



One-Year Academic Plan 2020-2021

Version Protocol:

V. 1 - black

V.2 - changes in RED/ omitting - strikethrough instead of delete

V.3- changes in BLUE/ omitting - strikethrough instead of delete

V.4- changes in GREEN/ omitting - strikethrough instead of delete

V.5- changes in ORANGE/ omitting - strikethrough instead of delete

Janette Snelling
Approved by HKKK CAS

6/2/2020

Date

School:	Kohala Elementary School	
Address:	54-3609 Akoni Pule Hwy. Kapaau, HI 96755	
Phone:	808 889-7100	
Website:	kohalaelementary.com	

Where are we now?							
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> • WASC Category B: Standards Based Student Learning: Curriculum, instruction • WASC Category C: Standards Based Student Learning: Instruction • WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • Other 	<ol style="list-style-type: none"> 1. Need: Increase student achievement through rigorous problem-based learning activities that offer complex thinking & higher levels of DOK (particularly Sped sub group). [CNA p.19] (WASC CA #6) <ol style="list-style-type: none"> a. Provide relevant PD and design a system to determine the impact of the PD on teacher practice & student performance. (WASC CA #1) 2. Need: Strengthen & systematize school Multi Tiered Systems of Support [CNA p.16] <ol style="list-style-type: none"> a. Design and implement Rtl system to better monitor student progress and ensure adequate support for all students (WASC CA#7) b. Improve the process for addressing Chronic Absenteeism (WASC CA #9) c. <u><i>Strengthen instruction in core subjects (Tier 1)</i></u> <ol style="list-style-type: none"> i. ILT Cycle of Professional Learning & PD in PLC/Data Teams [CNA p.19] ii. Implement the Data Team process with fidelity. (WASC CA #5) <ol style="list-style-type: none"> 1. System to measure the effects of implementation of PD and design of the system to align formative & summative data with grading policies and procedures. (WASC CA #2 & #8) iii. Design a system to review the impact of curricula and other programs to develop consistency with implementation (WASC CA #4) iv. Provide relevant PD and design a system to determine the impact of the PD on teacher practice & student performance. (WASC CA #1) 3. Need: Train and assign school-based mentors to support new hires and faculty returning from leave. (WASC CA #3) 						
	Addressing Equity: Sub Group Identification						
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.						
	<table border="1"> <thead> <tr> <th>Sub Group</th><th>Identified Need(s)</th><th>Enabling Activit(ies)</th></tr> </thead> <tbody> <tr> <td>Special Education 16%</td><td>Academic achievement rdg./math</td><td>All IDEA students will receive reading instruction at their level. Ss in K-2 will receive systematic phonics instruction. Ss in 3-5 will receive reading instruction in</td></tr> </tbody> </table>	Sub Group	Identified Need(s)	Enabling Activit(ies)	Special Education 16%	Academic achievement rdg./math	All IDEA students will receive reading instruction at their level. Ss in K-2 will receive systematic phonics instruction. Ss in 3-5 will receive reading instruction in
Sub Group	Identified Need(s)	Enabling Activit(ies)					
Special Education 16%	Academic achievement rdg./math	All IDEA students will receive reading instruction at their level. Ss in K-2 will receive systematic phonics instruction. Ss in 3-5 will receive reading instruction in					

			comprehension and decoding strategies. All IDEA Ss will receive math instruction which embeds the C-P-A (concrete-pictorial-abstract) & lesson design process to ensure retention and understanding of key math concepts.
	English Learners 8%	Language development	School wide activities: All Ss in need of language support will receive instruction which incorporates oral language development strategies: T-P-S, Cooperative Learning, content vocabulary.
	Low SES 68%	Academic achievement rdg./math	School wide activities: All Ss will receive reading instruction in phonics, decoding strategies, and comprehension strategies. Teachers will use cooperative learning and Visible Learning - Teacher Clarity strategies.

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Principal: Hannah Loyola	1. EA #1.1 - Student Support: Literacy, EA1.2 - Staff Support: Literacy, EA1.3- Systems of Support: Literacy, EA #2.1 - Student Support: Math, EA2.2 - Staff Support: Math, EA2.3- Systems of Support: Math, EA 3.1 Student Support: MTSS, EA 4.2 Staff Support: Resources, EA 4.3 Systems of Support: Resources Academic Review Team, Leadership Team, Instructional Leadership Team
2. Curriculum Instruction Assessment Coordinator: Eddeille Thomas	2. EA #1.2 Staff Support: Literacy, EA 2.2 Staff Support: Math
3. Student Services Coordinator & English Learner Coordinator: Anne Tucker	3. EA #3.1 Student Support: MTSS
4. Counselor: Lei Moore	4. EA #3.1 Student Support: MTSS, EA4.2 Staff Support: Resources
5. Grade Level Chairs:	5. EA 1.1 Student Supports: Literacy, EA 1.2 Staff Support: Literacy, EA 2.1 Student Supports: Math, EA 2.2 Staff Support: Math
6. Instructional Leadership Team	6. EA 1.2 Staff Support: Literacy, EA 2.2 Staff Support: Math
7. Academic Review Team	7. EA1.3 - Systems of Support: Literacy, EA2.3 - Systems of Support: Math, EA3.2 -PD: MTSS, EA 3.3 - Systems of Support: MTSS, 4.1

