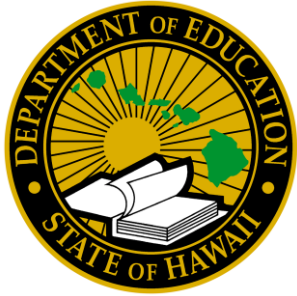


# Two -Year Academic Plan 2021-2023

Queen Ka'ahumanu Elementary School

1141 Kinau Street  
Honolulu, HI 96814  
PH: 587-4414  
[www.qkes.us](http://www.qkes.us)

Submitted by <b>Cindy Yun-Kim</b> , Principal	4/1/2021
<i>Cindy Yun-Kim</i>	4/9/21
Approved by <b>Linell Dilwirth</b> , Complex Area Superintendent	4/9/2021
<i>L. Dilwirth</i>	4/27/21



# Academic Plan SY 2021-2022

## Queen Ka‘ahumanu Elementary School



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## Academic Plan SY 2021-2022

<b>Where are we now?</b>	
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <p>SY 16-17 WASC Self Study</p> <p>SY 19-20 WASC Mid-Cycle Self Study</p> <p>SY 21-22 Comprehensive Needs Assessment (CNA)</p> <p><b>Note:</b> EA – Enabling Activities</p>	<p>Schoolwide Critical Areas for Follow-up from the SY 16-17 WASC Accreditation Report</p> <ol style="list-style-type: none"> <li>1. QKS administration and teachers continue working on completing journaling forms/curriculum for ELA and math to ensure continuity and consistent curriculum delivery. <b>EA 1.1</b></li> <li>2. QKS administration and teachers complete the process of creating a schoolwide rubric for the GLOs with accompanying “I can” statements for students that will bring clarity and consistency in teaching the GLOs. <b>EA 1.7</b></li> <li>3. QKS administration and staff continue to work on parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/functions to support student learning and student engagement. <b>EA 3.1</b></li> <li>4. QKS teachers need ongoing training, resources, support, and planning time to adequately prepare for and implement PD topics (e.g., Thinking Maps, small group instruction, critical thinking skills, Stepping Stones, and Wonders). <b>EA 2.1</b></li> <li>5. Grade levels hold collaborative discussions and come to agreements on grading consistency for standards based performance levels so that student learning is accurately reflected. <b>EA 1.1, EA 2.1, EA 2.3</b></li> <li>6. QKS administration and staff address vertical articulation gaps in order to reflect on the effectiveness of teaching Thinking Maps, academic vocabulary, and the implementation of programs and curriculum in various areas. <b>EA 2.1, EA 2.3</b></li> </ol> <p>Additional Challenges Identified in SY19-20 WASC Mid-Cycle Report</p> <ol style="list-style-type: none"> <li>1. Support the increasing number of SPED and EL students entering QKS. <b>EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, 1.7, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.14, EA 1.15</b></li> <li>2. Increase the inclusion rate with the number of SPED students increasing every year. <b>EA 1.8</b></li> <li>3. Reduce the SBA ELA and SBA Math Gap Rates between QKS High Needs and Non-High Needs students. <b>EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, 1.7, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.14, EA 1.15</b></li> <li>4. Improve average daily attendance and reduce the percentage of chronically absent. <b>EA 1.9</b></li> <li>5. Improve the oral reading fluency for Grades 2-5. <b>EA 1.6</b></li> <li>6. Create pacing guides for Hawai`i Core Standards in Social Studies (HCSSS). <b>EA 1.1</b></li> </ol> <p>Identified Needs from the SY 21-22 QKS Comprehensive Needs Assessment (CNA)</p> <ol style="list-style-type: none"> <li>1. Increase student daily average attendance and reduce chronic absenteeism. <b>EA 1.8, EA 1.9</b></li> <li>2. Provide additional interventions and supports for SPED and EL students. <b>EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, 1.7, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.14, EA 1.15</b></li> </ol>

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3. Decrease the ELA Achievement Gap Rate **EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, 1.7, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13**
4. Decrease the Math Achievement Gap Rate **EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, 1.7, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13**
5. Implement Effective Tier I Instructional Strategies and Differentiation with fidelity **EA 1.5, EA 1.11**
6. Provide Social and Emotional Learning (SEL) supports for students **EA 1.8**
7. Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/activities to support student learning and student engagement. **EA 3.1**

