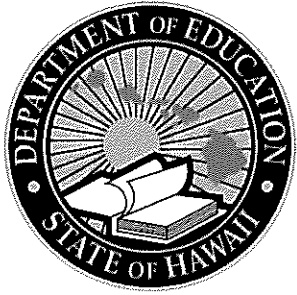


One-Year Academic Plan SY 2021-2022

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# One-Year Academic Plan 2021-2022

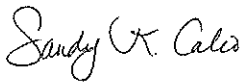
Barbers Point Elementary School

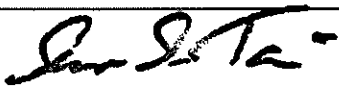
3001 Boxer Road

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(808) 305-8400

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Submitted by: Sandy Calio, Principal	Date
	04/30/21

Approved by: Sean Tajima, Complex Area Superintendent	Date
	MAY 10 2021

# One-Year Academic Plan SY 2021-2022

**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
- Other

Western Association of Schools and Colleges (WASC) Visiting Committee School-Wide Critical Areas of Follow Up (March 2020):  
 Administration and staff increase scores, reduce the gap between the non-high needs and high needs population and lower rates of chronic absenteeism.

The gap between high-needs and non-high needs students continues to be an issue that the school has acknowledged to be ongoing. Additionally, chronic absenteeism is an area of follow-up that will need continuous monitoring. The Visiting Team is hopeful that the combination of DDIC, RtI, iReady, the tiered system of attendance interventions, and student incentives will lead to steady gains in subsequent years.

**New Areas of Concerns:**

1. The administration and staff of BPES needs to collectively work together to determine possible selection and next steps with the implementation of iReady.
2. The administration and staff of BPES needs to collectively work together to determine next steps with the implementation of the Choose Love program based upon the needs of the students.

**Achievement Gap** - Based on data, in Barbers Point Elementary School there is a discrepancy between High Needs and Non-High Needs performance. A concerted effort must be made to support growth of all students through a differentiated approach to instruction and learning. BPES plans to focus on revising and improving our RTI program to meet the needs of all students.

**Strive HI Achievement Gap:**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>ELA</b>	62%	23 pts	41 pts	30 pts	not applicable	no data
<b>Math</b>	62%	20 pts	27 pts	23 pts	not applicable	no data

**Student Proficiency** - at BPES proficiency in ELA, Math and Science. Our school will implement high yield, research- based teaching and learning strategies into classroom instruction through articulation and data teams. (Hattie- Assessment Capable Learners: Effect size- 1.44; Collective Teacher Efficacy Effect size - 1.57; Ainsworth- Learning Intentions and Success Criteria; Fisher- Visible Learning for Literacy.)

**SBA Scores**

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>ELA</b>	39%	39%	45%	43%	not applicable	no data
<b>Math</b>	34%	33%	36%	33%	not applicable	100% as of 04.06.2021

## One-Year Academic Plan SY 2021-2022

<b>Science</b>	22%	35%	36%	49%	not applicable	no data
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School Climate and Safety - Based on the SQS and Tripod Data, a focus on the whole-child tenets as defined by ASCD including but not limited to:

- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

### SQS - Safety Dimension

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Parent</b>	90%	75.3%	77.2%	79.6%	87.1%	no data
<b>Teacher</b>	73%	83.3%	83.9 %	80.8%	57.4%	no data
<b>Student</b>	84%	75.3%	75.4 %	69.9%	68.8%	no data

