



Kanoelani Elementary School

Academic Plan 2023-2024

Pearl City-Waipahu Complex Area

Kanoelani Elementary
94-1091 Oli Loop
Waipahu, HI 96797
808-307-3800

Submitted by	Date
Neil Blomberg, TA Principal <i>Neil Blomberg</i>	March 30, 2023

Approved by Complex Area Superintendent	Date
Richard Fajardo <i>R Fajardo</i>	4/14/2023

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Where are we now?

- Prioritize School 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

Identify prioritized needs: Contributing or Root Cause(s) which caused this Learning Need(s):

The prioritized needs for Kanoelani Elementary in SY 2023-2024 are based on SY 2022-2023 official SBA aggregated data and HMTSS data points.

- Increase student achievement in the three tested content areas for all students. Address supports and remediate for learning loss and provide opportunities to improve Tier 1 instruction in ELA, Math, and Science. with a focus on RTI A and B systems, and teacher work and training on aligning students success across all grade levels.
- Increase student achievement in the three tested content areas and in our Special Education, EL, and Disadvantaged subgroups.
- Continue emphasis on Social Emotional Learning and Diverse Learning Opportunities for all students, with an emphasis on our schoolwide SEL program Choose Love, the K-12 Academy Model, and successful transitions from grade level to grade level.

Data Points Used to inform Prioritized Needs	2019-2020	2020-2021	2021-2022
% Proficient in ELA	N/A	61%	64%
% Proficient in Math	N/A	50%	63%
% Proficient in Science	N/A	46%	54%
Chronic Absenteeism (% of students)	8%	7%	30%
Inclusion Rate	42%	40%	32%
Achievement Gap ELA	N/A	31	32
Achievement GAP Math	N/A	24	29

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SEL Panorama Survey Winter 2022-2023

*Percent of respondents selecting a favorable answer choice.

	Emotion Regulation	Grit	Growth Mindset	Self Efficacy	Self Management	Sense of Belonging	Social Awareness
Teacher Perception	78%	71%	N/A	69%	58%	N/A	76%
Gr K-2	56%	67%	57%	58%	74%	81%	70
6-12	64%	67%	54%	67%	81%	74%	64

Addressing Equity: SubGroup Identification

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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.

SY 2021-2022 Achievement data for subgroups (Disadvantaged, SPED, and EL)

	ACADEMIC ACHIEVEMENT									
	Language Arts					Mathematics				
	FSY Participation Target: 95%	Meeting Standard	Statewide MIP	FSY Participation Target: 95%	Meeting Standard	Statewide MIP	FSY Participation Target: 95%	Meeting Standard	Statewide MIP	FSY Participation Target: 95%
All Students	100%	Met	64%	100%	Met	61%	100%	Met	63%	54%
Disadvantaged	100%	Met	52%	100%	Met	53%	100%	Met	52%	46%
Special Education (SPED)	98%	Met	10%	98%	Met	32%	98%	Met	16%	31%
English Learner (EL) + EL Exits	100%	Met	38%	100%	Met	39%	100%	Met	31%	39%

ORGANIZE: Identify your School priorities and leads

Priorities/Strategies/Initiatives

Name and Title of School Accountable Lead

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Kanoelani Focus Areas	Lead Personnel
Academies/Transition	Lisa Tominaga Vice Principal
Project Based Learning and NGSS Implementation	Tiffany Uchida/Andrew Joyce (Coach)
Hawaii Multi Tiered Systems of Support (Support for physical well being and SEL growth)	Lisa Tominaga (VP) Elaine Shibuya/Jan Salinhone (Counselors)
Induction & Mentoring	Lisa Kurasaki (Coach)
ELA	Lisa Kurasaki/Tracy Takazono (Coach)
Math	Kami Apao (Coach)
English Learners Program	Elsa Ichiki (ELL Coordinator)
Special Education / Inclusive Practices	Lily Miyamoto (SSC)

