

2023



Ho'okena Elementary School Academic Plan SY 2024-2025

86-4355 Mamalahoa Hwy,
Captain Cook, HI 96704
(808) 328-2710
<http://hookenael.k12.hi.us/>



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

Submitted by Principal Tammy Yoshimura-Furrer	
<i>Tammy Yoshimura-Furrer</i>	4/09/2024

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette F. L. Snelling</i> Janette F. L. Snelling, CAS	APR 12 2024



Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)

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	Success for All (SFA)	Eureka Math	PhD Science	



SCREENING ASSESSMENT

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
K-5	NWEA MAP -	NWEA MAP -
K-2	Other: - SFA Quarterly Roots Assessment	Select One -



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: 2022, Next Full Self-Study: (Can check this box only if WASC completed SY 2022-2023)

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	<p><u>Student Need:</u> Continue as a Success for All (SFA) school and implements the program within all grade levels to continue the progress in Reading Proficiency at all grade levels. (WASC)</p> <p><u>Root/Contributing cause(s):</u> Need for consistent and school wide common school wide improvement plan for Reading</p>
2	<p><u>Student Need:</u> Continue to develop a method for reviewing all student data to determine mastery of academic standards, vertical alignment and the impact of best teaching practices at all grade levels. (WASC)</p> <p><u>Root/Contributing cause(s):</u> Need to build staff efficacy and coherency around student learning and effective instruction.</p>
3	<p><u>Student Need:</u> Provide additional professional development in using Eureka Math, Power Teaching Math framework and SFA All Day within the SFA program. (WASC)</p> <p><u>Root/Contributing cause(s):</u> Need to continue professional learning processes for school staff to improve student learning outcomes through improved staff efficacy.</p>



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 | <p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> To provide specialized instruction for every student to allow them to achieve their learning goals.</p> |
| 2 | <p><u>Targeted Subgroup:</u> Disadvantaged (CEP School & Free/Reduced 67%)</p> <p><u>Identified Student Need(s):</u> To provide a school funded after school program & summer program for families in need</p> |



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.	#1 To measure readiness of incoming students and to guide targeted supports	<ul style="list-style-type: none"> • Small group instruction • SFA Kinder Korner full day Grade K Teacher	<ul style="list-style-type: none"> • Quarterly Roots Assessments 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$1,000 <input checked="" type="checkbox"/> Title I, \$2,500 <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:__, \$



One-Year Academic Plan SY 2024-2025

<p>Reading Proficiency</p> <p>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.</p>	<p>#2 & #3</p> <p>42% of the current 3rd grade students read proficiently. 53% of the current 2nd graders are proficient or above in reading. 37% of the current 1st graders are proficient or above in reading. Students who are close to proficiency receive extra reading support within the SFA block. Students who are not making adequate progress are prioritized to receive tutoring during or after school hours.</p>	<ul style="list-style-type: none"> Improved Tier I in reading instruction in all classrooms through leveled instruction, differentiation, clear learning targets and expected success criteria through meaningful, engaging and collaborative learning experiences in all classes. <p>SFA Coach</p> <ul style="list-style-type: none"> Reading support in and after school through tutoring using SFA Lightning Squad and Theme Reads <p>Support Staff</p>	<p>NWEA & SFA Assessments</p> <p>Reading: 62% of third graders, 42% of fourth graders, and 40% of fifth graders will be at or above grade level as measured by the SBA ELA on Strive HI.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, <input checked="" type="checkbox"/> Title I, \$16,000 <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:__, \$
---	--	--	--	--



One-Year Academic Plan SY 2024-2025

<p>Mathematics Proficiency</p> <p>(aligned to 1.1.3) All students are proficient in mathematics and those who are not proficient receive necessary and timely support to become proficient</p>	<p>#2 & #3 Lack of consistent implementation of core Math program and differentiation of instruction based on student learning needs</p>	<ul style="list-style-type: none"> Improved Tier I in math instruction in all classrooms through leveled instruction, differentiation, clear learning targets and expected success criteria through meaningful, engaging and collaborative learning experiences in all classes. <p>Instructional Coach</p> <ul style="list-style-type: none"> Daily RTI built into Math block <p>All teachers and support staff</p>	<p>NWEA Data</p> <p>Math: 54% of third graders, 42% of fourth graders, and 33% of fifth graders will be at or above grade level as measured by the SBA Math on Strive HI.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$19,000 <input checked="" type="checkbox"/> Title I, \$5000 <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:__, \$
---	--	---	---	--



One-Year Academic Plan SY 2024-2025

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>#2 & #3 Lack of collective School Culture (supports, GRIT) in regards to urgency for learning for students coming from challenging backgrounds.</p>	<p>Students will receive targeted support in RTI groups based on performance levels to strengthen:</p> <ul style="list-style-type: none"> ● Recommended: <ul style="list-style-type: none"> ○ Grade level skill (10-15 mins) ○ Remediation or enrichment skills (at least 10-15 mins) ● English Learners: One student in need of language support will receive instruction targeted to develop students' oral language development including: Cooperative Learning, content vocabulary, instruction in structured writing activities. ● IDEA: All identified IDEA students will receive explicit, systematic reading instruction and systematic math instruction in the Least Restrictive Environment appropriate. ● Students in need of Tier 2 support will be scheduled for tutoring during and after the school day. 	<p>80% of the Students will make expected progress in grade level PLT focus areas (GL data sheets)</p> <p>100% of English Learners will meet GTT goals.</p> <p>Achievement Gap will decrease by 5% points the SBA ELA and Math</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,500 <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: __, \$
--	--	--	--	--



