2021 Academic Plan, School Year 2021-22

School: Royal School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
 - The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.
 - The Academic Plan incorporates School Design and Student Voice **for Innovation in Support of the Core**

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
  - The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core**
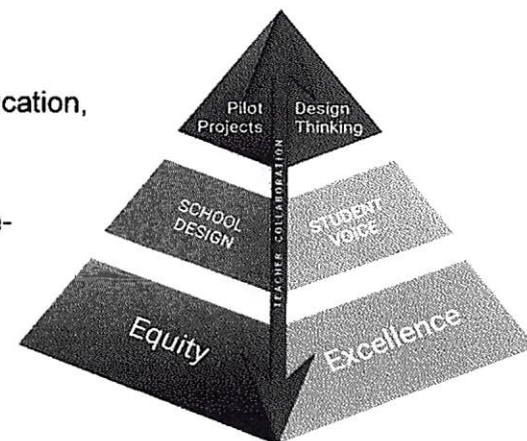
Principal (print): Eleanor Gonsalves	
Principal's signature: *Eleanor Gonsalves*	Date: 4/30/2021

Complex Area Superintendent (print): Linell Dilwith	
Complex Area Superintendent's signature: *L. Dilwith*	Date: 4/27/21
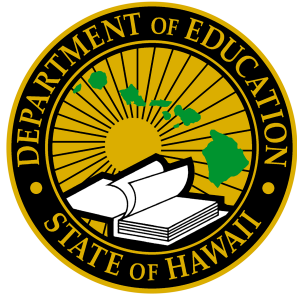
KMR
Two-Year Academic Plan
2021-2023

Royal School

1519 Queen Emma St
Honolulu, HI 96813

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: Consistently implement effective CCSS based instruction to meet the needs of all students 2. Need: Make literacy proficiency for students a focus area 3. Need: Effective Multi-Tiered Systems of Support to meet all students' needs 4. Need: All stakeholders at Royal to understand and embrace the school's vision/mission 5. Need: Teach and provide opportunities to practice, learn, and improve critical thinking skills 6. Need: Conduct professional development/learning to continue and improve teachers' understanding and implementation of schoolwide systems (SW1, SW6(i))
	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. Our targeted subgroups are Special Education students and ELL students. According to our CNA, the ELA achievement gap for ELL students was 56 percentage points and the Math achievement gap was 52.3 percentage points. For our special education students, the ELA achievement gap was 76.8 percentage points and the math achievement gap was 65.7 percentage points. Enabling activities 1.1, 1.2, 1.3 & 1.4 address these targeted subgroups and their needs. (SW1, SW6(i))

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**
1. E. Gonsalves - Principal	1.Professional Development/Learning
2. E. Gonsalves - Principal A. Hisatake - Curriculum Coordinator	2. Literacy Proficiency
3. E. Gonsalves - Principal A. Hisatake - Curriculum Coordinator	3. Common Core State Standards
4. K. Morikone A. Hisatake - Curriculum Coordinator E. Malina - Counselor	4. MTSS (SW6(iii)(III))
5. K. Morikone - Vice Principal A. Hisatake - Curriculum Coordinator	5. Critical Thinking Skills
6. Leadership Team	6. Vision and Mission
7. E. Gonsalves K. Morikone - Vice Principal	7. Continuous School Improvement

(SW1, SW6(i), SW6(ii))

Royal School Academic Plan Version #1 [04/01/21]

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.

X☐ 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.

X☐ Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
● **we will empower students with the critical thinking skills they need to be confident, self-directed learners who can collaborate with peers and create plans to solve real-world problems**	When students learn about the process of learning itself, they come to understand that it's not only about "getting it right." The process of learning can be about imagining, creating, planning, and improving. Learning from failure can become an integral part of success.
● **we will focus on the "whole child" by giving students both academic and behavioral, emotional and absenteeism targeted supports.** (SW6(i))	A whole child approach will promote the long-term development and success of every student. (SW6(i))
● **we will increase the proficiency scores for students at all tiered levels. Tier I, II and III and close the achievement gap for our targeted subgroups (ELL and SpEd)** (SW6(i))	Students who receive early targeted interventions are more likely to make the gains needed for success. (SW6(i))
● **students will participate in our CTE Career Pathways Program, which will provide a curricular framework that connects our elementary school efforts to the middle schools and beyond**	Introducing career awareness to students at the Elementary school level, allows all students a chance to explore and find what their passions and interests are. By providing career awareness to our students through our Pathway classes we will be intentionally aligning our classes with the middle and high school's CTE Pathways Program.