Codes used in aligning QKS WASC Critical Areas and Challenges and Priority Needs from the CNA to each Enabling Activity

WASC Critical Area for Follow-up – **WASC CA**

WASC Mid-Cycle Report Additional Challenges Identified – **WASC MC**

Comprehensive Needs Assessment - **CNA**

## Academic Plan SY 2021-2022

### **Addressing Equity: Sub Group Identification**

Ensuring equity requires teachers to reflect on their instructional practices to ensure that all students (inclusive of the different subgroups identified under **Targeted Sub Groups**) have a plethora of opportunities to demonstrate their learning and celebrate their success as learners. Furthermore, in our efforts toward equity, students are provided opportunities for student voice and choice.

### **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.

### **Targeted Sub Groups**

- Special Education (SPED) [Based on Strive HI 2017-2018 results, identified as TSI-CU for the SPED subgroup]
- English Learner (EL)
- Low SES

In our SY 21-22 Comprehensive Needs Assessment process (CNA), student needs were identified and prioritized after analyzing demographic, achievement, perception, and process data. While these needs are stated in our CNA for all students, they apply to our targeted sub groups as well, especially since our subgroups include a large percentage of our students (QKS Disadvantaged – 67%, QKS EL – 46%, SPED – 18%). Our CNA priority needs are listed below, supported by the corresponding enabling activities in red.

### **Prioritized Needs from the QKS Comprehensive Needs Assessment (CNA)**

1. Increase student daily average attendance and reduce chronic absenteeism.
2. Provide additional interventions and supports for SPED and EL students.
3. Decrease the ELA Achievement Gap Rate
4. Decrease the Math Achievement Gap Rate
5. Implement effective Tier I instructional strategies and differentiation with fidelity
6. Provide Social and Emotional Learning (SEL) supports for students
7. Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/activities to support student learning and student engagement.

In addition to the EAs listed above, QKS provides support to our targeted sub groups through small group instruction and intervention programs in order to meet their diverse needs and minimize the achievement gap.

## Academic Plan SY 2021-2022

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Cindy Yun-Kim, Principal	1. Educator Effectiveness System (EES) & Professional Development
2. Barry Nakamura, Curriculum Coordinator (CC)	2. Hawaii Core State Standards (HCSS) & ART
3. Brooke Manangan, Counselor	3. Attendance & Behavioral Referrals
4. Maryann Barr, Vice Principal	4. Social Emotional Learning (SEL)
5. Tara Tanaka, Student Services Coordinator (SSC)	5. Hawaii Multi-Tiered System of Support (HMTSS)
6. Darlene Matsumoto, RTI Coordinator	6. Data Teams, RTI, and Induction & Mentoring
7. Celeste Endo, Technology Coordinator	7. STEM
8. Grade Level Chairs (GLCs) & Dept. Heads (DHs)	8. Grade level & Dept. instructional & relevant data (with respect to enabling activities)

## Academic Plan SY 2021-2022

**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.*

Outcomes:	Rationale:
Students will use research based programs and strategies in English/Language Arts (ELA) and math that are aligned to Hawaii Core Standards (HCS) and as a result, will be able to meet or exceed the proficiency targets on the Smarter Balance Assessments (SBA) in ELA and math.	Using research based programs and strategies that are aligned to CCSS will help students achieve grade level standards. While Wonders and Stepping Stones are the school’s core programs for ELA and math, teachers will supplement them with additional materials and strategies to address the specific needs of our QKS students.
Students will receive the necessary academic and social/emotional supports to help them raise their achievement in math and reading so that the schoolwide student growth percentiles in math and reading are greater than or equal to the state median growth percentiles.	All students need a variety of supports (academic, social, emotional) that address their individual needs in order for them to be successful in school.
Students will participate in all of the school’s attendance incentive programs (e.g, H.E.A.R.T. Project, Strive HI to BE < 15 Days Absent Campaign, Attendance Traffic Light and the Spelling of H.E.A.R.T. incentives) so that QKS’s average daily attendance will be greater than or equal to 94%.	Attendance is correlated with academic achievement and student success, thus it imperative that all students attend school regularly to ensure success in school.

