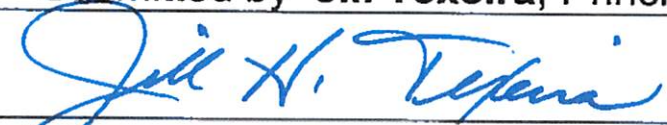



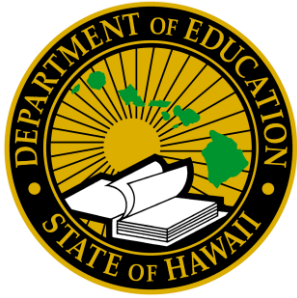


Two -Year Academic Plan 2021-2023

Princess Victoria Ka'iulani Elementary School
783 North King Street
Honolulu, HI 96817
(808) 832-3160
bit.ly/pvkelementary

Submitted by Jill Texeira , Principal	Date
	4/30/2021

Approved by Linell Dilwith , Complex Area Superintendent	Date
	5/11/21



KMR

**Two-Year Academic Plan
2021-2023**

Ka'iulani Elementary School

783 North King Street

Honolulu, HI 96817

(808) 832-3160

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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 ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: The school administration, working with the Complex Area Personnel develop mechanisms to enhance the function of the Data Teams designed to provide appropriate data leading to an increase in academic achievement in ELA, Math, and Science for all students. (WASC Critical Area of Focus) 2. Need: The Ka’iulani staff, work with the community and parents investigate ways to improve parental participation in the life of the school in order to better support students and their education. (WASC Critical Area of Focus) 3. Need: The school administration and staff, working with the Complex Area Personnel develop a management systems matrix for all administrative and support personnel responsibilities in order to clearly show the management structure of the school. (WASC Critical Area of Focus) 4. Need: The Ka’iulani staff work to develop consistency within Grade Level Teams, vertically and horizontally, in the use and delivery of instructional strategies to provide the very best education possible for their students and increase academic achievement in core curriculum and language acquisition. (WASC Critical Area of Focus) 5. Need: The school administration, working with staff to develop systems to ensure that all stakeholders are involved in future WASC accreditation efforts to ensure adherence to WASC expectations and protocols. (WASC Critical Area of Focus) 6. Need: As a school, we need to reduce our chronic absenteeism. 7. Need: The Ka’iulani staff will work together to address the socio-emotional needs of all our students.

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

	<p>Addressing Equity: Sub-Group Identification</p> <p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>English Learners 53.37% or 174 students out of 326 students are English Learners. According to the WIDA access scores (SY2019-20), the Reading and Writing domains are the lowest, therefore literacy is a critical need. ELA SBA data from SY2018-19 states that only 5.1% were proficient. Math is also a need as our SBA data from SY2018-19 states only 4.8% were proficient from grades 3-5.</p> <p>Pacific Islanders Similar to our EL subgroup of which many are both Pacific Islanders and ELs, the needs remain the same. Our Micronesian population is our largest of the Pacific Islander subgroup at 37% or 121 students out of 326 students. ELA and math continue to be areas of need.</p> <p>Male Students In SY2020-21 there is a higher population of male students, 180 students or 55%, in our school. 26% of the male students in grades 3-5 were proficient in ELA according to SY2018-19 SBA data while 34% of our female students were proficient in ELA. Referral data taken in SY2018-19 indicated a high percentage, 91% or 124 out 136 referrals, were male students. There were less referrals this school year due to the effects of the pandemic in the school environment. Similar to our EL and Pacific Islanders, our academic needs remain the same. However, there is a socio-emotional need that has been indicated.</p>
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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
Jill Texeira (Principal) Kashima (EL Coordinator)	WestEd EL Initiative Professional development (English Learners)
HMTSS (Jill Texeira, Lisa Okinaka, Kara Ono, Cathay Coulter, Phoebe Suh, Jennifer Wong Leemyra Lemater-Sega, Charisse Kapapa, Sarah Matiasic)	Hawaii Multi-Tiered System of Support
HMTSS (Jill Texeira, Lisa Okinaka, Kara Ono, Cathay Coulter, Phoebe Suh, Jennifer Wong Leemyra Lemater-Sega, Charisse Kapapa, Sarah Matiasic)	Professional Development (Social Emotional Learning)
Kristen Kashima (EL Coordinator)	Professional Development (English Learners)
Kara Ono (Curriculum Coordinator)	Professional Development (Foundational Reading)
HMTSS (Jill Texeira, Lisa Okinaka, Kara Ono, Cathay Coulter, Phoebe Suh, Jennifer Wong Leemyra Lemater-Sega, Charisse Kapapa, Sarah Matiasic)	Social Emotional Learning
TBD	Parent Involvement
Cathy Coulter (School Counselor)	Chronic Absenteeism
Kara Ono (Curriculum Coordinator)	Math Achievement, Early Literacy, Social Studies
Academic Review Team (Jill Texeira, Kara Ono, Gwen Kanemura/Jill Kusumoto, Lisa Okinaka)	Continuous School Improvement