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome: By the end of sy20-21	Rationale:
All students will be provided with high quality instruction and opportunities to assess and monitor their learning.	When students are provided with lessons that are rigorous, require complex thinking and higher levels of DOK, are student-centered, and problem-based, student engagement will increase resulting in improved academic growth.

Goal 2: Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of sy20-21	Rationale:
All teachers will be provided with high quality professional development in effective instructional strategies and feedback to improve implementation of highly effective strategies.	When teachers are provided with relevant professional development with clear outcomes and a system of monitoring the implementation of the PD and the impact of the PD on student learning, teacher effectiveness will improve and result in improved academic growth for students.

Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of sy20-21	Rationale:
<p>All teachers will have time and a given structure to guide collaboration and professional development efforts.</p> <p>The school leadership will have systems in place to: monitor impact of PD on teacher practice & student performance; measure effects of implementation of PD and design of the system to align formative & summative data with grading policies and procedures; and review the impact of curricula and other programs to develop consistency with implementation</p> <p>All teachers will receive training in MTSS and Cycle of</p>	<p>When teachers are provided with a structure, support and guidance along with designated time to collaborate, there is greater success in implementation of effective practices.</p> <p>In addition, review and monitoring of programs and processes aligned to intended goals will increase their effectiveness, consistency, and relevance.</p>

Planning					Funding Source(s)		How will you measure this enabling activity?																								
Desired Outcome	Promise		Enabling Activity	Lead(s)																											
Increase literacy proficiency schoolwide and ensure all students are reading at grade level by grade three.		Hawai'i	Students will receive instruction through the use of highly effective instructional strategies (according to J. Hattie's research in Visible Learning) to improve students' literacy skills (listening, speaking, reading, writing). 1.1a Students in grades K-2 will receive English Language Arts instruction with a greater emphasis on foundational reading skills and oral language development. 1.1b Students in grades 3 - 5 will receive English Language Arts instruction with a greater emphasis on reading comprehension and writing.	Admin GLCs	x	WSF	Impact on student learning: Student reading data in iReady diagnostic data (3x/yr) and Grade level Common Formative Assessments will show an increase from Fall assessment to Spring assessment. Schoolwide: <table><tr><td>Fall Diagnostic (Q1)</td><td>Winter Diagnostic (Q2)</td><td>Spring Diagnostic (Q3)</td><td>EOY K-2 (Q4)</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> Following each diagnostic assessment, faculty meeting time will be designated to review the data. Quarterly Assessment data - SFA, will show students in K-2 increasing in reading achievement. K- - %Ss showing growth: <table><tr><td>Q1</td><td>Q2</td><td>Q3</td><td>Q4</td></tr><tr><td>K-</td><td></td><td></td><td></td></tr><tr><td>1-</td><td></td><td></td><td></td></tr><tr><td>2-</td><td></td><td></td><td></td></tr></table>	Fall Diagnostic (Q1)	Winter Diagnostic (Q2)	Spring Diagnostic (Q3)	EOY K-2 (Q4)					Q1	Q2	Q3	Q4	K-				1-				2-			
	Fall Diagnostic (Q1)	Winter Diagnostic (Q2)			Spring Diagnostic (Q3)	EOY K-2 (Q4)																									
	Q1	Q2			Q3	Q4																									
	K-																														
	1-																														
2-																															
x	Equity			x	Title I \$50000																										
x	School Design				Title II																										
	Empowerment				IDEA																										
	Innovation			x	Other																										
	Hawai'i		Teachers will receive Professional Development on: <ul style="list-style-type: none">grade level curriculumeffective instructional strategies - Visible Learning	Admin CIA Coord	x	WSF	Impact on teacher practice: All teachers will be visited monthly via Classroom walkthroughs by admin and/or peers to show evidence of																								
x	Equity				x	Title I \$40,000																									