### Attendance

#### School Student Attendance by Grade

Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<u>Pre-K Age 2</u>	<u>94.67%</u>	<u>100.00%</u>	<u>93.53%</u>	<u>100.00%</u>	<u>90.66%</u>
<u>Pre-K Age 3</u>	<u>83.80%</u>	<u>86.52%</u>	<u>84.43%</u>	<u>89.19%</u>	<u>91.78%</u>
<u>Pre-K Age 4</u>	<u>87.11%</u>	<u>83.42%</u>	<u>91.89%</u>	<u>89.79%</u>	<u>94.02%</u>
<u>Kindergarten</u>	<u>92.90%</u>	<u>91.91%</u>	<u>90.96%</u>	<u>90.06%</u>	<u>93.91%</u>
<u>1st Grade</u>	<u>90.15%</u>	<u>91.98%</u>	<u>93.06%</u>	<u>89.27%</u>	<u>89.82%</u>
<u>2nd Grade</u>	<u>92.54%</u>	<u>92.13%</u>	<u>92.34%</u>	<u>92.47%</u>	<u>91.86%</u>
<u>3rd Grade</u>	<u>92.50%</u>	<u>92.86%</u>	<u>92.36%</u>	<u>93.70%</u>	<u>90.53%</u>
<u>4th Grade</u>	<u>93.82%</u>	<u>92.26%</u>	<u>92.96%</u>	<u>92.19%</u>	<u>91.73%</u>
<u>5th Grade</u>	<u>92.94%</u>	<u>92.74%</u>	<u>92.56%</u>	<u>94.32%</u>	<u>87.63%</u>

Data retrieved from LDS on 04.06.2021

## One-Year Academic Plan SY 2021-2022

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Chronic Absenteeism</b>	18%	23%	23%	23%	19%	25% (as of 04.07.21)

### Addressing Equity: SubGroup Identification

In order to address equity, list the targeted subgroup(s) and their identified needs. \*\*Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

### Achievement Gap:

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
ELA SBA Scores	23	41	30	not applicable	no data
Math SBA Scores	20	27	23	not applicable	no data

**Special Education:** Though there were significant gains in both SpEd ELA and Math SBA Scores in 2016-17, 2017-18 shows a decrease in both ELA and Math SBA Scores.

IDEA	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
Enrollment	52	67	84	84	79	66

	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
ELA SBA Scores	0%	4.17%	0%	0%	not applicable	no data
Math SBA Scores	0%	3.85%	0%	3.57%	not applicable	no data

### English Language Learner:

ELL	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
Enrollment	31	56	47	43	49	37

	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
ELA SBA Scores	0%	4.55%	10.53%	5.26%	not applicable	no data
Math SBA Scores	0%	4.17%	10.53%	12.50%	not applicable	no data

**Social Economic Status:** SES ELA and Math SBA Scores continue to gradually increase.

## One-Year Academic Plan SY 2021-2022

	SES	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
	Enrollment	283	316	354	330	321	288
		2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
	ELA SBA Scores	23.58%	27.11%	32.73%	31.01%	not applicable	no data
	Math SBA Scores	23.93%	22.22%	24.85%	23.31%	not applicable	no data

<b>ORGANIZE: Identify your Academic Review Team Accountable Leads.</b>	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Tammy Nakagawa	1. ELA
2. Laureen Masukawa	2. Math
3. Renee Kaneshiro	3. NGSS/PLTW
4. Tim Horsman	4. Counseling (Attendance)
5. Renee Kaneshiro	5. Induction/Mentoring
6. Leialoha Kelekolio	6. Academic Reflection Team
7. Christie Sasaki	7. MTSS (Academic)
8. Tim Horsman	8. MTSS (Behavior)

# One-Year Academic Plan SY 2021-2022

**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 SY 2021-22,	Rationale:
<p>Through planning and collaboration designated time(s), a systematic process in place, and being more intentional with the implementation of Tier 1 evidence-based strategies; students will increase their reading, math, and science proficiency by the end of SY 21-22.</p> <ul style="list-style-type: none"> <li>● 46% of students will score proficient in ELA</li> <li>● 36% of students will score proficient in Math</li> <li>● 52% of students will score proficient in Science</li> <li>● Close the achievement gap within the areas of ELA and Math.</li> <li>● Decrease in chronic absenteeism rate by 5%</li> <li>● Increase student access to technology (1:1) in order to build upon academic skills through the utilization of supplemental educational programs and apps</li> </ul>	<p>With a systematic process in place in which teacher use data to drive their decisions and plans, they are able to respond to academic/behavioral obstacles more effectively, construct new teaching methods, and advance skill sets to address and meet the needs of mixed abilities students.</p> <p>Also by increasing student access to technology (1:1) it will provide opportunities for students to better access their education.</p>

