

2021-2022 Academic Plan (rev. 4/7/2021)

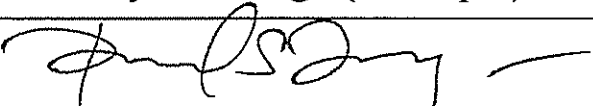
EWARD DISTRICT OFFICE

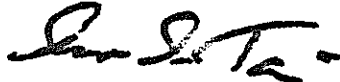
MAY - 7 2021

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Keone'ula Elementary School

**91-970 Kaileolea Drive
Ewa Beach, Hawaii 96706
(808)307-2100
Keoneula.k12.hi.us**

Submitted by Paul Taga (Principal)	Date
	4/12/2021

Approved by Sean Tajima (Campbell-Kapolei CAS)	Date
	MAY - 7 2021

2021 – 2022 Academic Plan

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 2019):

Keone'ula School identified the following areas of focus:

1. That additional planning time will be provided for the staff as they develop and complete the various implementations of curriculum such as CCSS and NGSS. The teachers will use planning days to work towards completion of curriculum maps. Planning time was curtailed in SY 2019-2020 and 2020-2021 because of COVID school closures and adjustments to educational delivery methods. Teachers replaced traditional teaching methods to virtual, face-to-face teaching or a combination of both. Professional development shifted to online instruction to learn the use of tools such as Webex, Google Meet and whole-class online instruction via virtual platforms. See [KES Tech Kickoff](#)
2. Provide continued training and professional development opportunities for the staff that will enhance their learning, thus lead to improved student learning and performance. Training and professional development opportunities for the staff was provided in SY2020-21. (See [Summary of Progress](#)) and will continue in SY 2021-22. Teachers will also continue taking EL courses to meet the state's requirement of six (6) TESOL credits by SY 2023-2024.
3. Narrow the achievement gap with better understanding of RTI tiers and instructional strategies that support the tiers. Strengthen monitoring of student learning in math and develop RTI systems in Math. Due to COVID school closures planned professional development on common understanding of our RTI system did not occur. Prior to determining next steps in RTI for math these professional development conversations will be planned for in SY 2021-22.
4. The staff implement and assess the GLOs. The alignment of STRIPES and GLOs was completed in SY 2019-2020. The information was not fully communicated to all staff and students due to the closure of school. Posters and messaging to the school community will be completed in the SY 2021-2022.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. The site administration, in collaboration with the faculty and staff, review both the STRIPES and the GLOs in order to find relationships between the two so that they can be merged into goals and outcomes that will be reflected appropriately through student behavior and academics. (See above)
2. The site administration and the staff focus on developing a greater variety of instructional strategies that will meet the learning modalities of all students. This should include professional development on the many types of strategies that would be appropriate for elementary students. Professional development from the technology coordinator and colleagues was provided at the beginning of the SY 2020-2021 to address students' new learning modality of online virtual learning. Teachers, students, and parents who were familiar with occasional instruction

on a device, now had to adapt to use digital platforms & video conferences as the "new classroom" & the sole means of instruction.

3. The site administration and faculty continue using the DDIC process to reinforce and adjust teaching practices in Reading, Writing, and Math for student academic progress.

The teachers continued to use the DDIC process to adjust teaching practices for academic progress. They met every fourth Wednesday until March 2020. When school resumed in August 2020, they continued their regularly scheduled Wednesday meetings to work on ELA and Math DDIC cycles (1 cycle per quarter, per subject). Professional development continued in this area for the SY 2020-2021 with Ahead of the Class (T. Nelson). Training dates with C. Palmer were: July 29, 2020, September 14 & 15, 2020, September 25, 2020, Nov. 16 & 17, 2020, February 26, 2021, and April 9, 2021.

Student Proficiency:

ELA SBA Scores Math SBA Scores

2015 – 2016 50.19% 36.83%

2016 – 2017 45.34% 40.45%

2017 - 2018 49.08% 39.74%

2018 - 2019 61.92% 51.88%

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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:

ELA SBA Scores Math SBA Scores

2015 – 2016 3.85% 0.00%

2016 – 2017 0.00% 0.00%

2017 - 2018 12.00% 4.00%

2018 - 2019 17.39% 17.39%

English Language Learner:

ELA SBA Scores Math SBA Scores

2015 - 2016 No Data Available 0.00%

2016 – 2017 0.00% 50.00%

2017 - 2018 14.29% 42.86%

2018 - 2019 75.00% 40.00%

Social Economic Status:

ELA SBA Scores Math SBA Scores

2015 - 2016 43.48% 30.22%

2016 – 2017 29.03% 29.03%

2017 - 2018 36.30% 28.77%

2018 - 2019 50.00% 38.06%

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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. Edna Imada	1. ELA
2. Kim Uyehara	2. Math and Science
3. Victoria Coffin	3. STEM/NGSS/PLTW
4. Janel Nakama	4. College/Career/Citizenship
5. Angelita Yadao-Payad	5. Response to Intervention
6. Christina Toyama	6. School Culture/Student Supports
7. Jessica Mauricio	7. Service Learning/Community Partnership
8.	8.
9.	9.
10.	10.