(SW1)

Royal School Academic Plan Version #1 [04/01/21]

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

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**
By 2023, Grades 3-5 students will meet/exceed the following target for Strive HI: Math Proficiency: increase of at least 10% by SY 2023	**1.1 100% of teachers will work in math data teams to improve teaching and learning for all students through the use of common formative assessment data.** • All grade levels will collaboratively agree upon CCSS focus standards and "unpack" the standards in order to gather/create agreed upon grade level common formative assessments for math • All teachers will receive planning/articulation time, resources and training/coaching as needed • All teachers will use their CFAs to drive their instruction for all students (SW1, SW5, SW6(i), SW6(ii), SW6(iii)(III))	SY 2021-22 to 2022-23	Principal E. Gonsalves A. Hisatake	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X☐ N/A	• Percentage of students demonstrating proficiency on SMART goal increases with each data team cycle (monthly) • Increase in percentage of students at grade level as measured by iReady diagnostic (3x/year) • By the end of the 2021-22 SY, grade levels will have a bank of common formative assessments for each focus standard (SW3)

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

By 2023, Grades 3-5 Royal School students will meet/exceed the following target for Strive HI: ELA Proficiency : increase of at least 10% by SY 2023 By 2023, 56% of students in grades K-2 will be proficient in reading by the end of the 2022-23 school year as measured by iReady and DIBELS data **Targets:** Currently: 46% SY 2021-22: 51% SY 2022-23: 56%	**1.2: Provide literacy support (including instructional materials and supplies) for early/struggling readers** ● All teachers will receive planning/articulation time, resources and training/coaching as needed ● Professional learning on multi-sensory (SW1, SW5, SW6(i), SW6(ii), SW6(iii)(III))	SY 2021-22 to 2022-23	Principal E. Gonsalves A. Hisatake	☐ WSF X☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Increase in percentage of students at grade level as measured by iReady diagnostic (3x/year) ● DIBELS 8th Edition: Increase in percentage of students at grade level as measured by DIBELS scores (Given 3x per year) ● Progress Monitoring monthly for identified students (SW3)

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

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**
-From SY 2021-22 through 2022-23, Royal School's growth percentages (according to Strive HI data) will be at least 55% in both ELA and math	**1.3: Provide small group instructional and behavioral support and interventions for all RtI tiered levels** • All teachers K-5 will use data from i-Ready & their data teams to create flexible/tiered RtI groups and implement RtI at designated times to meet identified needs of students • Teacher hired to support smaller class sizes • Tier 2 & 3 small group intervention with research based strategies and resources • Computer based resources for interventions • Collaborate towards a Multi-Tiered Systems of Support for both academics and behavior (SW1, SW5, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III))	SY 2021-22 to 2022-23	K. Morikone A. Hisatake E. Malina	☐ WSF X☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Percentage of students demonstrating proficiency on SMART goal increases with each data team cycle (monthly) • Increase in percentage of students at grade level as measured by iReady diagnostic (3x/year) (SW3)

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

| By 2023, Royal School will meet the following Strive HI targets:

School Climate: 85%

Daily Absenteeism: 95% | **1.4: Refine our PBIS Program and collaborate towards a Multi Tiered Systems of support for both behavior and academics**
● Refine PBIS (include Tier 2 and 3 with specific criteria
● Continue ALARM Attendance Plan
● Second Steps SEL program
● Tier 2 & 3 small group intervention with research based strategies and resources
● Collaborate towards a Multi-Tiered Systems of Support for both behavior and academics

(SW1, SW5, SW6(i), SW6(ii), SW6(iii)(I), SW6(iii)(III)) | SY 2021-22 to 2022-23 | K. Morikone

A. Hisatake

E. Malina | X☐ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | ● PBIS monthly meetings to discuss progress and collaborate on next steps

(SW3) |

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

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**
By 2023, Royal School will meet the following Strive HI target: HSA Science Proficiency: Increase of at least 10% by 2023	**1.5 All students K-5 will receive instruction in the Engineering Design Process in order to develop their critical thinking skills.** ● Professional learning: critical thinking, Inquiry based learning, critical thinking strategies, NGSS processes ● Develop common understanding of critical thinking expectations (e.g. vertical articulation) (SW1, SW6(ii))	SY 2021-22 to 2022-23	K. Morikone A.Hisatake	☐ WSF X☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of classes will complete a a science project incorporating the NGSS Engineering Process. (SW3)

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

By 2023, Royal School will meet the following Strive HI targets: School Climate: 85% Daily Absenteeism: 95%	**1.6: All students will have a "Strengthened Sense of Belonging with a foundation of relationships" (Focus on Nā Hopena Aʻo Statement #1)** ● Students will have an understanding of lineage and place and a connection to past, present, and future ● We will create a strong sense of what it means to be a "Royal School Student" by understanding our royal past. ● We will use an asset based philosophy so students know that every single one of them matters (SW1, SW5, SW6(ii))	SY 2021-22 to 2022-23	Leadership Team	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X☐ N/A	● Our student council will incorporate Hā into their purpose.They will learn about Royal Schoolʻs past in order to create their own understanding of Hā in the present ● Student council will be the student leaders who will motivate the rest of the students to connect to our Royal past in order to have school pride as a Royal School Student. (SW3)
By SY 2023, Royal School's percentage for Classroom Engagement (according to Panorama data) will be at least 75%	**1.7 CTE Pathway Program** ● Provide career awareness and exploration, allowing students to use critical thinking skills to intentionally make choices regarding their future career (SW1, SW5, SW6(ii), SW6(iii)(II))	SY 2021-22 to 2022-23	K. Morikone	X☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● 100% of students will participate in the CTE Pathway Program ● Through classroom learning walks/ observations student engagement in CTE classes will increase by 10% over the course of two years (SW3)

