



One-Year Academic Plan SY 2023-2024
KAHALU'U ELEMENTARY SCHOOL

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Submitted by: Walter Santiago, Principal

Date

04/04/2023



Approved by: Dr. Ed Noh, Complex Area Superintendent

Date

4/1/23

SY 2023-2024 Academic Plan

Where are we now?

CNA (January 2022)

- Quality Tier I explicit, differentiated, standards based, rigorous instruction that engages our students in real world experiences
- K-6 RTI data driven plans using researched based interventions and instructional strategies (intentional progress monitoring)
- Clear MTSS process focusing on the whole child (Academic, Behavior, Social Emotional, Physical)
- Clear PLC process focusing on data driven decision making (intentional progress monitoring)

WASC recommendations (March 2022)

- **Student Success:** Minimize students' performance gap in ELA and Math. The principal, leadership teams, and SSC will be accountable for the enabling activities that lead to closing achievement gaps.
- **Staff Success:** Decrease behavior incidents in the classroom and on-campus. The principal, VP, SSC and counselors will be accountable for staff PD and implementation.
 - Continue to develop and refine the behavior RTI process to support students social and emotional needs
 - Clear and cohesive HMTSS Plan and SEL Program
- **Successful Systems of Support:** Continue to focus on the implementation of quality Tier I standards-based explicit differentiation in small group instruction. Principal, VP, GLC, DH and AC will be accountable for the continued implementation.
 - Develop rigorous student performance expectations and criteria for standards based instruction and assessment for all content areas
 - Provide more opportunities for students to apply their learning in real life, global, and career applications that include reading rich texts and writing

As you plan and implement your work, include:

- **Student Enrichment:** Create and engage students in accelerated learning opportunities.
 - The leadership team, PLCs, and kissing grade levels will articulate to develop an accelerated program that supports student growth beyond the essential academic standards.
- **KES will revisit the PLC process.**
 - Build-in the necessary time to meet with PLCs; meet with intention, create timelines to abide by, create & implement self-assessment/monitoring protocols that will drive KES' work. Assessing the effectiveness of program and processes
 - Continue to refine the PLT/Data Team process to support deeper analysis of student performance data to facilitate more targeted instruction for all levels of learners
 - Process for PD/Training, PD follow-up and implementation, PD sharing, PD professional folder.

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.

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Enrollment													
School Year	Total Enrollment	Female		Male		Native Hawaiians		Low SES		IDEA		EL	
		#	%	#	%	#	%	#	%	#	%	#	%
18-19	296	129	43.58%	167	56.42%	162	54.73%	141	47.64%	61	20.61%	11	3.72%
19-20	286	127	44.41%	159	55.59%	159	55.59%	139	48.60%	66	23.08%	12	4.20%
20-21	270	113	41.85%	157	58.15%	156	57.78%	153	56.67%	66	24.44%	11	4.07%
21-22	254	106	41.73%	148	58.27%	143	56.30%	165	64.96%	61	24.02%	9	3.54%

LDS Data Report 21-22

ELA (Exceeds or Met the Standard)												
School Year	All		Non-High Needs		High Needs		Low SES		IDEA		ELL	
	%	#	%	#	%	#	%	#	%	#	%	#
18-19	36.77%	57	47.54%	29	29.79%	28	31.76%	27	0.00%	0	33.33%	2
19-20	NO Testing SY 19-20											
20-21	30.20%	45	50.88%	29	17.39%	16	19.75%	16	3.33%	1	20.00%	1
21-22	29.50%	41	56.41%	22	19.0%	19	20.0%	18	6.06%	2	25.0%	1

LDS Data Report 21-22

ELA GAP			
School Year	Non-High Needs	GAP	High Needs (IDEA, Low SES ELL)
18-19	57%	25	32%
19-20	NO Testing		

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20-21	51%	30	22%
21-22	69%	48	21%

Strive HI Data Report 18-22

3rd Grade Reading Proficiency	
School Year	Non-High Needs
18-19	65%
19-20	NO Testing
20-21	60%
21-22	52%

Strive HI Data Report 18-22

Math (Exceeds or Met the Standard)												
School Year	All		Non-High Needs		High Needs		Low SES		IDEA		ELL	
	%	#	%	#	%	#	%	#	%	#	%	#
18-19	29.03%	45	40.98%	25	21.28%	20	22.35%	19	0.00%	0	50.00%	3
19-20	NO Testing SY 19-20											
20-21	19.86%	28	36.84%	21	8.99%	8	10.26%	8	3.33%	1	33.33%	1
21-22	30.43%	42	58.97%	23	19.19%	19	20.22%	18	0%	0	50.0%	2

