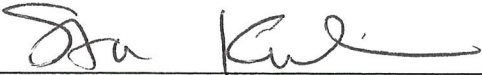



Academic Plan 2017-2020

Kanoelani Elementary School

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Submitted by Stacie Kunihsa, Principal	Date
	4/24/19
Approved by Keith Hui, Complex Area Superintendent	Date
	5-7-19

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?

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

- Comprehensive Needs Assessment
- 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

1. Need: *Closing the Achievement Gap - Reading and Math*
2. Need: *Embed HĀ and SEL program and practices to promote a positive school culture*
3. Need: *Increase integration of content areas to ensure relevancy and depth of learning.*

Comprehensive Needs Assessment

CNA report

- WASC Mid Cycle Report SY 2018-2019

WASC report

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 the identified sub group(s) and their needs.

SPED

EL

Free Reduced Lunch

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

SY 18-19
Pearl City
SSIR

ORGANIZE: Identify your Complex Area priorities and leads

Complex Area Priorities/Strategies/Initiatives	Name and Title of Complex Area Accountable Lead
1. Research-Based & Evidence-Based [Well Rounded] {CCSS}	1. School Counselor
2. Social Emotional Learning [Whole Child], PBIS, Transitions (incoming K, 6th-7th grade)	2. School Counselor, SSC
3. Inclusive Practices [Equity] {CSSS-RTI}	3. RTI Coach
4. Induction & Mentoring	4. RTI Coach
5. NGSS, C3, PBL, CCSS, Differentiation, SGI	5. STEM Coach

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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 three years,	Rationale:
Kanoelani Elementary School students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified.	Based on school level targets, there is demonstrated need across varied levels of measures including but not limited to: <ul style="list-style-type: none">● Chronic Absenteeism● Math, ELA, & Science● 3rd Grade Literacy● ELA & Math MGP● ELA & Math Gap● School Climate● Inclusion Rate● (Innovation)● (Family and Community Engagement)

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
By the end of the 2017-2020 school year, Kanoelani Elementary will use gold standard project based learning to ensure schools develop systems to support projects, teachers design and implement projects and students progress to deeper learning competencies.	<p>(School Design (SD)-Teacher Collaboration (TC)-Student Voice (SV)</p> <p>School teams will evaluate, design and implement conditions that foster project based learning in school communities, teacher training will focus on collaboration to design and implement projects that support student outcomes in achieving high levels of deeper learning competencies through authentic learning tasks.</p>	<p>Cohort 1 (2018) Training in May 2018-2019</p> <p>Implemented in SY 2018-2019</p>	STEM Coach	WSF	<p>Based on</p> <ul style="list-style-type: none"> Education Northwest Measurements <ul style="list-style-type: none"> Student Artifacts Student Surveys Student Presentations Teacher Artifacts Teacher Surveys Teacher Presentations Annual Learning Fairs

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By the end of the 2017-2020 school year, Kanoelani Elementary will develop transitional strategies to ensure students' preparedness for elementary, intermediate, high school, and college/career.	<p>(SD-TC-SV) Professional Learning Community to identify strategies to align complex efforts that support student transitions.</p> <ul style="list-style-type: none"> • (from Preschool to elementary). • (key transition points e.g. 2nd to 3rd grade). • from elementary to intermediate. • from intermediate to high school. • from high school to college/career. 	2017-2020	PBL Coach	WSF	<p>Based on</p> <ul style="list-style-type: none"> • AABC Data @ key transitional points. • 9th Grade Data • Course Enrollment • (Academy Enrollment) • Course Completion • Graduation Rate • College Going Rate
Kanoelani Elementary will continue to provide an array of services in Hawaiian Education.	<p>Continue having a dedicated Hawaiiana portion of our articulation schedule, taught by Kupuna.</p> <p>Incorporate HĀ through guidance lessons, schoolwide events, and use HĀ based concepts in classrooms to connect with current social-emotional learning initiatives.</p> <p><u>HĀ Plan</u></p>	2019-2020	Vice Principal	WSF	<ul style="list-style-type: none"> • Complex Area array of Hawaiian Education provided at each school

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Goal 2: Staff Success. Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- ☒ **Objective 1: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.
- ☐ **Objective 2: Timely Recruitment and Placement** – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- ☐ **Objective 3: Expanded Professional Pipeline** – Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

Outcome: By the end of three years,	Rationale:
<p>Kanoelani Elementary staff will</p> <ul style="list-style-type: none">● use highly effective research-based and evidence-based instructional techniques to effectively further student success.● examine, collaboratively, the impact of instructional beliefs and practices.	<p>Based on identified school level targets, there is demonstrated needs across varied levels of measures including but not limited to</p> <ul style="list-style-type: none">● Chronic Absenteeism● Math, ELA, & Science● 3rd Grade Literacy● ELA & Math MGP● ELA & Math Gap● School Climate● Inclusion Rate● (Innovation)● (Family and Community Engagement)

