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Two-Year Academic Plan 2021-2023

[Hokulani Elementary School]

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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 	<ul style="list-style-type: none"> • Need: System that includes expectations, support, and follow through with school initiatives. <ul style="list-style-type: none"> a. SY 2021-22: Set up dashboard to track: <ul style="list-style-type: none"> i. Student usage of iReady ii. Student growth and proficiency in GL skills in reading and math iii. Student oral discourse oral (frequency, extent, types of experiences) - GLO 5 iv. Student written discourse (evidence of students' writing across the curriculum) - GLO 5 v. The range of Art Integration opportunities at Hokulani (How is art integrated across the school? What are the various assignments students complete that integrate art? etc.) b. SY 2021-22: Administration will publish a document articulating expectations, what classroom evidence will be collected, when the evidence is due, and in what format (i.e. math journal, exit ticket survey, student reflection, etc.) c. Administration will develop and maintain a dashboard to collect and analyze what happens in each classroom at each grade level, in the banded grades, and schoolwide with regard to learning targets. <ul style="list-style-type: none"> i. What do we know about students regarding reading and math skills in each grade level, the two bands, and overall schoolwide? (iReady) ii. What do we know about student discourse? How frequently are students discussing their thinking and learning? (Student surveys). iii. How well are students able to communicate their thinking? (Classroom discourse data.) iv. What kind of learning opportunities are students provided that : <ul style="list-style-type: none"> 1. Integrates Art 2. Demonstrates choice; and 3. Allows students to apply their thinking, writing, and speaking skills? d. SY 2022-23: Make adjustments to actions in order to increase student growth and proficiency • Need: Process and system to analyze data including identifying strengths, challenges, implications, actionable steps, and follow through. <ul style="list-style-type: none"> a. Faculty and Administration will collaborate on what curricular tools will be used at each grade level, what frequency the tools will be used, and to what degree. Then there needs to be a process to collect evidence of student learning via these tools/CFAs. b. Faculty and Administration will collaborate on how to collect student evidence of progress regarding meeting grade level exit targets using a Met/Not Yet criteria (2 levels). c. SY 2021-22 and SY 2022-23: Develop a calendar to provide: <ul style="list-style-type: none"> i. Articulation and Collaboration - <ul style="list-style-type: none"> 1. Horizontal articulation and collaboration around student data and learning; 2. Vertical articulation and collaboration around student data and learning;

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

	<ul style="list-style-type: none"><ul style="list-style-type: none">3. Classroom level data analysis;4. Data analysis and planning for 1) grade levels, 2) grade bands, and 3) schoolwide (K-5);ii. Professional development focused on application of data analysis (design learning);iii. SY 2022-23: Make adjustments to actions in order to increase student growth and proficiencyd. SY 2021-22 and SY 2022-23: Set-up quarterly data review process and discussion around student growth, achievement, and response to student need (teacher and Principal)<ul style="list-style-type: none">i. Principal review meetings - Every 8 - 10 weeks<ul style="list-style-type: none">1. Pre Meeting expectations2. During the meeting3. Plan of Action4. Follow throughe. SY 2021-22 and SY 2022-23: Schedule schoolwide review of data as per Goal 1 three times a year (BOY, MOY, EOY) <ul style="list-style-type: none">● Need: Ongoing support for faculty and instructional staff<ul style="list-style-type: none">a. Professional development will be provided so that faculty and instructional staff will understand how iReady data can be used:<ul style="list-style-type: none">i. What skills students master;ii. What skills students still need to master;iii. How skills connect to fundamental/foundational levels of learning and standards in reading and math; andiv. How are students using iReady to strengthen their skills? (How impactful is time on task?)b. Identify support for faculty and instructional staff including differentiated training.c. Follow through on expectations and agreements (i.e. collect data on verbal/oral discourse through walkthroughs; provided student surveys/exit tickets regarding classroom discussions, collect sampling of math journal entries, collect student reflection on their learning.)
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Two-Year Academic Plan SY 2021-2022, 2022-2023

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.

