



# KMR

# Two-Year Academic Plan

# 2021-2023

Prince Jonah Kuhio Elementary School

2759 South King Street, Honolulu, HI 96826  
(808)973-0085

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

Where are we now? SW1	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment (Title I Schools)</li> <li>• WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Need: Create, implement, and monitor a comprehensive attendance program to address chronic absenteeism to increase academic, social-emotional, and physical growth</li> <li>2. Need: Create systems for using data to effectively inform instruction and increase student learning. The system will include: <ul style="list-style-type: none"> <li>• Identify and meet student needs</li> <li>• Understand what is working, and what is not working</li> <li>• Use what is working to serve all students</li> <li>• Predict and prevent failures, and optimize successes</li> </ul> </li> <li>3. Need: Create, implement, and monitor a comprehensive professional development plan designed to impact instruction and address needs of students.</li> <li>4. Need: Create a plan to analyze school needs and establish partnerships to match those needs.</li> </ol>
	<h3>Addressing Equity: Sub-Group Identification</h3>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p><b><u>High Needs Students: English Language Learners, Disadvantaged, Special Education</u></b></p> <ul style="list-style-type: none"> <li>• Providing a learning environment that addresses the needs of the students.</li> <li>• Early literacy skills</li> <li>• Strategies (Differentiation, Project Glad/ Sheltered instruction, Visible learning, etc.) to support students from a wide range of backgrounds</li> </ul>

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<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.Lynn Kobayashi, Principal	1. Overall lead
2.Jennifer Sato, Academic Coach/EL-Title 1, Distance Learning/Tech Coordinator	2.Data Teams, Professional Development, EL
3.Kathleen Oshima, Student Service Coordinator	3. Parent Involvement, HMTSS, Partnerships, Multiculturalism
4.TBD, Counselor	4.Attendance, Behavior, HMTSS, PBIS
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

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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.

Outcome: By the end of two years,	Rationale:
<p><b>Outcome 1:</b> Kuhio Students will possess the knowledge, skills and behaviors that will enable him/her to <i>Collaborate</i> with members of diverse teams, <i>Adapt</i> to changes, <i>Persevere</i> despite difficulties, and <i>Succeed</i> in all their efforts</p> <p><b>Outcome 2:</b> Learning environments to engage students through the use of a variety of strategies and resources emphasizing 21st century (GLOs) and student voice to secure a high level of success.</p> <p><b>Outcome 3:</b> Implement a system where students from all backgrounds will receive personalized support and activities at school to help ensure academic and behavior success at Kuhio and in their future educational experiences.</p>	<ul style="list-style-type: none"><li>● Large population of ELL, SES and IDEA students.</li><li>● High number of students with chronic absenteeism, students not attending school regularly</li><li>● Students do not feel comfortable asking their teachers questions and feel unsafe from misbehaved or mean students.</li><li>● Academic scores are not improving</li><li>● Attendance program procedures are not being followed with fidelity thus students continue to not attend school</li><li>● We need to address the needs of our students</li></ul>

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

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>95% of our students will attend school 95% of the time. (State requirement is 95%)</p> <p>Chronic absenteeism rate will be 10%</p>	<p>Create, implement, and monitor a comprehensive attendance program to address chronic absenteeism (CA) to increase academic, social-emotional, and physical growth <b>(SW6 iii-III)</b></p> <ul style="list-style-type: none"> <li>Establish and implement an incentive program per quarter. <ul style="list-style-type: none"> <li>Perfect attendance for the <b>month</b> = 20 minute dance party</li> <li><b>Daily</b> class attendance recognized on the intercom</li> <li>Daily class with perfect attendance receives a raffle ticket for end of <b>quarter</b> class party from Principal</li> <li>Best attendance for quarter on marquee with class picture</li> <li>Recognition Awards for most improved monthly</li> </ul> </li> </ul>	SY 21-22	Counselor	<p>X 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 type="checkbox"/> N/A</p>	<p>Monitor attendance program</p> <ul style="list-style-type: none"> <li>Daily monitor Infinite Campus data</li> <li>Daily monitor LDS chronic absenteeism and daily attendance data</li> <li>Attendance challenges once per quarter (August, November, January, April)</li> </ul>