## Academic Plan SY 2021-2022

Planning				Funding	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
<p>By 2022, QKS will meet or exceed the following percentages of proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 50%</p> <p>Math proficiency: 50%</p>	<p>1.1 All grade levels will revise curriculum maps for English / Language Arts (ELA), math, Next Generation Science Standards (NGSS), and Hawaii Core Standards in Social Studies (HCSSS). <b>(SW 6, WASC CA 1, WASC CA 5, WASC MC 6)</b></p> <ul style="list-style-type: none"> <li>• All teachers will receive planning days, articulation time, training, resources, support, and sub/stipend days, as needed.</li> <li>• Teachers will include supplemental strategies, instructional materials, and assessments in their curriculum maps in order to provide differentiated lessons to address the diverse needs of their EL and SPED students.</li> <li>• Teachers will identify opportunities in their curriculum maps to allow for student voice and</li> </ul>	<p>July 2021 – May 2022</p>	<p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> 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>Measures of Progress:</p> <p>100% of the grade levels will update and/or complete their respective ELA, math, NGSS, and HCSSS curriculum maps and upload to the qksinfo site on Google Docs.</p>



## Academic Plan SY 2021-2022

	choice and include them when appropriate.				
<p>By 2022, QKS will meet or exceed the following percentages of proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 50%</p> <p>Math proficiency: 50%</p>	<p>1.2 All teachers will post the Academic Word of the Week (AWOW) on their front boards and use it with their students throughout the week. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</p>	<p>July 2021 – May 2022</p>	<p>Barry Nakamura (CC)</p>	<input 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 checked="" type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>AWOW posted on classroom front boards and used weekly, as monitored by walkthroughs.</p>
<p>By 2022, QKS will meet or exceed the following percentages of proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 50%</p> <p>Math proficiency: 50%</p>	<p>1.3 All students will receive instruction using Thinking Maps in all content areas to organize their thought process to think critically and to help decrease the achievement gap rate in ELA and math. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</p>	<p>July 2021 – May 2022</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<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	<p>Measures of Progress:</p> <p>100% of the teachers will implement and upload a minimum of three (3) math and three (3) ELA/writing/SS student Thinking Map samples quarterly.</p>

## Academic Plan SY 2021-2022

<p>By 2022, QKS will meet or exceed the following percentages of proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 50%</p> <p>Math proficiency: 50%</p>	<p>1.4 All students will receive writing instruction using the Write Tools Process to effectively communicate their ideas when writing in the different writing genres: fictional narrative, real narrative, informational, opinion. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</p>	<p>July 2021 – May 2022</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Measures of Progress:</p> <p>100% of the grade levels will collect anchor pieces for each level of proficiency (ME, MP, DP, WB) for each of the writing genre that are taught: fictional narrative, real narrative, informational, opinion.</p>
<p>By 2022, QKS will meet or exceed the following percentages of proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 50%</p> <p>Math proficiency: 50%</p>	<p>1.5 All teachers will strengthen their Tier I instructional practices to capitalize on their current practices in order to decrease the achievement gap rate in ELA and math. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4, CNA 5)</p> <ul style="list-style-type: none"> <li>• All teachers will continue their training from SY 20-21 with Olivia Amador (CORWIN) on: teacher clarity, student engagement, instruction, and assessment</li> </ul>	<p>July 2021 – May 2022</p>	<p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Measures of Progress:</p> <p>The percentage of K-5 students scoring in the Tier I (on grade) Level on the iReady Benchmark Assessments will increase continuously from fall to spring.</p>
<p>By the spring of 2022, QKS's percentage of</p>	<p>1.6 All teachers will explore and implement oral reading fluency building strategies (SW 6,</p>	<p>July 2021 – May 2022</p>	<p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II</p>	<p>Measures of Progress:</p>

