

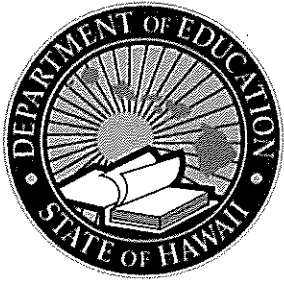
# 2021-2022 Academic Plan

## Kapolei Elementary School

91-1119 Kama'aha Loop  
Kapolei, HI 96707  
[www.kapoleielementary.org](http://www.kapoleielementary.org)

Submitted by Principal Cindy Otsu	Date
<i>Cindy Otsu</i>	5-7-21

Approved by Complex Area Superintendent Sean Tajima	Date
<i>Sean Tajima</i>	MAY - 7 2021



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## 2021-2022 Academic Plan

### Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- 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 (February 2019):

1. The school and staff continue to measure the effectiveness of school initiatives that impact student learning and student achievement.
2. The school administration and staff use student feedback to differentiate student instruction.
3. The school administration and staff create a school-wide assessment tool to effectively measure student progress on the GLOs.
4. The school administration and teachers need to communicate through vertical articulation to ensure consistency, transparency and collaboration.
5. KES administration and staff continually look to find effective strategies to promote good attendance in order to maximize student learning.

**Student Proficiency:** ELA and Math SBA scores continue to increase.

	ELA SBA Scores	Math SBA Scores	HSA Science
2016 – 2017	54.07%	54.99%	61.4%
2017 - 2018	57.75%	55.58%	71.7%
2018 - 2019	62.21%	59.82%	67.8%
2019 - 2020	no data*	no data*	no data*
2020 - 2021	100% (as of 04.05.21)	28.57% (as of 04.05.21)	TBD**

\*No data available due to COVID-19 pandemic and HDOE granted testing exemption.

\*\*HSA Science (NGSS) scores for SY2020-2021 will be released in August 2021.

**Enrollment:** Overall student enrollment has been steadily decreasing.

	ALL Students	SpEd	ELL	SES
2016 – 2017	911	113	29	411
2017 - 2018	858	107	42	406
2018 - 2019	830	103	43	371
2019 - 2020	799	103	39	377
2020 - 2021	763	99	45	337

Source: Longitudinal Data System

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**Panorama Student Perception Survey:** Increase in positive student perception in two topics related to learning environment and teacher relationships

	Classroom Climate Panorama	Classroom Teacher-Student Relationships Panorama
2019-2020	76%	77%
2020-2021	84%	83%

Source: Panorama Student Perception Survey

### 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.

**Special Education:** Gains continue in SpEd ELA and a slight decrease in Math SBA Scores.

	ELA SBA Scores	Math SBA Scores
2016 – 2017	2.08%	4.17%
2017 - 2018	5.88%	5.88%
2018 - 2019	8.33%	4.17%
2019 - 2020	no data*	no data*
2020 – 2021	no data	0.0% (as of 04.05.21)

**English Language Learner:** Slight decrease in ELL ELA SBA scores; significant increase in ELL Math SBA.

	ELA SBA Scores	Math SBA Scores
2016 – 2017	16.67%	33.33%
2017 - 2018	20.00%	15.79%
2018 - 2019	19.05%	30.00%
2019 - 2020	no data*	no data*
2020 – 2021	no data	0.0% (as of 04.05.21)

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

	ELA SBA Scores	Math SBA Scores
2016 – 2017	39.17%	39.35%
2017 – 2018	44.79%	42.78%
2018 – 2019	48.44%	43.75%
2019 – 2020	no data*	no data*
2020 – 2021	no data	0.0% (as of 04.05.21)

## 2021-2022 Academic Plan

<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>
R. Awa, <i>Technology Coordinator</i>	Technology Infrastructure and Systems
S. Chang, <i>Students Services Coordinator</i>	Multi-Tiered Systems of Support (MTSS)
J. Matsunaga, <i>Counselor</i> S. Mendoza, <i>Counselor</i>	Multi-Tiered Systems of Support (MTSS) - Behavior, Social Emotional Learning (SEL), Behavioral Intervention, Student Transitions
L. Meyer, <i>Curriculum Coordinator</i>	Curriculum, Visible Learning, Advancement Via Individual Determination (AVID), MTSS Support
M. Nakashima-Inouye, <i>Mentoring &amp; Data Resource Teacher</i>	Induction & Mentoring, Panorama, SBA
J. Slaton, <i>STEM Resource Teacher</i>	Western Association of Schools and Colleges (WASC), Science Technology Engineering and Math (STEM), Next Generation Science Standards (NGSS), Gifted and Talented (GT), Enrichment

## 2021-2022 Academic Plan

**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 2021-2022 school year,	Rationale:
<p>The MTSS process will allow teachers to support and monitor the whole child by addressing their individual student growth and needs.</p> <p>We will increase academic proficiency by tracking student performance on statewide testing:</p> <ul style="list-style-type: none"> <li>• 2% or more gain in statewide testing in Math, Language Arts, and Science (increase from 2020 - 2021)</li> </ul> <p>Kapolei Elementary students will have individual student growth goals:</p> <ul style="list-style-type: none"> <li>• 20 points or more increase between two testing sessions in STAR Reading/Math/ Early Literacy Scaled Score</li> </ul>	<p>When teachers analyze students' actions and data, using their performance on a wide range of assessments, they can effectively adjust instruction to better meet the needs of all students.</p>

