Kaimuki McKinley Roosevelt Complex
Two-Year Academic Plan
2021-2023

Submitted by: Wendy Kau, Principal	April 5, 2022
Principal's Signature: *[signature: Wendy Kau]*	04/11/2022
Approved by: Complex Area Superintendent Linell Dilwith	
CAS Signature: *[signature]*	5/27/22

King William C. Lunalilo Elementary School
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SCHOOL WEBSITE: http://www.lunalilo.k12.hi.us/

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

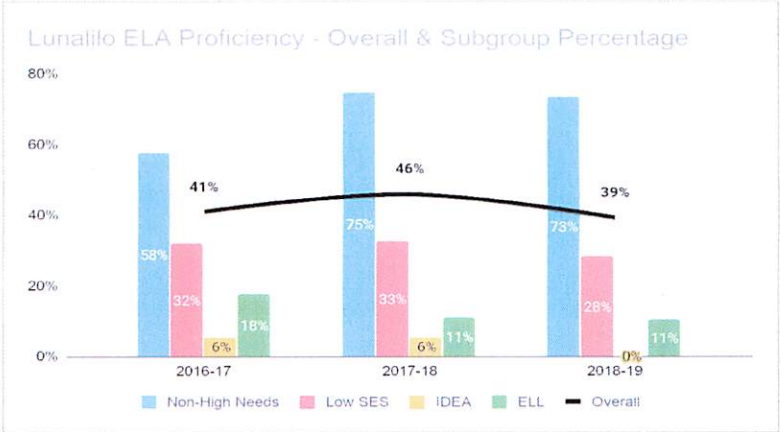| Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
• Comprehensive Needs Assessment (Title I Schools)
 	
• WASC Self Study
 	
  ▪ 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
	1. Need: Systems of Support for Students and Teachers - Develop mechanisms and processes for the Data Teams to collect, analyze, and determine targets and next steps for impacting instructional practices based on relevant academic and social/emotional data which will lead to greater overall success in school and life.
	
	2. Need: Academic Achievement Overall - Consistency in implementation and monitoring of evidence-based powerful instructional practices.
	
	3. Need: Increase EL achievement, growth to target, and number of students exiting EL status through utilizing unified powerful practices that target the EL population while integrating agreed upon powerful practices across all settings.

	Addressing Equity: Sub-Group Identification
	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. EL - language learners at various levels SpEd - specified students who suffer from disabilities of an academic, physical, and/or emotional nature Socioeconomically Disadvantaged Students - specified students who experience financial need and/or inequity

| 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. Wendy Kau - Principal	1. Oversight of all programs, strategies, and initiatives.
2. Cindy Ching - Vice Principal	2. Support with oversight for all programs, strategies, and initiatives.
3. Alicia Chang - Curriculum Coordinator	3. Data Teams, Vertical Articulation, Horizontal Articulation, Student Success (goal 1), Staff Success (goal 2), Successful Systems of Support (goal 3), Professional Development
4. Sarah Click - EL Coordinator	4. Oversee EL Instruction and Achievement, EL specific professional development (offering and tracking), data collection, WIDA
5. Robyn McNichols - Student Services Coordinator	5. Coordination of Student Services specific to IDEA
6. Gerald Kolbeck - Technology Coordinator	6. Coordination of all technology needs on the campus • Informacast and Cisco Phone System • Xerox • Computers (student and staff; maintenance and inventory) • Network • Computer Science Standards
7. Tami Hiraishi - Title I PTT	7. Title 1 Requirements, Data Teams & Parent Involvement
8. Taysha Muranaka - Counselor	8. Chronic Absenteeism, Second-Step SEL, SBA Testing Coordinator

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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 the 2022-2023 school year,	**Rationale:**
<u>SY 2022-2023</u> 1. By the end of SY 2022-2023. Lunalilo Elementary School students will reduce the achievement gap on SBA English Language Arts by 3-5% across all subgroups.	 As shown by the above chart, LES students in the three identified categories: Low SES, IDEA, and ELL all perform lower than their non-high needs peers. The academic achievement gap for ELA is 45% for Low SES, 73% for IDEA, and 62% for ELL for the 2018-2019 School Year.

