areas of Follow-Up - Critical Area #3 and #5

All students will be assessed their reading grade level (deco ding and comprehension) using Reading A-Z and Qualitative Reading Inventory (QRI) graded passages running records (Kindergarten - 2nd Grade) and iReady Reading Pre/Mid/Post Diagnostic Assessments (Kindergarten - 6th Grade). If a 3rd - 6th grade student is 2 grade levels below, they will be assessed using running records, as needed. Teachers will use this data to address learning gaps and address students' needs with differentiated instruction, which is provided throughout the day.

The teachers will use their Individual Reading Data to address their individual student needs. The teachers will analyze their iReady data, set SMART goals, identify needs, and decide on instructional strategies they will implement to address the needs for each tier.

Differentiated/modified instructional strategies target a specific skill throughout the day. The strategies will also be provided during Dedicated Response to Intervention Block (DRIB) by the grade level teachers and grade level support. SpEd will receive Specially Designed Instruction (SDI) focusing on the IEP goals and objectives. EL students will receive additional support based on their WIDA ACCESS results. Socio Economic Status (SES) students will be identified and supported through differentiated support throughout the day.

Students utilize the iReady Reading Prescriptive Computer-based Program 45 minutes a week and work on lessons prescribed by the program and/or the teacher.

The teachers and the GLS will meet periodically to monitor and discuss the students' progress using classroom data, iReady data and anecdotal records.

Grade level Quarterly Assessments

Grade level Formative and Summative Assessments

iReady Pre/Mid/Post Reading Diagnostic Assessments and Diagnostic Growth Reports

Smarter Balanced Assessments (SBA)

State/School Growth Target Percentage

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



Accountable Leads: Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro

Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

WASC Schoolwide Critical Areas of Follow-Up - Critical Area #3 and #5

All students will be assessed using the iReady Pre/Mid/Post Math Diagnostic Assessments and grade levels formative and summative assessments. Teachers will use this data to address learning gaps and address students' needs with differentiated instruction, which is provided throughout the day.

The grade levels go through the Data Team Process and set SMART goals, identify needs, select strategies/lessons to address the needs for each tier. In this process, the teachers identify students in the different tier groups and address their strengths and needs. The strategies/lessons are provided during their math block. SpEd will receive Specially Designed Instruction (SDI) focusing on the IEP goals and objectives. EL students will receive additional support. Socio Economic Status (SES) students will be identified and supported through differentiated support throughout the day. After School Math Program will also be offered.

Students utilize the iReady Math Program for 45 minutes a week and work on lessons prescribed by the program and/or the teacher. IXL is a supplemental resource the teachers also use.

The teachers and the GLS will meet periodically during articulation and as needed to monitor and discuss the students' progress using classroom data, iReady data and anecdotal records.

Accountable Leads: Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro

Grade level Quarterly Assessments

- WSF, \$
- Title I, \$
- Title II, \$

Grade level Formative and Summative Assessments

- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$

iReady Pre/Mid/Post Math Diagnostic Assessments

- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

Smarter Balanced Assessments (SBA)

State/School Growth Target Percentage



1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

To provide project-based curriculum to promote higher level thinking.

To achieve educational equity, where all student groups excel academically regardless of their backgrounds, we introduce our Enrichment program. This program is offered to students in grades 4-6 and go through a rigorous screening process. The program combines project-based learning and hands-on activities to enhance higher-level thinking, problem-solving, and teamwork.

At the heart of the program is participation in the First Lego League (FLL) competition, where students apply coding and robotics skills, emphasizing teamwork and strategic thinking. Additionally, students will undertake passion projects, allowing them to explore personal interests and apply research skills to create projects that benefit the community.

The curriculum also focuses on advancing computer science knowledge, covering complex concepts like loops, conditional events, and the use of sensors and motors. Through these activities, students will develop critical research and presentation skills, preparing them for future academic and professional challenges.

Our Enrichment program is designed to provide a comprehensive learning experience, promoting not just academic excellence but also personal growth and community awareness.

Accountable Leads: Justin Furuta, Ryan Kanetani

- **Project Evaluations**:
Judges, including teachers and staff, will review student projects and presentations for the FLL competition, using the FLL Rubrics

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

- **Feedback and Self-Assessment Surveys**:
Students will exchange feedback with other groups and conduct self-assessments, evaluating their own and their team's performance in teamwork, leadership, responsibility, and initiative.