## Academic Plan SY 2021-2022

<p>students scoring at the Core Support (on grade) Level on the DIBELS Spring Benchmark Assessment will be greater than or equal to 53%</p>	<p><b>WASC MC 1, WASC MC 3, WASC MC 5, CNA 2, CNA 3, CNA 4)</b></p> <ul style="list-style-type: none"> <li>• Grade K and 1 teachers will investigate the Enhanced Core Reading Instruction (ECRI) program to help improve students’ foundational reading skills.</li> <li>• Grade 2-5 teachers will implement oral reading strategies (e.g. choral reading, echo reading, repeated reading, fluency checks, modeling, partner reading, etc.).</li> </ul>			<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>The percentage of K-5 students scoring in the Core Support (on-grade) Level on the DIBELS Benchmark Assessments will increase continuously from fall to spring</p>
<p>By the third quarter of 2022, the percentage of students receiving a mark of Consistently and Usually will be greater than or equal to 55% for all GLOs.</p>	<p>1.7 All students will receive instruction on the grade cluster K-2 and 3-5 GLO “I can” statements to communicate expectations for each GLO.  <b>(WASC CA 2, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</b></p>	<p>July 2021 – May 2022</p>	<p>Barry Nakamura (CC)</p>	<input 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 checked="" type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>100% of the teachers will post and use their respective grade cluster GLO “I can” statements in their classrooms.</p> <p>100% of the teachers will use their respective grade level GLO rubric and GLO tracking sheet to monitor student progress on demonstrating the GLOs.</p>

## Academic Plan SY 2021-2022

<p>By 2022, the percentage of favorable response rates on the 2022 Panorama Student Survey Classroom Climate Topic will be greater than or equal to 81%</p>	<p>1.8 Refine QKS’s Positive Behavioral Interventions and Supports System (PBIS), Student Recognition Program, and implement the Choose Love Social and Emotional Learning (SEL) Program to improve the school’s climate and culture student engagement. (SW 6, WASC MC 1, WASC MC 2, WASC MC 3, CNA 1, CNA 2, CNA 3, CNA 4, CNA 6)</p> <ul style="list-style-type: none"> <li>• Multi-Tier Systems of Supports &amp; Services (MTSSS)</li> <li>• Dolphin Acts of Kindness</li> <li>• Counselor’s Quarterly Guidance Lessons</li> <li>• Project Wisdom – “Words of Wisdom” (WOW) Messages</li> <li>• Choose Love SEL Program</li> </ul>	<p>July 2021 – May 2022</p>	<p>Tara Tanaka (SSC) Brooke Manangan (Counselor – Dolphin Acts of Kindness, WOW,) Lorna PeBenito (Counselor – Quarterly Guidance Lessons) Maryann Barr (VP – SEL)</p>	<p><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</p>	<p>Measures of Progress:</p> <p>Dolphin Acts of Kindness students will be recognized and their certificates will be displayed in the cafeteria.</p> <p>Counselors quarterly guidance lessons.</p> <p>WOW message, HEART Project and Dolphin Acts of Kindness winners announced during the daily morning message.</p>
<p>By 2022, QKS’s percentage of Chronic Absenteeism on the 2022 Strive HI Report will be less than or equal to 18%</p>	<p>1.9 Refine QKS’s attendance initiatives to increase student engagement and average daily attendance. (WASC MC 1, WASC MC 3, WASC MC 4, CNA 1, CNA 2, CNA 3, CNA 4)</p> <ul style="list-style-type: none"> <li>• H.E.A.R.T. Attendance Project</li> </ul>	<p>July 2021 – May 2022</p>	<p>Brooke Manangan (Counselor –, H.E.A.R.T. Attendance Project)  Jessica Pagtulingan,(Gr.</p>	<p><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</p>	<p>Measures of Progress:</p> <p>The monthly average daily attendance will be greater than or equal to 94%, as calculated monthly.</p>

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	<ul style="list-style-type: none"> <li>• Strive HI to Be &lt; 15 Days Absent campaign</li> <li>• Teachers greet students at the door</li> <li>• Attendance Traffic Light and the Spelling of HEART incentive systems</li> <li>• After School Tutoring/Basketball Program</li> </ul>		5 Teacher – After School Tutoring / Basketball Program)		
<p>For SY 21-22, 100% of eligible students will receive appropriate transitioning orientations/supports /services throughout the school year.</p> <p>By 2022, the percentage of favorable response rates on the 2022 Panorama Student Survey Classroom Climate Topic will be greater than or equal to 81%</p>	<p>1.10 Provide systems of support to assist students as they transition into various school settings. (SW 5, SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</p> <ul style="list-style-type: none"> <li>• Pre-school to Kindergarten</li> <li>• Schoolwide Transition Day - Grades K through 5</li> <li>• Grade 5 to Middle school</li> <li>• EL Program / EL Newcomer Center</li> </ul>	July 2021 – May 2022	<p>Tara Tanaka (SSC)</p> <p>Chasten Inenaga (Gr. K GLC)</p> <p>Barry Nakamura (CC-Transition Day)</p> <p>Natasha Chang (Gr. 5 GLC)</p> <p>Diane Murakami (EL Coordinator)</p> <p>Carilyn Kaneshiro (SPED GLC)</p>	<input 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 checked="" type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>All eligible students will be provided appropriate transitions/orientations/supports /services upon entering throughout the school year.</p> <p>Schedules of class/grade level visitations and/or orientations.</p>
<p>For SY 21-22, QKS growth percentages, as reported on the QKS Strive HI</p>	<p>1.11 Provide support for small group instruction and appropriate interventions for students performing below grade</p>	July 2021 – May 2022	Darlene Matsumoto	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III	<p>Measures of Progress:</p> <p>80% of K-5 students receiving RTI services will increase their</p>