	x	School Design		<p>1.2a Teachers in grades K-2 will receive professional development & coaching on Success for All curriculum implementation</p> <ul style="list-style-type: none"> Teachers in K-2 will be provided SFA curriculum and grade level time for PD & Data Teams. <p>1.2b Teachers in grades 3-5 will receive PD/support/common planning time to implement Reading Wonders Materials Adaptation Project</p> <ul style="list-style-type: none"> Teachers in 3-5 will be provided with time to plan Reading Wonders MAP in addition to grade level time for PD & Data Teams. <p>1.2c. All teachers will receive PD in effective instructional strategies (PIP) via the Cycle of Professional Learning (PIP)</p>	ILT Team		Title II	students receiving targeted strategies during ELA instruction
	x	Empowerment					IDEA	ART/Leadership will review walkthrough data, set quarterly goals, and provide regular feedback to teachers on the implementation of instructional strategies.
		Innovation					Other	ILT Team will review data on schoolwide implementation of the targeted Powerful Instructional Strategy, share out at designated quarterly ILT time in Faculty meetings, and set school implementation goals.
		Hawai'i		<p>1.3a Data Team Processes will drive Teacher Collaboration:</p> <ul style="list-style-type: none"> Systems for grades K-2 level time for PD & Data Teams. <p>1.3b Data Team Processes will drive Teacher Collaboration:</p> <ul style="list-style-type: none"> Systems for grades 3-5 will be provided with time to plan Reading Wonders MAP in addition to grade level time for PD & Data Teams. <p>1.3c The ILT Process will Support School Wide Implementation of effective literacy strategies: The school will utilize the ILT process to support effective literacy instruction which includes a monitoring/measuring/modifying component to be done through classroom walkthroughs and peer observations.</p> <p>1.3d Grade level teachers will utilize the 6 Step Data Team Process to:</p> <ul style="list-style-type: none"> Create grade level standards-based Learning Targets (utilizing *HKKK Complex Literacy Framework) 	ART Team		WSF	Grade level Data Team & PLC meeting notes will reflect discussions/planning related to utilization of data to inform instruction.
	x	Equity					Title I	ILT Peer observation and/or Guided Visit data meet the SMARTe goal related to the targeted Powerful Instructional Strategy.
	x	School Design				x	Title II	
<p>CNA Crosswalk (p.16, 20)</p> <p>FRF Line # 16,17,18</p> <p>WASC Critical Area for Follow up #1,2,3,4,5,8</p> <p>Title 1 Addendum Crosswalk SW # 3,6</p>		Empowerment					IDEA	<p>School leadership will utilize rubrics provided in <i>The Leadership and Learning Center: Data Teams 3rd Edition</i> to monitor each step of the Data Team process and monitor schoolwide implementation and effectiveness</p> <p>Family engagement opportunities will be documented as well as participation #s</p>
		Innovation					Other	

			<ul style="list-style-type: none">• Determine Success Criteria,• Develop formative assessments to measure student progress• Monitor student progress towards Learning Target and provide differentiated support when needed• Support teachers new to the school or to the profession <p>1.3e The school will host family engagement opportunities to educate families on reading strategies and how to help their child from home.</p> <p>*The school will utilize the complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills and increase K-12 vertical alignment.</p>											
Planning					Funding Source(s)		How will you measure this enabling activity?							
Desired Outcome	Promise		Enabling Activity	Lead(s)										
Increase math proficiency school wide by building student’s mastery of key mathematical concepts at each level.		Hawai’i	<p>Students will receive instruction through the use of highly effective instructional strategies (according to J. Hattie’s research in Visible Learning) and lesson design aligned learning theory to improve students’ learning of math content and practices.</p> <p>2.1a Students will receive instruction in a design which is aligned to learning theory :</p> <ul style="list-style-type: none">• Exploration (play)• Structured Discussion (cooperative learning)• Guided Practice• Independent Practice• Math Journal (literacy integration) <p>2.1b Students will receive instruction focused on grade level standards and mathematical practices K - 5</p>	Admin GLCs		WSF	<p>Impact on student learning: Student math data in iReady diagnostic data (3x/yr) will show an increase from Fall assessment to Spring assessment. Schoolwide:</p> <table><tr><td>Fall Diagnostic</td><td>Winter Diagnostic</td><td>Spring Diagnostic</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Following each diagnostic assessment, faculty meeting time will be designated to review the data.</p> <p>Grade level Common Formative Assessment data (accessed via Grade level documentation sheets) will show the number of students not meeting proficiency from pre-assessments to post-assessments will decrease with each cycle.</p>		Fall Diagnostic	Winter Diagnostic	Spring Diagnostic			
	Fall Diagnostic	Winter Diagnostic			Spring Diagnostic									
		Equity x							Title I					
		School Design							Title II					
	Empowerment			IDEA										
	Innovation			Other										

