

Academic Plan SY 2022-2023

Queen Ka'ahumanu Elementary School



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Academic Plan SY 2022-2023

Where are we now?	
<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 22-23 Comprehensive Needs Assessment (CNA)</p> <p>Note: 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"> 1. QKS administration and teachers continue working on completing journaling forms/curriculum for ELA and math to ensure continuity and consistent curriculum delivery. EA 1.1 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. EA 1.7 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. EA 3.1 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). EA 2.1, EA 2.3, EA 2.4 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. EA 1.1, EA 2.3 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. EA 2.3 <p>Additional Challenges Identified in SY19-20 WASC Mid-Cycle Report</p> <ol style="list-style-type: none"> 1. Support the increasing number of SPED and EL students entering QKS. EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 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, EA 1.17, EA 1.18 2. Increase the inclusion rate with the number of SPED students increasing every year. EA 1.11 3. Reduce the SBA ELA and SBA Math Gap Rates between QKS High Needs and Non-High Needs students. EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.14 4. Improve average daily attendance and reduce the percentage of chronically absent. EA 1.10 5. Improve the oral reading fluency for Grades 2-5. EA 1.6 6. Create pacing guides for Hawai`i Core Standards in Social Studies (HCSSS). EA 1.1 <p>Identified Needs from the SY 22-23 QKS Comprehensive Needs Assessment (CNA)</p> <ol style="list-style-type: none"> 1. Increase student daily average attendance and reduce chronic absenteeism. EA 1.10 2. Provide additional interventions and supports for SPED and EL students. EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.14, EA 1.15, EA 1.16 3. Decrease the ELA Achievement Gap Rate. EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.17, EA 1.18

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4. Decrease the Math Achievement Gap Rate. **EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.17, EA 1.18**
5. Implement Effective Tier I Instructional Strategies and Differentiation with fidelity. **EA 1.5, EA 1.12**
6. Provide Social and Emotional Learning (SEL) supports for students. **EA 1.8, EA 1.9, EA 1.10**
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**

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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.

OKS 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 22-23 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 – 54.31%, QKS EL – 45%, SPED – 14.31%). Our SY 22-23 CNA priority needs are listed below along with the enabling activities from the AP that address them.

Identified Needs from the SY 22-23 QKS Comprehensive Needs Assessment (CNA)

1. Increase student daily average attendance and reduce chronic absenteeism. **EA 1.10**
2. Provide additional interventions and supports for SPED and EL students. **EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 1.8, EA 1.9, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.14, EA 1.15, EA 1.16**
3. Decrease the ELA Achievement Gap Rate. **EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.17, EA 1.18**
4. Decrease the Math Achievement Gap Rate **EA 1.2, EA 1.3, EA 1.4, EA 1.5, EA 1.6, EA 1.10, EA 1.11, EA 1.12, EA 1.13, EA 1.17, EA 1.18**
5. Implement Effective Tier I Instructional Strategies and Differentiation with fidelity **EA 1.5, EA 1.12**
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**

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.

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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. 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)

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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.