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>The scores in the Student School Survey section of the Panorama Report will increase by at least 5%.</p> <p>All students will have the opportunity to express their ideas and reflect on their learning. (Student Choice, Student Voice and Student Collaboration).</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>SBA ELA Targets:</p> <p>SY 18-19 - 32%</p> <p>SY 19-20 - 32%</p> <p>SY 20-21 - 32%</p> <p>SY 21-22 - 33%</p> <p>SY 23-22 - 34%</p> </td> <td style="width: 33%; vertical-align: top;"> <p>SBA Math Targets:</p> <p>SY 18-19 - 23%</p> <p>SY19-20 - 23%</p> <p>SY 20-21 - 23%</p> <p>SY 21-22 - 24%</p> <p>SY 22-23 - 25%</p> </td> <td style="width: 33%; vertical-align: top;"> <p>WIDA Targets:</p> <p>By the end of SY 2021-2022, there will be an increase in our Growth to Target (GTT) by 4% to decrease the gap towards 62.99% target (LDS).</p> <p>By the end of SY2022-23, our GTT target is 67%.</p> </td> </tr> </table>	<p>SBA ELA Targets:</p> <p>SY 18-19 - 32%</p> <p>SY 19-20 - 32%</p> <p>SY 20-21 - 32%</p> <p>SY 21-22 - 33%</p> <p>SY 23-22 - 34%</p>	<p>SBA Math Targets:</p> <p>SY 18-19 - 23%</p> <p>SY19-20 - 23%</p> <p>SY 20-21 - 23%</p> <p>SY 21-22 - 24%</p> <p>SY 22-23 - 25%</p>	<p>WIDA Targets:</p> <p>By the end of SY 2021-2022, there will be an increase in our Growth to Target (GTT) by 4% to decrease the gap towards 62.99% target (LDS).</p> <p>By the end of SY2022-23, our GTT target is 67%.</p>	<p>Perception data from our SQS and Panorama data indicates that there is a need for school safety (Panorama data - 41%) especially when it comes to student to student relationships. Students want to feel respected and safer amongst their peers. Students also felt that when it came to classroom expectations (Panorama - 55%), students felt they wanted more choices on what and how they wanted to learn.</p> <p>Our SBA scores for the past 3 years remain inconsistent for both ELA and math especially with our identified subgroups, showing little to no growth in proficiency. For ELs, ELA SBA data from SY2018-19 states that only 5.1% were proficient. Math SBA data from SY2018-19 states only 4.8% were proficient from grades 3-5. As for our Pacific Islanders, 13.2% were proficient in ELA and 4% were proficient in math. Our WIDA Access Testing Scores indicate a need for reading and writing.</p>
<p>SBA ELA Targets:</p> <p>SY 18-19 - 32%</p> <p>SY 19-20 - 32%</p> <p>SY 20-21 - 32%</p> <p>SY 21-22 - 33%</p> <p>SY 23-22 - 34%</p>	<p>SBA Math Targets:</p> <p>SY 18-19 - 23%</p> <p>SY19-20 - 23%</p> <p>SY 20-21 - 23%</p> <p>SY 21-22 - 24%</p> <p>SY 22-23 - 25%</p>	<p>WIDA Targets:</p> <p>By the end of SY 2021-2022, there will be an increase in our Growth to Target (GTT) by 4% to decrease the gap towards 62.99% target (LDS).</p> <p>By the end of SY2022-23, our GTT target is 67%.</p>		