## One-Year Academic Plan SY 2021-2022

Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year 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>46% of students will score proficient in ELA</p> <p>36% of students will score proficient in Math</p> <p>Close the achievement gap within the areas of ELA and Math.</p>	<p>Provide professional development and support to implement research &amp; evidence based instructional practices specific to students with mixed abilities:</p> <ul style="list-style-type: none"> <li>● Multi-Sensory Training (Orton Gillingham)</li> <li>● Co-Teaching</li> <li>● Foundational Writing Strategies</li> </ul> <p>Through the Data Driven Instructional Cycle (DDIC) all teachers shall continue to be involved in a systematic process to collect, analyze, and drive action to support the mixed abilities needs of all students in the content area of ELA (Reading Foundational Skills and Writing)</p> <ul style="list-style-type: none"> <li>● Identify clear learning targets and success criteria for priority standards</li> <li>● Establish a pacing</li> </ul>	2021-2022		<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <ul style="list-style-type: none"> <li>● Goalbook</li> <li>● iReady</li> <li>● DDIC</li> <li>● Subs</li> </ul> <input checked="" type="checkbox"/> TSI <input checked="" type="checkbox"/> Lit. Grant <input type="checkbox"/> Title II <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul>	<p>Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding Professional Development focused on instructional practices specific to the needs of students with mixed abilities.</p> <p>SpEd teachers to utilize Goalbook at least 15x/month.</p> <p>By the end of the school year, all students will show an increase in iReady proficiency results.</p> <ul style="list-style-type: none"> <li>● Grades K-2 to implement diagnostic assessment 3x/year</li> <li>● Grades 3-5 to implement diagnostic assessment 4x/year</li> </ul> <p>All grade levels will have evidence of:</p> <ul style="list-style-type: none"> <li>● Identified Learning Targets and Success Criteria</li> <li>● Pacing Guide/Learning</li> </ul>

## One-Year Academic Plan SY 2021-2022

	<p>guide/learning progression</p> <ul style="list-style-type: none"> <li>● Develop common grade level assessments</li> <li>● Identify student strengths and needs in order to be more intentional with the implementation of reading foundational and writing strategies</li> <li>● Utilize Goalbook and iReady to provide targeted supports in addressing the students with various learning modalities.</li> </ul> <p>All K-5 grade levels will implement 1 ELA DDIC by the end of each quarter.</p> <p>All K-5 grade levels will implement a cycle of Math DDIC by the end of the school year.</p> <p>Increase student access to technology (1:1) in order to build upon academic skills through the utilization of supplemental educational programs and apps.</p>				<p>Progression</p> <ul style="list-style-type: none"> <li>● Common Formative Assessments (i.e. One Point Rubrics)</li> </ul> <p>Through classroom walkthroughs, the following shall be observed:</p> <ul style="list-style-type: none"> <li>● Learning Targets and Success Criteria posted</li> <li>● One Point Rubrics</li> <li>● Strategies to support the needs of individual learners</li> </ul> <p>Through the increase of student access to technology:</p> <ul style="list-style-type: none"> <li>● All grade levels will have evidence of the usage of applications.</li> <li>● Number of computers available to students.</li> <li>● Increase in access to digital curriculum.</li> </ul>
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## One-Year Academic Plan SY 2021-2022