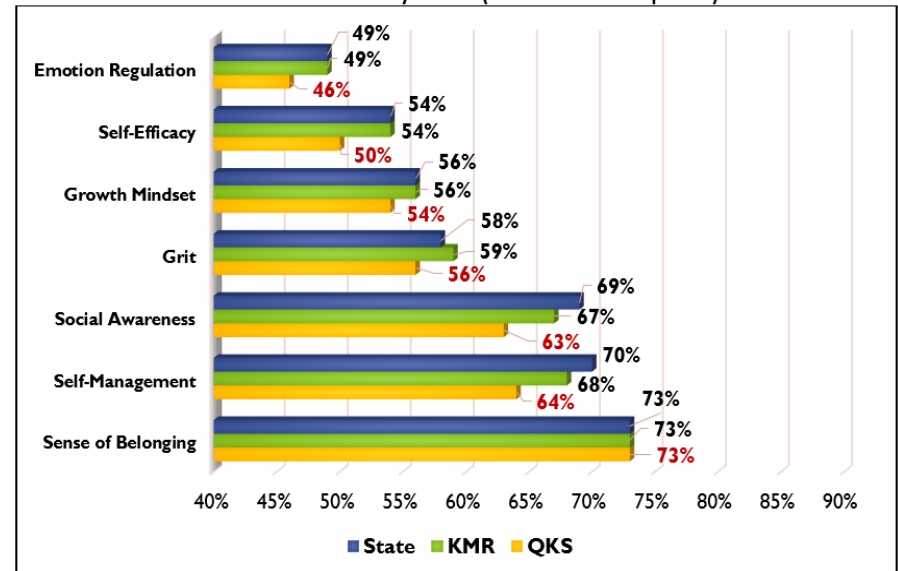
Outcomes:	Rationale:																								
<p>Students will use research based programs and strategies in English/Language Arts (ELA) and math that are aligned to Hawaii Core Standards (HCS) as well as supplement both programs with additional materials and strategies when necessary. As a result, students will be able to meet or exceed the proficiency targets on the Smarter Balance Assessments (SBA) in ELA and math.</p>	<p>Using research based programs (McGraw Hill’s Reading Wonders and Origo’s Stepping Stones) that are aligned to CCSS/HCS and research based strategies will help students achieve grade level standards. While Wonders and Stepping Stones are aligned to HCS and research based strategies are embedded in both programs, teachers will supplement them with additional materials and strategies to address the specific needs of our QKS students, particularly enhancing Tier I core instructions. Any changes will be documented in grade level ELA and math curriculum maps.</p>																								
<p>Students will receive the necessary academic and social & emotional supports to minimize the achievement gaps and 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.</p>	<p>QKS SBA ELA and math proficiency scores have been under 50% for the past four years.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Longitudinal QKS ELA, Math, & Science Results for Gr. 3-5 FSY Students - % of Proficient Students</caption> <thead> <tr> <th>Subject</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020*</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>SBA ELA</td> <td>42</td> <td>44</td> <td>46</td> <td>43</td> <td></td> </tr> <tr> <td>SBA Math</td> <td>47</td> <td>43</td> <td>46</td> <td>28</td> <td></td> </tr> <tr> <td>NGSS Science</td> <td>50</td> <td>46</td> <td>53</td> <td>32</td> <td></td> </tr> </tbody> </table> <p>Source: ARCH 11/2021 *Statewide testing cancelled, no results are available for 2020</p> </div>	Subject	2017	2018	2019	2020*	2021	SBA ELA	42	44	46	43		SBA Math	47	43	46	28		NGSS Science	50	46	53	32	
Subject	2017	2018	2019	2020*	2021																				
SBA ELA	42	44	46	43																					
SBA Math	47	43	46	28																					
NGSS Science	50	46	53	32																					

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In addition, the QKS SY 20-21 Strive HI Report reported that the ELA achievement gap rate between QKS High Needs Students and Non-High Needs Students is 21 points and the math achievement gap is 48 points.

The Panorama SEL Fall Survey results show that the percentage of favorable responses in six of the seven SEL topics assessed are below the complex area and state averages for QKS Grade 3-5 students.

The Fall 2021 Panorama Grade 3-5 SEL Survey Results (% of Favorable Responses).



Source: <https://secure.panoramaed.com>

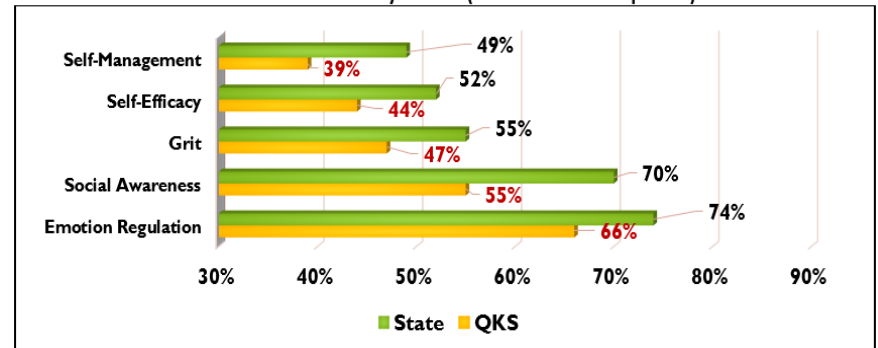
Similarly, when comparing the QKS Fall Panorama Grade K-2 SEL Survey Results with state averages, QKS percentages were lower in all five topic areas assessed.

