



Holomua Elementary School Academic Plan SY 2025-2026

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Ewa Beach, HI 96706
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<https://sites.google.com/k12/hi/us/holomua/home>

- ☒ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self-Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal: Christopher D. Bonilla

3/17/25

Approved by Complex Area Superintendent: Sean S. Tajima

03/17/2025

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten - 5th Grade	Teacher Created ▾	ORIGO Stepping Stones, First Editio... ▾	Teacher-Created Curriculum	Teacher-Created Curriculum
6th Grade	Teacher Created ▾	HMH Into Math ▾	StemScopes, Challenger Center	Teacher-Created Curriculum

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-6	iReady	iReady, IXL	Mystery Science (Gr K-5), PLTW (Gr K/5)	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions, and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten - 6th Grade	I-Ready ▾	I-Ready ▾
Kindergarten	Kindergarten Early Assessment (KEA)	Kindergarten Early Assessment (KEA)
Kindergarten - 2nd Grade	Reading A-Z (Running Records)	

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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: 2026

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

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

Please number the student need and root/contributing cause for ease of cross-referencing.

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

2023-24 SBA Proficiency by Subgroup:

Content Area	All Students	SpEd	EL + Exits	Disadvantaged
ELA	62.9%	9.3%	52%	50.4%
Math	57%	15.6%	45.8%	45.9%
Science	45.5%	7.6%	16.6%	31.1%

Root/Contributing Cause:

1a) The Administration and staff continue to refine their vertical grade level 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 language arts using the DDIC process 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.

1b) The Administration and staff work with their established committees to generate grade levels 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.

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

SBA Proficiency by Subgroup:

SpEd and non-Sped Students	2021-22	2022-23	2023-24
ELA gap	69.8%	62.7%	62.6%
Math gap	58.1%	57.5%	49.6%
Science gap	59.7%	38.2%	51%

Root/Contributing Cause: Holomua Elementary continues to refine curriculum and instruction to decrease the achievement gap.

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

SBA Proficiency by Subgroup:

EL and non-EL Students	2021-22	2022-23	2023-24
ELA gap	32.7%	9.4%	19.9%
Math gap	20.7%	22.9%	19.4%
Science gap	24.5%	8.2%	42%

Root/Contributing Cause: Holomua Elementary continues to refine curriculum and instruction to decrease the achievement gap.

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

SBA Proficiency by Subgroup

Disadvantaged and Non-Disadvantaged Students	2021-22	2022-23	2023-24
ELA gap	27.4%	22.1%	21.5%
Math gap	21.1%	21.5%	19.3%
Science gap	21.1%	25.2%	27.5%

Root/Contributing cause(s): Holomua Elementary continues to refine curriculum and instruction to decrease the achievement gap.

5 **Student Need:** Increase school wide attendance and decrease chronic absenteeism rates.

Attendance	2021-22	2022-23	2023-24
Average Daily Attendance	89.7%	91.8%	92.5%
Chronic Absenteeism	7.8%	28.2%	21.6%

Root/Contributing cause(s): Residual impact of the COVID pandemic policies (parents keeping students at home for illness for longer periods or more frequently), families take trips for various reasons at times that do not align with our unique multitrack schedule.

6 **Student Need:** Decrease student behavior incidents.

Suspensions	2021-22	2022-23	2023-24
Non-Suspended	99.4%	98.7%	98.7%
Suspended	.5%	1.2%	1.2%
Class A	12.5%	30.7%	7.1%
Class B	62.5%	30.7%	64.2%

	Class C	12.5%	38.4%	28.5%
	Class D	12.5%	0.0%	0.0%
<p><u>Root/Contributing cause(s):</u> Residual impact of COVID pandemic as students continue to learn how to navigate social situations such as conflict resolution, communication, and self-advocacy.</p>				

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

1 Targeted Subgroup: Special Education

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science

	2021-22	2022-23	2023-24
ELA gap	69.8%	62.7%	62.6%
Math gap	58.1%	57.5%	49.6%
Science gap	59.7%	38.2%	51%