<p>52% of students will score proficient in Science</p>	<p>Provide professional development and support to implement research &amp; evidence based instructional practices specific to students with mixed abilities:</p> <ul style="list-style-type: none"> <li>● Discovery Education</li> <li>● Next Generation Science Standards (NGSS)</li> </ul> <p>Grades K – 5 will implement at least 1 STEM lesson.</p>	<p>2021-2022</p>	<p>Renee Kaneshiro - NGSSI/</p>	<p><input checked="" type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II</p> <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul>	<p>Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding Professional Development focused on using Discovery Education and NGSS</p> <p>Through articulation, all grade levels will have evidence of:</p> <ul style="list-style-type: none"> <li>● Science Curriculum Maps</li> <li>● Common Assessments</li> <li>● Identified Learning Targets and Success Criteria for DE/NGSS</li> </ul> <p>Grades K-5 students will show progress in Discovery Education assessments through pre and post data.</p>
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## One-Year Academic Plan SY 2021-2022

<p>Decrease FSY chronic absenteeism rate by 5% utilizing the current rate of 25%</p>	<p>Plan created/listed below for SY 20-21 will be implemented with fidelity.</p> <p>Teachers continually monitor attendance and communicate with families and school level personnel to support the various student needs. Teachers are to contact parents/guardians upon the 3rd absence within the current school year.</p> <p>Counselors monitor attendance, communicate with families, and create incentives (individual, class and school-wide) designed to promote positive feelings toward school and increased motivation to maintain a positive attendance pattern.</p> <p>To address potential chronic absenteeism (15+ absences) cases:</p> <ul style="list-style-type: none"> <li>● Counselors, administration and social workers shall meet with parents/guardians upon the 7th day of absence within the current school</li> </ul>	<p>2021-2022</p>		<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> Title II</p>	<p>Attendance tracked through the use of LDS, IC, Google Sheets, Early Warning System</p> <p>Evidence (logs, calendar, rosters, lesson plans, incentive activity schedules) will document efforts to address support for students who are identified as chronically absent or approaching chronic absenteeism.</p>
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## One-Year Academic Plan SY 2021-2022

	<p>year to discuss plan of support.</p> <p>To address chronic absenteeism cases:</p> <ul style="list-style-type: none"> <li>● Meet with social worker bi-weekly to discuss next steps regarding follow up contact and ARC (Attendance Review Council) referrals for families meeting criteria</li> <li>● Continue with regular check ins for students with attendance concerns</li> <li>● Consider including students in various student life organizations/activities (i.e. service clubs, best buds, etc.) to help foster positive connections with school and their peers</li> <li>● Provide timely interventions for targeted students (eg: attendance activities, home-school agreements) who are approaching chronic absenteeism</li> </ul>				
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## One-Year Academic Plan SY 2021-2022

**Goal 2: Staff Success.** Barbers Point Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<b>Outcome:</b> By the end of this years,	<b>Rationale:</b>
<p>BPES will continue to implement a comprehensive and systemic induction and mentoring program for all beginning teachers in their first three years of teaching. By doing so, beginning teachers will increase their effectiveness. Effective teaching practices and professional behaviors will promote a positive school climate that supports student achievement and professional growth.</p>	<p>By establishing a culture of support for all beginning teachers, it is imperative that we accelerate our efforts to ensure every student has a highly skilled teacher. By providing our beginning teachers with comprehensive supports, they will be able to effectively contribute to our students' success.</p>