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>	Needs from CNA	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 (2021-22 column D)
Students will be given multiple opportunities to express their ideas and reflect on their learning.	1.1a.21 - Throughout the SY2021-22, students will have the opportunity to discuss the areas of concern from the different perception data. SW6.iii.I SW6.iii.III	We need to continue to move forward with our SEL program to address safety amongst students. We need to allow ways for students to be given a choice in what they learn. We also need to look at ways to build positive relationships at our school with students.	SY2021-22	K. Ono	<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	Panorama Survey- Classroom Engagement will increase overall by 5% (55% to 60%) Victoria Bernhardt Perception Survey
	1.1b.22 -Throughout the SY2022-23, students will have the opportunity to discuss the areas of concern from the different perception data. SW6.iii.I, SW6.iii.III	Offer Teachers training opportunities on how to increase rigor (holding students to high expectations) in their teaching methods.	SY2022-23	K. Ono		Panorama Survey- Classroom Engagement will increase overall by 5% Victoria Bernhardt Perception Survey

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

Students will increase their Early Literacy, and ELA scores.	<p>1.2a.21 - Throughout SY2021-22, students will apply the strategies to their reading (OG, EL, etc.). Additional support could be provided outside of regular school hours. SW6.i, SW6.ii</p>	<p>Early literacy is essential to increase literacy school wide. A focus on foundational reading skills is a need not only in grades K and 1, but throughout the different grade levels. Consistency of a common approach is what we are working on to increase early literacy skills.</p>	SY2021-22	K. Ono	<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>STAR Early Literacy</p> <p>Evaluate</p> <p>SBA-ELA Proficiency will increase to 33% from 32% (SY18-19), Early Literacy will increase to 51% from 50% (SY18-19)</p>
	<p>1.2b.22 - Throughout SY2022-23, students will continue to use strategies for their reading (OG, EL, etc.). Additional support could be provided outside of regular school hours. SW6.i, SW6.ii</p>	<p>Kindergarteners with and without preschool experience lost months of education at the start of school due to the novel coronavirus pandemic will face long-term impacts as a result of the disruption to a critical foundational learning year when there is rapid brain development. Under normal circumstances the Kindergarten year is when the basics of academic base-building occurs. Students who don't hit certain milestones in reading and math may have a greater academic struggle later.</p>	SY2022-23	K. Ono		<p>STAR Early Literacy</p> <p>Evaluate</p> <p>SBA- ELA Proficiency will increase to 33% from 32% (SY18-19), Early Literacy will increase to 51% from 50% (SY18-19)</p>

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

Students will increase their math scores.	1.3.a.21 - Throughout SY2021-22, students will apply the Concrete-Pictorial-Abstract math strategies. Additional support could be provided outside of regular school hours.	We need to re-examine instructional strategies for our underperforming populations (especially boys and Pacific Islanders). We also need to evaluate the consistency of our school wide agreement in using the Concrete Pictorial Abstract model.	SY2021-22	K. Ono	<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 type="checkbox"/> N/A	Data Teams Template STAR Math Evaluate SBA- Math proficiency will increase to 24% from 23% (SY18-19)
	1.3a.22 - Throughout SY2022-23, students will continue to apply the Concrete-Pictorial-Abstract math strategies. Additional support could be provided outside of regular school hours.	<p>Evaluation of the school wide implementation of the Concrete Pictorial Abstract strategy is needed to measure its effectiveness.</p> <p>We need to look at the consistency of implementing the concrete pictorial abstract strategy across all grade levels as well as consistency in pacing when it comes to teaching all the standards with an emphasis on our focus standards.</p>	SY2022-23	K. Ono		Data Teams Template STAR Math Evaluate SBA- Math proficiency will increase to 25%

