



KMR One-Year Academic Plan SY 2023-2024

Kula Kaiapuni 'o Ānuenue

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



Submitted by C. Babā Yim , Po'okumu	Date
<i>C. Babā Yim</i>	03/30/2023

Approved by Linell Dilwith , Complex Area Superintendent	Date
<i>Linell Dilwith</i>	4/14/23

One-Year Academic Plan SY 2023-2024

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 	<ol style="list-style-type: none"> 1. Improve the Hawaiian Language oral proficiency of all students (<i>CNA: HL; WASC critical areas for follow-up 1 & 2</i>) 2. Increase student proficiency in reading and math (<i>CNA: R, M; WASC critical areas for follow-up 1, 2 & 3; KMR Priority Area</i>) 3. Implement screener assessments and data teams for math (<i>CNA: M; WASC critical areas for follow-up 1, 2 & 3</i>) 4. Strengthen tier 2 of the school's Hawaii Multi-Tiered Systems of Support (<i>CNA: R, M; KMR Priority Area</i>) 5. Improve student attendance (<i>CNA; KMR Priority Area</i>) 6. Provide students and employees with computer systems and technology that support 21st century learning (<i>CNA: HL, R, M</i>) 7. Increase parent involvement with the school (<i>CNA: HL, R, M</i>)
	<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. Disadvantaged students and Sped students need support in both math and reading and male students need support to close their achievement gap in reading. Achievement gaps on the 2022 KAEO/SBA assessment were: Disadvantaged students, 9% in reading and 6% in math; Male students, 5% in reading; Sped students, 40% in reading, 29% in math - Goal 1, EA 2 & 3 3. Chronic absentee students need interventions to help improve their attendance - Goal 1, EA 4

One-Year Academic Plan SY 2023-2024

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
2. Edmund Kamano (Hope Po'okumu-TA)	2. Data Teams
3. Kaylene Loui (SSC)	3. Attendance, Parent Engagement
4. Leilani Kamalani (Title I, Curriculum Coordinator)	4.Math & Reading
5. Kauī Angell (Kumu A'oa'o, Kula Kualua)	5. Attendance, Parent Engagement
6. Pakalana Chan (Kumu A'oa'o, Kula Ha'aha'a)	6. Attendance, Parent Engagement
7. Stephanie Medina (Tech Coordinator, UPDST)	7. Technology
8.	8.
9.	9.
10.	10.

One-Year Academic Plan SY 2023-2024

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

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **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.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of the school year,	Rationale:
Hawaiian Language oral proficiency of all students will improve (HL)	Because ‘Ōlelo Hawai‘i is the medium of education for Ānuenue it is important for students to have a strong foundation in the language which will raise achievement in all academic areas.
Student proficiency in reading (Hawaiian and English) and math will improve (R, M)	As we continue to move further from the COVID pandemic, the learning loss is still very visible and we want to keep pushing our grade level classes to close the gap for reading (in Hawaiian K-12 AND English-in 5-12) and math. 2022 SBA/KAEO proficiency rates were 40% in reading and 29% in math.
The school will implement screener assessments and data teams for math (M)	Utilizing appropriate math screeners and data teams will help the school identify, provide targeted support and track the progress of students who need extra help in math.
The school will strengthen its Multi-Tiered Systems of Support with a focus on improving tier-2 academic supports for students (R, M)	Tier 2 supports for ‘ōlelo Hawai‘i, reading, and math will help increase achievement in these subjects. Assigning support personnel to help in the classrooms will allow teachers to work closer in small groups and even 1to1 with students identified as needing the most help in targeted areas.
Student attendance will improve	In order for students to learn and achieve, they must be present and ready for school on a consistent basis. The school can positively affect student student achievement by improving student attendance. 2021-22 average daily attendance was 88.05% and the percentage of chronically absent students (15 absences or more) was 50%.

One-Year Academic Plan SY 2023-2024

Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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)
Hawaiian Language proficiency of 100% of students will increase during SY 2023-24 as measured on the Loiloi 'ōlelo.	1. (SW 6) Implement instructional strategies that support language acquisition in all grade levels (PD, GLAD) -(ESSER - Action-Oriented Data Decision-Making & Effective Academic Practices) All classes will administer the Hawaiian Language assessment at least 2x/school year (K-7: Loiloi 'Ōlelo, 8-12:Avant) and use the data to inform instruction and to target students for extra support including students who are new to the language (PPTs/PPEs).	Po'okumu	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	1. Loiloi 'Ōlelo & Avant Hawaiian language assessment data 2. Achievement/grades in M.O.H (HLA)
Student proficiency on the SBA/KAEO will increase by 10% to 50% in reading and to 39% in math.	2. (SW 6) (ESSER - Effective Academic Practices) Strengthen math and reading instruction including tier 1 supports in class for students identified by screeners including targeted sub groups . (PPEs/PPTs, i-Ready, IXL, Achieve3000) -(ESSER - Action-Oriented Data Decision-Making) Administer math and reading screener assessments 3 times /school year (K-4: teacher-created math assessment & Loiloi Heluhelu; 5-12 i-Ready diagnostic) -Continue to expand implementation of K-8 i-Ready Classroom Mathematics curriculum (PD and math articulation meetings)	Kumu Leilani Po'okumu Hope Kamano	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	1. Assessment data (iReady, Achieve3000, Loiloi Heluhelu, K-4 teacher created math assessment) 2. KAEO/SBA scores 3. Grades 4. Formative/summative classroom assessments