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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%.

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%.

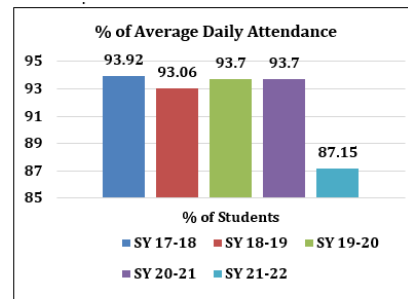
The Fall 2021 Panorama Grade K-2 SEL Survey Results (% of Favorable Responses).



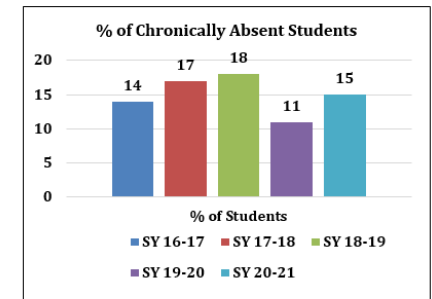
Source: <https://secure.panoramaed.com>

All students need a variety of supports (academic, social, emotional) that address their individual needs in order for them to be successful in school.

QKS attendance has been an identified area of need for several years. For the past four years, QKS's average daily attendance (92.31%) has been below the state benchmark of 95%. In addition, 2021 Strive HI results revealed that QKS' chronic absenteeism increased from 11% to 15%.



Source: LDS 10/2021 (SY 21-22 1st Qtr. only)



Source: Strive HI Reports 10/2021

There have been many studies that confirm that attendance is correlated with academic achievement and student success, thus it imperative that all students attend school regularly to ensure success in school.

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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
<p>For SY 22-23, QKS will meet or exceed our previous proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 43%</p> <p>Math proficiency: 28%</p>	<p>1.1 All grade levels will update curriculum maps for English / Language Arts (ELA), math, Next Generation Science Standards (NGSS), and Hawaii Core Standards in Social Studies (HCSSS). (WASC CA 1, WASC CA 5, WASC MC 6)</p> <ul style="list-style-type: none"> • Teachers will receive planning days, articulation time, training, resources, support, and sub/stipend days, as needed. • 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. • Teachers will identify opportunities in their curriculum maps to allow for student voice and choice and include them when appropriate. 	<p>July 2022 – May 2023</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 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>

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<p>For SY 22-23, QKS will meet or exceed our previous proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 43%</p> <p>Math proficiency: 28%</p>	<p>1.2 All teachers will post the Academic Word of the Week (AWOW) on their front boards, incorporate into their instruction, 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 2022 – May 2023</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>100% of teachers will post the AWOW on their front boards, incorporate into their instruction, and used weekly, as monitored by walkthroughs.</p>
<p>For SY 22-23, QKS will meet or exceed our previous proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 43%</p> <p>Math proficiency: 28%</p>	<p>1.3 All students will receive instruction using Thinking Maps in all content areas to organize their thought process, promote critical thinking, and 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 2022 – May 2023</p>	<p>Cindy Yun-Kim (Principal) 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 teachers will implement and upload a minimum of three (3) math and three (3) ELA/writing/SS student Thinking Map samples quarterly to the qksinfo site on Google Docs.</p>
<p>For SY 22-23, QKS will meet or exceed our previous proficiency on the 2022 Hawaii Smarter Balanced Assessment</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,</p>	<p>July 2022 – May 2023</p>	<p>Cindy Yun-Kim (Principal) 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</p>	<p>Measures of Progress:</p> <p>100% of grade levels will collect and update anchor pieces for each level of proficiency (ME, MP, DP, WB) for each of the writing genre that are taught: fictional</p>