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Goal 2: Staff Success. Ka‘iulani 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>100% of our staff will engage in professional development (EL, OG) and will consistently utilize effective strategies school wide.</p> <p>Evaluate our programs/processes/strategies for math, reading, and SEL to measure its effect on student achievement.</p> <p>100% of our instructional staff will continue to implement and maintain different avenues of communication between our parents and staff.</p> <p>100% of our instructional staff will implement the Hawai'i Core Standards in Social Studies.</p>	<p>With 53.37% or 174 students out of 326 students that are EL, there is a need to refine our instruction to meet the needs of all students, especially our EL students. In SY2018-19, 30% were proficient in ELA while 23% were proficient in math in SBA. The data reflects the need to increase our literacy and math skills. In order to do this, we need to continue to clearly define our programs/processes and evaluate it to measure student achievement. Consistency in the use of effective strategies both horizontally and vertically is a WASC Critical Area of Need.</p> <p>One of our WASC Critical Areas of need is to increase parent involvement. One of the areas we are working on currently is finding different ways to increase communication (via google classroom, remind app, e-mail, etc.).</p> <p>Hawai'i Core Standards in Social Studies will need to be fully implemented in the school year 2022-23.</p>

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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Needs from CNA	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 instructional staff will be trained and implement the chosen SEL program.	2.1a.21 - By the end of the 1st quarter of SY2021-22, grade levels will decide and plan on how to teach the 15 lessons from the Mind Up curriculum.. SW6.iii.I, SW6.iii.III & SW6.iii.IV	We need to continue to move forward with our SEL program to address safety amongst students. We need to allow ways for students to be given a choice in what they learn. We also need to look at ways to build positive relationships at our school with students. Offer Teachers training opportunities on how to increase rigor (holding students to high expectations) in their teaching methods.	SY2021-22	HMTSS Cohort	<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	Sign-in Sheet Curriculum Map Faculty Meeting Minutes Curriculum Map Program
	2.1b.21 - By the end of the SY2021-22, 100% of the school staff will implement MindUp. SW6.iii.I, SW6.iii.III & SW6.iii.IV		SY2021-22	HMTSS Cohort		
	2.1c.22 - By the end of the SY2022-23, the staff will evaluate the implementation of MindUp using the Program Evaluation Tool. SW6.iii.I, SW6.iii.III & SW6.iii.IV		SY2022-23	HMTSS Cohort		
All Instructional staff will engage in professional development training in reading foundational	2.2a.21-By the end of SY2021-22, 100% of the school staff will continue to engage in professional development training in	Early literacy is essential to increase literacy school wide. A focus on foundational reading skills is a need not only in grades K and 1, but throughout the different grade levels.	SY2021-22	K. Ono	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA	Sign-in Sheets

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<p>skills, such as Orton-Gillingham.</p> <p>Following the training, all classroom teachers will collaborate during articulation, on strategies learned and discuss what worked and what could be improved. Utilizing common strategies consistently across grade levels, will solidify and enhance foundational reading skills of our struggling readers. The effectiveness will be measured by assessments consistent within each grade level.</p>	<p>reading foundational skills as measured by sign-in sheets. SW6.iii.IV</p> <p>2.2b.21 - By the end of SY2021-22, 100% of instructional staff will identify needs, collaborate on strategies learned, and discuss what worked and what could be improved utilizing common strategies consistently across grade levels SW6.ii</p> <p>2.2c.22 - By the end of SY2022-23, 100% of instructional staff will revisit strategies learned and discuss what worked and what could be improved utilizing common strategies consistently across grade levels. SW6.ii</p> <p>2.2d.21-23 - By the end of SY2021-22 and SY2022-23, each grade level will utilize their chosen assessments/measuring tool to show students' increase in literacy development. SW6.ii</p>	<p>Consistency of a common approach is what we are working on to increase early literacy skills.</p> <p>Kindergartners with and without, preschool experience lost months of education at the start of school due to the novel coronavirus pandemic will face long-term impacts as a result of the disruption to a critical foundational learning year when there is rapid brain development. Under normal circumstances the Kindergarten year is when the basics of academic base-building occurs. Students who don't hit certain milestones in reading and math may have a greater academic struggle later.</p>	<p>SY2021-22</p> <p>SY2022-23</p> <p>SY2021-23</p>	<p>K.Ono</p> <p>K. Ono</p> <p>K. Ono</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>Articulation Meeting Minutes</p> <p>Grade Level Assessments</p> <p>STAR</p> <p>Evaluate</p> <p>Faculty Minutes</p> <p>Data Team Minutes</p> <p>CFAs</p>
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Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>All Instructional staff will meet to determine targeted math standards, strategies, and assessment during multiple faculty meetings (extended) and admin workdays in the beginning of the year to engage students and increase math proficiency.</p>	<p>2.3a.21 - By the end of SY2021-22, 100% of the Instructional staff will continue to meet to determine targeted math standards, strategies, and assessment during extended faculty mtg and/or Admin work days to ensure that students are engaged and gain proficiency in numbers and operations in base ten. SW6.ii</p>	<p>We need to re-examine instructional strategies for our underperforming populations (especially boys and Pacific Islanders). We also need to evaluate the consistency of our school wide agreement in using the Concrete Pictorial Abstract model.</p> <p>Evaluation of the school wide implementation of the Concrete Pictorial Abstract strategy is needed to measure its effectiveness.</p>	SY2021-22	K. Ono	<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 type="checkbox"/> N/A	<p>CFAs</p> <p>Data Teams Minutes</p> <p>Sign-in Sheets</p> <p>Faculty Minutes</p> <p>Evaluate</p> <p>STAR</p> <p>SBA</p>
	<p>2.3b.22 - By the end of the SY2022-23, the staff will evaluate the implementation of targeted math strategies using the Program Evaluation Tool (Victoria Bernhardt).</p>	<p>We need to look at the consistency of implementing the concrete pictorial abstract strategy across all grade levels as well as consistency in pacing when it comes to teaching all the standards with an emphasis on our focus standards.</p>	SY2022-23	K. Ono		<p>Victoria Bernhardt Program Evaluation Tool</p>