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- **Teacher
Assessment of
Teamwork and
Communication*
*: Teachers will
observe and
note anecdotes
on teams'
communication,
cooperation,
conflict
resolution, and
overall
effectiveness as
self-directed
learners.



1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

To provide equity and support to our students with identified disabilities

Our Special Education Department has different levels of support to address the needs of our students with disabilities in grades Preschool through 6th grade. Determining the level of support a student will receive is based on the IEP process.

- Supports in the general education class
 - Teacher/ EA / PTT provides specialized designed instruction (SDI) to students in the general education class
 - Special Education and General Education teachers collaborate to develop accommodations and/or modifications of curriculum beforehand
 - This curriculum is then available for all students in that grade level
- Learning Center
 - Students receive SDI in the resource room for specific academic areas
 - Special Education and General Education teachers collaborate to develop accommodations and/or modifications of curriculum beforehand
 - This curriculum is then available for all students in that grade level
 - Focus on specific skills that are prerequisites for grade-level standards
- Fully Self-Contained
 - Students receive SDI in the resource room for academic, behavior, communication, daily living, motor, and social skills
 - Students from 4th grade participate in Community Based Instruction (CBI) where they learn life skills in the actual environment. For example: grocery shopping (finding items, paying), eating at a restaurant (ordering, paying, eating, cleaning up), and crossing streets (using the crosswalks, watching walk signals).

Evaluation / IEP process

IEP progress reports

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



All students have the opportunity to participate and engage in all activities with their non-disabled peers, including, but not limited to:

- Music, PE, Art, Hawaiiana, Guidance, DARE, Library
- Assemblies, Field Trips, Career Day, Talent Show
- Recess, Lunch, After school programs

Accountable Leads: Janine Pataray and Kelly Tanimura

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

To provide equity and support to our students identified as disadvantage

Socio Economic Students

We will provide after school tutoring in math and give priority to the disadvantaged group.

Accountable Lead: Kau'i Nakamoto and Noel Hakoda

iReady Pre/Mid/Post Math Diagnostic Assessments

Utilizing our demographic data

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

To provide curriculum instruction and assessments to all K-6 EL students in all 4 language domains (listening, speaking, reading, and writing) to reach language proficiency

The EL Coordinators and PPEs will provide direct instruction to all K-6 EL students to work towards language proficiency and growth to target goals.

Students will engage in learning using the Imagine Learning Program and Flashlight Program. The teachers will also work with them in Guided Reading using leveled books and providing reading strategies for the students. They will also work on their grade level content vocabulary and math proficiency.

Accountable Lead: Michele Murakami

Imagine Learning Benchmark Assessment

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$

Flashlight Program: Ongoing grading for Speaking and Writing and Benchmark Assessment 3 times a year

- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

ACCESS Test



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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

To provide instructional strategies for teachers to address student needs.

WASC Schoolwide Critical Areas of Follow-Up - Critical Area #3 and #5

The staff will participate in professional development in inclusive practices and differentiation. The staff will learn strategies to support students with IDEA services in the inclusion setting to address equitable learning opportunities. The staff will also revisit Tier One instruction to support struggling students below grade level.

The staff will have ongoing professional development on the use of DDIC (Data Driven Instructional Cycle) to enhance and encourage student engagement and learning.

Grade levels will have workdays to meet and plan to work on differentiating and modifying the curriculum to support all students in an inclusion setting

Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto, Jacie Kanetani, Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro

PD Agendas

PD Surveys

Grade Level Work days Agenda

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

WASC Schoolwide Critical Areas for Follow-up - Critical Area #4

The Administration and staff will collaborate with Ilima Intermediate School to allow Holomua teachers to gain insight into how they can better prepare their 6th grade students for success at the next educational level. This would expand vertical articulation beyond the walls of HES, which will enhance instruction and elevate students' academic success. (WASC Schoolwide Growth Areas for Continuous Improvement-Critical Area # 4)

Holomua's 6th Grade teachers articulate with Ilima Intermediate School to enhance instruction and evaluate student academic success. Ilima Intermediate provides a transition field trip to help the students become familiar with their campus and school logistics. Ilima's Band and Choir also come to provide a presentation on what electives are available, share information about their programs, and do a short performance for our students.

The Ilima Intermediate teachers and our 6th-grade teachers participate in a vertical articulation and discuss the curriculum covered in both grades, how the curriculum aligns, and ways to help the 6th graders transition to 7th grade. Reading and Math data is shared with Ilima to help plan for intervention and accelerated support.