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<p>ELA proficiency: 43%</p> <p>Math proficiency: 28%</p>	<p>informational, opinion. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)</p>			<input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>narrative, real narrative, informational, opinion and upload to the qksinfo site on Google Docs.</p>
<p>For SY 22-23, QKS will meet or exceed our previous proficiency on the 2022 Hawaii Smarter Balanced Assessment</p> <p>ELA proficiency: 43%</p> <p>Math proficiency: 28%</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"> • Improving math instruction will continue to be a schoolwide focus. • Judy Keeney Training in math for all teachers is scheduled for 7/28/22. • Continue to implement Tier 1 strategies in ELA from Corwin: Olivia Amador’s training and Tonya Ward Singer’s EL Excellence Every Day training. 	<p>July 2022 – May 2023</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>80% of K-5 students scoring in the Tier I (on grade) Level on the iReady Benchmark Assessments in reading and math will increase from fall to spring.</p> <p>100% of teachers will implement Tier I strategies, as monitored by walkthroughs.</p>
<p>By spring 2023, the percentage of students scoring at the Core Support (on grade) Level on the DIBELS Spring</p>	<p>1.6 All teachers will explore and implement oral reading fluency building strategies. (SW 6, WASC MC 1, WASC MC 3, WASC MC 5, CNA 2, CNA 3, CNA 4)</p>	<p>July 2022 – May 2023</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	<p>Measures of Progress:</p> <p>80% of K-5 students scoring in the Core Support (on-grade) Level on the DIBELS</p>

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<p>Benchmark Assessment will be greater than or equal to 57%.</p>	<ul style="list-style-type: none"> Grade K-1 teachers will implement the Enhanced Core Reading Instruction (ECRI) program to help improve students' foundational reading skills. Grade 2-5 teachers will implement oral reading strategies (e.g. choral reading, echo reading, repeated reading, fluency checks, modeling, partner reading, etc.). 			<input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Benchmark Assessments will increase from fall to spring.</p> <p>100% of K-1 teachers will implement ECRI routines, as monitored by walkthroughs.</p>
<p>By fourth quarter of SY 22-23, 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. (WASC CA 2, WASC MC 1)</p>	<p>July 2022 – May 2023</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 teachers will post and implement their respective grade cluster GLO "I can" statements in their classrooms.</p> <p>100% of teachers will use their respective grade level GLO rubric and GLO tracking sheet to monitor student progress on demonstrating the GLOs.</p>
<p>For SY 22-23, the percentage of favorable response rates on the Fall 2022 Panorama Student Survey Classroom Climate topic will be greater</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 better support students and increase student engagement. (SW 6, WASC</p>	<p>July 2022 – May 2023</p>	<p>Tara Tanaka (SSC)</p> <p>Brooke Manangan (Counselor – Dolphin Acts of Kindness, WOW)</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>Dolphin Acts of Kindness students will be recognized and their certificates will be displayed in the cafeteria.</p>