## Academic Plan SY 2021-2022

<p>Report, will be greater than or equal to 50 in ELA and math.</p>	<p>level in reading and math. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4, CNA 5)</p> <ul style="list-style-type: none"> <li>• Class size reduction teachers (2)</li> <li>• Universal screeners (iReady, DIBELS) used to track student progress and identify candidates for the RTI Program.</li> <li>• Multi-tier RTI Program using focused small group instruction and research based interventions, strategies, and resources to support students below grade level in reading</li> <li>• Small group instruction and interventions done by classroom teachers on an ongoing basis.</li> <li>• Computer based instructional resources (e.g., iReady, BrainPOP, etc.) to support learning at school and home</li> </ul>		<p>(RTI Coordinator)</p> <p>Celeste Endo (Technology Coordinator)</p> <p>Barry Nakamura (CC)</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>scaled score on the iReady Benchmark Assessments from fall to spring.</p> <p>Targeted students identified through the universal screener will be provided RTI supports.</p>
<p>For SY 21-22, QKS growth percentages, as reported on the QKS Strive HI Report, will be greater than or equal to 50 in ELA and</p>	<p>1.12 All identified students in the sped subgroup (TSI-CU subgroup) will receive additional academic supports in reading and math. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</p>	<p>July 2021 – May 2022</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> 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>Measures of Progress:</p> <p>100% of teachers will submit their TSI-CU action plan via google form in October, to the principal, and will be reminded</p>

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<p>math for our sped subgroup.</p>	<ul style="list-style-type: none"> <li>• 100% of all teachers will submit individual Action Plan to address the SPED subgroup in their respective classes, as part of the schoolwide TSI-CU action plan</li> <li>• All eligible students as identified from the TSI-CU SPED subgroup will be offered afterschool tutoring to receive additional interventions and supports in reading and math using the iReady instructional program</li> <li>• Provide SPED inclusion supports to all K-5 classes, with sped teacher and EA rotation into the general education classes to provide targeted supports to students identified</li> <li>• 100% of teachers will use evidenced based strategies to provide academic supports to identified students, as appropriate</li> </ul>			<input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>quarterly to progress check throughout the school year.</p> <p>100% of the identified TSI-CU sped subgroup will be monitored using the iReady Benchmark data.</p> <p>100% of teachers will implement evidenced based strategies to provide targeted supports to students identified from the TSI-CU SPED subgroup, as monitored through monthly walkthroughs.</p>
<p>For SY 21-22 QKS growth percentages, as reported on the QKS Strive HI Report, will be</p>	<p>1.13 All teachers will meet regularly in Data Teams to complete the 6-Step Data Team Process in both ELA and math</p>	<p>July 2021 – May 2022</p>	<p>Darlene Matsumoto (RTI Coordinator)</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA	<p>Measures of Progress:</p> <p>100% of the grade levels will complete the Data Team</p>