2 Targeted Subgroup: English Language Learners

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science

	2021-22	2022-23	2023-24
ELA gap	32.7	9.4	19.9
Math gap	20.7	22.9	19.4
Science gap	24.5	8.2	42

3 Targeted Subgroup: Disadvantaged

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science

	2021-22	2022-23	2023-24
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	ELA gap	27.4	22.1	21.5
	Math gap	21.1	21.5	19.3
	Science gap	21.1	25.2	27.5



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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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 <u>provided necessary and timely support</u> to develop foundational skills for learning.	The Kindergarten Readiness Assessment (KRA) helps to identify the student's strengths and challenges and inform instruction.	<p>Assess incoming Kindergarten students using the KRA and grade-level assessments at the beginning of the school year.</p> <ul style="list-style-type: none"> Use this data to address learning gaps and students' needs with differentiated instruction provided throughout the day. <p>Grade-level teachers will provide differentiated/modified lessons targeting specific skills.</p> <p>Teachers and GLS will meet periodically to monitor and discuss students' progress using classroom data, iReady data, and anecdotal records.</p> <p>Teachers will complete Panorama SEL survey for all kindergarten students.</p>	<p>Kindergarten Quarterly Assessments</p> <p>Kindergarten Formative and Summative Assessments</p> <p>iReady Pre/Mid/Post Reading Diagnostic Assessments</p> <p>Panorama SEL 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 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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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>Student Needs #1, 2, 3, 4</p>	<p>Assess all students in their reading level (decoding and comprehension) using Reading A-Z, Qualitative Reading Inventory (QRI) graded passages, running records (K-2nd Gr), and iReady Reading Pre/Mid/Post Diagnostic Assessments (K-6th Gr).</p> <ul style="list-style-type: none"> • If a 3rd-6th grade student is 2 grade levels below, they will be assessed using running records as needed. • Data is used to address learning gaps and students' needs • Differentiated instruction is provided throughout the day. <p>Analyze student reading data to address individual student needs.</p> <ul style="list-style-type: none"> • Teachers will analyze iReady data, set SMART goals, identify needs, and decide on instructional strategies to address the needs of each tier. <p>Implement differentiated/modified instructional strategies to target a specific skill throughout the day.</p> <ul style="list-style-type: none"> • The strategies are provided during Dedicated Response to Intervention Block (DRIB) by the teachers and grade level support (GLS). • 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. 	<p>Grade-level Quarterly Assessments</p> <p>Grade-level Formative and Summative Assessments</p> <p>iReady Pre/Mid/Post Reading Diagnostic Assessments and Diagnostic Growth Reports</p> <p>Smarter Balanced Assessments (SBA)</p> <p>State/School Growth Target Percentage</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: __, \$
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		<p>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.</p> <p>Teachers and GLS will meet periodically to monitor and discuss the students' progress using classroom data, iReady data, and anecdotal records.</p> <p>Accountable Leads: Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro</p>		
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Student Needs #1, 2, 3, 4</p>	<p>Assess students using the iReady Pre/Mid/Post Math Diagnostic Assessments and grade levels formative and summative assessments.</p> <ul style="list-style-type: none"> Teachers will use data to address learning gaps and students' needs to determine differentiated instruction provided throughout the day. <p>Grade levels go through the Data Team Process and set SMART goals, identify needs, and select strategies/lessons to address the needs of each tier.</p> <ul style="list-style-type: none"> Teachers identify students in the different tier groups and address 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. <p>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.</p> <p>The teachers and GLS will meet periodically during articulation and as needed to monitor and discuss the students' progress using classroom data, iReady data, and anecdotal records.</p> <p>Accountable Leads: Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro</p>	<p>Grade level Quarterly Assessments</p> <p>Grade level Formative and Summative Assessments</p> <p>iReady Pre/Mid/Post Math Diagnostic Assessments</p> <p>Smarter Balanced Assessments (SBA)</p> <p>State/School Growth Target Percentage</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>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>To provide a project-based curriculum to promote higher-level thinking.</p>	<p>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 goes through a rigorous screening process. The program combines project-based learning and hands-on activities to enhance higher-level thinking, problem-solving, and teamwork.</p> <p>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.</p> <p>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.</p> <p>Our Enrichment program is designed to provide a comprehensive learning experience, promoting not just academic excellence but also personal growth and community awareness.</p>	<p>Project Evaluations: Judges, including teachers and staff, using the FLL Rubrics</p> <p>Feedback and Self-Assessment Surveys</p> <p>Teacher Assessment of Student's Teamwork and Communication</p>	<p> <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: __, \$ </p>