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<p>than or equal to 77%.</p>	<p>MC 1, WASC MC 3, CNA 2, CNA 6)</p> <ul style="list-style-type: none"> • Multi-Tier Systems of Supports & Services (MTSSS) • Dolphin Acts of Kindness • Counselor’s Quarterly Guidance Lessons • Project Wisdom – “Words of Wisdom” (WOW) Messages • Choose Love SEL Program 		<p>Lorna PeBenito (Counselor – Quarterly Guidance Lessons)</p> <p>Maryann Barr (VP – SEL)</p>		<p>Counselors will provide quarterly guidance lessons as time permits.</p> <p>WOW message, HEART Project and Dolphin Acts of Kindness winners will be announced during the daily morning message.</p>
<p>For SY 22-23, the percentage of favorable response rates on the Fall 2022 Panorama Student Survey Classroom Climate topic will be greater than or equal to 77%.</p>	<p>1.9 All teachers and staff will be introduced to Trauma-Informed Care for awareness and to learn strategies how to better support students, including their mental health and well-being in efforts to promote wellness and healthy habits. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 6)</p>	<p>July 2022 – May 2023</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Maryann Barr (VP)</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>100% of the topics/categories in the school summary of the Panorama SEL Survey Results will increase from fall to spring.</p>
<p>For SY 22-23, the percentage of Chronic Absenteeism on the 2022 Strive HI Report will be less than or equal to 18%.</p>	<p>1.10 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"> • H.E.A.R.T. Attendance Project 	<p>July 2022 – May 2023</p>	<p>Brooke Manangan (Counselor –, H.E.A.R.T. Attendance Project)</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 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"> • Strive HI to Be < 15 Days Absent campaign • Teachers greet students at the door as a schoolwide practice • Attendance Traffic Light and the Spelling of HEART incentive systems • Explore more ways to increase student engagement in order to motivate students to come to school and improve their attendance 				
<p>For SY 22-23, the percentage of favorable response rates on the Fall 2022 Panorama Student Survey Classroom Climate topic will be greater than or equal to 77%.</p>	<p>1.11 Provide systems of support to assist students as they transition into various school settings. (SW 5, SW 6, WASC MC 1, WASC MC 2, WASC MC 3, CNA 2, CNA 3, CNA 4)</p> <ul style="list-style-type: none"> • Pre-school to Kindergarten • Schoolwide Transition Day - Grades K-5 • Grade 5 to Middle school • EL Program / EL Newcomer Center • Inclusion classes to support SPED students 	<p>July 2022 – May 2023</p>	<p>Tara Tanaka (SSC)</p> <p>Kelli Isobe (Gr. K GLC)</p> <p>Barry Nakamura (CC-Transition Day)</p> <p>Jessica Pagtulingan (Gr. 5 GLC)</p> <p>Diane Murakami (EL Coordinator)</p> <p>Carilyn Kaneshiro</p>	<p><input type="checkbox"/> WSF</p> <p><input 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 checked="" type="checkbox"/> N/A</p>	<p>Measures of Progress:</p> <p>100% of eligible students will receive appropriate transitioning orientations/supports/services throughout the school year.</p> <p>Schedules of class/grade level visitations and/or orientations.</p>

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			(SPED GLC)		
<p>For SY 22-23, the Median Growth Percentile (MGP) on the 2022 Strive HI Report will be greater than or equal to 50 in ELA and math.</p>	<p>1.12 Provide small group instruction and appropriate interventions for students performing below grade 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"> • Class size reduction teachers (2) • Universal screeners (iReady, DIBELS) used to track student progress and identify candidates for the RTI Program. • Multi-tier RTI Program using focused small group instruction and research based interventions, strategies, and resources to support students below grade level in reading. • Small group instruction and interventions done by classroom teachers on an ongoing basis. • Computer based instructional resources (e.g., iReady, BrainPOP, etc.) to support learning at school and home. 	<p>July 2022 – May 2023</p>	<p>Darlene Matsumoto (RTI Coordinator)</p> <p>Celeste Endo (Technology Coordinator)</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>80% of K-5 students receiving RTI services will increase their scaled score on the iReady Benchmark Assessments from fall to spring.</p>

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<p>For SY 22-23, the Median Growth Percentile (MGP) on the 2022 Strive HI Report will be greater than or equal to 50 in ELA and math for our SPED subgroup.</p>	<p>1.13 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> <ul style="list-style-type: none"> • 100% of teachers will submit individual Action Plan to address the SPED subgroup in their respective classes. • 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. • Designate SPED inclusion supports per grade level, with SPED teacher or EA rotation into the assigned K-5 general education classes to provide targeted supports to identified students. • All teachers will use evidenced-based strategies to provide academic supports to 	<p>July 2022 – May 2023</p>	<p>Cindy Yun-Kim (Principal) Barry Nakamura (CC)</p>	<ul style="list-style-type: none"> <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>100% of teachers will submit their yearly TSI-CU Action Plan via Google Form in October to the principal, and check progress quarterly and make adjustments as needed throughout the school year.</p> <p>100% of 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 walkthroughs.</p>
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	identified students, as appropriate.				
For SY 22-23, the Median Growth Percentile (MGP) on the 2022 Strive HI Report will be greater than or equal to 50 in ELA and math.	1.14 All teachers will meet regularly in Data Teams to complete the 6-Step Data Team Process in both ELA and math through data analysis to make informed decisions and enhance instruction. (SW 6, WASC MC 1, WASC MC 3, CNA 2, CNA 3, CNA 4)	July 2022 – May 2023	Darlene Matsumoto (RTI Coordinator)	<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	Measures of Progress: 100% of grade levels will complete the Data Team Analysis Process Sheet for ELA and math and upload them to the qksinfo site. 100% of teachers will use the data analysis process to make informed decisions to adjust and enhance instruction.
For SY 22-23, QKS will meet or exceed the previous proficiency on the 2022 Hawaii State Assessment Science Test Science proficiency: 32%	1.15 All teachers will implement NGSS and instruct students in the scientific process and/or the engineering design process and participate (as an individual, small group, whole class) in the QKS Science Fair. (WASC MC 1, CNA 2)	July 2022 – May 2023	Barry Nakamura (CC)	<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	Measures of Progress: 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.
For SY 22-23, the Median Growth Percentile (MGP) on the 2022 Strive HI Report will be greater than or equal to 50 in ELA and math.	1.16 All teachers will implement the new Hawaii Core Standards for Social Studies (HCSSS) and the associated instructional shifts which include (WASC MC 1, CNA 2): <ul style="list-style-type: none"> • Craft questions that spark and sustain inquiry 	July 2022 – May 2023	Barry Nakamura (CC) Grade K-5 GLCs	<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	100% of K-5 teachers will implement the updated grade level pacing guides for HCSSS.