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.*

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- 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 2022-2023	
<p>Rationale: All students deserve opportunities to meet academic achievement goals, and deserve support from all stakeholders in being successful. Kanoelani's mission and vision call for the needs of the whole child to be fostered and supported.</p>	<p>Rationale: All students deserve opportunities to meet academic achievement goals, and deserve support from all stakeholders in being successful. Kanoelani's mission and vision call for the needs of the whole child to be fostered and supported.</p>

Planning		Funding		Interim Measures of Progress	
<p>Desired Outcome</p> <p>Kanoelani students will demonstrate acquisition of skills and mindsets in line with the graduate profile measures. <u>Pearl City Graduate Profile and Continuum</u> <u>Waipahu Graduate Profile and Continuum</u></p>	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p> <p>Document student growth and development using identified measures on the graduate profile.</p>	<p>School Year(s) of Activity</p> <p>SY-23-24</p>	<p>Accountable Lead(s)</p> <p>Neil Blomberg</p>	<p>Source of Funds</p> <ul style="list-style-type: none"> • WSF 	<p>Define the relevant data used to regularly assess and monitor progress</p> <p>Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i></p> <ul style="list-style-type: none"> • Elementary School action plans • School documentation of monitoring student progress towards indicators

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<p>Kanoelani students will receive evidence-based instruction and interventions aligned with ELA and Math CC standards and practices to improve student achievement.</p>	<p>Use data to determine impact of instruction and targeted interventions needed for student growth in each tier of support for ELA and Math</p> <ul style="list-style-type: none"> • Adhere to Universal Screener testing windows • At least 95% participation in each administration of the universal screener • Implementation of HMTSS to provide student support and inform instruction and interventions • Support team to examine student achievement data to further determine greatest areas of student need 	<p>SY-23-24</p>	<p>Lisa Kurasaki Tracy Takazono Kami Apao</p>	<ul style="list-style-type: none"> • CLSD • ESSER (Math and ELA) • WSF <ul style="list-style-type: none"> • Universal Screener assessment(s) for ELA and Math will be used to monitor participation, growth and achievement. • School HMTSS implementation plans • Data driven processes (Common Formative Assessments) • Literacy/Implementation Plans
<p>Kanoelani students, including all subgroups, will experience at least 2 high quality PBL projects that ensure students progress to deeper learning competencies.</p>	<p>Actively engage all Kanoelani students through the use of evidence based instructional practices in relevant, real-world PBL projects</p>	<p>SY-23-24</p>	<p>Tiffany Uchida</p>	<ul style="list-style-type: none"> • WSF • ESSER <ul style="list-style-type: none"> • Project Templates in shared drive with all documentation • Sharing of Projects with grade levels, coaches, staff
<p>Kanoelani 6th grade students, including all subgroups, will engage in experiences that prepare for transitions to intermediate school.</p> <p>All Kanoelani students will have opportunities to learn about potential career pathways and programs at Pearl City High and intermediate.</p>	<p>Carry out continuum of experiences at Kanoelani Elementary to prepare students for transition. Share future program opportunities in career articulation or as part of PBL projects.</p> <p>Visit to intermediate school by all staff to learn and build connections to intermediate school transition.</p> <p>Participate in orientation and other activities for 6th grade students</p>	<p>SY 23-24</p>	<p>Lisa Tominaga 6th grade GLC</p>	<ul style="list-style-type: none"> • WSF <ul style="list-style-type: none"> • Career articulation shared drive—curriculum • Kanoelani Continuum • Achievement data • Panorama SEL Survey Data • Continuum of Experiences

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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 SY 2022-2023.

Kanoelani will have a high-performing culture where employees have the training and support through collaboration and professional development to contribute effectively to student success.