LDS Data Report 21-22

Math GAP			
School Year	Non-High Needs	GAP	High Needs (IDEA, Low SES, ELL)

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18-19	54%	29	25%
19-20	NO Testing		
20-21	31%	16	16%
21-22	76%	55	20%

Strive HI Data Report 18-22

Science (Exceed or Met the Standard)												
School Year	All		Non-High Needs		High Needs		Low SES		IDEA		EL	
	%	#	%	#	%	#	%	#	%	#	%	#
18-19	36.84%	14	36.36%	4	37.04%	10	34.78%	8	33.33%	2	0.00%	0
19-20	NO Testing SY 19-20											
20-21	24.32%	9	38.46%	5	16.67%	4	14.29%	3	12.50%	1	0.00%	0
21-22	25.0%	10	53.85%	7	3	11.11%	12.50^	3	7.69%	1	0.00%	0

LDS Data Report 21-22

Attendance						
School Year	All	Non-High Needs	High Needs	Low SES	IDEA	EL
18-19	93.95%	95.53%	92.82%	93.35%	91.66%	95.44%
19-20	93.92%	95.19%	93.27%	93.34%	92.04%	93.42%
20-21	92.14%	96.34%	90.22%	89.55%	91.41%	87.40%
21-22	87.11%	88.15%	86.73%	86.58%	86.58%	85.55%

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LDS Data Report 21-22

Chronic Absenteeism	
School Year	All
18-19	10%
19-20	16%
20-21	24%
21-22	52%

Strive HI Report 20-21

Discipline						
School Year	All	Non-High Needs	High Needs	Low SES	IDEA	EL
17-18	8	3	5	4	3	
18-19	3	0	3	3	0	
19-20	7	4	3	2	2	
20-21	No Data					
21-22	23	7	16	16	4	

LDS Data Report 21-22

School Climate & Safety			
School Year	Students	Parents	Teachers
18-19	71.5%	82.8%	82.1%
19-20	69.9%	89.3%	87.8%

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20-21	73.4%	96.2%	83%
21-22	75.4%	89.9%	79.9%

SQS Data Report 18-22

3Year Goal & Benchmark Plan

Strive HI/iReady/BAS/Panorama

ELA Proficiency - (2022): **32%**; (2023): **38%**; (2024): **42%**; (2025) **46%**

ELA Gap - (2022): **26 points**; (2023): **22 points**; (2024): **18 points**; (2025) **15 points**

Math Proficiency - (2022): **30%**; (2023): **36%**; (2024): **40%**; (2025) **44%**

Math Gap - (2022): **26 points**; (2023): **22 points**; (2024): **18 points**; (2025) **15 points**

Science Proficiency - (2022): **30%**; (2023): **35%**; (2024): **40%**; (2025) **43%**

3rd Grade Literacy - (2022): **60%**; (2023): **64%**; (2024): **70%**; (2025) **76%**

Chronic Absenteeism - (2022): **14%**; (2023): **12%**; (2024): **10%**; (2025) **10%**

Student Engagement Grade 3-5 - (2022): **74%**; (2023): **78%**; (2024): **80%**; (2025) **83%**

Student Engagement Grade 6 - (2022): **74%**; (2023): **76%**; (2024): **78%**; (2025) **82%**

Sense of Belonging (School Belonging) Grade 3-5 - (2022) **72%**; (2023) **76%**; (2024) **80%**; (2025) **82%**

Sense of Belonging (School Belonging) Grade 6 - (2022) **70%**; (2023) **74%**; (2024) **78%**; (2025) **82%**

School Safety Grade 3-5 - (2022) **70%**; (2023) **74%**; (2024) **80%**; (2025) **82%**

School Safety Grade 6 - (2022) **70%**; (2023) **74%**; (2024) **80%**; (2025) **82%**