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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:
<p>By the end of 2022: (no assessment 2019-2020, rollover goals to next year)</p> <ul style="list-style-type: none"> • 75% of students will score proficient in ELA by SY 2021-22 • 65% of students will score proficient in Math by SY 2021-22 • 70% of students will score proficient in Science by SY 2021-22 <p>Establish a systematic collaborative process by teacher teams to help all students with mixed abilities reach their academic potential and close the achievement gap within the areas of ELA, Math, and Science.</p> <p>Through the lens of STEM, provide opportunities for students in grades K-5 to produce creative solutions to real world problems and make career connections.</p> <p>Students in grades K-5 will have access to activities that reflect student interests and goals, and provide students with experiences relevant to higher education, career, and citizenship.</p> <p>Have a better understanding of RtI Tiers (academic & behavioral), in order to narrow the achievement gap:</p> <ul style="list-style-type: none"> • ELA (gap 29) • Math (gap 28) 	<p>In order to effectively implement research-based teaching and learning strategies there must be improved consistency between grade levels and within grade levels on the following:</p> <ul style="list-style-type: none"> • Standards: Teacher clarity on standards, learning targets and success criteria • Instructional Practices: Reader's/Writers and Math workshop models • Assessments: Grade levels develop common assessments • Review of Data: Consistent use of the DDIC process • Unit/Lesson Planning: Ensuring that lessons put in front of students meet their needs. <p>To develop a focus on the whole-child by planning and implementing research-based teaching and learning strategies that allow:</p> <ul style="list-style-type: none"> • Each student to be actively engaged in learning and connected to the school and broader community. • Each student has access to personalized learning and is supported by qualified, caring adults.

All teachers will understand how the GLOs are assessed and the connection between the GLOs and the STRIPES program.

The alignment of STRIPES and GLOs was completed in SY 2019-2020. The information was not fully communicated to all staff and students due to the closure of school. Posters and messaging to the school community will be completed in the SY 2021-2022.

- Each student to be challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

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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	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>A systematic collaboration by teacher teams to help all students with mixed abilities reach their academic potential and close the achievement gap within the areas of ELA, Math, and Science.</p>	<p>All K – 5 grade levels will implement at least 4 ELA and 4 Math Data Driven Instructional Cycle (DDIC) by the end of the school year.</p> <p>Teachers shall receive professional development to ensure that curriculum, instruction, and assessment are aligned to the standards in all content areas.</p> <p>Link to ELA/Math Grade Level Curr map</p> <ul style="list-style-type: none"> • Review/revise clear learning targets and success criteria for priority standards • Review/revise a pacing guide/learning progression • Aligned/common grade level assessments • Data reviews that focus on student strengths and needs in order to adjust teaching strategies • Unit/lesson planning 	2021-2022	<p>Edna Imada (ELA)</p> <p>Kim Uyehara (Math and Science)</p>	<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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Through the DDIC Learning Progressions and the results of the common formative assessments, students will show progress in acquiring understanding of the priority standard(s).</p> <p>All grade level DDIC cycles documentation will demonstrate that teachers have:</p> <ol style="list-style-type: none"> 1. Prioritized and deconstructed standards 2. Aligned assessments 3. Identified Success Criteria for each unit of study 4. Analyzed student data 5. Utilized data to implement instructional strategies based on individual student needs <p>Evidence (agendas, sign in sheets, meeting notes) will document:</p>