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<p>The Academic Review Team, EL Coordinator and school administration will explore available EL PD classes (in house) by contacting and arranging workshops with qualified personnel. The purpose will be to enhance the professional development of teachers to gain higher achievement for students.</p> <p>All Instructional staff will implement and use, with fidelity, instructional strategies across grade levels that they will learn from the EL PD to help our students obtain higher levels of achievement in ELA, Math and Science.</p>	<p>2.4a.21 - By the end of 1st quarter of SY2021-22, the school and administration will arrange EL PD classes/workshops (for example, cultural awareness) for teachers as evidenced by a school calendar. SW6.iii.IV</p> <p>2.4b.22 - By the end of SY2022-23 the school and administration will continue to provide EL PD classes/workshops. SW6.iii.IV</p> <p>2.4c.21 - By the end of SY2021-22, 100% of instructional staff will participate in scheduled EL PD classes/workshops as evidenced by. SW6.iii.IV</p> <p>2.4d.21 - By the end of the SY2021-22, 100% of the instructional staff will implement with fidelity and consistency learned EL strategies as evidenced by articulations minutes. SW6.i & SW6.ii</p>	<p>The need for translation services remains, i.e interpreters, communication and notices to families. It may also mean more students require direct EL services from the school for language acquisition.</p> <p>There is a need to provide EL professional development to teachers. We also need to build some cultural awareness of our Pacific Islanders and develop understanding of how boys versus girls engage in learning.</p>	<p>SY2021-22</p> <p>SY2022-23</p> <p>SY2021-22</p> <p>SY2022-23</p>	<p>K. Kashima</p> <p>K. Kashima</p> <p>K. Kashima</p> <p>K. Ono</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>Sign-in Sheets</p> <p>Faculty Minutes</p> <p>WIDA</p> <p>Sign-in Sheets</p> <p>Sign-in Sheets</p> <p>Articulation Minutes</p> <p>Faculty Minutes</p>
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	<p>2.4e.22 - By the end of SY2022-23, the school and administration will continue to provide EL PD classes/workshops. SW6.i & SW6.ii SW6.iii.IV</p> <p>2.4f.22 - By the end of SY2022-23, 100% of instructional staff will participate in scheduled EL PD classes/workshops. SW6.i & SW6.ii SW6.iii.IV</p> <p>2.4g.22 - By the end of SY2022-23, 100% of the instructional staff will implement with fidelity and consistency learned EL strategies.</p>		<p>SY2022-23</p> <p>SY2022-23</p> <p>SY2022-23</p>	<p>K. Kashima</p> <p>K. Kashima</p> <p>K. Ono</p>		<p>Sign- in Sheets</p> <p>Sign-in Sheets</p> <p>Faculty Minutes</p> <p>Articulation Minutes</p>
<p>All School-wide staff will consistently strive to provide opportunities/ incentives (E.g. Inviting parents into the school/classroom) for improving parent participation and better communication between parents and school staff, which will result in</p>	<p>2.5a.20-By the end of the 1st quarter of SY2020-21, Ka'iulani school will maintain and investigate other avenues of communication between parents and school staff (such as Remind app.) SW4</p> <p>2.5b.20-Beginning with the 2nd quarter of SY2021-22, 100% of instructional staff will try other avenues of communication which</p>	<p>We need to send home parent surveys to help determine the best day and time to hold for next school year's Open House.</p> <p>During the SY2020-21, the COVID-19 pandemic kept everyone at a social distance. In order to have parent participation and involvements we continue to explore different ways of engagements by utilizing virtual platforms. However, our parent involvement still is a struggle due to lack of many parents not having the access and devices.</p>	<p>SY2020-21</p> <p>SY2021-22</p>	<p>TBD</p> <p>TBD</p>	<p><input 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>Student Planners</p> <p>Use of communication logs</p> <p>Document stating all the different communication platforms that was used</p> <p>Faculty Minutes</p>