The Special Education (SpEd) teachers participate in transition meetings for our SpEd students to help make it a smooth transition in services for our students. Data on the students including IEP and re-evaluation dates, eligibility category, recommended learning environment for the core academic classes, and any behavior concerns is also shared.

Articulation between Ilima Intermediate and Holomua Elementary's 6th grade

6th grade teachers will reflect on how we can better prepare our students to be successful in the intermediate school.

Articulation between Ilima Intermediate's SpEd Dept and Holomua Elementary's SpEd Dept.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



Counselors provide information about high needs (behavior, social/emotional, academic, attendance) students to better transition the students to Ilima Intermediate School. Teachers share any concerns they have for students to help the Ilima teachers better assist the students with transitioning to the intermediate school.

Accountable Leads:

Sheryl Hara, Dana Kawamura, Janine Pataray
Shari Reilly, Shannon Foster, Raemie Pagaduan

Articulation
between the
counselors of
Holomua
Elementary and
counselors/admi
nistrators of
Ilima
Intermediate.



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Attendance impacts student achievement and well being.</p>	<p>Holomua Elementary will continue to implement the Holomua Attendance Policy to support student attendance. Teachers, Counselors and Administration communicate to parents with attendance letters and phone calls.</p> <p>After 10 absences, Letter #1 is completed and sent home by the teacher. After an additional 10 absences, Letter #2 is completed and sent home. After another 10 absences, Letter #3 is completed and sent home by an administrator. The attendance monitoring is a collaborative effort done by the classroom teachers and the counselors.</p> <p>The purpose of the letters and the phone calls are to communicate with parents and to offer any assistance or support that may be needed for students. If the reason for absences is due to social-emotional reasons, counseling and support services such as Primary School Adjustment Program (PSAP) informal counseling are offered.</p> <p>Holomua Elementary will continue to have an Attendance Review Committee (includes partnerships with school social worker and Family Court representative). The committee will hold monthly meetings with identified parents to address absences and develop an attendance plan to put supports in place. Examples of supports</p>	<p>Attendance rates</p> <p>Chronic absenteeism rates</p> <p>School Quality Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



include counseling check-ins, PSAP program, and developing and monitoring individual attendance goals.

Continue to provide students (in grades 4-6) with opportunities to participate in various enriching activities. For example:

- Junior Police Officer Program (JPO)
- Enrichment/Robotics
- Extracurricular after school activities
 - Polynesian Dance
 - Hip-Hop
 - Voyager Voices
 - Performing Arts Program
- Library Club
- Student Council
- Intramural Sports (track, basketball, volleyball)

The Self-Study group will be meeting with leads to discuss program successes and needed support.

Holomua will implement the Families Program. Families will provide a relationship based, connection between staff and students of various grade levels to support students and their sense of belonging. The hope is that if students feel they belong to a group or “family” within the school, it will increase a sense of belonging to the school family and increase their desire to want to be in school. The Families Program intertwines students from all grade levels so that younger students can interact with the older students and build positive relationships. Families will connect once a month (10 times in a school year) to engage in activities that circle around the Nā Hopena A’o values and the Choose Love Ingredients.

Attendance Policy, Student Surveys

Holomua Elementary will continue to provide support through the PSAP. PSAP will continue to implement STAR Student, morning program, New Voyager, and in-class supports to address student needs that help them to feel comfortable and happy to be in school. The morning program will offer students who have

PSAP Data End-of-the-Year Summary.



difficulty transitioning to school, a place to be and prepare for school in a safe and fun environment daily from 7:00 to 7:45 Monday through Friday. The New Voyager program will welcome students who are new to Holomua by providing a time to socialize and make new friends in a safe environment during recess. The STAR student program helps to recognize students who display desirable behaviors and reward them with recognition and an activity day during lunch recess. In-Class supports are provided to students in Kindergarten through third grade.

The counseling department will provide individual support as needed for all students. In addition, a form of differentiated support is the utilization of Hazel Health as a Tier 3 intervention based on student need. These are to help students who may be struggling with behaviors and/or social-emotional skills. The supports help the students to feel successful in the classroom leading them to feel good about coming to school.

Accountable Leads: Shari Reilly, Shannon Foster, Raemie Pagaduan



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1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

Positive behaviors increase a sense of safety and well-being for all students.

Positive behaviors have a positive impact on student achievement.