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
By the end of the 2017-2020 Kanoelani Elementary will provide strategies that address; Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions, and Leadership Competencies,	(SD-TC) Professional Development that addresses student success and school improvement that may include: <ul style="list-style-type: none"> • PD Sessions • Local and National Conferences w/travel • Complex/Complex Area Professional Learning Communities 	2017-2020	Counselor	WSF	Based on <ul style="list-style-type: none"> • School-developed success criteria monitoring tool. • Universal Screener Data • SBA results • Strive HI • Learning Walk Data
By the end of the 2017-2020 school year, Kanoelani Elementary will provide Induction and Mentoring support for beginning teachers and mentors.	(SD-TC) Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program. <ul style="list-style-type: none"> • Beginning Teacher PD • Mentor PD • Induction and Mentoring Forums 	2017-2020	RTI Coach	WSF	Based on <ul style="list-style-type: none"> • NHQT Data • Teacher PD Survey Data • Participation Data • Mentor/Beginning Teacher Survey

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By the end of the 2017-2020 school year, Kanoelani Elementary will implement strategies that address closing the achievement gap in reading.	<ul style="list-style-type: none"> • Use both in-class and pull-out supports to provide intervention strategies for all students 4 times a week throughout the school • Use i-Ready program to track student growth and to work on targeted student skill acquisition for growth • Continue to promote students goal setting on own academic progress • Use schoolwide data wall to track student growth and plan interventions for student needs • Strategically creating classroom groupings to facilitate effective servicing of high need student population 	2019-2020	SSC	WSF	Based on <ul style="list-style-type: none"> • i-Ready diagnostic data-collected three times a year • SBA and science proficiency scores • STRIVE HI data on proficiency and Gap Rate
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 3: Successful Systems of Support. The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- ☒ **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- ☐ **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support the school and community-based plans for student success.
- ☐ **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of three years,	Rationale:
Kanoelani Elementary will work with financial, human, and community-based resources to strengthen the system for student success.	<p>Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to</p> <ul style="list-style-type: none">• Chronic Absenteeism• Math, ELA, & Science• 3rd Grade Literacy• ELA & Math MGP• ELA & Math Gap• School Climate• Inclusion Rate• (Innovation)• (Family and Community Engagement)

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
By the end of the 2017-2020 Kanoelani Elementary will receive accreditation the Western Association of Schools and Colleges (WASC).	(SD-TC) Kanoelani Elementary will continue and complete the accreditation process.	2017-2020	Principal	WSF	Based on <ul style="list-style-type: none"> • Components of the WASC process • Final WASC report
By the end of the 2017-2020 school year, Kanoelani Elementary will utilize organizational resources to meet the needs of the whole child.	Kanoelani Elementary School will continue engaging with the Leeward Community Children's Council <ul style="list-style-type: none"> • attendance at meetings and/or activities • apply meeting details as necessary, according to the school/student needs and progress. 	2017-2020	Principal	WSF	Based on <ul style="list-style-type: none"> • Meeting Attendance • Meeting Minutes • Principal Reports

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By the end of the 2017-2020 school year, Kanoelani Elementary will utilize organizational resources to meet the needs of the 21st-Century Learner.	(SV) Kanoelani Elementary School participating in the 21st Century grant will <ul style="list-style-type: none"> • develop and refine program goals as necessary to increase student engagement in school and complex 21st Century and Community programs. • utilize the 21st Century Community Learning Center Grant to provide programs and opportunities (before and/or after school) for students to participate in activities to supplement their learning. 	2017-2020	Vice Principal	WSF	Based on <ul style="list-style-type: none"> • Student Participation Rate • Demographics • Site Activity Offerings • Achievement Gap Rate <u>21st Century Grant Progress Monitoring</u>
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By the end of the 2017-2020 school year, Kanoelani Elementary will utilize organizational resources to meet the needs of the whole child.	(SV) Kanoelani Elementary School will continue to participate in extra-curricular activities <ul style="list-style-type: none"> • Pearl City <ul style="list-style-type: none"> o Intramurals - Basketball, Volleyball, Track & Field o Fine Arts - Music Festival 	2017-2020	Health/Wellness Coach	WSF	Based on <ul style="list-style-type: none"> • Participation Data • Community Attendance Data
By the end of the 2017-2020 school year, Kanoelani Elementary will utilize organizational resources to meet the needs of the whole child.	Kanoelani Elementary School will continue to work with community associations <ul style="list-style-type: none"> • Representation at monthly community meetings. • Support and participate in community activities and resources. 	2017-2020	Principal	WSF	Based on <ul style="list-style-type: none"> • Principal Reports • School Publications • Community Publications • myPearlCity.com website
By the end of the 2017-2020 school year, Kanoelani Elementary will increase opportunities for students receiving special education and/or identified	<ul style="list-style-type: none"> • Continue to use in-class support EL services to support students • Creation of transition center for EL students and families to receive academic and language support 	2019-2020	Principal/EL Coach	WSF	STRIVE HI sub group proficiency and gap rate data Inclusion data (Strive HI, eCSSS) WIDA results (EL)

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as English Language Learners to access the general education curriculum:-	<p>before and after school (Lokahi Lounge)</p> <ul style="list-style-type: none">• Continue training staff in GLAD strategies for EL support• In-school professional development time for planning and alignment of learning for SPED teachers and inclusion classroom teachers• Tracking of high need populations through dedicated data wall for EL and SPED students to measure progress and next for students• Dedicated PD day for coordination of inclusion program for 2019-2020 school year in summer				
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COLOR CODE KEY:

New Additions: Yellow Highlight