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<p>students having greater pride in what they can achieve in school.</p>	<p>are not presently being utilized by evidence of parent sign-ins for school activities and logs (ie electronic communication logs).</p> <p>2.5c.21-By the end of SY2021-22, 100% of instructional staff will continue to maintain and implement different avenues of communication between parents and school staff not presently being utilized as evidenced by parent surveys (ie electronic communication platforms). SW4</p> <p>2.5d.22 - By the end of SY2022-23, 100% of instructional staff will continue to maintain and implement different avenues of communication between parents and school staff not presently being utilized as evidenced by parent surveys (ie electronic communication platforms).</p>		<p>SY2021-22</p> <p>SY2022-23</p>	<p>TBD</p> <p>TBD</p>		<p>Document stating all the different communication platforms that was used</p> <p>Faculty Minutes</p> <p>Document stating all the different communication platforms that was used</p> <p>Faculty Minutes</p>
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Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>All instructional staff will research the different learning styles and utilize strategies consistently within their grade level. (ELs, Pacific Islanders, boys, girls, etc.)</p>	<p>2.6a.21 - By the end of the 1st quarter in SY2021-22, research a variety of strategies/resources that address the different learning styles (ELs, Pacific Islanders, boys, girls, etc.) SW6.i & SW6.ii</p>	<p>The learning style of male students may differ from female students. We also need to build some cultural awareness of our Pacific Islanders and develop understanding of how boys versus girls engage in learning. We need to re-examine instructional strategies for our underperforming populations (especially boys and Pacific Islanders).</p>	SY2021-22	K. Ono	<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>Attendance</p> <p>Referrals</p> <p>Star</p> <p>Evaluate</p> <p>A document of researched based strategies</p>
	<p>2.6b.21 - By the end of the SY2021-22, utilize multisensory strategies to address the different learning styles. SW6.i & SW6.ii</p>		SY2021-22	K. Ono		<p>Articulation Minutes</p>
	<p>2.6c.22 - By the end of the SY2022-23, the staff will utilize the Program Evaluation Tool to measure the effectiveness of the strategies.</p>		SY2022-23	K. Ono		<p>Victoria Bernhardt Program Evaluation Tool</p>

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<p>All instructional staff will be trained on the Hawai'i Core Standards in Social Studies to build a strong foundation on how to implement the standards in the classroom and to fully implement it by the end of SY2022-23.</p>	<p>2.7a.21 - By the end of the SY2021-22, teachers will explore ways to integrate the Hawai'i Core Standards in Social Studies in other academic subjects. SW6.iii.IV</p>		SY2021-22	K. Ono		<p>Sign-in Sheets</p> <p>Curriculum Map Template</p> <p>Minutes from meetings</p>
	<p>2.7b.21 - By the end of SY2021-22, teachers will go through the decision making process to determine how they will implement the Hawai'i Core Standards in Social Studies in their classrooms (integrate with other subject areas, choose a curriculum...). SW6.ii</p>		SY2021-22	K. Ono		<p>Minutes from meetings</p>
	<p>2.7c.22 - Throughout SY2022-23, teachers will be given time to meet (faculty meetings, articulation, etc.) to fully implement the selected curriculum and/or adjust the integration of the Social Studies standards.</p>		SY2022-23	K. Ono		<p>Minutes from meetings</p>