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		<p>Our Afterschool Robotics Program provides students in grades 4-6 with opportunities to explore fundamental concepts of programming and coding. Students are then challenged to apply and adapt these skills to complete various tasks.</p> <p>Accountable Leads: Justin Furuta, Ryan Kanetani</p>	<p>Project-based assessments through competition & challenges</p> <p>Teacher/Coach Observations</p> <p>Self-evaluation</p>	
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>To provide equity and support to our students with identified disabilities</p> <p>Student Need #2</p>	<p>Our Special Education Department provides different levels of support. Determining the level of support a student will receive is based on the IEP process.</p> <ul style="list-style-type: none"> ● Supports in the general education class <ul style="list-style-type: none"> ○ 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 ● Learning Center <ul style="list-style-type: none"> ○ Students receive SDI for specific academic areas ○ Special Education and General Education teachers collaborate to develop accommodations and/or modifications of curriculum beforehand ○ Focus on specific skills that are prerequisites for grade-level standards ● Fully Self-Contained <ul style="list-style-type: none"> ○ Students receive SDI for academic, behavior, communication, daily living, motor, and social skills ○ Students in 4th-6th grade participate in Community Based Instruction (CBI) where they learn life skills in the actual environment. 	<p>Evaluation / IEP process</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: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	<p>To provide equity and support to our students identified as disadvantage</p> <p>Student Need #4</p>	<p>Socio-Economic Students</p> <p>Provide after-school tutoring in math and give priority to the disadvantaged group.</p> <p>Accountable Lead: Kau'i Nakamoto and Noel Hakoda</p>	<p>iReady Pre/Mid/Post Math Diagnostic Assessments</p> <p>Utilizing our demographic data</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>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances</p>	<p>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</p> <p>Student Need #3</p>	<p>All K-6 EL students work towards language proficiency and growth to target goals.</p> <ul style="list-style-type: none"> • EL Teacher/Gen Ed Teacher/PPE provides Direct and Sheltered Instruction • Students utilize the Imagine Learning and Flashlight Programs. <ul style="list-style-type: none"> ◦ Grades K-6 students will utilize Imagine Learning. The students are given pre-, mid-, and post-assessments to track their progress for the year. The students will be assigned lessons based on their performance on the assessments. ◦ EL students in grades 3-6 will also utilize the Flashlight Learning Program. This program allows additional practice in speaking and writing. The questions are posed similarly to what is given in the ACCESS test. The students also complete the pre-, mid-, and post-benchmark assessments to track their growth. • EL Students participate in Guided Reading using leveled books and practice a variety of reading strategies. • EL students work to improve their grade-level content vocabulary and math proficiency. <p>After School Tutoring</p> <ul style="list-style-type: none"> • Tutoring is offered to promote student success within their areas of need. <p>Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.</p> <p>1.2.1. All students desire to and attend school regularly.</p> <p>1.2.2. All students demonstrate positive behaviors at school.</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: __, \$
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		<p>1.2.3. All students experience a Na Hopena A'o environment for learning</p> <p>The Holomua Elementary EL Program will host events to celebrate the many diverse families represented at our school and promote cultural understanding.</p> <ul style="list-style-type: none"> • The students feel a sense of pride and belonging to our Holomua family. • The students will experience the similarities and differences between themselves and their peers. • This will expose them to other cultures that exist within our Holomua family. • We want to maintain the students' eagerness to be a part of our school's family, increasing their desire to come to school and positively influence their peers whom they interact with daily. • The students are encouraged to be positive role models no matter their cultural background and work together to create stronger relationships with those around them. <p>Accountable Lead: Michele Murakami</p>		
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		Sheryl Hara, Dana Kawamura, Janine Pataray, Shannon Foster, Stevie Hudyma, Kendyl Eugenio		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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>Student Need #5</p>	<p>Holomua Elementary will implement the attendance policy. Teachers, Counselors, and Administration communicate with parents through attendance letters and phone calls.</p> <p>Holomua Elementary has an Attendance Review Committee that meets monthly to develop a support plan.</p> <p>Counselors will plan Attendance Challenges to motivate students to attend school regularly.</p> <p>Provide students (in grades 4-6) with opportunities to participate in various enriching activities:</p> <ul style="list-style-type: none"> - Junior Police Officer Program (JPO) - Enrichment/Robotics - Extracurricular after-school activities <ul style="list-style-type: none"> - Hip-Hop - Voyager Voices - Performing Arts Program - Library Club - Student Council - Intramural Sports (track, basketball, volleyball) 	<p>Attendance rates</p> <p>Chronic absenteeism rates</p> <p>School Quality Survey</p> <p>Attendance Policy, Student Surveys</p> <p>Attendance rates</p> <p>The Self-Study group will be meeting with leads to discuss program successes and needed support.</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>