## 2021-2022 Academic Plan

Planning				Funding	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>KES students will increase schoolwide achievement/growth/proficiency in reading, writing, math, &amp; science</p> <p>Schoolwide proficiency will have minimum gains:</p> <ul style="list-style-type: none"> <li>+2% SBA ELA, Math &amp; HSA-NGSS</li> </ul> <p>Individual student growth goal will be:</p> <ul style="list-style-type: none"> <li>+20 point increase between two testing sessions in STAR Reading/Math/Early Literacy Scaled Score</li> </ul>	<p>School and staff measure and monitor effectiveness of school initiatives that impact student learning &amp; achievement (WASC Critical Need #1)</p> <p>Students will participate in:</p> <ul style="list-style-type: none"> <li>Annual statewide testing – SBA, HSA-NGSS</li> <li>STAR testing</li> <li>F&amp;P</li> <li>Formative &amp; summative math assessments</li> </ul> <p>Teachers will implement:</p> <ul style="list-style-type: none"> <li>Pacing guides</li> <li>Learning Targets and Success Criteria</li> <li>Student observation</li> <li>Strategies determined from MTSS to reach student goals</li> <li>student feedback to differentiate instruction (WASC Critical Need #2)</li> </ul>	2020 - 2021	S. Chang M. Inouye L. Meyer J. Slaton	<input checked="" 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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>STAR Universal Screener</li> <li>SBA Data</li> <li>F &amp; P End of Year Data</li> </ul>



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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>Provide whole child support to increase student success</p> <p>Achieve 80% or higher favorable response in the topic areas of Classroom Climate and Classroom Student-Teacher Relationships</p>	<p>For ALL students, provide lessons and/or activities related to:</p> <ul style="list-style-type: none"> <li>• SEL / Choose Love</li> <li>• Goal setting</li> <li>• Growth mindset</li> <li>• Student Feedback</li> <li>• MTSS process</li> <li>• AVID</li> <li>• Resource classes</li> </ul> <p>For students who are performing academically below grade level, monitor and act upon:</p> <ul style="list-style-type: none"> <li>• MTSS Academic and Behavior Intervention for Tier 2 &amp; 3 students</li> <li>• Attendance records</li> </ul>	2021-2022	<p>S. Chang J. Matsunaga S. Mendoza L. Meyer J. Slaton</p>	<input checked="" 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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>• Grade level Choose Love unit plans</li> <li>• Attendance data</li> <li>• AVID Organizational Tool</li> <li>• Behavioral Universal Screener</li> <li>• Referral data</li> <li>• Grades 3-5: Panorama Student Perception Survey</li> </ul>

## 2021-2022 Academic Plan

**Goal 2: Staff Success.** Kapolei 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 the 2021-2022 school year.	<b>Rationale:</b>
<p>We will provide professional development opportunities for teachers and staff to learn, develop and reflect on practices (as an individual, grade level, or school) to maximize student success or achievement.</p> <p>Teachers will collaboratively work together to ensure that the curriculum is scaffolded for each grade level so that students receive a comprehensive curriculum.</p>	<p>When teachers have the opportunity to collaborate, they can plan and implement changes within and across grade levels to ensure consistent teaching practices. As teachers implement current research-based practices and teaching strategies, the professional development opportunities will support their instruction and therefore affect student learning.</p>

## 2021-2022 Academic Plan

Planning				Funding	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
Provide professional development opportunities for teachers and staff to learn, develop and reflect on practices (as an individual, grade level, or school) to maximize student success or achievement.	<p>Teachers will participate in a variety of professional developments and trainings:</p> <ul style="list-style-type: none"> <li>• Curriculum support</li> <li>• Technology support</li> <li>• New Teacher Mentoring support</li> </ul> <p>School will initiate training on:</p> <ul style="list-style-type: none"> <li>• student feedback to differentiate instruction (WASC Critical Need #2)</li> <li>• finding common understanding/measurement for GLO 4 (WASC Critical Need #3)</li> <li>• Teacher-led PD based on interests or knowledge base</li> </ul>	2021-2022	M. Inouye L. Meyer J. Slaton	<input checked="" 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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>• Faculty attendance records at PD/trainings</li> <li>• Schedule of meetings, PD, and training</li> </ul>

## 2021-2022 Academic Plan

Planning				Funding	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
Teachers will collaboratively work together to ensure that the curriculum is scaffolded for each grade level so that students receive a comprehensive curriculum	Teachers will participate in: <ul style="list-style-type: none"> <li>• grade level planning to review and revise pacing guides, learning targets, success criteria and grade level assessments</li> <li>• vertical articulation in writing and address GLO #4 (WASC Critical Need #4)</li> </ul>	2021-2022	L. Meyer J. Slaton	<input checked="" 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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>• Faculty attendance records at PD/trainings</li> <li>• Schedule of meetings, PD, and training</li> </ul>

## 2021-2022 Academic Plan

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

<b>Outcome: By the end of the 2021-2022 school year,</b>	<b>Rationale:</b>
<p>We will develop a safe, positive and well- rounded environment to make and maintain strong relationships with members of the school and community.</p>	<p>When schools engage with their families through activities and meetings, the school can make informed decisions about students' future success in the community.</p> <p>When community members participate in the school activities, the school builds partnerships with community organizations that help support students by providing them with materials and resources the school might not have access to otherwise.</p>

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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
Develop a safe, positive and well-rounded environment to make and maintain strong relationships with members of the school and community	<p>Provide activities for students and families related to:</p> <ul style="list-style-type: none"> <li>• Parent engagement</li> <li>• Student transitions</li> </ul> <p>Communicate with community members using various modes and media</p> <p>School is building partnerships with community members:</p> <ul style="list-style-type: none"> <li>• activities that invite professionals from the community</li> </ul>	2021-2022	R. Awa S. Chang M. Inouye J. Matsunaga S. Mendoza L. Meyer J. Slaton	<input checked="" 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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>• Participation / Sign-In sheets</li> <li>• Calendar of events</li> </ul>