	focused on student				
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	<p style="text-align: center;">engagement and progression</p> <ul style="list-style-type: none"> • Reading, writing, and math instruction through the workshop model utilizing a variety of instructional strategies that will meet the learning modalities of all students. <p>All Grade Levels will utilize:</p> <ul style="list-style-type: none"> • Teacher Study Group <ul style="list-style-type: none"> • Data Team Meetings • Specialist teams (Grades 3-5): ELA & Math/Science teams • Sanctioned time for reg ed and SpEd teacher to meet • Sanctioned time for reg ed and ELL teacher to meet • Planning and Collaboration Days • Planning Sub Day <p>In order to:</p> <ol style="list-style-type: none"> 1. Prioritize and deconstruct standards 2. Align assessments 3. Identify Success 				<ul style="list-style-type: none"> • Teacher Study Group • Data Team Meetings • Specialist teams (Grades 3-5): ELA & Math/Science teams • Sanctioned time for reg ed and SpEd teacher to meet • Sanctioned time for reg ed and ELL teacher to meet • Planning and Collaboration Days • Planning Sub Day
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	<p>Criteria for each unit of study</p> <p>4. Analyze student data</p> <p>5. Utilize data to implement instructional strategies based on individual student needs</p>				
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<p>100% of students in grades K-5 will explore STEM with opportunities to produce creative solutions to real world problems and make career connections.</p>	<p>Grades K – 5 will incorporate NGSS Three-Dimensional Learning Standards utilizing Discovery Ed Techbook and PLTW as resources to supplement instruction.</p>	<p>2021-2022</p>	<p>Victoria Coffin</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Through curriculum maps and usage data, Grades K – 5 will include Discovery Education and PLTW as resources to supplement NGSS standards to show how students will be able to make connections to real world problems and make career connections.</p>

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<p>100% of students in grades K-5 will have access to activities that reflect student interests and goals, and provide students with experiences relevant to higher education, career, and citizenship.</p>	<p>Afterschool Cub Clubs based on students interests and strengths will offer students activities that create real life connections to support learning.</p> <p>100% of students in grades K-5 will have the opportunity to sign up for an after-school club based on their strength or interest, with parental permission.</p> <p>100% of Cub Clubs will be taught by Keone’ula staff on specified days: M, T, Th, F. integrating real world applications into the activities.</p>	<p>2021-2022</p>	<p>Janel Nakama</p>	<p><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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Through the application process, 100% Cub Clubs will accommodate 20 – 25 students.</p> <p>A description of each club will show how activities integrate real world applications.</p>
<p>Narrow the achievement Gap with a better understanding of RtI Tiers (academic & behavioral): ELA (gap 29) Math (gap 28)</p>	<p>Staff shall receive professional development to ensure cohesive understanding of the Response to Intervention Process and strategies in order to support student academic and behavioral needs.</p> <p>Have a systematic collaboration by teacher teams to modify lessons and incorporate instructional strategies to help all students with mixed abilities and learning styles</p>	<p>2021-2022</p>	<p>Angelita Yadao Payad</p>	<p><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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Evidence (agendas, sign in sheets, meeting notes) will document efforts to develop coherence regarding RtI Tiers.</p> <p>Teachers show understanding of RtI process by providing evidence (data sheets, meeting notes) of Tier 1 and Tier 2 implementation prior to RtI referral.</p> <p>Increase in proficiency scores (DRA, STAR, SBA)</p>

	reach their academic potential and close the achievement gap.				of SpEd, EL, and SES subgroups throughout the school year.
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<p>By 2020 – 2021 teachers will understand how the GLOs are assessed and the connection between the GLOs and the STRIPES program.</p>	<p>WASC Focus on Learning groups D (Assessments) and E (School Culture and Student Support) will facilitate horizontal and vertical articulation meetings to align STRIPES and the GLOs.</p> <p>All certificated staff will participate in discussions to review the STRIPES program and how it is aligned to the GLOs.</p>	<p>2021-2022</p>	<p>Christina Toyama</p>	<p> <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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>Evidence (agendas, sign in sheets, meeting notes, crosswalk rubrics, letter to parents) will document efforts to align STRIPES and GLOs.</p>
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Goal 2: Staff Success. [Insert school name] 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 three years,	Rationale:

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				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
				<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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	
				<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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	

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Goal 3: Successful Systems of Support. The system and culture of [Insert school name] works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years:	Rationale:
<p>Establish community partnerships in order to offer a range of opportunities for all students to understand the needs of their community and expose students to possible career paths.</p>	<p>The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.</p>

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				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 Accountab le 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>Keone’ula Elementary will continue to offer a range of opportunities for all students to understand the needs of their community and participate through field trips, service learning and volunteer projects.</p>	<p>Service clubs based on students interests and strengths will offer opportunities aligned to community needs and partnerships.</p> <p>Grades K- 5 will select an annual service project that is based on community needs.</p> <p>Form partnerships to offer opportunities that will address the needs of the community and expose students to possible career paths.</p>	<p>2021-2022</p>	<p>Jessica Mauricio</p>	<p><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"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>A description of each service learning/project will show how activities support the needs of the community.</p> <p>Evidence (field trip forms, activity sign-in sheets, pictures, student blogs) will document opportunities offered to students and showcase partnerships.</p>