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

Goal 2: Staff Success. Royal School 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:**
All teachers at Royal School, whether new to the profession or experienced educators, will be lifelong learners who continue to strengthen their skills and hone their craft. As a result of professional development, collaboration and collegial support, teachers will learn and use best practices and strategies to help our students be successful learners and prepare them for life beyond school.	Our students, especially those in our subgroups, deserve the best education that meets their needs. Research shows that effective teachers motivate and help students enjoy learning as well as bring about student achievement. Professional development is a way to increase teacher effectiveness, leading to higher student achievement. Since one-third of our teachers this year are new to the profession or new to our school, professional development and on-going support have been helpful in continuing the high-performing culture at Royal. The enabling activities for Goal 2 will also assist teachers in successfully meeting proficiency as measured by EES.

(SW 1)

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

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**
By 2023, meet these Strive HI targets: ELA Proficiency: 10% gain by 2023 Math Proficiency: 10% gain by 2023 Science Proficiency: 10% gain by 2023 School climate: 85% Daily absentee: 95%	**2.1 Plan professional development/learning that may include these areas of focus:** ● Rtl and differentiation ● Critical thinking and problem solving ● Critical thinking strategies ● Second Step program ● Next Generation Science Standards/ Focus on Engineering Process ● Continuous School Improvement (CSI) (SW1, SW6(ii),SW6(iii)(IV))	2021-22 to 2022-23	Principal E. Gonsalves	X☐ WSF X☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Classroom observations and feedback conferences by administrator/CC ● Through a series of classroom visits and learning walks, 100% of teachers will use instructional strategies from a recent professional development/learning session. (Capacity Building/Professional Development) ● 100% of teachers score "Proficient" or better in EES (SW3)
By 2023, meet these Strive HI targets: ELA Proficiency: 10% gain by 2023 Math Proficiency: 10% gain by 2023 Science Proficiency: 10% gain by 2023 School climate: 85% Daily absentee: 95%	**2.2 Provide time and training, materials, for grade levels to address vertical articulation gaps in order to reflect on and improve the effectiveness and consistency in:** ● Rtl and differentiation ● Critical thinking and problem solving ● Critical thinking strategies ● Second Step program ● Next Generation Science Standards/ Focus on Engineering Process ● Continuous School Improvement (CSI) (SW1, SW6(ii),SW6(iii)(IV))	2021-22 to 2022-23	Principal E. Gonsalves	X☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Classroom observations and feedback conferences by administrator/CC ● Through a series of classroom visits and learning walks, 100% of teachers will use instructional strategies from a recent professional development/learning session. (Capacity Building/Professional Development) (SW3)

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

Outcome: By the end of two years,	Rationale:
Royal School's Academic Review Team (ART) will analyze school-wide data to regularly measure and assess the progress of our Academic Plan. (SW1, SW6(ii))	The Academic Review Team will use relevant data to regularly assess and monitor the AcPlan's progress. This will give us the evidence of progress that is needed to see if our strategies are impacting our targets for student success.
Parent involvement in our quarterly family involvement activities will increase from the previous year (SW1, SW6(ii),SW7))	According to Youth.gov, research shows that parental or family engagement in a child's education can improve their test scores, attendance, social skills, relationships, behavior and how a child feels about school. It gives parents: ● a chance to learn about how they can best help their children learn outside the classroom ● an opportunity to take ownership in our school vision and to give input into our school plans ● time to build relationships with teachers and other parents

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

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**
By 2023, meet these Strive HI targets: 3rd grade literacy: ELA Proficiency: 10% gain by 2023 Math Proficiency: 10% gain by 2023 Science Proficiency: 10% gain by 2023 School climate: 85% Daily absentee: 95%	**3.1: Academic Review Team will meet with the Leadership team to share out quarterly AcPlan progress reports. Leadership Team will use this data to inform our next steps.** (SW1, SW6(ii))	2021-22 to 2022-23	K. Morikone A. Hisatake	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X☐ N/A	Quarterly ART reports measuring progress of enabling activities ● Target (Enabling activity) ● Quality of Planning ● Capacity ● Evidence of Progress ● Overall likelihood of success ● Challenges/Next Steps/Help Needed (SW3)
Number of parents involved in our quarterly family involvement activities (Reading Night, Campus Beautification, Fun Fair, STEM night) will increase from the previous year	**3.2: Parent involvement in our quarterly family involvement activities will increase from the previous year** (SW1, SW6(ii),SW7))	2021-22 to 2022-23	K. Morikone A Hisatake	☐ WSF X☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	The number of parents attending our quarterly family involvement activities will increase for the year before (SW3)