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	<ul style="list-style-type: none"> • Cultivate and nurture collaborative civic spaces • Integrate content and skills purposefully • Promote literacy practices and outcomes • Provide tangible opportunities for taking informed action 				
For SY 22-23, the percentage of favorable response rates on the Fall 2022 Panorama Student Survey Valuing of School topic will be greater than or equal to 75%.	1.17 Co-curricular teachers will provide enrichment activities and extracurricular opportunities for interested students to become well-rounded individuals.	July 2022 – May 2023	<p>Celeste Endo (Technology Coordinator – Tech Team)</p> <p>Diane Murakami (EL Coordinator - Dolphin Singers and After School Language Class)</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>All students enrolled in co-curricular and extracurricular activities will showcase their learning about engineering, technology, singing, and/or foreign language through projects and/or performances.</p>
For SY 22-23, the Growth to Target (GTT) on the 2022 Strive HI Report will be greater than or equal to 47% of students learning English are on-track to English language proficiency.	<p>1.18 All teachers are teachers of language and will implement the QKS EL Implementation Action Plan, which is aligned to the Six Strategic Goals & High-Leverage Strategies in the KMR EL Success Plan Initiative.</p> <p>(WASC MC 1, CNA 3, CNA 4)</p> <ul style="list-style-type: none"> • SG1-Shift educator mindsets from deficit-oriented perceptions to asset-oriented beliefs for all language learners. • SG2-Provide all schools with programs and staffing 	July 2022 – May 2023	<p>Cindy Yun-Kim (Principal)</p> <p>Diane Murakami (EL Coordinator)</p>	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input checked="" 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 teachers will implement the EL Success Initiative strategic goals and high-leverage strategies and complete a Teacher EL Implementation Survey each semester.</p> <p>100% of teachers will implement evidenced-based strategies from Tonya Ward</p>

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	<p>to meet EL students' diverse needs.</p> <ul style="list-style-type: none"> • SG3-Build capacity of all educators and leaders to provide high-quality learning experiences for all EL students. • SG4-Ensure every teacher is a teacher of language. • SG5-Engage families and our community. • SG6-Ensure all teachers use data to monitor and plan for student learning and language development. 				Singer's EL Excellence Every Day book and training.
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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
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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
<p>For SY 22-23, the Median Growth Percentile (MGP) on the 2022 Strive HI Report will be greater than or equal to 50 in ELA and math.</p>	<p>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 and meet the needs of diverse student learners, through PD opportunities which may include the following areas of focus: (SW 6, WASC CA 4)</p> <ul style="list-style-type: none"> • Tier I instruction (Math Focus – Judy Keeney) • Enhanced Core Reading Instruction (ECRI) • EL Strategies • Differentiation • HCSSS • Small Group Instruction • Reading Wonders • Stepping Stones 2.0 / Origo Access Platform • STEM • NGSS • Write Tools • Thinking Maps • Quarterly SPED Trainings • Peer Observations 	<p>July 2022 – May 2023</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (CC)</p>	<p><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</p>	<p>Measures of Progress:</p> <p>100% of teachers will implement strategies from PD trainings, as monitored through walkthroughs.</p> <p>100% of teachers who receive PD outside of school will share their learning with all staff members as part of professional sharing.</p>