		<p>Provide support through the PSAP program for students who have difficulty coming to school and transitioning.</p> <p>The counseling department will provide individual support as needed for all students.</p> <p>Accountable Leads: Shannon Foster, Stevie Hudyma, Kendyl Eugenio</p>	PSAP Data End-of-the-Year Summary.	
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Positive behaviors increase a sense of safety and well-being for all students.</p> <p>Positive behaviors have a positive impact on student achievement.</p> <p>Student Need #6</p>	<p>Holomua implements 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 and supplement them with books and other activities. The program will include assemblies and faculty PD. Counselors and Administration will reference the Choose Love language when working with students.</p> <p>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 throughout the school by all staff.</p> <p>Accountable Leads: Shannon Foster, Stevie Hudyma, Kendyl Eugenio</p>	<p>Rate of Chapter 19 incidents</p> <p>Panorama Survey</p> <p>Rate of Behavior Referrals</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>

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
<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 to increase student exposure.</p>	<p>K-6 teachers integrate career exploration learning opportunities and guest speakers as a part of their curriculum.</p> <ul style="list-style-type: none"> Utilize ClimbHI 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>Career day will be organized for our 4th-6th graders.</p> <ul style="list-style-type: none"> Volunteers in various careers share information about their occupations <p>Teachers conduct lessons on various career, community, and civic opportunities throughout the year.</p> <p>SpEd FSC students participate in Community Based Instruction (CBI).</p> <ul style="list-style-type: none"> Students learn life skills in the actual environment. <p>Accountable Leads:</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>

		Christine Dash (ClimbHi), Shannon Foster, Stevie Hudyma, Kendyl Eugenio (Career Days), 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. Student Needs #1, 2, 3, 4	Continue to utilize the Common Core Standards with a focus on the continuum from foundational to college and career readiness skills. <ul style="list-style-type: none"> Provide a variety of educational and extracurricular activities. Utilize strategies to prepare students for success at the next level. Career day will be organized for our 4th-6th graders. <ul style="list-style-type: none"> Volunteers in various careers share information about their occupations. Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto, Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro, Shannon Foster, Stevie Hudyma, Kendyl Eugenio (Career Days)	Teachers Observations Career Day Feedback	<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: __, \$



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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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 year-end EES rating.</p>	To ensure teachers are highly qualified to support all students.	<p><u>Danielson Framework</u></p> <p>Administrators support all teachers by following the Charlotte Danielson framework to enhance instruction for SY 2025-26.</p> <p>Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto</p>	IPDP and EES	<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>
100% of new teachers will be supported by	To ensure teachers are highly qualified	<p>Highly Qualified and Highly Effective Teachers</p> <p>Mentor teachers will support new teachers (tenured or</p>	New Teacher Center (NTC) and EES	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p>