Sub-Group	2020-2021	Identified Need	2021-2022
IDEA	4%	reading, writing, mathematics	3%
SES	15%	reading, writing, mathematics	15%
English Learner	13%	reading, writing, speaking	9%

Needs are identified through iReady, and Access WIDA assessment.

There is no SBA data for current 3rd and 4th graders. Only 3rd grade data for 5th graders.

WIDA/Access Speaking (There is no Kinder data)

Grade	L1	L2	L3	L4	L5	L6
1st	0	1	0	1	0	0
2-3	1	0	10	7	2	0
4-5	0	3	7	2	0	0

WIDA Access Writing (There is no Kinder data)

Grade	L1	L2	L3	L4	L5	L6
1st	0	0	2	0	0	0
2-3	1	6	11	2	0	0
4-5	0	0	2	5	0	0

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. Laurie Luczak, Principal	1. Execution and follow through of Strategic and Academic Financial Plans including budgeting and personnel actions
2. Mitchell Ishihara, Counselor	2. Support of school wide systems and processes, Student well being (emotionally, academically, socially), Health and Safety, Testing, and other duties as assigned.
3. Robert Bruno, Student Success Coordinator	3. Instruction, data collection, analysis, progress monitoring, and well being of students with IEPs and integration of school wide initiatives as appropriate, and other duties as assigned.
4. Gerard Espiritu, Tech Coordinator	<ul style="list-style-type: none"> Media communication, coordinator of technology plan (including device deployment, acquisition, maintenance, and distribution), device/hardware inventory, Robotics/coding program, and other duties as assigned.
<ul style="list-style-type: none"> Grade Level Chairpeople (Diane Sugahara, Lois Nagamine, Maile Inskeep, Chad Dela Cruz, Laurie Yoshinaga, Laurie Dela Cruz) 	5. Actions relating to data collection, data analysis, and instruction design, integration of school wide initiatives (art, technology, Choose Love, student discourse)
<ul style="list-style-type: none"> Stacey Hatakenaka, EL Coordinator 	6. Instructional services and orientation/acclimation supports to EL students and families, annual WIDA/Access testing, other EL related testing/assessment, school wide initiatives relating to student discourse.

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.

- ☐ **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 two years,	Rationale:
<p>Every student will see themselves as an author and be able to explain their thinking in a range of writing styles:</p> <p>Kindergarten in addition to letter formation and spacing -</p> <ul style="list-style-type: none">● Opinion● Informative● Narrative <p>1st - 2nd grade (organization, conventions)</p> <ul style="list-style-type: none">● Opinion● Informative - including math journals and research● Narrative <p>3rd - 5th grade (build complexity, categorize, summarize, synthesize, paraphrase, coherence)</p> <ul style="list-style-type: none">● Note taking● Opinion - Argument● Informative - including math journals and research● Narrative	<p><i>What is your Theory of Action (if-then) to improve the achievement?</i></p> <p>GLOs are the foundations of learning.</p> <ul style="list-style-type: none">● GLO 1 Self Directed Learner is addressed through setting learning and student expectations● GLO2 Community Contributor is addressed through small group and collaborative learning methods● GLO 3 Complex Thinker is addressed through the challenging learning opportunity designed by classroom teachers so that student apply the skills and content they acquire● GLO 4 Quality Producer is addressed through the design of grade level and anchor rubrics, learning criteria, standards based curriculum, and entry/exit grade level targets● GLO 6 Ethical User of Technology has been a focus this past year as our methods of instruction and learning greatly integrated technology and ethical use of technology was monitored regularly. <p>The focus of this strategic plan is GLO 5 Effective communication. Writing and speaking ensures that we are communicating clearly and precisely. Oftentimes, our thinking is clear to the thinker. However, effective communication becomes a challenge because the effectiveness is dependent on the listener, receiver, the audience.</p> <p>Written communication:</p>

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

Every student will be able to articulate their thinking through oral discourse:

- Individually
- When participating in a small group
- When participating in a large group (community circles, class discussions)
- During conversations with faculty and staff
- Be able to advocate for their needs and express understanding of others.