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<p>For SY 22-23, 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 I & M to provide mentoring and support for first and second year beginning teachers.</p> <ul style="list-style-type: none"> • All first and second year beginning teachers will receive appropriate district or school level mentoring. • All mentor teachers will fulfil their school level induction and mentoring program requirements. 	<p>July 2022 – May 2023</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, as monitored at the end of every semester.</p>
<p>For SY 22-23, the Median Growth Percentile (MGP) on the 2022 Strive HI Report will be greater than or equal to 50 in ELA and math.</p>	<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 4, WASC CA 5, WASC CA 6)</p> <ul style="list-style-type: none"> • Using Thinking Maps • Teaching academic vocabulary • Grading agreements / criteria in all content areas 	<p>July 2022 – May 2023</p>	<p>Cindy Yun-Kim (Principal) Barry Nakamura (CC)</p>	<p><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</p>	<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"> • Using Thinking Maps • Teaching academic vocabulary • Grading agreements / criteria in ELA and math <p>Monitored through agendas and minutes of vertical articulation sessions.</p>
<p>For SY 22-23, 100% of teachers on the EES cycle will meet</p>	<p>2.4 All teachers will receive orientation/training on the Educator Effectiveness System</p>	<p>July 2022- May 2023</p>	<p>Cindy Yun-Kim (Principal)</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II</p>	<p>Measures of Progress:</p>

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<p>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>(EES) at the beginning of the school year.</p> <p>Administration will provide professional development opportunities and training/meetings with teachers on cycle to increase teachers' understanding of the EES.</p>		<p>Maryann Barr (VP)</p>	<p><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>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>For SY 22-23, 100% of teachers will conduct peer observation and receive appropriate feedback from their peer observer.</p>	<p>2.5 All teachers will participate in peer observations to learn from and capitalize on their peers' ideas and practices in math and ELA instruction. (SW 6, WASC CA 4)</p>	<p>July 2022- May 2023</p>	<p>Cindy Yun-Kim (Principal)</p> <p>Barry Nakamura (Curriculum Coordinator)</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>100% of observing teachers will complete an observation feedback form for the teacher they observe.</p>

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:
<p>QKS will sustain and/or increase the number of parents participating in parent involvement activities compared to the previous school year.</p>	<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 “A New Wave of Evidence,” a report from Southwest Educational Development Laboratory (2002).</p>

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	<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"> • 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
<p>QKS will refine the Academic Reflection Team (ART) process to effectively monitor the implementation of the QKS Academic Plan.</p>	<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"> • A consistent and rigorous view of progress on the outcomes in the AP; • Clear and actionable evidence that allows for collaborative problem solving; and • The ability to focus limited time and resources on those areas that matter most to improving student success.

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>For SY 22-23, the percentage of positive responses by the Parent Group on the Satisfaction</p>	<p>3.1 Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level</p>	<p>July 2022 – May 2023</p>	<p>Cindy Yun-Kim (Principal)</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</p>	<p>Measures of Progress: SCC agendas & minutes will be posted on the qkes.us website.</p>

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<p>Dimension of the 2022 School Quality Survey (SQS) will be greater than or equal to 86%.</p>	<p>events/functions to support student learning and student engagement. (SW 5, SW 7, WASC CA 3, CNA 7)</p> <ul style="list-style-type: none"> • School Community Council (SCC) • Open House • QKS Science Fair Showcase • EL parent workshops and events • Title I parent workshops • Grade level parent engagement events • STEM family night(s) 		<p>Diane Murakami (EL Coordinator)</p> <p>Barry Nakamura (CC/Title I Coordinator)</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/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, & Title I parent workshops).</p>
<p>For SY 22-23, 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 2022 – May 2023</p>	<p>Barry Nakamura (CC)</p>	<p><input type="checkbox"/> WSF</p> <p><input 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 checked="" type="checkbox"/> N/A</p>	<p>Measures of Progress:</p> <p>Progress monitoring of the AP will show improvements, as evidenced quarterly via ART meeting minutes.</p>