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.	Walter Santiago Principal	1.	Tier I Instruction; Tier II & III Intervention Program; MTSS Plan; PLC/Data Teams
2.	Michelle Ah Chong TA Vice-Principal	2.	Tier I Instruction; Tier II & III Intervention Program; MTSS Plan; PLC/Data Teams
3.	Melelani Dycus Academic Coach	3.	Tier I Instruction; Tier II & III Intervention Program; MTSS Plan; PLC/Data Teams
4.	Tamar Bee Student Services Coordinator	4.	Tier II & III Intervention Program; MTSS Plan;
5.	Jacqueline Ing Counselor	5.	Tier II & III Intervention Program; MTSS Plan;
6.	Kristi Kobashigawa El Coordinator/Communication	6.	Tier I Instruction; Tier II & III Intervention Program;s
7.	Janell Malo K-1 GLC	7.	Tier I Instruction; Tier II & III Intervention Program; PLC/Data Teams
8.	Kathryn Alba 2-3	8.	Tier I Instruction; Tier II & III Intervention Program; PLC/Data Teams
9.	Kelly Asato 4-6	9.	Tier I Instruction; Tier II & III Intervention Program; PLC/Data Teams
10.	Allison Hirata SPED	10.	Tier I Instruction; Tier II & III Intervention Program; PLC/Data Teams

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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:
More than 42% of all students will be meeting proficiency for ELA and Math. We will see our ELA and Math gaps close by 8 to 12 points (18-22 pts). We want more than 70% of our 3rd graders meeting reading proficiency. We will see a 8% to 12% increase in the classroom engagement according to the Panorama student survey (Grade 3-5: 78%-82%) (Grade 6: 74%-78%)	Our gap for students meeting proficiency continues to grow in ELA and Math between our high needs and non-high needs students (Impact of the Pandemic). If Kahalu'u focuses on implementing quality Tier I standards based and explicit differentiated small group instruction, we will see our ELA and Math proficiency scores and gaps improve.

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>More than 42% of our students will meet proficiency in ELA and Math. (Strive HI/iReady).</p> <p>We will see our ELA and Math gaps close by 8 to 12 points (Strive HI/iReady) (18 to 22 pts)</p> <p>8% to 12% increase in student engagement (Panorama Survey) (Grade 3-5: 78%-82%) (Grade 6: 74%-78%)</p>	<p>Engage our students in quality Tier 1 instruction for Reading and Math.</p> <ul style="list-style-type: none"> • K-6 explicit, standards based, differentiated, rigorous, small group instruction that • engages our students in real world experiences. • Data driven research based PD that will focus on research based instructional strategies • and interventions that address the learning needs of our students. • PD implementation, assessment, reflection, and sharing. Peer to Peer learning • Researched based curriculum or supplemental resources to address student needs. • Acceleration Enrichment Program for students on or above grade level reading or math <p><i>ESSR Strategies: HHHS, AODDM, RCB, EAP</i> <i>CA Plan Focus Areas: QIP, PLC</i></p>	<p>Walter Santiago Principal</p> <p>TAVP Michelle AhChong</p> <p>AC Lani Dycus</p> <p>GLC & DH</p>	<p>WSF 42101, 42112, 42103</p> <p>Title I 18902, 18935</p> <p>SPPA 73100</p>	<p>PD agendas and evaluations</p> <p>Learning Walk data</p> <p>iReady data</p> <p>Universal Screeners</p> <p>PLC notes</p> <p>Common Formative Assessments (Grade Level)</p>

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<p>The ELA and Math gap between high needs and non-high needs students will close by 8% to 12%. (Strive HI/iReady) <i>(18 to 22 pts)</i></p>	<p>Implement a K-6 Tier II and III intervention program and plan to address our Reading and Math gap.</p> <ul style="list-style-type: none"> ● Implement K-2 RTI plans and schedules that focus on closing our Reading and Math gap. ● Implement 3-6 RTI plans and schedules that focus on closing our Reading and Math gap. ● Use universal screener and other assessment data (i.e., CFA, BAS, Spelling) to drive RTI schedules, plans, ● interventions used, and supports (intentional progress monitoring). ● Use research based instructional practices and programs that focus on quality ● interventions and strategies. ● Build a culture of collaboration and communication in PLCs and GenEd/SPed teachers. <p><i>ESSR Strategies: AODDM, RCB, EAP</i> <i>CA Plan Focus Areas: QIP, PLC</i></p>	<p>Walter Santiago Principal</p> <p>TAVP Michelle AhChong</p> <p>AC Lani Dycus</p> <p>SSC Tamar Bee</p> <p>GLC & DH</p>	<p>WSF 42101, 42112, 42103</p> <p>Title I 18902, 18935</p> <p>SPPA 73100</p>	<p>PD agendas and evaluations</p> <p>Learning Walk data</p> <p>iReady data</p> <p>PLC notes</p> <p>Universal Screeners</p> <p>Common Formative Assessments (Grade Level)</p> <p>Classroom RTI & Progress Monitoring Plan</p>
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GOAL 2: STAFF SUCCESS Kahalu‘u Elementary 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:
We will see more than 80% of our students feeling safe on campus and have a sense of belonging according to the Panorama and SQS survey. 68% or more of our students will feel they can regulate their emotions, have a growth mindset, grit and self-efficacy. Teachers will have a positive relationship with all their students and students will know their teacher cares. Attendance improvement to 94% or better and a chronic absenteeism rate of 14% to 16%.	If our teachers are provided a clear cohesive MTSS plan and provided interventions and strategies to address the academic and behavior needs of their students, then we will see fewer behavior incidents in the classroom and on campus. If our students are provided with these interventions and strategies to self-regulate, have a growth mindset, grit and self-efficacy, they will succeed academically, behaviorally, emotionally, and socially.