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<p>greater than or equal to 50 in ELA and math.</p>	<p>through data analysis to make informed decisions and enhance instruction. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</p>			<p><input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input checked="" type="checkbox"/> N/A</p>	<p>Process Sheet for ELA and math and upload them to the qksinfo site, as monitored quarterly.</p>
<p>By 2022, QKS will meet or exceed the following percentages of proficiency on the 2022 Hawaii State Assessment Science Test</p> <p>Science proficiency: 55%</p>	<p>1.14 All teachers will implement NGSS and instruct students in the scientific process and/or the engineering design process in order to participate (as an individual, small group, whole class) in the QKS Science Fair. (SW 6, WASC MC 1, WASC MC 3, CNA 2)</p>	<p>July 2021 – May 2022</p>	<p>Barry Nakamura (CC)</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Measures of Progress:</p> <p>100% of classes will complete a science project incorporating the scientific process or the engineering design process as evidenced by the science projects submitted for QKS Science Fair.</p>
<p>By 2022, QKS will meet or exceed the following percentages of proficiency on the 2022 Hawaii State Assessment Science Test</p> <p>Science proficiency: 55%</p>	<p>1.15 Co-curricular teachers will provide enrichment activities and extracurricular opportunities for interested students in order to educate the whole child. (WASC MC 1, WASC MC 3, CNA 2)</p>	<p>July 2021 – May 2022</p>	<p>Janice Noguchi (Robotics)  Celeste Endo (Technology Coordinator)  Diane Murakami (EL Coordinator - Dolphin Singers)</p>	<p><input 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</p>	<p>Measure of Progress:</p> <p>Students will showcase their learning about engineering, technology, and/or singing through projects and/or performances as monitored each semester.</p>



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**Goal 2: Staff Success:** Ka‘ahumanu Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome:	Rationale:
All teachers will receive the necessary training, support, and articulation time to help improve their instruction in order help students meet or exceed the school’s established proficiency targets on the SBA in math and ELA.	QKS teachers strive for continuous improvement in all aspects of their teaching in order to maximize their effectiveness in helping our students to be successful in school. In order for teachers to improve instructional practices and further their professional growth, they need consistent professional development opportunities to learn from experts as well as from each other. In order to embody QKS’s vision, teachers too, must be “life-long learners” and demonstrate to all stakeholders that learning, reflecting, and improving are necessary when striving for excellence.

Planning				Funding	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
For SY 21-22, QKS growth percentages, as reported on the QKS Strive HI Report, will be greater than or equal to 50 in ELA and math.	2.1 Provide professional development (PD), articulation time, substitute teachers, instructional resources, and supplies for teachers to enhance their teaching practices and further their professional growth to meet the needs of diverse student learners, through PD opportunities which may include the following areas of focus: <b>(SW 6, WASC CA 4, WASC CA 5, WASC CA 6)</b> <ul style="list-style-type: none"> <li>• Tier I instruction – teacher clarity, student</li> </ul>	July 2021 – May 2022	Cindy Yun-Kim (Principal)  Barry Nakamura (CC)	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" 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	Measures of Progress:  100% of teachers will implement strategies from PD trainings, as monitored through monthly walkthroughs.  100% of teachers who receive PD outside of school will share their learning with all staff members.

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	<p>engagement, instruction and assessment with Olivia Almador (CORWIN)</p> <ul style="list-style-type: none"> <li>• Enhanced Core Reading Instruction (ECRI)</li> <li>• EL Strategies</li> <li>• Differentiation</li> <li>• HCSSS</li> <li>• Small Group Instruction</li> <li>• Reading Wonders</li> <li>• Stepping Stones 2.0 / Origo Access Platform</li> <li>• STEM</li> <li>• NGSS</li> <li>• Write Tools</li> <li>• Thinking Maps</li> <li>• Building Knowledge through Text Sets</li> <li>• Quarterly SPED Trainings</li> </ul>				
<p>For SY 21-22, 100% of first and second year beginning teachers will be mentored by district or school level mentors.</p>	<p>2.2 Refine the school level Induction and Mentoring Program in partnership with complex area to provide support for first and second year beginning teachers.</p> <ul style="list-style-type: none"> <li>• All first and second year beginning teachers will receive appropriate district or school level mentoring.</li> <li>• All mentor/mentee teachers will fulfil their</li> </ul>	<p>July 2021 – May 2022</p>	<p>Darlene Matsumoto (RTI Coordinator)</p>	<p><input checked="" type="checkbox"/> WSF (sub days)  <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>	<p>Measures of Progress:</p> <p>100% of first and second year beginning teachers will be mentored by district or school level mentors, as evidenced by the school’s Mentor/Mentee list and Mentor/mentee collaboration logs monitored at the end of every semester.</p>