2. By the end of SY 2022-2023, Lunalilo Elementary School students will reduce the achievement gap on SBA Math by 3-5% across all subgroups.
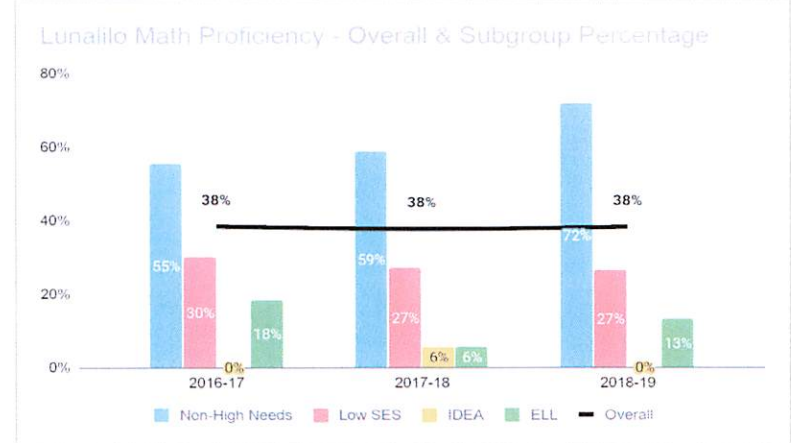
As shown by the above chart, LES students in the three identified categories: Low SES, IDEA, and ELL all perform lower than their non-high needs peers. The academic achievement gap for math is 45% for Low SES, 72% for IDEA, and 59% for ELL.

3. By the end of SY 2022-2023, Lunalilo Elementary School students will reduce the achievement gap on SBA Science by 3-5% across all subgroups.

As shown by the above chart, LES students in the three identified categories: Low SES, IDEA, and ELL all perform lower than their non-high needs peers. The academic achievement gap for science is 43% for Low SES, 80% for IDEA, and 75% for ELL.
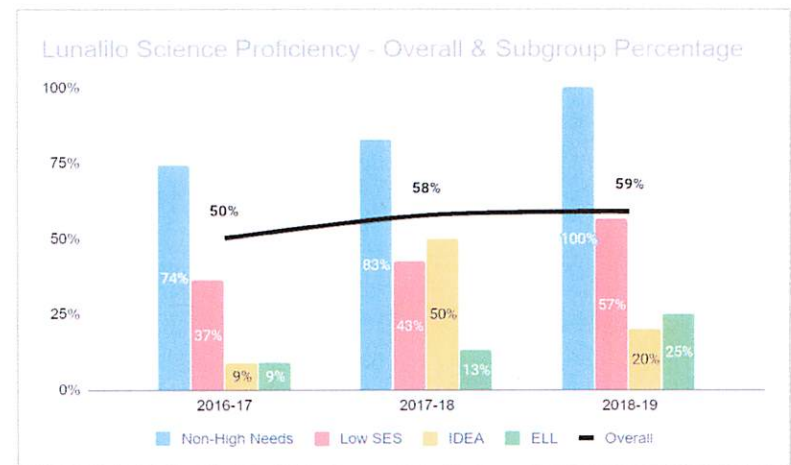
4. By the end of SY 2022-2023, Lunalilo Elementary School will strive to improve the chronic absentee percentage rate by 5%.

Chronic Absenteeism Data:
SY 2018-2019 - 12%
SY 2019-2020 - 7%
SY 2020-2021 - 32%

The data shows that while absenteeism was improving from 2018-2019 to 2019-2020, there was a steep increase in absenteeism in the 2020-2021 school year of 25%.
For SY 2022-2023, LES would like to see the chronic absentee percentage be no higher than 27%.

5. By the end of SY 2022-2023, Lunalilo Elementary School will strive to have 15% of students exit from EL services via the WIDA assessment.

Date	# of students receiving EL direct services	% of students exited EL
2017-2018	112	10%
2018-2019	112	10%
2019-2020	123	15%

By targeting an exit percentage of 15%, we are striving to restore pre-pandemic levels of achievement at a minimum.