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>More than 80% of our students will feel safe on campus and have a sense of belonging.</p> <p>More than 70% of our students will feel they can regulate their emotions, have a growth mindset, grit and self-efficacy.</p>	<p>Implement a cohesive MTSS plan that focuses on</p> <ul style="list-style-type: none"> Positive Behavior Interventions and Supports for teachers and students (PBIS) SocialEmotional Learning (SEL) for teachers and students Clear referral system to address student behavior needs, classroom interventions and campus safety. Clearly define each Tier of our MTSS plan and share interventions and strategies to use at each Tier. <p><i>ESSR Strategies: HHHS, AODDM, RCB, EAP</i></p> <p><i>CA Plan Focus Areas: PLC, SEL</i></p>	<p>Walter Santiago Principal</p> <p>TAVP Michelle AhChong</p> <p>Counselor Jacqueline Ing</p> <p>SSC Tamar Bee</p>	<p>WSF 42101, 42112, 42103</p> <p>Title I 18902, 18935</p> <p>SPPA 73100</p>	<p>Monthly SSP Meeting Notes</p> <p>Panorama Fall and Spring Surveys</p> <ul style="list-style-type: none"> School Safety Data Classroom Climate Data <p>Behavioral and Referral Data</p> <p>Student and Staff Surveys</p> <p>Panorama Intervention Plans</p>

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GOAL 3: SUCCESSFUL SYSTEMS OF SUPPORT Kahalu‘u Elementary works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>More than 42% of all students will be meeting proficiency for ELA and Math. We will see our ELA and Math gaps close by 8 to 12 points. We will see a 8% to 12% increase in the classroom engagement according to the Panorama student survey</p>	<p>Our gap for students meeting proficiency continues to grow in ELA and Math between our high needs and non-high needs students. If Kahalu‘u focuses on implementing quality Tier I standards based and explicit differentiated small group instruction, we will see our ELA and Math proficiency scores and gaps improve.</p>

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>More than 42% of our students will meet proficiency in ELA and Math. (Strive HI/iReady).</p> <p>8% to 12% increase in student engagement (Panorama Survey) (Grade 3-5: 78%-82%) (Grade 6: 74%-78%)</p>	<p>Create clear processes and procedures through PLC/GLM/SSP/Aloha Leadership Teams who will...</p> <ul style="list-style-type: none"> Analyze and use student and school wide data to drive academic, behavior, and school wide program planning and next steps. Progress monitor and assess processes, programs, and procedures quarterly to measure its effectiveness. Create a consistent schedule within the PLC meetings and a renewed focus on data analysis pertaining to student grades, growth, performance, follow-up, and follow through. <p><i>ESSR Strategies: HHHS, AODDM, RCB, EAP</i> <i>CA Plan Focus Areas: QIP, PLC</i></p>	<p>Walter Santiago Principal</p> <p>TAVP Michelle AhChong</p> <p>AC Lani Dycus</p> <p>GLC & DH</p>	<p>WSF 42101, 42112, 42103</p> <p>Title I 18902, 18935</p>	<p>Aloha Leadership Team Meeting Notes</p> <p>Aloha Leadership Team Semester ART report</p> <p>PD agendas and evaluations</p> <p>Learning Walk data (Admin/Peer to Peer)</p> <p>iReady data</p> <p>PLC notes</p> <p>Universal Screener Data</p> <p>Common Formative Assessments (Grade Level)</p> <p>Classroom RTI & Progress Monitoring Plan</p>