## One-Year Academic Plan SY 2021-2022

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year 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
BPES will continue to implement a comprehensive and systemic induction and mentoring program for all beginning teachers in their first three years of teaching. By doing so, beginning teachers will increase their effectiveness. Effective teaching practices and professional behaviors will promote a positive school climate that supports student achievement and professional growth	<p>Beginning teachers, in their first 3 years of experience, will be assigned an instructional mentor and receive support as mentioned within the state defined guaranteed supports.</p> <p>Opportunities shall be provided for beginning teachers and mentors to meet and discuss effective teaching practices:</p> <ul style="list-style-type: none"> <li>● Quarterly New Teacher Meetings</li> <li>● BT PLC</li> <li>● BT/Mentor Forums</li> </ul>	2021-2022	Laureen Masukawa - Induction/Mentoring	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <ul style="list-style-type: none"> <li>● Subs</li> <li>● Stipends</li> </ul> <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>List of beginning teacher and mentor pairing</p> <p>Induction/Mentoring Data System</p> <p>Beginning Teacher Survey</p> <p>The following evidence will document efforts of providing opportunities for beginning teachers and mentors to meet and discuss effective teaching practices:</p> <p>Sign in sheets</p> <ul style="list-style-type: none"> <li>● Meeting logs</li> <li>● Beginning Teacher Reflection (Quarterly New Teacher Meetings)</li> </ul>

## One-Year Academic Plan SY 2021-2022

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

Outcome: By the end of three years,	Rationale:
BPES will have built capacity to self-sustain a process of continuous improvement to continue to work on areas of growth and maintain accreditation.	Strategic and academic planning process and ART help support WASC accreditation which is a BOE Policy.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year 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
Accountable Leads will be involved in a systematic process to collect, analyze, and drive action to identify root causes and analyze data to provide intentional actions in the support and monitoring of the Academic Plan.	Revisiting and refining schoolwide systematic processes to build capacity, to self-sustain and continue work on areas of growth and maintain accreditation. <ul style="list-style-type: none"> <li>● Accountable Leads will meet at least once a month to analyze schoolwide data (summative, formative) and recommend adjustments to the</li> </ul>	2021-2022	Leialoha Kelekolio - ART	<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"/> Other <input type="checkbox"/> N/A	Evidence (agendas, sign in sheets, meeting notes) will document efforts analyze data to provide intentional actions in the support and monitoring of the Academic Plan.

## One-Year Academic Plan SY 2021-2022

	academic plan as needed.				
<p>Have a comprehensive system in place to support all students (academic, behavior, SEL, health, and safety).</p>	<p>Provide professional development and support to implement research &amp; evidence based instructional practices specific to students with mixed abilities:</p> <ul style="list-style-type: none"> <li>● Response to Intervention</li> <li>● Positive Behavioral Intervention Support</li> <li>● Choose Love Curriculum</li> </ul> <p>RtI:</p> <ul style="list-style-type: none"> <li>● Teachers will administer diagnostics (K-5 3x-4x/year) through the year using iReady</li> <li>● Based on diagnostic results and other data point, teachers will create instructional groups</li> <li>● Teachers will implement targeted instruction/strategies</li> </ul>	2021-2022	<p><b>Christie Sasaki - MTSS (Academic)</b></p> <p><b>Timothy Horsman - MTSS (Behavior)</b></p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II	<p>Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding Professional Development focused on instructional practices specific to the needs of students with mixed abilities.</p> <p>Increase in proficiency scores in iReady throughout the school year.</p> <p>Decrease in Special Education Referrals</p> <p>Documentation of tracking/movement of students during articulation and Peer Review meetings</p> <p>Documentation via School Data Wall</p>

## One-Year Academic Plan SY 2021-2022

	<p>based on individual student needs</p> <ul style="list-style-type: none"> <li>● Teachers/PPTs to assist targeted students with RtI strategies and small group supports</li> <li>● Teachers, counselor(s), and SSC will come up with supports for targeted students (academic/behavior using a Peer Review process).</li> </ul> <p>PBIS:</p> <ul style="list-style-type: none"> <li>● All school personnel will Implement a school wide positive behavior intervention and support system incorporating Choose Love</li> <li>● Establish a school-wide behavioral expectation matrix</li> </ul>				<p>School-wide Behavioral Matrix</p> <p>Decrease in behavioral referrals</p> <p>Student and Teacher increase in positive responses via SQS and Panorama Survey Results</p>
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