- Being able to communicate one's thinking through writing requires that the learner develop sound, coherent thinking, understand the impact of organization, utilize conventions, select the appropriate words to convey understanding, and know how/when to integrate personal experiences.
- Writing also requires that the author understand the purpose of the written piece and understand perspective.
- It also builds fluency and discipline.
- Written discourse can influence future generations/society as a whole, as it remains intact and memorializes one's thinking.
- Journal and reflective writing helps to clarify one's thinking and also supports mental health.
- Writing also helps create connections supporting community
- There is also a connection to college and career in that many post-secondary opportunities and professions depend on, if not requires, effective written communication.

Speaking:

- When we say something we are sending a message. If we do not select our words carefully, be aware of tone, semantics, and cadence of our speech, our message might be lost. Students need to practice articulating their spoken communication as it is the fastest way to communicate thinking.
- Students need to know how to adapt their speaking style and methods for a range of audiences.
- Students need to understand that there are formal and informal speaking styles and know when to apply the appropriate style.
- As it is a prevalent form of communication in this day and age, students need to know that what they say matters and that they can influence, incite, or invite.
- As it is an immediate way to advocate for oneself, students must have an opportunity to develop their voice, and be able to convey their needs in an organized and cohesive manner.

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
Students will achieve at least one year's academic growth in reading and mathematics as measured in iReady and/or via RAZ in grades Kinder and 1 for reading	<p>Teachers will provide rigorous standards-based instruction in ELA, Math, science, and social studies.</p> <p>Teachers will utilize Visible Learning strategies:</p> <ul style="list-style-type: none"> • Make learning targets, intentions, and expectations visible to students; • Provide timely and descriptive feedback; • Students tracking their own progress and building ownership of their learning; • Build and promote student efficacy and voice (Student-led conferences); • RTI - Response to Intervention (WIN) so that every student grows; • Art Integration (Fine and performing arts) <p>Teachers will use common formative assessments to determine how else to respond to</p>	2021- 2023	GLCs Principal SSC	<p>→ WSF</p> <p>→ Other</p>	<p>→ Student product, conversation, observation</p> <p>→ BOY, MOY, EOY assessments in iReady, RAZ, and classroom data</p> <p>→ SBA data</p> <p>→ GL entry and exit skill sheet to prepare them for a seamless transition.</p>

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

	student needs (extension or acceleration), to ensure that all students meet end of year targets, and to understand the impact of their practice and identify contributing factors to student growth and achievement.				
English Learners will increase their acquisition of English language by 1 level in speaking and writing as measured by the WIDA Access test.	<p>In addition to participating with general education learning opportunities, English Learners will receive specialized support as needed ranging from push-in, pull-out, and sheltered (gen classroom) instruction.</p> <p>English Learners will also participate in Extended Learning Opportunities as available through Title III funding.</p>	2021-2023	EL Coord. GLCs Principal	→ WSF → Title III → Other	→ Student product, conversation, observation → BOY, MOY, EOY assessments in iReady, RAZ, and classroom data → SBA data → WIDA Access test results → GL entry and exit skill sheet to prepare them for a seamless transition.
<p>Students will demonstrate their learning through multi-genres including written forms and oral fluency. At the very least, students will produce written pieces that meet GL end of year targets relating to the following styles:</p> <ul style="list-style-type: none"> • Opinion • Informative 	<p>Teachers will incorporate writing instruction and writing opportunities so that students practice their thinking and learning while writing across the curriculum (ELA, math, science, and social studies).</p> <p>GL teams will revise rubrics for opinion, informative, and narrative writing.</p> <p>Teachers will support students as they create a collection of</p>	2021-2023	GLCs Principal SSC EL Coord	→ WSF → Other	→ Student writing collection: BOY, MOY, EOY (opinion, information, narrative) → SBA data → GL rubrics for opinion, informative, and narrative written pieces → GL entry and exit skill sheet to prepare them for a seamless transition.