							Quarterly Assessment data , will show students in 3-5 increasing in math achievement. Ss showing growth: <table><tr><td>Q1</td><td>Q2</td><td>Q3</td></tr><tr><td>3-</td><td></td><td></td></tr><tr><td>4-</td><td></td><td></td></tr><tr><td>5-</td><td></td><td></td></tr></table>	Q1	Q2	Q3	3-			4-			5-		
	Q1	Q2	Q3																
	3-																		
	4-																		
	5-																		
		Hawai'i		2.2a Teachers will receive support through PD and grade level PLCs when planning math lessons which incorporate the elements of Lesson Design & mathematical practices. 2.2b Teachers will be trained in the 6 Step Data Team Process 2.2c Teachers will receive Professional Development on: <ul style="list-style-type: none">grade level curriculum aligned to standardseffective instructional strategies - Visible Learning	Admin CIA Coord. ILT Team		WSF	Impact on teacher practice: All teachers will be visited monthly via Classroom walkthroughs by admin and/or peers to show evidence of students receiving targeted strategies during math instruction. School leadership will review walkthrough data, set quarterly goals, and provide regular feedback to teachers on the implementation of instructional strategies.											
		Equity				x	Title \$9716l												
		School Design x					Title II												
		Empowerment					IDEA												
		Innovation					Other												
	Hawai'i		2.3a Data Team Process will drive Teacher Collaboration: <ul style="list-style-type: none">Teachers in K-1 will be provided with time to plan math instruction in addition to grade level time for PD & Data Teams. 2.3b Data Team Process will drive Teacher Collaboration: <ul style="list-style-type: none">Teachers in 2-5 will be provided with, "Think Mathematics" curriculum in addition to grade level time for PD & Data Teams. 2.3c The school will utilize the ILT process to support effective literacy instruction across all content areas & will include a monitoring/measuring/modifying component to be done through classroom	ART Team		WSF	System to monitor: Grade level Data Team meeting notes will reflect discussions/planning related to utilization of data to inform instruction. School leadership will utilize rubrics provided in <i>The Leadership and Learning Center: Data Teams 3rd Edition</i> to monitor each step of the Data Team process and monitor schoolwide implementation and effectiveness School meeting schedules will show regularly scheduled grade level Data Team meetings.												
	Equity					Title I													
	School Design					Title II													
CNA Crosswalk (p.16, 20)	Empowerment					IDEA													
FRF Line #16,17 WASC Critical Area for Follow up # 1,2,3,4,5,8	Innovation					Other													

Title 1 Addendum Crosswalk SW # 3,6			<p>walkthroughs and peer observations.</p> <p>2.3d Grade level teachers will utilize the 6 Step Data Team Process to:</p> <ul style="list-style-type: none"> • Generate standards-based Learning Targets (utilizing *HKKK Complex Math Framework) • Determine Success Criteria, • Develop formative assessments to measure student progress • Set grade level goals and measure grade level progress towards goals. • Monitor student progress towards Learning Target and provide differentiated support when needed • Support teachers new to the school or to the profession <p>*The school will utilize the complex K-12 math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level and increase K-12 vertical alignment.</p>				
Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
Provide comprehensive support to address the needs of all students		Hawai'i	<p>3.1a All students will receive Tier 1 academic instruction in research based practices.</p> <p>3.1b All students will receive Tier 1 behavioral and social-emotional learning.</p> <p>3.1c Students at risk (attendance, academic, behavior, SEL) will have received classroom interventions then be provided with Tier 2 interventions and assessments to monitor progress.</p> <p>3.1d Students identified IDEA will be provided with LRE aligned to student's needs and provided with specially designed instruction.</p> <p>3.1e Students at risk of being chronically absent (15 absences for the SY), will be identified and provided</p>	Admin SSC Counselor		WSF	3.1a Quarterly Assessment data will show students increasing in achievement as measured by grade level Common Formative Assessments and iReady diagnostic assessments.
	x	Equity				Title I	
		School Design				Title II	
		Empowerment				IDEA	3.1b At least 85% of the students will receive "Usually" or above on quarterly GLO report cards (GLOs #1, 2, and 5).
		Innovation				Other	<p>3.1c School Data Team sheet will indicate that students are receiving support.</p> <p>3.1d Students will make academic gains in the program provided.</p>