Rationale:

Training and support for staff is integral to student success. Only fully supported staff have the training and skills needed to fully support student achievement

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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	Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i>
Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CCSS ELA standards.	<ul style="list-style-type: none"> Continue MSL Practices for K-2 Direct and explicit reading comprehension instruction grades 3-6 Use of Wonders as a base schoolwide curriculum Participation and use of Write Tools training to build students writing skills Faculty time used for horizontal and vertical articulation of prioritized standards, rubric agreement, and student work samples to increase effective instruction <p>Differentiation Strategies</p> <ul style="list-style-type: none"> Intensive interventions for struggling readers Intensive, systematic instruction delivered in small groups of students through Schoolwide WIN (What I need) program to support skill deficits. Summer Learning Hub to support students who need further intervention between School years. 	SY 23-24	Lisa Kurasaki Tracy Takazono	<ul style="list-style-type: none"> CLSD WSF 	<p>Define the relevant data used to regularly assess and monitor progress</p> <p>Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i></p> <ul style="list-style-type: none"> Hawaii State Assessments (SBA) Universal Screener Formative Assessments <ul style="list-style-type: none"> Pre/Post Assessments from School Data Teams PD Survey Results Walkthroughs Monthly CLSD coordinator meetings: review data-driven cycle process to track student progress and growth CLSD agendas and notes 	

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	<p>Assessment and Calibration</p> <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> • Planning and Collaboration • Data Analysis • Focused Professional Development 	SY 23-24	Kami Apao	ESSER WSF	
<p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CCSS Math standards.</p>	<p>Implement Know-show-tell-check instructional strategy</p> <p>Implement Go Math Curriculum</p> <p>Support for multiple PD opportunities for teacher's math instruction through professional development, planning and collaboration, and data analysis.</p> <ul style="list-style-type: none"> • NCTM conference training-to be shared back with staff through Teachers Leading Learning and use in classroom • Participation in complex Math PD on Thinking Classrooms • Intensive, systematic instruction delivered in small groups of students through Schoolwide WIN (What I need) program to support skill deficits. 				<ul style="list-style-type: none"> • Hawaii State Assessments (SBA) • Universal Screener • Implementation Plan • PD/PLC participation • PD Survey Results • School collected Baseline data

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<p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of NGSS Science standards.</p>	<p>Coordinate and facilitate professional development and networking opportunities:</p> <ul style="list-style-type: none"> • NGSS 3D shifts and alignment of assessments. • Horizontal and Vertical articulation • Support for science based PBL projects 	<p>SY 23-24</p>	<p>Tiffany Uchida</p>	<ul style="list-style-type: none"> • Hawaii State Assessments (Science) • PD/PLC participation • PD Survey Results • Teacher Survey on SEPs • PLC meeting agendas and minutes
<p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of HCS3 standards.</p>	<p>Coordinate and facilitate professional development and networking opportunities:</p> <ul style="list-style-type: none"> • Applying HCS3 standards • Sharing of resources for meeting HCS3 Standards 	<p>SY 23-24</p>	<p>Kami Apao</p>	<ul style="list-style-type: none"> • PD/PLC participation • PD survey results • Implementation Plans
<p>Support teachers who provide services to students identified as needing EL and/or IDEA support in their least restrictive environment.</p>	<p>Utilize RTI-A system to identify and support struggling learners</p> <p>Utilize push in services, tutoring, and GLAD strategies to support EL learners in the classroom</p> <p>Utilize data, SPED systems and processes, and school resources to support student IEP needs</p> <p>SPED Articulation time to support collaboration with care coordinators</p>	<p>SY 23-24</p>	<p>Lily Miyamoto Elsa Ichiki</p>	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> • Inclusion rate • Performance on assessments from high needs subgroups.(universal screeners, SBA, formative assessments, WIDA ACCESS)

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<p>All mentor teachers (MTs) have the opportunity to develop the ability to provide quality support to beginning teachers (BTs) as outlined in the State Standards of Mentoring Practice (SOMP).</p>	<p>and classroom teachers of SPED students</p>	<p>SY 23-24</p>	<p>Lisa Kurasaki</p>	<p>WSF Title II</p>	<p>The following relevant data will be used</p> <p>I&M School Status Reports:</p> <ul style="list-style-type: none"> • Time by Month • High Leverage Tools • PD/PLC Participation • State I&M Survey
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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 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 SY 2022-2023.

By the end of SY 2023-2024, Kanoelani will continue to develop systems and a culture that fosters innovation and effectively organizes instructional and operational practices.

