





KMR

TWO-YEAR ACADEMIC PLAN 2021-2023

LINCOLN ELEMENTARY SCHOOL 615 AUWAIOLIMU STREET HONOLULU, HI 96813 307-2900 lincoln.k12.hi.us

Submitted by: JACQUELINE LEHUA ORNELLAS	DATE
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	5/23/22

Link to [Title 1 Addendum](#) [SCC Assurances](#) [2022-23 Lincoln CNA](#)

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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"> ● 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: Adjust curriculum, instruction and learning opportunities to mitigate learning loss and SEL issues especially for our High Needs students in order to help close the gap. (SW 6) <u>Determine if our curriculum, instruction and assessments used with HN students are producing the desired gains. Proficiency most noticeably declined in Math, Science Writing and Vocabulary. Build up student ability to perceive, believe, and persevere in their academic progress.</u> 2. Need: Evaluate and establish routines and systems to 1) communicate goals/initiatives, 2) implement and monitor progress, and 3) make decisions. (SW 2 and 3) <u>so that all stakeholders are provided with the information and resources they need to support their efforts in educating our students.. Ensure that all of our committees focus on meeting the goals of our AcPlan and help to increase student proficiency.</u> 3. Need: Expand partnerships with parents, businesses and the community that support student achievement, <u>self efficacy and AcPlan initiatives. Continue to encourage and support active parent participation in all aspects of their childrens' education, including mental and physical health and wellness.</u> (Increase ways for parents to be involved without having to come on campus) (SW 7, 2).
Addressing Equity: Sub-Group Identification	
<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>The following subgroups are experiencing gaps in the following areas:</p> <ul style="list-style-type: none"> ● SPED - In 2018, SPED was identified as TSI-CUP - Vocabulary, ELA and Math ● EL - Vocab, Writing, ELA and Math ● Pacific Islander - Attendance and Math (ELA lower than total student populous but higher than math) ● Native Hawaiian - ELA and Vocabulary (Math lower than total student populous but tends to be less of a gap than ELA) ● SES - Math and Vocabulary (ELA was lower than total student populous, but tends to be less of a gap than Math) 	

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The table below reflects the proportion of the total population that are SPED, EL and Low SES.

	Enrollment Total	SPED		EL		Disadvantaged (Low SES)	
School Year	#	#	%	#	%	#	%
2018-2019	341	58	17.0	40	11.7	213	62.7
2019-2020	341	61	17.8	47	13.8	223	64.5
2020-2021	340	68	19.7	55	16.2	215	63.8
2021-2022	360	65	18.0	62	17.2	217	60.3

(Data from LDS. Sped has 10 more students in the process of qualifying: 5 in preschool)

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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. Jason Kobata: GLC (Kristi)	1. CURRICULUM and CONTENT INTEGRATION
2. Evelyn Akai: GLC (Vicky)	2. INSTRUCTION / DATA TEAMS
3. Amanda Desmarais/Kalelani Ogata: GLC (Jin) Cameron, Kubota, Vice Principal	3. PBIS (ATTENDANCE AND SAFETY)
4. Kaleleonalani Blaisdell-Dods: GLC (Michelle)	4. MTSS: ACADEMIC AND BEHAVIOR
5. Alice Yip: GLC (Erin) Jacqueline Ornellas, Principal	5. COMMUNICATION AND SYSTEMS
6. Naomi Kamaoha Caroline Bautista: GLC (Ealo) (Cappy)	6. FAMILY & COMMUNITY PARTNERSHIPS FEC FAMILY EMPOWERMENT COMMITTEE
7. Jacqueline Ornellas, Principal and Cameron Kubota, VP	7. Steering, SPED initiatives, EL initiatives, Data Teams
8.	8.
9.	9.
10. (Parenthesis names indicate and NCT on that team)	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.