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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
1. Lunalilo Elementary School students will decrease the achievement gap on SBA English Language Arts by 3-5% across all subgroups. 2. Lunalilo Elementary School students will decrease the achievement gap on SBA math by 3-5% across all subgroups. 3. Lunalilo Elementary School students will decrease the achievement gap on SBA science by 3-5% across all subgroups. 4. Lunalilo Elementary School EL students will achieve a 3% increase in the growth to target trend.	Utilize a consistent, standardized data team process to collect, analyze, and strategize next steps based on common formative assessments. Implement school-wide articulated and unified curriculum and assessments using the following: • Wonders • Stepping Stones • Imagine Learning • STEMScopes • iReady • iXL • Teach Well • PRIME Math • EL Excellence Every Day	2022-2023	Alicia Chang (CC) Sarah Click (EL Coord) Wendy Kau (Principal) Cindy Ching (VP)	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE x Other (ESSER) ☐ N/A	• Common Formative Assessments developed by the grade level teachers in their data teams approximately 2 times per quarter. • iReady/IXL data utilized per quarter/semester. • Assessment modules available through Wonders, Stepping Stones, Imagine Learning, and STEMScopes approximately 2 times per quarter. • SBA data annually

5. Chronic absenteeism rates decrease by 5%; meaning that the percentage will change from 32% to 27% or less. 6. A stronger, more consistent focus on social/emotional wellness.	Strengthen, clarify, and consistently implement the attendance protocol for Lunalilo Elementary School. Communicate this out to all role groups. Build on a more robust HMTSS system that emphasizes strong tier 1 interventions that addresses and is inclusive of all students' needs. Utilizing YogaEd as a way to introduce students to another form of self regulation, self-awareness, and overall well-being.	2022-2023	Taysha Muranaka (Counselor) Alicia Chang (CC) Wendy Kau (Principal) Cindy Ching (VP)	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE x Other (ESSER) ☐ N/A	Re-establish PCNC program and conduct home visits to work with families. PSAP will re-establish support to students at-risk, assist with transition needs, and promote student well-being. Staff will follow referral process with fidelity by documenting Tier 1 interventions prior to recommending more intensive and/or specialized intervention. All classrooms will implement YogaEd daily.

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Goal 2: Staff Success. **Lunalilo 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 the 2022-2023 school year,	Rationale:

SY 2022-2023
 	
1. All Lunalilo Elementary School teachers will receive training in the following Complex Area initiatives:
   a. Teach Well
   b. PRIME Math
   c. Inclusive Practices
	1. In order to provide a more cohesive academic environment that supports our diverse learners, teachers need timely and relevant professional development that is connected to our current curriculum and aligned to the best practices that are already being used in the classroom. Having PD that is complementary and purposeful allows for impactful capacity building in all settings.

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Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
1. Enable teachers to successfully build capacity to implement current and new initiatives, strategies and practices.	Continue to provide professional development opportunities to promote teacher's ability to implement at least 2-3 high leverage, research-based instructional strategies across the grade level: • Inclusive Practices • EL • Teach Well • PRIME Math	**2022-2023**	Wendy Kau (principal) Cindy Ching (VP) Alicia Chang (CC) Sarah Click (EL) Robyn McNichols (SSC)	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Classroom walkthrough protocol summaries, data team minutes, articulation opportunities will be used to support, monitor and inform modifications to address student needs.

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

Outcome: By the end of the 2022-2023 school year,	Rationale:
1. Lunalilo Elementary School will have established, predictable, and transparent communication processes that allow for information to freely flow between administration and staff, administration and students, administration and parents, and administration and community.	1. As with any complex system that involves many people and role groups, communication with transparency is essential to the health and vitality of the culture of our school. By keeping all communication open, predictable, and understandable, teachers will feel informed and heard; thus building a culture based on value and trust.

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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
1. Sustain an inclusive school culture for students, staff and families. 2. Ensure safe, sound and fiscally responsible practices and operations across the campus.	Continue to build on a welcoming, positive school climate that promotes relationships and connections through community-building activities. Ensure timely communication among staff to provide updates, information or as part of decision-making process. Develop/update guiding documents and procedures for schoolwide implementation that align to school level, complex and state expectations, initiatives and/or policies.	2022-2023	Wendy Kau (principal) Cindy Ching (VP) Alicia Chang (CC) Robyn McNichols (SSC) Taysha Muranaka (Counselor) Sarah Click (EL)	x WSF x Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE x Other (ESSER) ☐ N/A	Increase in positive results from Panoramic and SQS data. Continue to build upon various methods of keeping students, staff and families informed (e.g meetings, google platforms, reference documents, newsletters, email, social media, website, conferences, etc.) Online and/or hardcopy resources for staff to access and reference to be built upon and updated as needed.
				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	