Rationale:

Consistency and alignment of efforts affords opportunities for a systemic and coherent framework for vertical alignment of initiatives and strategies to improve student learning and achievement outcomes.

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Planning		Funding			Interim Measures of Progress	
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Kanoelani will support a K12 construct to support Academics that improves student outcomes through career connected learning.	<p>Coordinate support to help schools progress toward the execution of individual academy action plans.</p> <ul style="list-style-type: none"> Use career articulation pathway to support student exposure to career fields for K-6 Trainings (Team Facilitator) Maintain Student Ambassador program Work with other schools on agreements for E-portfolio. 	SY 23-24	Lisa Tominaga	<ul style="list-style-type: none"> WSF Title II ESSER 	<ul style="list-style-type: none"> PD/PLC participation PD survey results Action Plans/<i>Academic Plans</i> Articulation Lesson Plans Program Documents 	
Kanoelani will develop and sustain HMTSS processes based on school design addressing academics, behavior, social/emotional needs, and physical well-being.	<ul style="list-style-type: none"> Using behavior universal screeners and interventions Choose Love Program—increase discussion and agreement on prioritized strategies by grade level as part of school wide implementation Analyzing SQS data on student and staff SEL /Well-Being Survey Bucket Filling, Staff Celebrations, Rainbow Fun Day, and other targeted student and staff supports and programs Screen and monitor students using SEL survey and other monitoring tools I ready program and goal setting for students Data wall and articulation discussion for student support 	SY 23-24	Lisa Kurasaki Tracy Takazono Elaine Shibuya Jan Salinthone	<ul style="list-style-type: none"> ESSER WSF 	<ul style="list-style-type: none"> HMTSS Implementation Plans ESSER - Temperature Check Tool Behavior Data Attendance Data Achievement Data Panorama SEL Survey Data Meeting Minutes 	

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Kanoelani will support a K12 construct to support Academics that improves student outcomes through career connected learning.	<p>Coordinate support to help schools progress toward the execution of individual academy action plans.</p> <ul style="list-style-type: none"> Use career articulation pathway to support student exposure to career fields for K-6 Trainings (Team Facilitator) Maintain Student Ambassador program Work with other schools on agreements for E-portfolio. 	SY 23-24	Lisa Tominaga	<ul style="list-style-type: none"> WSF Title II ESSER 	<ul style="list-style-type: none"> PD/PLC participation PD survey results Action Plans/<i>Academic Plans</i> Articulation Lesson Plans Program Documents
Kanoelani will develop and sustain HMTSS processes based on school design addressing academics, behavior, social/emotional needs, and physical well-being.	<ul style="list-style-type: none"> Using behavior universal screeners and interventions Choose Love Program—increase discussion and agreement on prioritized strategies by grade level as part of school wide implementation Analyzing SQS data on student and staff SEL /Well-Being Survey Bucket Filling, Staff Celebrations, Rainbow Fun Day, and other targeted student and staff supports and programs Screen and monitor students using SEL survey and other monitoring tools I ready program and goal setting for students Data wall and articulation discussion for student support 	SY 23-24	Lisa Kurasaki Tracy Takazono Elaine Shibuya Jan Sainthone	<ul style="list-style-type: none"> ESSER WSF 	<ul style="list-style-type: none"> HMTSS Implementation Plans ESSER - Temperature Check Tool Behavior Data Attendance Data Achievement Data Panorama SEL Survey Data Meeting Minutes

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Kanoelani will support community/school partnerships to involve parents and community in school learning and support	<ul style="list-style-type: none"> • Explore and develop enrichment opportunities for students throughout the school year 	SY 23-24	Neil Blomberg	WSF ESSER	<ul style="list-style-type: none"> • Attendance Sheets • SQS surveys • Event evaluations by participants
	<ul style="list-style-type: none"> • Continue to support parent nights to share curriculum and community events with families • Create STEM night school wide activity to support student skills and demonstrate learning to community • SEL activities to promote schoolwide SEL program at home as well as school 				