X **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

X **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 three years,	Rationale:
<ol style="list-style-type: none"> 1) Students will receive academic, attendance and behavioral interventions and support, according to their needs, to ensure success. (SW 6) 2) Students will receive Curriculum, Instruction and Learning opportunities that meet their needs 3) Students will be able to reflect, identify and pursue interests, and formally share their knowledge/learning with an audience. 4) Students will feel safe and they will value school and their ability to succeed.. 	<p>(SW1)</p> <p>Lincoln has been trying to close the Academic achievement gap between our High Needs (HNs) and Non-High Needs (NHNs) students for several years. Although we have been making small steady gains in proficiency scores, our gap is not shrinking as we would like it to.</p> <p>We are now trying to break targets down into smaller more manageable parts so that we can see if that will make a difference. Sped, EL and Pacific Islanders (which includes Native Hawaiians) are consistently the lowest performing subgroups. We are also focusing on the other things that affect academic growth, not just the academics. For instance, students' safety, sense of belonging, feeling welcomed, valuing school and the experiences they will get as a way to have the whole child become more open to academic pursuit.</p> <p>Perceptions of Safety and Engagement are the lowest domains on the Panorama Survey. Therefore, schoolwide practices and expectations to improve safety and engagement are needed so all students want to come to school.</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>	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><i>Chronic absenteeism will reduce by 10% a year for the next two years. Spring 2022 was 37%, Spring 2023 target is 27%, Spring 2024 target is 17%</i></p> <p><i>Total number of Class D offenses will decrease by 5% from the prior year. (SY 19-20 had 64 incidents, Target for 2022 is 55, Target for 2023 is 50 or fewer.</i></p> <p><i>By the 4th quarter (2022) 90% of students will indicate that bullies are handled effectively and they feel safe at school as measured by student surveys.</i></p>	<p>Goal 1 EA 1 - (SW 6) Create a positive behavior intervention system (PBIS) that incorporates MTSS support for behavior and attendance.</p> <p>Classroom and SPED teachers will implement the newly adopted <i>Second Step</i> SEL program on a weekly basis. (SY 22-23)</p>	<p>2021</p> <p>2022-23</p>	<p>Desmarais Ogata</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>	<p>Monthly student surveys</p> <p>PBS matrix of support</p> <p>Behavioral Data (monthly) from Infinite and LDS/Strive HI at end of year</p> <p>Student Referrals in Infinite Campus analyzed monthly</p> <p>Second Step Program usage data</p>

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<p><i>iReady (standard view) diagnostic scores for ELA and Math will increase by 20% each period. (Fall to Winter, Winter to Spring) with at least 60% proficiency in ELA and 50% proficiency in Math for EOY scores.</i></p> <p><i>Pre and Post data team scores for targeted subgroups will show at least 50% of the students will move up one band level.</i></p>	<p>Goal 1 EA 2 - (SW 6)</p> <p>Provide MTSS for academic needs to ensure that targeted subgroups experience success.</p> <p>Establish and implement a dedicated MTSS block for each grade level. Classroom, SPED, EL and schoolwide PTTs will monitor and adjust interventions based on effectiveness. (SY 22-23)</p>	<p>2021</p> <p>2022</p> <p>2022-23</p>	<p>Terada</p> <p>B-Dods</p>	<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>Independent teacher schedules reflecting MTSS support. Analyzed monthly</p> <p>iReady EOY scores for ELA and Math each semester</p> <p>Analyze iReady Diagnostic Growth, Instructional Summary reports to determine what percentage of each sub group is meeting or surpassing stretch growth indicators.</p>
<p>By the end of SY 21-22, all students will participate in some kind of student showcase.</p> <p>By the end of SY 22-23, one SLC (Student Led Conference) will be done by 90% of students for one content area.</p> <p>By the end of SY 22-23, identified schoolwide strategies for student sharing and self efficacy are visible monthly in at least 75% of classrooms.</p>	<p>Goal 1 EA 3 - (SW 6)</p> <p>Increase use of strategies that support student sharing and self efficacy like goal setting, self assessment/reflection and collaborative conversation.</p> <p>(SW 6) Utilize curricula that support student choice and increase opportunities for students to learn and demonstrate their knowledge in different ways. (Consideration for starting with Science and Social Studies)</p>	<p>2021-22</p> <p>2022-23</p> <p>2022-24</p>	<p>Akai</p> <p>Kobata</p>	<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>	<p>Monthly grade level minutes</p> <p>Collect evidence: pictures, sign ups, flyers, etc</p> <p>Data on use of Collaborative Conversations in the classroom</p> <p>Student reflections</p> <p>Student conference exit pass from parents</p> <p>Monthly classroom observations and checklists</p>

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Goal 2: Staff Success. Lincoln 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 three years.	Rationale:
<p>(SW 6)</p> <ol style="list-style-type: none">1) Professional development will be targeted to school initiatives and teacher requests/needs. A mixture of whole faculty, grade level and individual PD will be used to address the different needs of the faculty.2) All staff will be trained in and use the “Core Curriculum” and identified strategies schoolwide. Resources and needed materials will be prioritized to ensure that the most needed items are secured first.3) Empower all teachers to share their knowledge with their colleagues.	<p>After such a crazy 2020-21 school year, teachers have risen to new heights in the use of technology and providing instruction to their students virtually. Teachers adapted to this new reality rather quickly but may need PD that dives deeper into using technology to the fullest.</p> <p>Direction from the State was fluid and flexibility was key into meeting the expectations from the State, the District, as well as our parents and community. The constant readjustment left many just trying to survive. A new school year will provide a time to regain our focus on getting ahead.</p> <p>Lincoln now has technology to meet the needs of students and staff and we have been using Wonders and Stepping Stones with fidelity but it is still not meeting the needs of many HNs students.</p> <p>One of the best things to come out of the pandemic was teachers teaching teachers! Synchronous teaching was not easy and neither was teaching students to utilize the computer tools when you couldn’t physically walk up to them and point something out. Teachers learned best from other teachers and we have some awesome new leaders to showcase.</p>