One-Year Academic Plan SY 2023-2024

<p>The reading achievement gap on SBA/KAEO assessments for the disadvantaged and male subgroups will be cut in half and for the Sped subgroup, it will decrease by 10%</p> <p>2022 Baselines: Reading gap, Disadvantaged 9%, Male 5%, Sped 40% Math gap, Disadvantaged 6%, Sped 29%</p>	<p>3. (SW 6) (ESSER - Effective Academic Practices) Strengthen the school's Hawaii Multi-Tiered Systems of Support including support for targeted sub-groups.</p> <p>-Increase push-in tier-2 services with part-time staff (PPEs/PPTs) to support teacher-led, in-class tutoring for Hawaiian Language, Math and Reading.</p> <p>-Provide meeting times for teachers to share best practices and support strategies for Tier 2 students.</p> <p>-(ESSER - Healthy Habits, Healthy Schools) Continue to address students' Social Emotional Learning needs</p>	<p>Po'okumu, Hope Kamano</p>	<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>	<ol style="list-style-type: none"> 1. PPE/PPT Schedules 2. Assessment data for targeted students 3. Class/grade level assessments 4. Panorama Survey SEL data
<p>The % of chronic absentee students will decrease from 50% to 25%.</p>	<p>4. Continue and expand the school's attendance incentive program K-12 (include special incentives for secondary students and targeted incentives for chronic absentees).</p> <p>-Continue to implement safe home-visitation strategies for chronic absentee students</p>	<p>Nā Kumu a'oa'o SSC</p>	<p>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</p>	<ol style="list-style-type: none"> 1. Daily/Weekly Attendance data 2. Chronic Absentee data

One-Year Academic Plan SY 2023-2024

Goal 2: Staff Success. 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 the school year,	Rationale:
<p>The school will provide students and employees computer systems and technology that support 21st-century learning <i>(HL, R, M)</i></p> <p>The school will provide kumu with professional development that improves their Hawaiian language proficiency and increases their instructional and assessment skills in targeted areas <i>(HL, R, M)</i></p>	<p>In order for students and teachers to have access to the latest information, online tools, and technological resources, they need to be supported by up-to-date systems. 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.</p> <p>Teachers will benefit from the opportunity to expand their knowledge and skills around teaching and learning in Hawaiian language as well as the targeted areas identified in our CNA. 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. Improving teacher instruction and assessment skills will help increase student achievement.</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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 and students will have access to educational technology to support teaching, learning and assessment needs throughout the school year.	<p>5. Provide all teachers with access to computers and other devices to support instruction and assessment.</p> <p>-(ESSER - Responsive Capacity Building) Have PD workshops for teachers to increase their skill and working knowledge of school-wide tech tools and programs</p>	<p>Po'okumu</p> <p>DPUST, Stephanie Medina</p>	<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>-Tech inventory</p> <p>-Calendar of Tech related PD available to teachers</p> <p>-Survey of PD needs</p> <p>-Sign-in sheets for Tech PD</p>

One-Year Academic Plan SY 2023-2024

<p>100% of teachers will engage in Hawaiian language PD</p> <p>100% of teachers will have increased Hawaiian language proficiency.</p> <p>Hawaiian Language proficiency of 100% of students will increase</p> <p>Student proficiency on the SBA/KAEO will increase by 10% to 50% in reading and to 39% in math.</p>	<p>6. (SW 6) (ESSER - Responsive Capacity Building) Provide professional development that improves Hawaiian language proficiency and increases instructional skills and strategies in targeted areas (Hawaiian language, Math, Reading)</p> <p>-Year 2 of Kauluwao PD for Kumu</p> <p>-Ka'ohékani (Mele Hawai'i PD through WCC)</p> <p>-HMTSS PD</p> <p>-Reading and math PD (including i-Ready Classroom Math, Achieve3000, PRIME Math)</p>	<p>Po'okumu</p> <p>Po'okumu, Leilani</p>	<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>X Other: OHE, ESSER</p> <p><input type="checkbox"/> N/A</p>	<p>PD attendance records & evaluations</p> <p>School-wide Hawaiian language oral fluency assessment (Loiloi 'ōlelo) data</p> <p>KAEO/SBA scores</p>
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Goal 3: Successful Systems of Support. The system and culture of Ānuenue work to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of the school year,	Rationale:
<p>Parent engagement with the school in supporting student achievement will increase (<i>HL, R, M</i>)</p> <p>The school will utilize screener assessment data as well as classroom data to improve instruction through the Data Teams process.</p>	<p>We believe that parent support of their keiki and engagement in school-based activities is important for their growth and success. Seeing their parents engaging alongside them will increase their confidence and belief in themselves. 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)</p> <p>Three out of the four critical areas for follow-up identified by the school's most recent WASC accreditation visiting committee specifically mention Data Team meetings as an important component of the school's improvement efforts. Data Teams will help the school identify instructional areas of need, select instructional strategies, refine teaching practices and improve student achievement.</p>

One-Year Academic Plan SY 2023-2024

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	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)
Parent satisfaction and parent involvement ratings on the SQS will increase by 10%.	7. (ESSER - Responsive Capacity Building) Plan (and execute) an increased number of school-based events that allow for increased parent engagement around student achievement. (PPE/PTT - parent involvement coordinator, parent communication & education coordinator) -Offer a Hawaiian language class for parents (PTTs)	Title I Coord. Po'okumu Nā Kumu	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	<ol style="list-style-type: none"> 1. The number of school-based activities that allow for parental engagement 2. Sign in or RSVP sheets for these events 3. Surveys from these events to see parent/'Ohana feedback 4. Event calendar for SY23-24
All students will show improvement in targeted areas (Hawaiian Language, Math, Reading)	8. (ESSER - Action-Oriented Data Decision-Making) Implement monthly data teams meetings for target areas (Hawaiian Language, Math, Reading) -Implement a standardized data team process and a system of data team accountability	Hope 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	<ol style="list-style-type: none"> 1. Data Teams schedule 2. Data Teams meeting minutes including student assessment data