<p>their Mentor, Grade Level Chair, and Grade Level Support staff.</p> <p>100% of new teachers will receive an Effective rating on their EES rating.</p>	<p>to support all students.</p> <p>New teachers require support to assist in their transition to HES</p>	<p>non-tenured) to provide professional improvement and to ensure they are all Highly Qualified Teachers for SY 2025-26.</p> <p>Beginning Teachers (BT) are mentored by their Track Partner, Grade Level Chairperson, or Grade Level Support.</p> <ul style="list-style-type: none"> Beginning Teachers attend CK Complex BT Orientation, EES Overview Training, and PLCs throughout the year. Mentor Teachers attend CK Complex Forum. Site Lead attends CK Complex PLC <p>Accountable Leads: Christopher D. Bonilla, Noel Hakoda, Kau'i Nakamoto, Sheryl Hara (I&M Program)</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>
<p>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?" "Are there resources or support needed to meet the school-wide focus?"</p> <p>100% of Grade levels will reflect on what is working for their grade level and what their next steps will be.</p>	<p>Students Needs #1 - 6</p> <p>This will provide students with a clear and coordinated school-wide curricular program, more precise instruction, and more appropriate assessments.</p> <p>SY 24-25</p>	<p>Grade Level Articulation</p> <p>Provide 10+ articulation sessions for grades K-6 from 8:00-10:00 to allow collaborative planning with a school-wide focus.</p> <p>Grade Level Vertical Articulation</p> <p>Refine 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.</p> <ul style="list-style-type: none"> Begin with ELA and expand to all curricular areas where vertical articulation is incomplete. <p>Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto, Sheryl Hara, Christine Dash, Dana Kawamura, Shannon Shimabukuro</p> <p>Professional Development (PD)</p>	<p>Data Teams Process and Templates</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>

<p>Narrow the achievement gaps for our targeted student groups (EL, SpEd, Disadvantaged)</p> <p>Improve offerings and opportunities for professional learning for staff and teachers</p>	<p>Panorama teacher and staff survey results for Professional Learning</p>	<p>Provide ongoing professional growth to our educators through comprehensive and adaptable PDs. The PDs are designed to continually expand the capacity and knowledge of our teachers, keeping them as the focus of Holomua's educational advancements.</p> <p>Provide opportunities focused on professional development topics (local/national), such as educational technology, curriculum design, innovative instructional methods, and increasing student engagement.</p> <p>Continue the Data-Driven Instructional Cycle (DDIC) PD with Cathy Palmer.</p> <ul style="list-style-type: none"> Teachers will have grade-level workdays to continue the DDIC Process in various subject areas. <p>Accountable Leads: Christopher D. Bonilla, Noel Hakoda, Kau'i Nakamoto</p>	<p>Monitoring of Professional Development via the creation of school-wide initiatives and updates to the academic plan.</p> <p>Panorama teacher and staff survey results</p> <p>Teacher Sign-in Sheets, PD Agendas, Conference Registrations, Presentations</p>	
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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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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>	Increased parent and community involvement supports student success by providing additional resources and opportunities.	Sustain the current SCC committee membership which now includes a parent with public safety community experiences as an HPD Officer and the business partnership with the current SCC members from Prince Waikiki Hotel and Hawaii Prince Golf Club. Accountable Lead: Christopher Bonilla, Sheryl Hara	Military Partnership Agreements SCC Minutes	<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:____, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
<p>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.</p>	<p>Increased parent and community involvement supports student success by providing additional resources and opportunities.</p>	<p>Provide various community and parent involvement activities and continue to work on increasing community and parent support.</p> <p>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 the current partnership with the Coast Guard Sustain new partnership with the Command Pacific Fleet <p>Accountable Leads: Christopher Bonilla, Noel Hakoda, Kau'i Nakamoto</p>	<p>SCC Minutes</p> <p>Family Nights and Coffee Hour Attendance and Surveys</p> <p>SQS</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>

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
		All support systems are included in the above sections.		<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: __, \$

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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
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