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	<ul style="list-style-type: none"> • Conduct vertical articulation (per quarter or semester) to share insights, close gaps, and identify areas of strength and needs. <p>Goal 2 EA 2 (SW 6) Provide PD based on teacher need, AcPlan initiatives, and teacher request. Empower teachers to share their talents and knowledge with their colleagues.</p> <ul style="list-style-type: none"> • Culture, SLCs, literacy, engagement, collaborative conversations, interventions, IDUs, differentiation, collegial support 				
<p>All grade level and SPED teachers use the data team process at least twice a month to review student work, assessment results, and study curriculum and interventions based on identified needs.</p>	<p>Goal 2 EA 3 - (SW 3 and 6) Utilize classroom instructional plans and data teams to ensure that students are progressing in both ELA and Math</p> <ul style="list-style-type: none"> • Support GLCs to run data teams where all teachers are active participants in the data team process. • Use MTSS for meeting the differentiated needs of the students • Provide training and resources when needed 	<p>2021-23</p>	<p>Principal & Steering</p>	<ul style="list-style-type: none"> <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>Instructional plans (SW 3)</p> <p>Data Teams minutes</p> <p>Pre Post and progress monitoring assessments will be analyzed for student gains and percent proficient</p>

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

Outcome: By the end of three years.	Rationale:
<ol style="list-style-type: none"><li data-bbox="142 418 1024 621">1. (SW 3) Protocols and routines for communication, decision making, and progress monitoring will be established and maintained each quarter to develop system wide success. This will ensure that roles, responsibilities and decisions are fair, clear and timely.<li data-bbox="142 727 1024 849">2. (SW 7) Promote vision - All Lincoln School students will be lifelong learners who are literate, caring, and responsible citizens who Aspire to Inspire.	<p data-bbox="1066 427 1995 751">Need to refocus efforts on using a school improvement process to effect change for all stakeholders utilizing Bernhardt Continuous School Improvement Model. During this past year, many things were put on the back burner or temporarily eliminated as everyone did their best during the pandemic. Many decisions were made by directions from the State and Complex Areas and trickled down to school level. We did not have time to utilize a decision making process as things changed rather quickly.</p> <p data-bbox="1066 784 1995 906">Shortly before the pandemic, we finished revising our school vision and we want to move forward to promote it and have it at the core of everything we do, even decision making.</p>

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<ul style="list-style-type: none"> Parent perception regarding safety, communication, and school satisfaction will be at least 85% positive based on Spring 2023 SQS data. 	<p>Effectively communicate progress monitoring and decision making processes to include all stakeholders. (SW 3, SW 7) Fine tune how we collect, store and share information so that it is easily accessible and useful to all who need it.</p> <ul style="list-style-type: none"> Goal 3 EA 1 - Map out key initiatives each quarter...Who, what, by when, why, how. Goal 3 EA2 - (SW3) Use PETs to monitor effectiveness of programs <ul style="list-style-type: none"> Provide PD to help committees utilize PETs Goal 3 EA 3 - (SW 2, 3, 6) Survey all stakeholders monthly to collect input and feedback. Provide quarterly updates regarding decisions and AcPlan Progress to all stakeholders. 	<p>21-22</p> <p>21-22</p> <p>21-22</p> <p>22-23</p>	<p>Yip and Principal</p>	<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>Flowcharts and Committee Progress Log (identifies needs, what was done, and when things are completed)</p> <p>PET charts (SW 3)</p> <p>Quarterly Stakeholder Survey results (SW 2)</p> <p>Usage of system(s) used to collect, store and share information.</p>

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<p><i>By the end of SY 2021-22, all students and staff will be able to say our vision 100% of the time.</i></p> <p><i>By the end of SY 2022-23, 50% parents and school community will know our abbreviated vision: Aspire to Inspire.</i></p> <p><i>By the end of SY 2022-23, at least 75% of the parent respondents will indicate that</i></p> <ol style="list-style-type: none"> <i>1) they feel they are a vital part of their child's educational and emotional success and</i> <i>2) parent activities and communication efforts support their role in their child's educational and emotional success.</i> 	<p>Goal 3 EA 4 (page 13)</p> <p>(SW 3, 4, and 5) Integrate the vision and mission regularly: at every event (student, parent, community) and every meeting-to keep us grounded in our decision making. Consider home languages and communication styles when sharing information.</p> <p>(SW 2 , 4, 5 and 7) Build partnerships with parents, businesses and the community to promote and actuate Lincoln's vision and HIDEOE initiatives.</p>	<p>2021-22</p>	<p>Kamauoha Bautista and PCNC Lalo Cappy</p>	<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>Surveys (SW 2 and 3)</p> <p>Teacher data (SW 3)</p> <p>PCNC data (SW 3)</p> <p>Parent Meeting/Communication Feedback (SW 2)</p> <p>SCC minutes</p> <p>Parent Empowerment evidence</p>