One-Year Academic Plan SY 2024-2025

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>#2 & #3 Desire to see the long-range effects of efforts by school in relation to long term student outcomes</p>	<p>School will continue to work with complex partners to collect and analyze student data (grades, behavior, dropouts) for students who have moved to the secondary level as well as to create transition activities to facilitate successful transitions</p> <p>Principal</p>	<p>Grades Attendance Behavior Graduation Rates</p> <p>95% of former fifth grade students will pass all of their sixth grade classes</p>	<p><input 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:__, \$</p>
---	--	--	---	---



★ 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>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Decrease percentage of students who are chronically absent.	Positive behavior support system to encourage students to attend school everyday. Student council, all teachers, SFA Solution Teams	Decrease chronic absenteeism rate by 5%	<input checked="" type="checkbox"/> WSF, \$1,000 <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:__, \$



One-Year Academic Plan SY 2024-2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Prepare students to compete in a local and global society</p>	<p>Continue to reinforce and support school wide expectations for all students</p> <p>SFA's Getting Along Together (GAT) Program</p> <p>Development and implementation of behavior improvement plans as part of the MTSS process and positive rewards/recognition to reinforce key behaviors</p> <p>Continue to develop school wide coherence of Na Hopena and establish with staff/student/community key Na Hopena targets for all school community members for the 2024-2025 school year</p> <p>Work with community partners to provide tangible items such as school shirts, prizes, etc....to reinforce appropriate behaviors by all students</p>	<p>75% of the students will demonstrate expected behaviors (GLO report card data LEI Kulia)</p> <p>There will be a 5% point increase in the percentage of students, parents, staff agreeing that the school encourages a safe learning environment conducive to learning (SQS Safety Dimension)</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>
--	--	---	---	--



<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Transition from GLOs to Na Hopena A’o</p>	<p>Connect, align and transition from GLOs and Hawaiian Studies to Na Hopena A’o statements:</p> <ul style="list-style-type: none"> ● Community Contributor and Effective Communicator to Sense of Belonging ● Self-Directed Learner to Sense of Responsibility ● Quality Producer and Complex Thinker to Sense of Excellence ● Effective Communicator to Sense of Aloha ● Effective and Ethical User of Technology to Sense of Responsibility ● Hawaiian Studies content alignment to Sense of Hawaii <p>Students will engage in a variety of Hawaiian culture based activities:</p> <ul style="list-style-type: none"> ● Daily Morning Protocol ● Resource Class: Hawaiian Studies with Kumu Leialoha ● May Day ● Field Trip- Grade 4 to Makahiki Competition <p>All Teachers</p>	<p>Report Cards</p> <p>100% of Staff, students, and community trained about Na Hopena</p>	<ul style="list-style-type: none"> <input 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:__, \$
---	--	---	---	--



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

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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	To expose students to career options and how to become service leaders	Return of South Kona Career Event (1st Time since Covid) Partner with middle and high school students (Ho'okena Grads) to be guest speakers around career exploration, school transitions, jobs, and future opportunities for students Grades 3-5 Student Council Teachers & Students	95% or more students will participate 5 former students will be guest speakers to all fourth and fifth graders 100% of student council will organize all school assemblies	<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:__, \$



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 <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>
2.1.1 All staff will engage in the PLC process to ensure high quality instruction using the four critical questions as the road map for student success.	#2 & #3 Highly effective Teachers collaborate around student learning,	All teacher teams will cooperatively develop: <ul style="list-style-type: none"> ● Quarterly Unit plans that include previous years plan, areas of challenge for students in previous years, analysis for additional differentiation ● Identifying and agreements of priority standards ● proficiency scales ● Pacing of Priority Standards ● success criteria ● learning targets ● A plan for all students (those who already know & those who have not learned yet) 	PLT meeting notes NWEA, SFA, Eureka, SBA data 5% increase in formative and summative assessment scores	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$22,500 <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: __, \$



<p><i>Complex Required for all schools.</i></p>		<p>As part of the</p> <p>Behavior: All teachers will implement Tier 1 behavioral strategies:</p>		
---	--	--	--	--



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 <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 <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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	To have clear two-way communication and input with all stakeholders	Monthly meetings are set and shared during the first month of the school year. PCNC & Principal	Meeting links and agendas are on the school website. 90% of the SCC minutes will document full meeting participation from various role groups.	<input 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: __, \$



One-Year Academic Plan SY 2024-2025

--	--	--	--	--





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 Ho’okena 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 <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
---	------

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

Bell Schedule: [SY 2023-2024 Bell Schedule](#)