				with interventions.				3.1e School Data Team tracking will include students at risk of being chronically absent as well as interventions (meeting, goal sheet/incentives, check-ins)..
		Hawai'i		<p>3.2a Teachers will receive training in Kohala Elementary School's MTSS and receive training in the referral process for students in need of academic, behavioral, and/or social-emotional support.</p> <p>3.2b Teachers will receive training in report card grading & General Learner Outcomes for consistent grading.</p> <p>3.2c Tutors will be trained in research based interventions to provide Tier 2 to students in need of higher levels of support.</p> <p>3.2d Special Education teachers will receive training in Hui Pu (Stetson Associates) in designing students' programs and LRE based on their needs.</p>	ART Team	x	WSF	<p>3.2a ART Team will review Grade Level Data Team notes.</p> <p>All teachers will follow the process:</p> <ul style="list-style-type: none"> providing support to struggling students following the referral process for students not <p>3.2b All teachers will receive PD in report card grading and GLOs</p> <p>3.2c All tutors will be trained in programs to be used for interventions.</p> <p>3.2d. All Special Education teachers will receive training and implement the Hui Pu process with the students on their case management.</p>
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawai'i		<p>3.3a Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior</p> <p>3.3b A System will be developed to Communicate Progress to Parents and Students:</p> <ul style="list-style-type: none"> The school will use resources provided by Hawaii Department of Education's training resources for report card training. <p>3.3c ART Team Process will be refined:</p> <ul style="list-style-type: none"> Identify and acquire research based interventions to target student's needs. <p>3.3d A System for Support around Co-Teaching will be developed:</p> <ul style="list-style-type: none"> The school will use Hui Pu resources provided. 	ART Team		WSF	<p>System to monitor:</p> <p>ART Team will schedule professional development for teachers and monitor the process using:</p> <ul style="list-style-type: none"> Grade level Data Team meeting notes Teacher referrals for 504 Special Education, SFT, will be limited to students who received classroom interventions. School Data Team tracking sheet
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
<p>CNA Crosswalk p.20,</p> <p>FRF Line #12,13</p> <p>WASC Critical Area for Follow up # 2,7,9</p> <p>Title 1 Addendum Crosswalk SW #3</p>								

Planning						Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity		Lead(s)				
Provide Students with a variety of hands-on learning experiences outside the classroom.	x	Hawai'i		4.1 Students will receive learning experiences outside the classroom. This will increase relevance, improve engagement, and ensure we are attending to the whole child.	ART	x	WSF	100% of students participating in resource classes Student quarterly survey (pre- and post) to incorporate greater student voice	
	x	Equity					Title I		
	x	School Design					Title II		
	x	Empowerment					IDEA		
		Innovation				x	Other		
		Hawai'i		4.2 Resource Teachers will receive professional development on program development to ensure high quality of rigor in resource classes.	Admin Counselor		WSF	All resource teachers will develop a description of their program and suggested follow up activities to classroom teachers.	
	x	Equity					Title I		
		School Design					Title II		
		Empowerment					IDEA		
		Innovation				x	Other		
	CNA Crosswalk p.16) FRF Line # WASC Critical Area for Follow up #6 Title 1 Addendum Crosswalk SW #3,5,6		Hawai'i					WSF	
			Equity					Title I	
			School Design					Title II	
			Empowerment					IDEA	
			Innovation					Other	
Planning						Funding Source(s)		How will you measure this enabling	

Desired Outcome	Promise		Enabling Activity		Lead(s)			activity?
		Hawai'i					WSF	
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawai'i					WSF	
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawai'i					WSF	
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up # Title 1 Addendum Crosswalk SW #		Empowerment					IDEA	
		Innovation					Other	

Notes:

1. Utilize your CNA and WASC reports to identify 8-10 areas of focus to be included in your Academic Plan
 - a. The complex is requesting three areas of focus based on data for the complex. The enabling activities for each of the following areas of focus have been populated in systems of support for each of these areas.
 - i. Improve literacy in reading and writing achievement
 - ii. Improve math achievement
 - iii. Develop a comprehensive MTSS plan and implementation (state mandate that schools develop a comprehensive plan to address intervention and proactive supports to support academics and social emotional well-being)
 - b. Enabling activities in student success, staff success, and systems of support should align to each focus area identified.
 - i. For each focus area, there is planned consideration for the infrastructure (system of support) and staff learning/supports (staff success) that need to be in place to support the enabling activity in student success. (An example is provided in the first chart in the template on page 6)
2. ILT has been placed as a system of support enabling activity based on the discussion at our principal meeting
3. The promise has been eliminated from the first column to eliminate redundancy. The desired outcomes will be developed at the school level.
4. We will be working with Jennifer Morgan to create a shared file so schools can share their plans and view other schools. If you want to start working with the template, please make a copy of this template.

Mahalo! Your input was valuable in providing clarity in the updated version of the template.