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	<ul style="list-style-type: none"><li>Students who are CA will be provided an individual plan to improve attendance. Increased incentives will be offered as needed for CA<ul style="list-style-type: none"><li>Each student will have a SMART goal, counselor will monitor CA students daily and make parent contact</li></ul></li></ul>				
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<p><b>Panorama Data</b></p> <p>63% response rate of school safety.</p> <p>83% response rate of school belonging.</p> <p>79% response rate of safety dimension.</p> <p>86% response rate of valuing school.</p> <p><b><u>ELA SBA</u></b></p> <p>48% proficient SY 21-22</p> <p>53% proficient SY 22-23</p> <p><b><u>Math SBA</u></b></p> <p>42% proficient SY 21-22</p> <p>47% proficient SY 22-23</p> <p><b><u>Science SBA</u></b></p> <p>58% proficient SY 21-22</p> <p>63% proficient SY 22-23</p>	<p>Hawaii Multi-Tiered Systems of Support to address student's social and academic needs to include PBIS/SEL and Tiered 1, 2, &amp; 3 interventions (HMTSS). <b>(SW6 i, ii, iii)</b></p> <ul style="list-style-type: none"> <li>Plan, implement and monitor implementation of the HMTSS structure and system (CSI continuums) <ul style="list-style-type: none"> <li>Admin monthly check on Tier 2 and 3 students.</li> <li>Create SMART goals to address Tier 2 and 3 students</li> </ul> </li> <li>Awards/recognition for classes for most growth iReady ELA and math monthly/quarterly/ and semester</li> <li>Awards/recognition for fluency in sight words (k-2) multiplication (3-5) monthly/quarterly/ and semester</li> <li>Recognize/award students who make incremental progress toward exiting EL using WIDA data from Spring 2020 <ul style="list-style-type: none"> <li>Dance party for students who exit ELL program</li> </ul> </li> </ul>	<p>SY 21-22</p> <p>SY 22-23</p>	<p>Social: Counselor</p> <p>Academic: Oshima</p>	<p>X WSF X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Monitoring PBIS/SEL lessons, activities, etc</li> <li>Data teams to monitor Tier 1-3 strategies and impact</li> <li>iReady diagnostics</li> <li>Behavior data</li> </ul>
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	<ul style="list-style-type: none"> <li>Survey staff to determine what they can offer, based on staffing: SEL, PE, extra curricular classes tutoring, iReady, (before, after and during school)</li> </ul>				
<p>74% of EL students will be on track (proficient/grade level).</p> <p>All EL students will make a one point gain (6 point scale) in their WIDA Access scores (i.e. 1 to 2 proficiency level).</p>	<p><b>West ED EL Initiative (SW6 i,ii)</b> Ensure every teacher is a teacher of language.</p> <ul style="list-style-type: none"> <li>Identifying and implementing consistent research-based Sheltered Instructional strategies with fidelity in all classrooms and content areas.</li> <li>Utilizing WIDA Standards and creating language objectives to support receptive and productive language functions in every classroom to ensure student voice and learning</li> <li>Recognize/award students who make incremental progress toward exiting EL using WIDA data from Spring 2020 <ul style="list-style-type: none"> <li>Dance party for students who exit ELL program</li> </ul> </li> <li>Use EOY SY 21-22 WIDA data to plan for SY 22-23, data will inform schoolwide programming for SY22-23</li> </ul>	<p>SY 21-22</p> <p>SY 22-23</p>	Sato	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input 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	<ul style="list-style-type: none"> <li>WIDA Data</li> <li>Data Teams data</li> <li>iReady data</li> <li>Regular, at least monthly, walk-throughs</li> </ul>



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	and professional development for SY 22-23				
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**Goal 2: Staff Success.** Kuhio 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><b>Outcome 1:</b> Systematic approach to continuous improvement through professional development based on student performance data, students needs and current research.</p> <p><b>Outcome 2:</b> A student centered culture of ongoing improvement where all staff learn from each other, support each other's successes through collaboration, and maintain a focus on student success for ALL students and their families (<i>WASC p.32</i>).</p>	<ul style="list-style-type: none"><li>● Academic scores are not improving</li><li>● Not analyzing data effectively</li><li>● Alignment of curriculum vertically</li><li>● Data not used to make decisions</li><li>● Allow for more shared decision making</li><li>● Large population of ELL, SES and IDEA students.</li><li>● Students do not feel comfortable asking their teachers questions and feel unsafe from misbehaved or mean students.</li><li>● Low percentage of parents taking survey</li><li>● Teacher ratings are decreasing</li><li>● ELL scores are steady, no increase</li><li>● Providing time for staff to articulate to increase grade level and vertical alignments</li><li>● Addressing the needs of our students</li></ul>

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	<ul style="list-style-type: none"> <li>Need to follow the Plan, Do, Check, Act (PDCA)</li> </ul> <p>Develop formative assessments in grade level and cross grade level to make instructional decisions for school wide consistency and coherence.(SW6 iii-IV)</p> <ul style="list-style-type: none"> <li>school wide rubrics,</li> <li>criteria,</li> <li>exemplars,</li> <li>top 5 ins and outs</li> <li>vertical articulation</li> </ul>				
<p>100% of the teachers will attend PD, implement, evaluate and monitor best practices learned through the PD.</p> <p><b><u>ELA SBA</u></b></p> <p>48% proficient SY 21-22</p> <p>53% proficient SY 22-23</p> <p><b><u>Math SBA</u></b></p> <p>42% proficient SY 21-22</p> <p>47% proficient SY 22-23</p> <p><b><u>Science SBA</u></b></p>	<p>Create, implement, and monitor a comprehensive professional development plan designed to impact instruction to address the needs of students. (SW6 iii-IV)</p> <ul style="list-style-type: none"> <li>Universal Design for Learning training (UDL) with complex (September and a follow-up day)</li> <li>Collect data on the impact of the strategies in data teams, use data to determine next steps</li> <li>Create SMART goals for implementing newly learned strategies</li> <li>Peer observations, microteaching, and walkthroughs will be</li> </ul>	SY 21-22	Sato SBL	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Curriculum maps</li> <li>Data Teams data</li> <li>iReady monitoring and formative data</li> </ul>