Holomua will continue to adopt and implement a school-wide Social-Emotional Learning (SEL) Program in grades PK-6. The Choose Love Program will be taught in all classrooms throughout the school year. Teachers will use the scripted lessons as a guide and supplement with books and other activities. A School-wide assembly will be held to promote Choose Love by the program's Ambassador leader. Posters of the four ingredients that drive the SEL program will be hung in classrooms and around the school to reinforce what students are learning.

Counselors will reference and reinforce the Choose Love ingredients during their guidance lessons. Counselors and Administration will reference the Choose Love language when working with students as related to the behaviors being addressed. Monthly SEL lessons will be shared at faculty meetings to provide opportunities for capacity building. The SEL committee will meet monthly to plan how to support the school in strengthening the SEL program.

Holomua Elementary will implement and reinforce a school-wide Behavior Matrix that outlines three core behavior expectations of all students in indicated areas across the campus. The three Behavior Expectations are: Be Safe, Be Respectful, and Be Responsible. The matrix will be posted, taught and referenced in all classrooms. The matrix will be posted in the hallways, office, cafeteria library and all common areas that students may need to reference. In addition to the classroom teachers, the support staff and administration will reference and use the Behavior matrix to guide behavior expectations when addressing student behavior. A copy of the matrix will be referenced in the Student and Parent Handbook.

Rate of Chapter 19 incidents

Panorama Survey

Rate of Behavior Referrals

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



Accountable Leads: Shari Reilly, Shannon Foster, Raemie Pagaduan

1.2.3. All students experience a Nā Hopena A'o environment for learning.

Required for all schools.

Nā Hopena A'o BREATH outcomes support the development of student skills and dispositions they require to be successful.

Teachers and staff participate in a professional development on Na Hopena A'o to develop a culturally responsive environment for our students during the first semester of SY 2024-2025.

Accountable Lead: Kau'i Nakamoto

Creation of Holomua's Matrix that streamlines Choose Love, HĀ, and Behavior Matrix

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities and Name of Accountable Lead(s) "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Implement more opportunities to learn about college and career pathways and increase community partnerships.</p>	<p>K-6 teachers integrate career exploration learning opportunities and guest speakers as a part of their curriculum. They may also utilize ClimbHI as a resource to arrange field trips, guest speakers, and resources that align with their curriculum. ClimbHI provides opportunities for our teachers to engage with the community, businesses, and organizations.</p> <p>Career day will be organized for our 4th-6th graders. Volunteers in various careers share with the students what their occupation is about and what they will need to do to prepare for this career.</p> <p>Teachers and counselors conduct lessons on various career, community, and civic opportunities throughout the year for grades K-6.</p> <p>SpEd FSC students participate in Community Based Instruction (CBI). Students learn life skills in the actual environment. For example: grocery shopping (finding items, paying), eating at a restaurant</p>	<p>ClimbHI: Community Engagement Data Tracking Sheet</p> <p>Career Day Feedback</p> <p>Class Lessons</p> <p>IEP and Progress Report</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



(ordering, paying, eating, cleaning up), and crossing streets (using the crosswalks, watching walk signals).

Accountable Leads:

Christine Dash (ClimbHI)

Shari Reilly, Shannon Foster, Raemie Pagaduan (Career Days/Guidance)

Janine Pataray (SpEd FSC)

K-12 Alignment

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

Students need to develop skills to be successful, lifelong learners.

All teachers address student learning through The Common Core Standards. Students are with us from Kindergarten through Grade 6 with a focus on the continuum from foundational to college and career readiness skills. We provide a variety of educational as well as extracurricular activities. Holomua utilize the AVID strategies to prepare students for success at the next level.

Accountable Leads:

Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto, Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro

AVID Pre/Post Data

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



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.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>100% of teachers will complete their Individualized Professional Development Plan (IPDP) or EES on-cycle evaluation.</p> <p>100% of Enhanced teachers will receive an Effective rating on their</p>	<p>To ensure teachers are highly qualified to support all students.</p>	<p style="text-align: center;"><u>Danielson Framework</u></p> <p>Administrators will provide support for all teachers by following the Charlotte Danielson framework to enhance instruction for SY 2024-25.</p> <p>Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto</p>	<p>Progress will be monitored through the IPDP and EES.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



year-end EES rating.

100% of new teachers will be supported by their Mentor, Grade Level Chair, and Grade Level Support staff.

To ensure teachers are highly qualified to support all students.

100% of new teachers will receive an Effective rating on their EES rating.