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

<ul style="list-style-type: none"> • Narrative 	written pieces as evidence of their learning.				
Every student will achieve at least a 97% attendance rate.	<p>Faculty and Staff will continue to provide a welcoming and caring school environment.</p> <p>Counselor will work with students and families who need additional guidance, planning, and support regarding social, emotional, and academic learning needs.</p>	2021-2023	Counselor GLCs Principal	→ WSF → Other	<p>Continue sending communications to families regarding school attendance.</p> <p>Quarterly progress monitoring meeting between Counselor and Principal.</p> <p>Panorama data</p>
Every student will be able to navigate their technological device to use grade level appropriate programs and school related email accounts.	<p>Faculty and Tech Coordinator will provide instruction in the following areas including but not limited to :</p> <ul style="list-style-type: none"> • Turning on/off devices; • How to access and use the GL programs; • How to access and use school linked gmail accounts; • How to access and use classroom learning platforms (SeeSaw and Google Classroom); and • How to create and maintain an online portfolio where student products could be stored. 	2021-2023	Faculty Tech Coordinator Principal	→ WSF → Other	→ Anecdotal data (observation and conversation) → Program usage data → Student online portfolios with student products → Computer Science criteria sheets → GLO 6 marks

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

Goal 2: Staff Success. [Hokulani Elementary] 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:																								
<p>Faculty will be more fluent in making instructional decisions to respond to student needs by using data. In order to determine if students need extended or accelerated learning we must collect data, analyze patterns and trends, and identify contributing factors and influences.</p> <p>Support staff will be able to support instructional decisions in order to respond to help students meet end of year targets in reading, writing, speaking, listening, mathematics, research, investigations, and inquiry.</p> <p>Finally, by the end of two years, we will have a system in place in which we discuss student outcomes on different levels: administratively, horizontally, and vertically.</p>	<p>“ . . . the results of this study well document that the most important factor affecting student learning is the teacher” (Bill Sanders).</p> <p>Teacher collective efficacy has a 1.57 mean effect size based on Hattie’s meta analysis.</p> <p>We collect and analyze data to understand what students have learned and what else they need to learn in order to meet end of year targets in reading, writing, speaking, listening, mathematics, research, investigations, and inquiry. We must also collect data to understand how the fundamental/foundational levels of instruction impact student learning. And we must collect and analyze data in order to identify contributing factors to develop Hokulani best practices.</p> <table><tr><th>Topic</th><th>Fall 2019</th><th>Fall 2020</th><th>Change</th></tr><tr><td>Classroom Climate</td><td>81%</td><td>85%</td><td>+4</td></tr><tr><td>Classroom Engagement</td><td>82%</td><td>71%</td><td>-11</td></tr><tr><td>Classroom Rigorous Expectations</td><td>92%</td><td>85%</td><td>-7</td></tr><tr><td>Classroom Teacher-Student Relationships</td><td>90%</td><td>83%</td><td>-7</td></tr><tr><td>Pedagogical Effectiveness</td><td>91%</td><td>87%</td><td>-4</td></tr></table>	Topic	Fall 2019	Fall 2020	Change	Classroom Climate	81%	85%	+4	Classroom Engagement	82%	71%	-11	Classroom Rigorous Expectations	92%	85%	-7	Classroom Teacher-Student Relationships	90%	83%	-7	Pedagogical Effectiveness	91%	87%	-4
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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
All faculty will participate in professional learning events and implement agreed upon strategies or methods.	<p>Faculty, Instructional Staff, and Administration will follow through on expectations and agreements (i.e. collect data on verbal/oral discourse through walkthroughs; provided student surveys/exit tickets regarding classroom discussions, collect sampling of math journal entries, collect student reflection on their learning.)</p> <p>Administration will provide professional learning opportunities to support school wide initiatives:</p> <ul style="list-style-type: none"> • iReady with Curriculum Associates • Ready Math with Curriculum Associates • Art Integration • Writing Instruction • Visible Learning 	2021-2023	GLCs Principal	→ WSF → Title II → Other	<p>Student products, observation, conversation</p> <p>Grade level documents: minutes, CFAs, data reports.</p> <p>iReady reports RAZ reports (running records)</p>
All faculty will participate in Book Study/Book Club	<p>All Faculty will participate in Book Study and identify an action to implement and reflect on their learning.</p> <ul style="list-style-type: none"> • <i>Routines for Reasoning</i> • <i>The Responsive Writing Teacher, K-5</i> 	2021-2022	GLCs Principal	→ WSF → Title II → Other	Teachers' learning journals, reflections, and other evidence of learning and application (student products).

