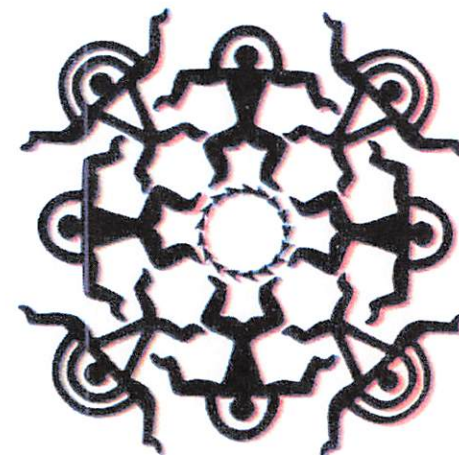
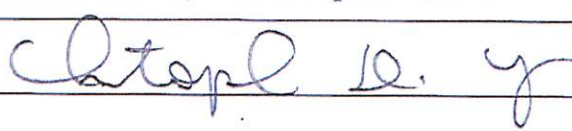



KMR Two-Year Academic Plan 2021-2023

Kula Kaiapuni 'o Ānuenue

2528 10th Avenue
Honolulu, HI 96816
(808) 307-3000
anuenue.org



Submitted by Christopher Babā Yim, Principal	Date
	03.30.22

Approved by Linell Dilwith, CAS	Date
	5/27/22

Two-Year Academic Plan SY 2021-2022, 2022-2023

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 	<p>School Needs:</p> <ol style="list-style-type: none"> 1. Increase proficiency in 'ōlelo Hawai'i for students, faculty, and staff through PD and implementing instructional strategies that support language acquisition (CNA) 2. Implement screener assessments for reading and math that will enable the school to target students for support (CNA) 3. Implement data teams for math to identify common instructional practices, examine student work, analyze assessment results, and refine teaching practice (CNA, WASC critical areas for follow-up 1 & 2) 4. Increase student proficiency in reading and math (CNA) 5. Strengthen tier 2 of the school's Multi-Tiered Systems of Support by providing tutoring in math, reading and 'ōlelo Hawai'i and formalizing the system for identifying/referring students for tier 2 and tracking their progress (CNA) 6. Improve student attendance and decrease the number of chronically absent students (CNA) 7. Provide students and employees with computer systems and technology to support 21st century learning (CNA) 8. Increase parent engagement in support of student achievement (CNA)
	<p>Addressing Equity: Sub-Group Identification (SW 1, SW 6)</p>
	<p>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.</p> <ol style="list-style-type: none"> 1. Students new to the Hawaiian language (students entering the school at 1st grade or higher) need HLL support to help their transition into the immersion classroom setting - Goal 1, EA 1 2. Sped students need support in both math and reading - Goal 1, EAs 2 & 3 3. Disadvantaged students and male students need support to close their achievement gaps in reading - Goal 1, EA 3 4. Chronic absentee students need interventions to help improve their attendance - Goal 1, EA 5

Two-Year Academic Plan SY 2021-2022, 2022-2023

ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. C. Babā Yim, Po'okumu	1. Hawaiian language proficiency,
2. Edmund Kamano, Hope Po'okumu	2. Math data teams
3. Leilani Kamalani, Curriculum Coordinator, Title I	3. Math and reading proficiency, Screener assessments, Parent involvement
4. Kaylene Loui, Student Services Coordinator	4. Attendance
5. Kauai Angell, High School Counselor	5. Multi-Tiered Systems of Support
6. Stephanie Medina, DPUST	6. Technology
7.	7.
8.	8.
9.	9.
10.	10.

Two-Year Academic Plan SY 2021-2022, 2022-2023

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

X **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.

X **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

X **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.

X **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"> • Student, faculty and staff Hawaiian language proficiency will increase. • Student proficiency in reading (Hawaiian and English) and math will increase. • The school will strengthen its Multi-Tiered Systems of Support and increase its tier-2 supports. • Student attendance will improve. 	<ul style="list-style-type: none"> • Hawaiian language is the language of instruction and research tells us that when students' level of language increases their ability to learn increases along with their academic performance in all content areas. • Student assessment data shows a need to improve student proficiency in reading and math. 2021 SBA/KAEO proficiency rates were 31% in reading and 20% in math. • The school's tier-2 supports and overall MTSS coordination have been severely disrupted due to pandemic-induced staff shortages and the interventions offered to students have been negatively affected. Disruptions to student learning due to the pandemic have exacerbated the need for interventions making it even more critical that the school provide robust MTSS. • Given that attendance directly affects student achievement, the school can positively affect student achievement by improving student attendance. 2020-21 average daily attendance was 92.4% and the percentage of chronically absent students (15 absences or more) was 21%.

Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress (SW 3)
100% of students will show improvement in 1 or more strand and 100% of new Hawaiian Language Learners will show improvement in ALL strands on the Loiloi 'ōlelo	1. (SW 6) Implement instructional strategies to improve student Hawaiian Language fluency. <ul style="list-style-type: none"> Provide extended Hawaiian language instruction for new Hawaiian Language learners (PTTs/PPTs) Provide PD in Hawaiian Language for teachers and staff (Kauluwao course) Train teachers in language acquisition strategies (ie: GLAD), implement K-12 strategies, evaluate effectiveness, making adjustments as needed 	2022-23	Principal Babā Yim	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	School-wide Hawaiian language oral fluency assessment (Loiloi 'ōlelo) data
The % of students meeting proficiency on the SBA/KAEO in math will increase by 10% to 30%.	2. (SW 6) Increase effectiveness of math instruction and provide targeted support for students in math <ul style="list-style-type: none"> Implement standards-based math proficiency assessments to be administered at least 3 times a year as a universal screener/diagnostic tool to inform instruction & determine which students to target (K-4: pilot teacher-created assessment; 5-12: i-Ready diagnostic) Provide extended math instruction for struggling students including Sped students (tutoring with PTTs/PPTs, IXL, i-Ready) Expand implementation of K-8 i-Ready Classroom Mathematics curriculum Provide continuing math PD opportunities for teachers 	2022-23	Leilani Kamalani	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Math proficiency assessment data (K-4 teacher created assessment; 5-12 i-Ready) Student course grades (secondary student D & F list)

Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>% of grades 5-12 students reading at grade level in English on the Achieve3000 LevelSet will double over the course of the school year.</p>	<p>3. (SW 6) Increase effectiveness of reading instruction and provide targeted support for students in reading</p> <ul style="list-style-type: none"> Utilize reading assessment data (K-6 - loiloi heluhelu; 5-12 - Achieve3000 LevelSet) to target students for support including Sped, Male & Disadvantaged students Provide extended reading instruction for struggling students (elective class, tutoring with PTTs/PPTs, Achieve3000, MaxScholar, i-Ready) Provide continuing PD opportunities in reading instructional strategies and assessment for teachers 	2022-23	Leilani Kamalani	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Reading assessment data: English - Achieve3000 Lexile data: Hawaiian - Loiloi heluhelu data</p> <p>Student course grades (secondary student D & F list)</p>
<p>100% of students placed in MTSS tier 2 will receive support & will show progress over the yr.</p> <p>The reading achievement gap on SBA/KAEO assessments for targeted subgroups will be cut in half. (Baseline 2021 reading gap: Disadvantaged 7%, Male 8%)</p>	<p>4. (SW 6) Strengthen the school's Multi-Tiered Systems of Support</p> <ul style="list-style-type: none"> Provide PD for teachers on MTSS and classroom-level supports Increase tier 2 supports by hiring additional casual personnel (PPTs/PTTs) & designating a MTSS coordinator Continue to address students' Social Emotional Learning needs Prioritize services for targeted sub-groups Utilize screening assessment data to target students for support Implement a system for student referrals and monitoring student progress throughout MTSS services 	2022-23	Kaui Angell	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>MTSS assessment and tutoring records</p> <p>SBA/KAEO data disaggregated by sub-groups</p>

Two-Year Academic Plan SY 2021-2022, 2022-2023

The % of chronic absentee students will decrease by 5%.	5. Review and strengthen the school's attendance policy and procedures to address chronic absenteeism earlier <ul style="list-style-type: none"> Create flowchart for communication with parents, conferences, home visits, and other strategies for chronic absentees Implement a system for monthly monitoring of attendance and keeping track of individual students with attendance concerns 	2022-23	Kaylene Loui	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Student attendance data (daily attendance rate, chronic absentee list and % data)
---	---	----------------	--------------	--	---

Goal 2: Staff Success. Ke Kula Kaiapuni 'o Ānuenue has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"> Faculty and staff Hawaiian language proficiency will increase. Teacher instruction and assessment skills in reading (Hawaiian and English) and math will increase. Teachers will understand and help implement the school's Multi-Tiered Systems of Support. 	<ul style="list-style-type: none"> Hawaiian language is the language of instruction and research tells us that when student's language proficiency is directly related to the proficiency of their teachers. Student assessment data shows a need to improve student proficiency in reading and math. 2021 SBA/KAEO proficiency rates were 31% in reading and 20% in math. Improving teacher instruction and assessment skills will help increase student achievement. The school's tier-2 supports and overall MTSS coordination have been severely disrupted due to pandemic-induced staff shortages and the interventions offered to students have been negatively affected. Disruptions to student learning due to the pandemic have exacerbated the need for interventions making it even more critical that the school provide robust MTSS. Teacher support and participation in implementation of MTSS is essential.

Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress (SW 3)
100% of teachers will engage in Hawaiian language PD 100% of teachers will have increased Hawaiian language proficiency.	1.2 (SW 6) Implement instructional strategies to improve student Hawaiian Language fluency. <ul style="list-style-type: none"> Provide PD in Hawaiian Language for teachers and staff (Kauluwao course, PC days, 21 PD hours) Train teachers in language acquisition strategies (ie: GLAD), implement K-12 strategies, evaluate effectiveness, making adjustments as needed 	2022-23	Principal Babā Yim	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	School-wide Hawaiian language oral fluency assessment (Loiloi 'ōlelo) data PD attendance records & evaluations
Math teachers will participate in math PD to increase student proficiency on the SBA/KAEO in math by 10% to 30%.	2.2 (SW 6) Increase effectiveness of math instruction and provide targeted support for students in math <ul style="list-style-type: none"> Provide continuing math PD opportunities for teachers 	2022-23	Leilani Kamalani	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Math proficiency assessment data (K-4 teacher created assessment; 5-12 i-Ready) Student course grades (secondary student D & F list) PD attendance records

Two-Year Academic Plan SY 2021-2022, 2022-2023

Language Arts teachers will participate in reading PD to double the % of grade 5-12 students reading at grade level.	3.2 (SW 6) Increase effectiveness of reading instruction and provide targeted support for students in reading <ul style="list-style-type: none"> Provide continuing PD opportunities in reading instructional strategies and assessment for teachers 	2022-23	Leilani Kamalani	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Reading assessment data: English - Achieve3000 Lexile data: Hawaiian - Loiloi heluhelu data Student course grades (secondary student D & F list) PD attendance records
100% of teachers will participate in PD on MTSS and implement tier 1 supports.	4.2 (SW 6) Strengthen the school's Multi-Tiered Systems of Support <ul style="list-style-type: none"> Provide PD for teachers on MTSS and classroom-level supports 	2022-23	Kaui Angell	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	MTSS assessment and tutoring records SBA/KAEO data disaggregated by sub-groups PD attendance records

Two-Year Academic Plan SY 2021-2022, 2022-2023

Goal 3: Successful Systems of Support. The system and culture of Ke Kula Kaiapuni 'O Ānuenue works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"> The school will utilize screener assessment data as well as classroom data to improve instruction through the Data Teams process. Parent engagement with the school in supporting student achievement will increase. The school will provide students and employees with computer systems and technology that support 21st century learning. 	<ul style="list-style-type: none"> The school has attempted to implement data teams many times in the past, but without a block of time set aside specifically for data teams and a designated lead to keep teams to an agenda and hold them accountable, data teams were never very effective. Research shows that students with involved parents, no matter their income or background, are more likely to: Earn higher grades and test scores, and enroll in higher-level programs; Be promoted, pass their classes and earn credits; Attend school regularly; Have better social skills, show improved behavior and adapt well to school; Graduate and go on to post-secondary education (SEDL, 2002) The school relies heavily on technology to support student learning in instruction, assessment and school administration. It is critical that the school's technology infrastructure and hardware are maintained and managed well.

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress <i>(SW 3)</i>
All students will show improvement in math over the course of the school year as evidenced by grade level data team records	6. Implement math data teams K-12 <ul style="list-style-type: none"> Provide PD on data team process Provide time for teachers to meet as data teams Follow a standardized data team process including common templates Implement a system of data team accountability 	2022-23	VP Edmund Kamano	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Data team meeting schedule Data team meeting minutes Student data from data team / articulation meeting minutes

Two-Year Academic Plan SY 2021-2022, 2022-2023

Parent satisfaction and parent involvement ratings on the SQS will increase by 10%.	<p>7. (SW 7) Increase parent involvement and engagement around student achievement (PPE/PTT - parent involvement coordinator, parent communication & education coordinator)</p> <ul style="list-style-type: none"> ● Maintain robust parent communication (newsletters, letters, email, SchoolMessenger, Infinite Campus, school website, social media) ● Provide opportunities for parents to engage with the school to support student achievement (SCC, Open House, Parent-Teacher conferences, Hawaiian language activities, parent nights, etc) ● Offer a Hawaiian language class for parents & community (PTTs) 	2022-23	Leilani Kamalani	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Parent sign-in sheets / registration for classes & activities</p> <p>Activity documents (fliers, emails, handouts, evaluations)</p>
100% of teachers and students will have access to educational technology to support teaching, learning and assessment needs throughout the school year.	<p>8. Support curriculum, instruction and assessment through technology.</p> <ul style="list-style-type: none"> ● Provide equipment and tech-support K-12 (DPUST position) ● Provide technology literacy instruction to students (computer teacher) 	2022-23	DPUST Stephanie Medina	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Inventory records</p> <p>School's Tech Plan</p> <p>Curriculum map addressing technology-related CCSStandards</p>