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58% proficient SY 21-22 63% proficient SY 22-23	<p>conducted - Teachers create peer walk-through tool to monitor implementation of new strategies</p> <ul style="list-style-type: none"> <li>School to School share - visit other schools to observe implementation of high-leverage instructional strategies</li> <li>Book study based on teacher interest</li> <li>Vertical Articulation more regularly with Washinton MS - quarterly</li> </ul>				
100% of teachers will attend, implement and monitor strategies from PD.	<p>Book study on how to work with our biggest population, Pacific Islanders (students and families)</p> <p>UH Professor Guest Speaker - micronesian culture (July 2021)</p> <p>Book study on how to effectively communicate with parents</p> <p><b>(SW6 iii-IV and SW7)</b></p>	<p>SY 21-22</p> <p>SY 22-23</p>	Oshima ORG	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Training data</li> <li>Monitor training-TBD</li> </ul>
<p>74% of EL students will be on track (proficient/grade level).</p> <p>All EL students will make a one point gain in their WIDA Access scores (i.e. 1 to 2 proficiency level).</p>	<p><b>West ED EL Initiative (SW6 i,ii)</b></p> <p>Ensure every teacher is a teacher of language.</p> <ul style="list-style-type: none"> <li>Providing opportunities for teachers to collaborate on lesson design to support the integration of Hawaii adopted content and WIDA ELD standards with research-based strategies.</li> <li>Monitoring the implementation of research-based Sheltered</li> </ul>	SY 21-22	Sato	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p>x 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>	<ul style="list-style-type: none"> <li>WIDA Data</li> <li>Data Teams data</li> <li>iReady data</li> </ul>

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	<p>Instructional strategies with fidelity in all classrooms and content areas.</p> <ul style="list-style-type: none"><li>• Bi-monthly refreshers of Sheltered Instruction strategies modeled by complex RTs</li></ul>				
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

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

Outcome: By the end of two years,	Rationale:
<p><b>Outcome 1:</b> We would like to build a culture/climate where collaboration between staff, teachers, students, parents and community members help build a positive, safe and supportive environment. All members of the Kuhio community will feel welcomed, safe, connected and contributing.</p> <p><b>Outcome 2:</b> Partnership with our families, businesses, and community to create a culture/climate that embraces belief that everyone is a learner, teacher, and leader because they have the ability to collaborate, adapt, persevere and succeed.</p>	<ul style="list-style-type: none"><li>● Little to no partnerships</li><li>● Ensure that all stakeholders are included to build a positive culture/climate</li><li>● Create a positive climate at the school with students, parents and faculty</li><li>● Provide parents with the tools necessary to assist with succeeding at school</li><li>● Large population of ELL, SES and IDEA students.</li><li>● Students do not feel comfortable asking their teachers questions and feel unsafe from misbehaved or mean students.</li><li>● Low percentage of parents taking survey</li></ul>

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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>	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>85% of response rate Involvement/Engagement from the SQS</p> <p>85% attendance rate at school activities:</p> <ul style="list-style-type: none"> <li>open house</li> <li>SCC Mtg.#1 &amp; #2</li> <li>EL/Title I Parent Meeting</li> </ul>	<p>Provide parents with the tools necessary to assist with succeeding at school (coffee hours, parent workshops, etc)</p> <p>Parental support will be provided as needed (i.e. monthly workshops, training, counseling sessions, outreach programs specific to attendance, academic achievement, and socio-emotional well-being (etc)</p> <p>Have two parent nights (Science Night, Literacy Fair)</p> <p><b>(SW7)</b></p> <p>Have four parent nights (Science, Literacy, Math, and Social Studies)</p>	<p>SY 21-22</p> <p>SY 22-23</p>	Oshima	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Workshop Data</li> <li>Survey data</li> </ul>



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

1 new partnership with a business or non-profit entity per year of plan	Research community outreach involvement to support students with succeeding at school  <b>(SW5)</b>	SY 21-22 and SY 22-23	Oshima	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>List of partnerships</li> <li>Plan on how and who is seeking partnerships</li> </ul>
One school wide activity per semester.  83% response rate of School Belonging.	<b>Building a Culture of Multiculturalism (SW6 i, ii, iii)</b> <ul style="list-style-type: none"> <li>“Explorations” (students will be able to choose what they want to learn) will promote a positive school climate through student voice, HA and multiculturalism.</li> <li>Continue partnership with Halau Paheona <b>(SW5)</b></li> </ul>	SY 21-22 and SY 22-23	Oshima	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Panorama Data</li> </ul>

[AcPlan Addendum](#): What each EA will look like, what has to happen and evidence