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

	Each faculty will identify a second action to implement and share insight, reflecting on their learning and application.	2022-2023			
Classroom teachers, SSC, and EL Coord will participate with progress monitoring activities.	<p>Teachers will collect BOY baseline data (iReady) on:</p> <ol style="list-style-type: none"> 1. reading 2. writing 3. mathematics <p>Teachers will use a progress monitoring tool to track student progress including identifying contributing factors.</p> <p>Set a calendar for the Principal review meetings (every 8-10 weeks), horizontal and vertical collaboration meetings.</p> <p>The purpose of the Principal review meeting is to review and discuss student student growth, achievement, and teacher response (contributing factors).</p> <ul style="list-style-type: none"> • Pre Meeting expectations • During the meeting • Plan of Action • Follow through 	2021-2023	Teachers Counselor Principal	<p>→ WSF</p> <p>→ Title II</p>	<ul style="list-style-type: none"> • Progress monitoring sheet • iReady reports • Teacher anecdotal records • Student products • Criteria sheets • Student portfolios/writing collection • SBA data

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

Goal 3: Successful Systems of Support. The system and culture of **Hokulani** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of two years,	Rationale:
<p>Hokulani will have a data review system that includes expectations, support, and follow through with school initiatives. We will also have a collection of student writing that documents their progression as authors of opinion, informative, and narrative pieces appropriate for their grade level.</p>	<p>The purpose to develop an ongoing monitoring system is to track lead measures that provide information that informs us how students are progressing throughout the year. By identifying contributing factors and tracking our progress on implementation and progression we will have a better sense of 1) student short and long term goals, 2) what factors contribute to student success, and 3) how to narrow our data collection. Schools have numerous data buckets. In developing a system, we need to identify what data to continue collecting, what we can stop collecting, and what we should start collecting. For example, if we want to know how well students are writing, we need to collect writing samples. If we want to know how well students are mastering reading skills, we review iReady reports. If we want to know how well students connect with their classroom teacher, we review Panorama data.</p> <p>When lag measures are received (SBA, WIDA/Access) we will need to review and determine if the lead measures we collected align with the lag measure results. Lag measures are how we are evaluated as a school. Lead measures will help us anticipate our progress.</p>

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

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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
Have a system that monitors and tracks student growth and achievement and consistent implementation of school wide initiatives.	Set up dashboard to track, review, and adjust: <ul style="list-style-type: none"> • Student usage of iReady • Student growth and proficiency in GL skills in reading and math • Student oral discourse oral (frequency, extent, types of experiences) - GLO 5 • Student written discourse (evidence of students' writing across the curriculum) - GLO 5 • The range of Art Integration opportunities at Hokulani (How is art integrated across the school? What are the various assignments students complete that integrate art? etc.) 	SY 2021-23	GLCs Principal	→ WSF → Title II → Other	<ul style="list-style-type: none"> • Calendars • Principal's report to SCC • iReady school wide reports (BOY, MOY, EOY) • iReady reports (by classroom, by GL, by GL bands, school wide) • Student written products • Panorama Reports • SBA reports • WIDA Access reports
Develop and publish Salary Financial Plan and Strategic/ Academic Plan.	<ul style="list-style-type: none"> • Complete Comprehensive Needs Assessment (CNA) • Collect suggestions/input from Faculty and Staff for Financial Plan. • Present and review plan with SCC. 	SY 2021-23	Principal	→ WSF → Title II → Title III → Other	<ul style="list-style-type: none"> • CNA • Financial Salaried Plan • Academic Plan • Principal's report to SCC