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

Outcome: By the end of two years,	Rationale:
<p>Reduce our chronic absenteeism by at least 10% from 32%.</p> <p>Refine and adjust our Tier 1 and Tier 2 supports as needed to show student achievement especially in ELA.</p>	<p>As of March 2021, our chronic absenteeism was at 32%. It has been the highest we have ever had as a school for the past 3 years.</p> <p>Our achievement data reflects little to no growth in the areas of academic achievement for both ELA and math.</p>

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Planning					Funding/ Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Needs from CNA	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 teachers and administration will implement school-wide strategies/ incentives to foster positive relationships/ interactions which will increase student attendance .	3.1a.21 - SY2021-22, Ka'iulani School and Administration will continue with school-wide strategies to foster positive relationships/ interactions to increase student attendance. Examples might include but aren't limited to: movie and popcorn, "fun" activities, computer time, alternate programs other than Imagine or Smarty Ants/KidBiz, extra indoor recess/Go Noodle, school-wide announcement (PA) for all classes that have perfect attendance on a daily basis. SW6.iii.III	<p>We need to continue to move forward with our SEL program to address safety amongst students. We need to allow ways for students to be given a choice in what they learn. We also need to look at ways to build positive relationships at our school with students. Offer Teachers training opportunities on how to increase rigor (holding students to high expectations) in their teaching methods.</p> <p>With new attendance procedures and virtual learning this year, relying on the classroom teachers to take accurate attendance has been a challenge. As our schedules continue to evolve as we navigate the pandemic, we need to take a closer look at our attendance procedures. Do we truly have 32% of our students chronically absent or is this a reflection of inconsistent attendance taking practices in light of distance learning (Google classroom/Acellus)?</p>	SY2021-22	C. Coulter	<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	Chronic Absenteeism Monitoring Attendance Procedures Panorama SQS Victoria Bernhardt Perception Survey
	3.1b.22 - Beginning with SY2022-23, Ka'iulani School and Administration will continue with school-wide strategies to foster positive relationships/ interactions with students.			SY2022-23	C. Coulter	

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

<p>Instructional staff will use GL Articulation time to collaborate in determining what skills students need (based on STAR Early Literacy /reading data) and what strategies to implement consistently to build a strong reading foundation.</p>	<p>3.2a.21 - By the end of the 1st Semester in SY2021-22, 100% of the instructional staff will review and update Tier 1 and Tier 2 supports and evaluate Tier 2 intervention Language Arts supports that have been done. SW6.i, SW6.ii</p>	<p>Kindergartners with, and without, preschool experience lost months of education at the start of school due to the novel coronavirus pandemic will face long-term impacts as a result of the disruption to a critical foundational learning year when there is rapid brain development. Under normal circumstances the Kindergarten year is when the basics of academic base-building occurs. Students who don't hit certain milestones in reading and math may have a greater academic struggle later.</p> <p>We need to address the reading gaps by looking not only in implementing strategies for reading but reading strategies for ELs. We need to evaluate our MTSS for all students and adjust our ELA curriculum to be purposeful on meeting the diverse reading needs of our students.</p>	SY2021-22	HMTSS Cohort	<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>Document with Tier 1 and Tier 2 supports</p> <p>STAR</p> <p>Evaluate</p> <p>Imaging Learning</p> <p>HMTSS Minutes</p> <p>Articulation Minutes</p>
	<p>3.2b.21 - By the end of SY2021-22, HMTSS cohort will develop a monitoring system to measure the effectiveness of Tier 1 and/or Tier 2 system of Language Arts supports to show evidence of academic growth. SW6.i, SW6.ii</p>		SY2021-22	HMTSS Cohort		<p>HMTSS Minutes</p>
	<p>3.2c.22 - By the end of SY2022-23, 100% of the instructional staff will maintain the system of Tier 1 and Tier 2 Language Arts supports to show evidence of academic growth. SW6.i, SW6.ii</p>		SY2022-23	HMTSS Cohort		<p>Faculty Minutes</p> <p>STAR</p> <p>Evaluate</p> <p>Imaging Learning</p> <p>CFAs</p>