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	school level induction and mentoring program requirements.				
For SY 21-22, QKS growth percentages, as reported on the QKS Strive HI Report, will be greater than or equal to 50 in ELA and math.	<p>2.3 Provide time (including substitute days), training, and materials, for grade levels to address vertical articulation gaps in order to reflect on and improve the effectiveness and consistency in: (SW 6, WASC CA 5, WASC CA 6)</p> <ul style="list-style-type: none"> <li>• Using Thinking Maps</li> <li>• Teaching academic vocabulary</li> <li>• Grading agreements / criteria in all content areas</li> </ul>	July 2021 – May 2022	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<input 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 checked="" type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>100% of grade levels will address articulation gaps to improve effectiveness and consistency in:</p> <ul style="list-style-type: none"> <li>• Using Thinking Maps</li> <li>• Teaching academic vocabulary</li> <li>• Grading agreements / criteria in ELA and math</li> </ul> <p>Monitored through agendas and minutes of vertical articulation sessions.</p>
<p>For SY 21-22, 100% of teachers on the EES cycle will meet all EES requirements and timeline.</p> <p>100% of teachers not on the EES cycle will complete the Individual Professional Development Plan (IPDP)</p>	<p>2.4 All teachers will receive training on the Educator Effectiveness System (EES). Administration will provide professional development opportunities and training/meetings with teachers on cycle to increase teachers' understanding of the EES.</p>	July 2021- May 2022	<p>Cindy Yun-Kim (Principal)</p> <p>Maryann Barr (VP)</p>	<input 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 checked="" type="checkbox"/> N/A	<p>Measures of Progress:</p> <p>100% of teachers on the EES cycle will meet all EES requirements and timeline.</p> <p>100% of teachers not on the EES cycle will complete the Individual Professional Development Plan (IPDP).</p>

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

Outcome:	Rationale:
QKS will sustain and/or increase the number of parents participating in parent involvement activities compared to the previous school year.	<p>“When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” This is the conclusion from “<b>A New Wave of Evidence</b>,” a report from Southwest Educational Development Laboratory (2002).</p> <p>The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:</p> <ul style="list-style-type: none"> <li>• Earn higher grades and test scores, and enroll in higher-level programs</li> <li>• Be promoted, pass their classes, and earn credits</li> <li>• Attend school regularly</li> <li>• Have better social skills, show improved behavior, and adapt well to school</li> <li>• Graduate and go on to post-secondary education</li> </ul>
QKS will refine the Academic Reflection Team (ART) process to effectively monitor the implementation of the QKS Academic Plan.	<p>Using the ART to monitor the implementation of the Academic Plan will help to ensure that goals and outcomes are achieved. Benefits of having an ART include:</p> <ul style="list-style-type: none"> <li>• A consistent and rigorous view of progress on the outcomes in the AP;</li> <li>• Clear and actionable evidence that allows for collaborative problem solving; and</li> <li>• The ability to focus limited time and resources on those areas that matter most to improving student success.</li> </ul>

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Planning				Funding	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
For SY 21-22, the percentage of positive responses by the Parent Group on the Satisfaction Dimension of the 2022 School Quality Survey (SQS) will be greater than or equal to 78%.	<p>3.1 Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/functions to support student learning and student engagement.</p> <p><b>(SW 5, SW 7, WASC CA 3, CNA 7)</b></p> <ul style="list-style-type: none"> <li>• School Community Council (SCC)</li> <li>• Open House</li> <li>• QKS Science Fair Showcase</li> <li>• EL parent workshops and events</li> <li>• Title I parent workshops</li> <li>• Grade level parent engagement events</li> <li>• STEM family night(s)</li> </ul>	July 2021 – May 2022	<p>Cindy Yun-Kim (Principal)</p> <p>Diane Murakami (EL Coordinator)</p> <p>Barry Nakamura (CC/Title I Coordinator)</p>	<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	<p>Measures of Progress:</p> <p>SCC agendas &amp; minutes.</p> <p>Parent/Family activity sign-in sheets, flyers for schoolwide and grade level events and activities.</p> <p>Parent/Family evaluation forms for schoolwide events (i.e., Winter Literacy Night, STEM Nights, &amp; Title I parent workshops).</p>

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<p>For SY 21-22, the Academic Review Team (ART) will meet quarterly to monitor the implementation of the QKS AP.</p>	<p>3.2 ART will regularly analyze data and monitor the implementation of the AP.</p>	<p>July 2021 – May 2022</p>	<p>Barry Nakamura (CC)</p>	<p> <input 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 checked="" type="checkbox"/> N/A         </p>	<p>Measures of Progress:</p> <p>Progress monitoring of the AP will show improvements, as monitored quarterly via ART meeting minutes.</p>
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