New teachers require support to assist in their transition to HES

Highly Qualified and Highly Effective Teachers

Mentor teachers will support new teachers (tenured or non-tenured) to provide professional improvement and to ensure they are all Highly Qualified Teachers for SY 2024-25.

Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto

Progress will be monitored through the New Teacher Center (NTC) and EES.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
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- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:____, \$
- Other:____, \$

100% of Grade level agendas will reflect - After every meeting on the Agenda ask " Did you have time to plan collaboratively with a school-wide focus?"

WASC Schoolwide Critical Areas for Follow-up - Critical Area #3

"Are there resources or support needed to meet the school-wide focus?"

100% of Grade levels will reflect on what is working for their grade level and what their next steps will be.

Grade Level Articulation

The teachers will be provided 11+ articulation sessions for grades K-6 from 8:00-10:00 to allow collaborative planning with a school wide focus.

Data Teams Process and Templates

Grade Level Vertical Articulation

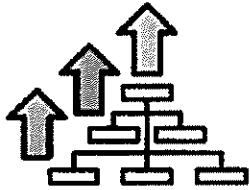
The Administration and staff continue to refine their vertical articulation with a focus on elements such as common language across grade levels, anchor charts, graphic organizers, and when needed, common formative and summative assessments. This refinement should begin with mathematics and expand to all curricular areas where vertical articulation is incomplete. This will provide students with a clear and coordinated school wide curricular program, more precise instruction, and more appropriate assessments which will improve student



academic success and transition between grades.
(WASC Schoolwide Growth Area for Continuous
Improvement- Critical Area #3)

Accountable Leads:

Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto,
Sheryl Hara, Christine Dash, Dana Kawamura,
Shannon Shimabukuro



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.**

Desired Outcomes	Root/ Contributing Cause	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>WASC Schoolwide Critical Areas for Follow-up - Critical Area #1</p>	<p>The Administration and staff need to expand the schools' identity within the community by expanding the membership within their School Community Council Committee to include a formal member of the military community, a possible member from the public safety community, and more of the pertinent businesses that would enhance the school's vision of providing pathways to a career. With the future addition HES will expand the success and future of all students. (WASC Schoolwide Growth</p>	<p>Military Partnership Agreements</p> <p>SCC Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>



Area for Continuous Improvement-
Critical Area #1)

Accountable Lead:
Christopher Bonilla, Sheryl Hara



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

Desired Outcomes	Root/ Contributing Cause	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
To create a forum that includes stakeholders from school, families and community partnerships to share information and be a part of the decision-making process.	WASC Schoolwide Growth Area for Continuous Improvement Critical Area #2	<p>Holomua Elementary School continues to provide various activities for community and parent involvement and continues to work on increasing community and parent support.</p> <p>We will continue to provide and promote family engagement opportunities:</p> <ul style="list-style-type: none"> • Continue the practice of parent surveys to gain feedback on school-related activities. • Seek and maintain partnerships in the community to promote engagement via the SCC and other community resources. • Provide parent coffee hour workshops to address various topics with consultant Dr. Dale Fryxell • Continue with current partnership with the Coast Guard 	<p>SCC Minutes</p> <p>Family Nights and Coffee Hour Attendance and Surveys</p> <p>SQS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$



- Sustain new partnership with the Command Pacific Fleet

Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto



★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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All systems of support are included in the above sections.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$



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 Holomua Elementary School’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.

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1,059 instructional hours

Did your school submit a SCC Waiver Request Form? Please explain. No

Bell Schedule:

Monday-Tuesday-Thursday-Friday		Wednesday	
TIME	EVENT	TIME	EVENT
7:45 AM	1st Bell/Warning Bell	7:45 AM	1st Bell/Warning Bell
7:50 AM	School Day Begins	7:50 AM	School Day Begins
9:10-9:25 AM	Kindergarten Recess	9:10-9:25 AM	Kindergarten Recess
9:45-10:00 AM	Recess Grades 1, 3 & 4	9:45-10:00 AM	Recess Grades 1, 3 & 4
10:05-10:20 AM	Recess Grades 2, 5 & 6	10:05-10:20 AM	Recess Grades 2, 5 & 6



One-Year Academic Plan SY 2024-2025

10:40 AM-12:30 PM	Lunch Grades K-6	10:40 AM-12:30 PM	Lunch Grades K-6
2:00 PM	School Day Ends	1:15 PM	School Day Ends